



# **MARKSCHEME**

**November 2014**

**GEOGRAPHY**

**Higher Level and Standard Level**

**Paper 1**

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**Core Theme – Patterns and Change**

**SECTION A**

**1. Populations in transition**

- (a) **Describe the global pattern of birth control use shown on the map.** [4]

Award [1 mark] for each valid descriptive point, up to a maximum of [3 marks].

Possible descriptions include:

- high birth control use is mainly found in the Americas, Europe, Russia, China, and Australia [1 mark]
- low birth control use is seen in some parts of Sub-Saharan Africa [1 mark] (Not all of Africa)
- mid usage is shown in, for example, the Middle East, North Africa, South and South West Asia [1 mark]
- majority of the world is over 50% birth control use.

Award the final [1 mark] for valid reference to anomalies or quantification/use of data.

- (b) **Suggest two reasons why the percentage of women using some type of birth control is low in some countries.** [2+2]

Award [1 mark] for each valid reason, and [1 mark] for development and/or exemplification.

Answers must be specific to birth control/contraceptive use/access.

*eg* for religious or cultural reasons [1 mark] the use of contraceptives amongst women is very low in Afghanistan [1 mark].

Possibilities include:

- **Religious/cultural reasons** – see example
- **Poverty** – “poorer women use contraception a lot less than wealthier women” – WHO
- **Access** – many women live in remote/rural regions and do not have access to any modern methods of contraception
- **Lack of gender empowerment** – could be very low priority and as such promotion of contraception is limited
- **Aid agencies** limiting funding to family planning and promoting abstinence policies instead *eg* Bush administration PEPFAR
- **Government policies** related to family planning services
- **Education of women** and how this could influence their choices or lack of choices re contraceptive use.

- (c) **Explain *two* reasons why the Crude Death Rate is falling in most low-income countries.**

[2+2]

Award [*1 mark*] for each distinct, valid reason, and [*1 mark*] for development and/or exemplification.

*eg* access to antiretroviral therapies in many Sub-Saharan African nations [*1 mark*] has reduced the crude death rate amongst HIV+ individuals [*1 mark*].

*Crude Death Rates are falling; in fact all nations according to the UN are below 20/1000.*

Possibilities include:

- vaccination programmes
- water and sanitation
- increased wealth in some nations – more hospitals, better health care
- the work of civil society organizations and multinational organizations such as MSF/WHO
- improving food security and access
- education, especially of women, results in healthier families, lower infant and child mortality rates
- diet, improving due to access/distribution
- hazard mitigation strategies = less fatalities.

Accept any other valid reasons.

**2. Disparities in wealth and development**

**(a) (i) Describe the relationship shown on the graph. [3]**

The relationship is negative / the lower the GNI per capita, the higher the share of informal employment [1 mark]; exemplification using countries from the graph [1 mark]. The final [1 mark] should be reserved for reference to data/quantification or an anomaly.

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

Award [1 mark] for each possible reason, and [1 mark] for development and/or exemplification.

*eg* limited formal employment opportunities [1 mark] results in many attempting to make a living through informal employment [1 mark].

Possibilities include:

- limited formal opportunities linked to country's level of development/GNI
- large agricultural sector, most of which is informal/subsistence
- lack of education and/or capital – lacking skills that would enable formal businesses to be started or attract large formal employers *eg* TNCs
- most informal economic activities require little capital to set up / so are more prevalent in low income countries
- GNI not recording informal sector US\$, so appears lower if higher percentage of economy is informal
- informal sector not being able to generate enough money
- informal sector being labour intensive versus capital intensive.

Accept other valid suggestions.

**(b) Briefly explain how debt relief can reduce global disparities.**

**[4]**

Answers should explain/imply that they know what debt relief is **[1 mark]** and how receiving it frees up money that would have exited the highly indebted nation **[1 mark]**.

The remaining **[2 marks]** should explain how this money could be put to use in a way that reduces disparities / that helps that nation develop.

Award **[1 mark]** for each valid explanation, and **[1 mark]** for each further development/exemplification of how this can reduce global disparities or contribute to economic and social development.

Possibilities include:

- this revenue could be spent on development projects possibly related to MDGs eg construction of schools/hospitals hence reducing global disparities in social development
- alternatively it could be used to fund projects which boost the nation's economic development such as infrastructure allowing for increased trade, hence reducing economic disparities between nations.

**3. Patterns in environmental quality and sustainability**

- (a) **Describe the relationship between the level of poverty and the level of soil degradation shown on the diagram.** [3]

Possible descriptions might include:

- low levels of poverty have lower levels of high soil degradation / high levels of poverty have higher levels of high soil degradation
- low levels of poverty have the most improving soil
- low levels of poverty appear to suffer the most from moderate soil degradation

Accept other valid descriptions.

Reserve the final [1 mark] for some attempt at quantification/use of the data.

- (b) **Explain one strategy that has been successful in reducing soil degradation.** [3]

Award [1 mark] for a valid choice, [1 mark] for its description, and [1 mark] for its explanation. Identification of a valid specific location may also receive [1 mark], up to a maximum of [3 marks].

There are many possible choices including reforestation, shallow plowing, the use of ground covers during fallow periods, planting of wind breaks, controlled grazing, etc. Example:

“One strategy is reforestation [1 mark] where the planting of trees on degraded soil can help stabilize the surface [1 mark] because their roots bind the soil together and make it less likely that erosion can occur [1 mark].”

- (c) **Explain the importance of maintaining biodiversity in tropical rainforests.** [5]

Award [1 mark] for a definition, or clear or implied understanding of the term “biodiversity”.

Award [1 mark] for each valid statement **linking a reason to the importance of biodiversity**, and [1 mark] for each development/exemplification, up to a maximum of [2 + 2 marks].

Possible reasons include: climate regulation; flood control/protection; gene bank maintenance; food/timber; soil conservation; value to indigenous people; tourism value; research opportunities; keeping food chains intact; value of medicinal products.

**4. Patterns in resource consumption**

- (a) **With reference to the diagram, describe the movement of e-waste into and out of Asia.** [4]

Possible valid statements could include:

- there is more waste going into Asia than out
- there is movement **in** from every region (all five)
- there is movement **out** to four regions (none to Oceania)
- the volume of movements **in** is very high
- Asia is the largest **importer** of e-waste mainly from Americas and the Middle East
- Asia does also **export** some e-waste, mainly to Europe

Credit other valid statements.

For the award of the full [4 marks], some mention should be included of both in (imports) and out (exports) and there should be some attempt at quantification/use of data.

- (b) **Briefly explain the limitations of recycling as a strategy to reduce global resource consumption.** [3]

Award [1 mark] for each valid limitation and [1 mark] for any development/exemplification (at any scale).

Possible limitations could include:

- energy is still consumed in the transportation of waste to recycling centres
- energy is used for the recycling process
- some materials cannot be recycled or are too expensive to recycle
- recycling is not available on a large enough scale to deal with all waste
- growth in recycling is outstripped by growing consumption
- there may be better alternatives, *eg* substitution, lower consumption
- desire for economic growth is greater than the desire for sustainability.

Credit other valid limitations.

- (c) **Explain the neo-Malthusian view of the relationship between population size and resource consumption.** [4]

The response must make reference to “neo-”, *eg* contemporary supporters of the views of Thomas Malthus, for [1 mark].

The remaining [3 marks] should be awarded for explanation of the view:

Human population has a carrying capacity [1 mark] because it increases geometrically while resources increase arithmetically [1 mark] leading to a check/crash/adjustment [1 mark] / a need for anti-natal policies [1 mark].

Other valid points may be credited in substitution for those already mentioned.



**SECTION B**

	AO1	AO2	AO3	AO4	Paper 1 Section B
Level descriptor	Knowledge/ understanding	Application/ analysis	Synthesis/ evaluation	Skills	Marks 0–15
A	No relevant knowledge; no examples or case studies	No evidence of application; the question has been completely misinterpreted or omitted	No evaluation	None appropriate	0
B	Little knowledge and/or understanding, which is largely superficial or of marginal relevance; no or irrelevant examples and case studies	Very little application; important aspects of the question are ignored	No evaluation	Very low level; little attempt at organization of material; no relevant terminology	1–3
C	Some relevant knowledge and understanding, but with some omissions; examples and case studies are included, but limited in detail	Little attempt at application; answer partially addresses question	No evaluation	Few or no maps or diagrams, little evidence of skills or organization of material; poor terminology	4–6
D	Relevant knowledge and understanding, but with some omissions; examples and case studies are included, occasionally generalized	Some attempt at application; competent answer although not fully developed, and tends to be descriptive	No evaluation or unsubstantiated evaluation	Basic maps or diagrams, but evidence of some skills; some indication of structure and organization of material; acceptable terminology	7–9
E	Generally accurate knowledge and understanding, but with some minor omissions; examples and case studies are well chosen, occasionally generalized	Appropriate application; developed answer that covers most aspects of the question	Beginning to show some attempt at evaluation of the issue, which may be unbalanced	Acceptable maps and diagrams; appropriate structure and organization of material; generally appropriate terminology	10–12
F	Accurate, specific, well-detailed knowledge and understanding; examples and case studies are well chosen and developed	Detailed application; well-developed answer that covers most or all aspects of the question	Good and well-balanced attempt at evaluation	Appropriate and sound maps and diagrams; well structured and organized responses; terminology sound	13–15

**5. Referring to *one or more* countries, discuss the view that internal (national) migration can help to reduce economic and social disparities.**

[15]

There are many possible approaches to this question and each should be marked on its merits.

The question warrants a look at “migration” in a wider sense than a single narrow case study. In making a case for or against the view, examples must be used. These examples must be national in scope, and must name individual countries. The response may be spatial in nature or it could refer to the migrants themselves.

Economic disparities that may be referred to are: income / employment (formal or informal) / remittances / labour. Social disparities may be gender related / access to services / demographic in nature / social mobility / housing / education.

For example some academics argue that migrants who move from rural to urban areas tend to improve their standard of living. This argument could be developed with examples. However, the conditions in some urban slums could warrant an increase in disparities within the urban area itself.

Examples of forced internal migration and internally displaced persons could be explored, arguing that disparities can actually increase as a result of, for example, hazards, conflict, land-grabs, economic inequalities.

Responses that only look at either social or economic disparities and do not make use of examples should not progress beyond band D.

At band E both social and economic disparities should be addressed, with effective use of examples.

At band F both social and economic disparities should be addressed, with effective use of examples, and both the negative and positive impacts of the migration on disparities should be addressed.

Marks should be allocated according to the markbands.

**6. “We still have the resources to live as wastefully as we want.” Discuss this statement. [15]**

Whether or not the statement is accepted as holding any validity, it suggests many implications worth discussing. These implications include not only considerations of demographic, social, cultural, economic and (geo-)political development/progress but also of environmental, social and economic sustainability.

Many approaches are possible.

Some candidates may base their discussion around the distinction between renewable and non-renewable resources, arguing that by using the former, we can reduce or remove our concern about using the latter. Nuanced positions are also tenable since some non-renewable resources are present in such large amounts that they could easily supply our needs for many generations (no adverse implications), whereas other non-renewables are in such short supply that they do require immediate protection, conservation or substitution.

An alternative approach might be to look at the adverse effects of living wastefully and then consider how society or individuals can avoid these problems. For example, it might be argued that wastefulness could lead to positive impacts such as the stimulation of new technologies, new ideas, the substitution of resources, recycling and policies to reduce resource use.

Stronger candidates are likely to point out that there are some ways of assessing or measuring our impact(s), employing such approaches as environmental footprints and food miles. Stronger responses may also link the discussion to neo-Malthusian and opposing viewpoints about the relationship between population size and resource consumption.

Answers that are simplistic and/or generalized with few or no relevant examples are unlikely to advance beyond band C.

Responses that discuss a range of ideas, supported by evidence, within a structured framework (*eg* compares renewable and non-renewables, or different societies, *eg* rich/poor countries) and show some recognition that there is room for alternative viewpoints about this question are likely to be credited at band E/F.

Marks should be allocated according to the markbands.

7. **“The Millennium Development Goals (MDGs) are unlikely to be achieved without a dramatic increase in global energy consumption.” Discuss this statement.** [15]

Responses could discuss concepts of MDGs, oil/gas resources, alternative energy sources, ecological footprint, *etc.*

There are many possible approaches to this question and each should be marked on in its merits.

An explanation of the MDGs should be given in terms of their purpose. Some of the specific MDGs should be referred to. Candidates may recognize that, as people move out of poverty (MDG 1), they will consume more energy, therefore agreeing with the statement. Other MDGs, *eg* schooling, also require energy for classrooms, *etc.* However, gender equality requires a change in attitudes not more energy. So the statement becomes invalid. Equally, it could be possible to meet some MDGs without a dramatic increase in energy, *eg* low energy technologies (solar and rechargeable).

Alternatively, some may argue that the MDGs cannot be met, irrespective of energy, because of a wide variety of other reasons. Depending on the goals and/or the countries used in the response, these reasons include: conflict (DRC/Afghanistan), HIV/AIDS, corruption, lack of political will, global recession, “cultural obstacles” to improving the status of women, natural disasters *eg* Haiti, not a level playing field, voting rights in the WB and IMF, work of the WTO, trading blocs, debt, tied aid, inappropriate aid.

The extent to which these reasons are linked to global energy consumption is debatable. Responses could look, for example, at how a rise in energy consumption might help a country develop manufacturing industry and create additional employment opportunities, offering families a way out of poverty, or increase a country’s GNI, allowing it to allocate more resources to health/education, with positive effects on gender awareness, nutrition, maternal mortality, and so on.

Answers that are simplistic and/or generalized with few or no relevant examples are unlikely to advance beyond band C.

Responses that discuss a range of ideas, supported by evidence, within a structured framework (*eg* focusing on a number of specific goals or countries) and with some recognition that there is room for alternative viewpoints, are likely to be credited at band E/F.

Marks should be allocated according to the markbands.

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