



MARKSCHEME

November 2006

GEOGRAPHY

Higher Level and Standard Level

Paper 1

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Core Theme: Population, Resources and Development

1. (a) **Briefly describe and suggest possible reasons for the age-group pattern of population movement shown in the diagram.** [2+3 marks]

The diagram shows a higher mobility for young adults and their offspring with lower mobility in the older age groups [2 marks]. This could be explained in terms of the stages in the life cycle: the younger generations moving because of education, employment, first homes, *etc.* together with their offspring, while the older generations are more settled [3 marks].

- (b) **Draw two population pyramids and annotate them to describe the population structures of migrants involved in:**

- (i) **forced migrations in LEDCs** [2+3 marks]
(ii) **voluntary migrations in LEDCs.** [2+3 marks]

Responses should provide two clear population pyramids. Marks should be allocated to neatness, correct labeling and shape [2×2 marks], with the remaining marks allocated to annotations [2×3 marks]. These should indicate that, in forced migrations, the population structure differs little from the original population (a progressive pyramid), although the better responses could show a smaller elderly cohort as they are less mobile; for voluntary migrations, there would be a preponderance of the young adults, especially males. The [6 marks] available for the annotations need not necessarily be evenly divided between the two migrations, as some responses may refer to specific cases where the population structures may be different from those described.

- (c) **Examine the relative importance of the different factors that cause people to leave rural areas in LEDCs. Refer to specific examples or to a specific country.** [10 marks]

The main factor in these migrations is rural impoverishment. In explaining this, responses would be required to comment on most of the following push factors: the very high CBR which results in rapid population growth that is unsustainable, the lack of education and skills, the absence of security of land tenure, traditional farming practices, unfair trade, the switch to cash crops, and the lack of infrastructure and external markets, all which contribute towards this condition of impoverishment.

It would be expected that candidates would also refer to pull factors, but the strongest responses would concentrate on the push factors that are specific to their example. However, in the absence of any reference to such example(s), the responses may not move beyond band E, and, in the absence of any attempt to consider the relative importance of the factors, responses may not move beyond band F.

Marks should be allocated according to the markbands.

2. (a) **The dependency ratio for the country shown was 223 in 1985.**

- (i) **Describe how this particular value was obtained.** *[1 mark]*
- (ii) **Determine in which year it is most favourable.** *[1 mark]*

- (i) The ratio shows the proportion of dependants to the economically active population x 100 – all these elements must be mentioned to obtain the *[1 mark]*.
- (ii) 2000 the most favourable year (with a ratio of 101) *[1 mark]*. It would not be necessary to calculate the ratio – it can be obtained by observation.

(b) **Briefly explain what the changing dependency ratio means for the country shown in the diagram.** *[4 marks]*

[1 mark] should be awarded for the recognition **either** that the dependency ratio is improving from 1985 to 2000 **or** that it is projected to deteriorate after the year 2000. The remaining *[3 marks]* should be allocated to suggestions as to what these changes mean for the country. An improving dependency ratio would have economic consequences (higher productivity, higher tax base, and reduced demands on supporting dependents), whereas a deteriorating dependency ratio would have the opposite economic consequences. Some responses may also consider social and demographic factors, and these should also be credited.

(c) **Describe the changes in the value of the HDI shown in the table and suggest how AIDS may have been responsible for these changes.** *[3+6 marks]*

The description should note that there had been a steady improvement in the HDI until 1995, thereafter the HD declined steadily *[1 mark]*. Quantification and any further development, such as recognizing that the HDI is now lower than 1985, should be credited with the remaining *[2 marks]*.

The explanations should focus on the way in which AIDS could have affected any part of the three variables used to calculate the HDI: a long and healthy life measured by life expectancy at birth; knowledge measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratio; standard of living, measured by GDP *per capita* *[3×2 marks]*.

(d) **Discuss the relative importance of the factors, other than disease, that have limited the development of a country of your choice.** *[10 marks]*

This is an open-ended question but the responses would have to be specific to the country chosen. A large number of factors could be considered, but all responses would have to examine both internal and external factors. The former could include social, political and environmental conditions, in addition to purely economic ones, while the external factors could include trading arrangements, loans and debt repayments, and investment.

The marks should be allocated according to the markbands. In the absence of any case study, responses may not move beyond band E and in the absence of any evaluation of the relative importance of the factors, responses may not move beyond band F.

3. (a) Referring to the diagram, state the percentage of income earned by:

- (i) the poorest 40 percent in Country A [1 mark]
- (ii) the richest 20 percent in Country B. [1 mark]

- (i) Any answer between 20% and 25% should be given [1 mark].
- (ii) Any answer between 53% and 58% should be given [1 mark].

(b) Outline the problems which result from an income distribution such as that shown by Country B. [5 marks]

The main problem to be identified is that of the concentration of wealth in the hands of a small elite [1 mark]. Responses, thereafter, could cover a number of different issues that arise from this situation, such as the following: political power held by the elite (patronage and corruption), uneven development (core-periphery), stagnating or declining economy with high unemployment rates. The remaining [4 marks] could be allocated for a development of one or two of these issues, or for a briefer description of up to four of them.

(c) With reference to a specific resource, explain how effective any attempt to conserve it has been. [8 marks]

It is expected that candidates would choose one of the resources specified in the subject guide (water, fossil fuel, or forest products) but any other resource should be accepted. Up to [6 marks] should be allocated to a description of the programme of conservation, including its location and some quantification. A reasoned and justified evaluation should be awarded the remaining [2 marks].

(d) Examine the issues which encourage the exploitation of natural resources in LEDCs. [10 marks]

The main issues that responses are expected to cover include both internal and external factors. The former could include the need for foreign exchange, the push towards industrialization and the absence of environmental laws and controls, while the latter would most probably concentrate on the role of TNCs, which provide access to technology, capital and markets. The strongest responses would also consider political factors, such as bilateral trade agreements, and use examples to illustrate their responses. While examples of both sets of factors (internal and external) should be covered, not all the above need be mentioned or examined in detail.

The marks should be allocated according to the markbands.
