

# Markscheme

November 2019

Geography

Higher level and standard level

Paper 2

13 pages

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**Paper 2 Section C markbands**

Marks	Level descriptor		
	<b>AO1: Knowledge and understanding of specified content</b>  <b>AO2: Application and analysis of knowledge and understanding</b>	<b>AO3: Synthesis and evaluation</b>	<b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b>
0	The work does not reach a standard described by the descriptors below.		
1–2	<b>The response is too brief, lists unconnected information, is not focused on the question and lacks structure.</b>		
	<ul style="list-style-type: none"> <li>• The response is very brief or descriptive, <b>listing</b> a series of unconnected comments or largely irrelevant information. The knowledge and understanding presented is very general with large gaps or errors in interpretation. Examples or case studies are not included or only <b>listed</b>.</li> <li>• There is no evidence of analysis.</li> <li>• Terminology is missing, not defined, irrelevant or used incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of evaluation or conclusion is expected at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Information presented is not grouped logically (in paragraphs or sections).</li> <li>• Maps, graphs or diagrams are not included, are irrelevant or difficult to decipher (only if appropriate to the question).</li> </ul>
3–4	<b>The response is too general, lacks detail, is not focused on the question and is largely unstructured.</b>		
	<ul style="list-style-type: none"> <li>• The response is very general. The knowledge and understanding presented <b>outlines</b> examples, statistics, and facts that are both relevant and irrelevant. Links to the question are <b>listed</b>.</li> <li>• The argument or analysis presented is not relevant to the question.</li> <li>• Basic terminology is defined and used but with errors in understanding or used inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate to the question, the conclusion is irrelevant.</li> <li>• There is no evidence of critical evaluation of evidence (examples, statistics and case studies).</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the information is not grouped logically (in paragraphs or sections).</li> <li>• Maps, graphs or diagrams included lack detail, are incorrectly or only partially interpreted without explicit connections to the question (only if appropriate to the question).</li> </ul>
5–6	<b>The response partially addresses the question, but with a narrow argument, an unsubstantiated conclusion, and limited evaluation.</b>		
	<ul style="list-style-type: none"> <li>• The response <b>describes</b> relevant supporting evidence (information, examples, case studies et cetera), <b>outlining</b> appropriate link(s) to the question.</li> <li>• The argument or analysis partially addresses the question or elaborates one point repeatedly.</li> <li>• Relevant terminology is defined and used with only minor errors in understanding or is used inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate to the question, the conclusions are general, not aligned with the evidence presented and/or based on an incorrect interpretation of the evidence.</li> <li>• Other perspectives on evidence (examples, statistics and case studies) and/or strengths and weaknesses of evidence are <b>listed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Logically related information is grouped together (in sections or paragraphs) but not consistently.</li> <li>• Maps, graphs or diagrams included do not follow conventions, and include relevant and irrelevant interpretations in the text (only if appropriate to the question).</li> </ul>

<p>7–8</p>	<p><b>The response addresses the whole question, the analysis is evaluated and the conclusion is relevant but lacks balance.</b></p> <ul style="list-style-type: none"> <li>• The response <b>describes</b> relevant supporting evidence correctly (information, examples and case studies) that covers all the main points of the question, <b>describing</b> appropriate links to the question.</li> <li>• The argument or analysis is clear and relevant to the question but one-sided or unbalanced.</li> <li>• Complex terminology is defined and used correctly but not consistently.</li> </ul>
<p>9–10</p>	<p><b>The response is in-depth and question-specific (topic and command term); analysis and conclusion are justified through well-developed evaluation of evidence and perspectives.</b></p> <ul style="list-style-type: none"> <li>• The response <b>explains</b> correct and relevant examples, statistics and details that are integrated in the response, <b>explaining</b> the appropriate link to the question.</li> <li>• The argument or analysis is balanced, presenting evidence that is <b>discussed, explaining</b> complexity, exceptions and comparisons.</li> <li>• Complex and relevant terminology is used correctly throughout the response.</li> </ul>

## Section A

### 1. Changing population

- (a) (i) State which year had the highest percentage of children trafficked. [1]  
2012
- (ii) Determine the range in percentage of women trafficked. [1]  
7% (accept 46%-53%)
- (b) Explain **one** way in which people trafficking can be reduced. [2]

*Award [1] for identification of a valid way to reduce trafficking with a further [1] for development/exemplification.*

For example:

Increased border controls (checking of paperwork) / training of border control staff [1] eg in South Africa the documents of people travelling with children are checked [1].

Other possibilities include:

- Protection, assistance and support – increased efforts to protect foreign national victims as well as non-immigrants.
- Coordination of key agencies such as police forces.
- Investigation and prosecution – of traffickers related to forced labour and sexual exploitation.
- Prevention – to assist other governments to reduce trafficking.
- Policies by industries and institutions – refusal to work with firms that exploit trafficked people.
- Measures to turn back migrants – in the Mediterranean, the refusal by the Italian government, led by Salvini, to allow migrant rescue ships to disembark refugees.
- Education – informing vulnerable groups of their rights eg The Freedom Story in Thailand, educating communities in destinations to raise awareness of, and report trafficking eg school curriculum in Nebraska.
- Advertising – raising awareness in vulnerable groups, reduction in demand by restricting advertising on social media .
- Improve the lives of vulnerable groups in source countries.

- (c) Suggest how **two** groups of people have been affected by **one** pro-natalist or anti-natalist policy you have studied. **[3+3]**

*Two different groups must be identified.*

*Only credit points that are related to the effects of the policy on groups and not the operation of the policy.*

*In each case, allow **[1]** for identification of a valid group and up to a further **[2]** for the development of how the group are affected by the policy and/or a link of the group to the policy.*

For example: Young girls in China were abandoned in nurseries **[1]** due to the preference for having boys as a result of the One Child Policy **[1]**, which has led to them having no legal status and a lack of opportunities for education, healthcare, etc **[1]**.

Other possibilities include:

- Parents with increased parental leave.
- Children getting better education due to government provision.
- Men of marrying age who cannot find a female partner because of gender imbalance.
- Women who can now enter the workplace
- Employers who find it difficult to recruit workers
- Minority groups who are stopped from practising their culture
- Younger generation that have to look after an ageing population
- Women who have more children and go back to work part time instead of their original full-time job

**2. Global climate – vulnerability and resilience**

- (a) Briefly outline how the natural greenhouse effect operates. **[2]**

Longwave/outgoing radiation **[1]** is absorbed by greenhouse gases **[1]**, heating up the atmosphere **[1]**.

- (b) Explain **how** the global energy balance can be changed by:

- (i) solar radiation variations; **[2]**

Solar flaring / sunspot activity / solar cycles **or** increase/decrease in solar activity **[1]** can change the amount of shortwave radiation entering the system **[1]**.

- (ii) global dimming due to volcanic eruptions. **[2]**

Increased aerosols / dust / particles in the atmosphere **[1]** preventing the input of shortwave radiation **[1]**.

- (c) Explain **two** reasons why sea-level change may result from global warming. **[2+2]**

In each case, credit a valid reason **[1]** and award **[1]** for development/exemplification that explains change in sea level.

For example:

- Thermal expansion of the oceans **[1]**, as at higher temperatures water occupies a greater space/sea level rise **[1]**.
- Melting of icecaps/glaciers **[1]** results in a global change in hydrological storage as water moves from the cryosphere to the oceans / increases the amount of water in the oceans/sea level rise **[1]**.

Accept evaporation and drop in sea level **ONLY** when specifically related to inland seas.

### 3. Global resource consumption and security

- (a) Describe the distribution of countries that produce more than 6kg of electronic waste per person. [2]

*Award [1] for a comment related to the general distribution and [1] for specifics of location.*

Possibilities include:

- general distribution – uneven, scattered, sparse, coastal
- specifics of location may include:
  - Southern Africa – South Africa plus Botswana.
  - West central Africa – Gabon plus Equatorial Guinea.
  - Central north Africa – Libya.

- (b) Explain **two** reasons why some countries receive large international flows of consumer waste. [2+2]

*In each case award [1] for identification of a valid reason with a further [1] for development/exemplification.*

For example: Some low-income countries import waste because they receive money for it [1], eg Ghana is a low-income country and imports waste because valuable metals are found in it [1].

Other possibilities include:

- Environmental controls/policies.
- Costs of recycling.
- Lack of capacity for disposal or recycling in exporting countries.
- Demand for resources in importing countries – recovered metals.
- Use of waste as an energy source.
- Increasing awareness of the value of waste.
- Trade agreements between countries.
- Burn for power – eg Norway.
- More space to store the waste than countries that produce it – eg Singapore.
- Ocean currents.
- Fragile states with limited political/economic power.



- (c) Suggest **two** implications of a warmer climate for the food security of places. **[2+2]**

*In each case award [1] for identification of valid implication of a warmer climate with further [1] for development/exemplification linked to food security/food production.*

For example: Warmer climates lead to extreme weather events, such as hurricanes **[1]**, which can destroy crops and reduce food security **[1]**.

Possibilities include:

- Long-term/gradual climate change risks, such as desertification, sea level rise, changing climatic belts, leading to changes in magnitude of crop production, salinization of soils, patterns of floods for irrigation.
- Access to food decreases because of increase in price – price increases because of food shortage in droughts.
- Slight increase in warming could increase the growing season, whereas a very large increase may result in reduced productivity.
- Temperature increase allows more agricultural output – increase in crop yields, changing limits of cultivation
- Income declines in agricultural sector – unable to access food.
- Spread of pests – changing climate means insects and fungi also spreading towards poles.
- Ocean acidification – acid oceans impact upon plankton, which is the basis of the food chain.
- Warmer temperatures lead to increased evaporation and possibly less water availability for crops.
- Warmer climates require more irrigation and/or increased efficiency of irrigation

## Section B

4. (a) (i) Estimate the percentage of daily income that those in extreme poverty spend on food. [1]
- Approximately 60% (allow 55% to 65%).
- (ii) Identify in which decade extreme poverty declined the fastest. [1]
- 2000 – 2010 **or** the 2000s (*do not accept 2000*)

- (b) Using evidence from the infographic, explain **one** way it clearly demonstrates to the audience how they can help end poverty. [2]

Award [1] for valid evidence from the infographic that is linked to poverty and [1] for linking how the audience's help or action can be used to end poverty.

The audience can be individuals, groups (such as charities) or governments.

For example:

The infographic shows that change could be achieved by alleviating extreme hunger [1] and individuals could donate money to provide food/improve agriculture [1].

Or

The infographic shows that change could be achieved by improving sanitation [1] and charities could provide clean water so that fewer people are sick and can work to provide money/food for their families [1].

Or

On the infographic, the prominent extended hand is asking for money [1] governments can use this for job creation, which will provide people with better wages [1].

- (c) Evaluate the strength of the links between poverty and gender that are shown in this infographic. [6]

*Award [1] for each link identified and a further [1] for each relevant development/explanation point, up to a maximum of [5]. Maximum [4] if only one aspect is addressed Award the final [1] for an overall appraisal that weighs up the strengths/limitations of the links shown in the infographic.*

*The links between gender and poverty can be seen in a positive fashion (eg the role of women in the alleviation of poverty through education) or negative fashion (eg the stereotyped view of women/men in the workforce).*

*There are aspects of the infographic that link gender and poverty*

- *The job creation aspect has a focus on the role of men in the pictogram.*
- *The help through government programs examines the transfer to mothers who focus on education.*
- *Maternal mortality.*

*There are other aspects of the infographic that link poverty to alternative factors:*

- *Urban/rural*
- *Conflict*
- *The distribution of wealth in society*
- *The role of access to basic services.*

For example:

The infographic recognizes that women have a central part in the delivery of government programmes [1] where cash can be provided to mothers [1] who use the money to provide education for their children [1]. The education of the most vulnerable enables them to engage in income generating activities [1] that takes them out of poverty [1].

The job creation bar graph uses a symbol that depicts only men [1], implying strongly that only men make up the work force [1] and, hence, that it is only men that can contribute to alleviating poverty [1]. Furthermore, women are depicted as the primary caregivers of children [1], reinforcing gender stereotypes as non-providers of income [1]. Overall, however, the links are not very strong and it does not seem to be the central message of the infographic [1].

## Section C

5. “The greatest global demographic challenge is the growth of overpopulated megacities.”  
To what extent do you agree with this statement?

[10]

Marks should be allocated according to the markbands on pages 3–4.

Responses will probably address the demographic challenge facing individuals at a local scale using family and community as the basis of their comment. Be prepared to credit other scales if valid. Answers should make use of well-developed case study/studies.

Possible **applied themes** (AO2) demonstrating **knowledge and understanding** (AO1):

- The growth of megacities and the threat of reduced access to housing, services and infrastructure.
- The growth of megacities and the threat to health and crime.
- The growth of megacities and the threat of physical and legal insecurity – eviction from unplanned settlements.
- The growth of megacities and the threat to farmland surrounding cities – individuals being pushed off their land.
- The growth of megacities and the threat to the individual’s links to community – segregation and isolation.
- Knowledge and understanding of other demographic challenges such as ageing, migration, rapid population growth.

Good answers may be **well structured** (AO4) and may additionally offer a **critical evaluation** (AO3) that evaluates the relative importance of the demographic threat to individuals posed by the growth of megacities.

Evaluation may take a variety of forms which may include:

- An evaluation of the various demographic challenges posed by megacities.
- An evaluation of the demographic challenges posed by megacities as opposed to other demographic threats, such as ageing, migration, rapid population growth and its impacts on employment/education opportunities, *etc.*
- An evaluation of the various demographic challenges posed by megacities in different locations and stages of development, *eg* New York and Dhaka.
- An evaluation of the changing demographic challenges posed by megacities over time.
- An evaluation of how challenges are perceived in different parts of society.

### For 5–6 marks

Expect weakly evidenced outlining of the demographic challenges facing individuals posed by megacities.

### For 7–8 marks

Expect a well-structured account which includes:

- either a well-evidenced synthesis of the demographic challenges facing individuals posed by megacities and other components
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

### For 9–10 marks

Expect both traits.

6. “A sustainable balance between population and resources can be best met by the circular economy.”  
To what extent do you agree with this statement?

[10]

Marks should be allocated according to the mark bands on pages 3–4.

Responses may tackle the question at a variety of scales. They should have a clear understanding of the concept of “sustainable balance between population and resources” and “the circular economy”. This understanding can be shown by overt definitions or be woven within the fabric of the answer.

Possible **applied themes** (AO2) demonstrating **knowledge and understanding** (AO1):

- An outline of the relationship between population and resources that may take one or more of the views identified in the guide as part of the response structure (pessimistic, optimistic and balanced views).
- An outline of the linear economy of production, consumption and disposal, and a criticism of the resultant issues.
- An outline of the elements of the circular economy, which may include reference to:
  - biological systems and sustainability – restoration, anaerobic digestion, composting, *etc*
  - technical systems and sustainability – maintenance, reuse, refurbish, recycle
  - minimizing system leakage – energy recovery from manufacturing.
- An outline of the UN Sustainable Development Goals.
- An outline of population control measures – government policies and initiatives, social changes to encourage population control.
- An outline of technical changes that may increase the supply of resources or decreased usage of resources eg energy.

Good answers may be **well structured** (AO4) and may additionally offer a **critical evaluation** (AO3) that evaluates the relative importance of the circular economy in the maintenance of a sustainable balance between population and resources. Evaluation may take a variety of forms, which may include:

- an evaluation of the different approaches embodied within the response and/or as a concluding paragraph(s)
- an evaluation of the level of development as a factor influencing the approach taken
- an evaluation of how approaches may vary over time
- an evaluation of how different approaches are perceived in different regions or sections of society.

#### **For 5–6 marks**

Expect weakly evidenced outlining of population/resource balance, the circular economy and other approaches.

#### **For 7–8 marks**

Expect a well-structured account which includes:

- either a well-evidenced synthesis of population/resource balance, the circular economy and other approaches
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

#### **For 9–10 marks**

Expect both traits.