HL Paper 1

Discuss why resource conservation strategies may be more effective than population control in reducing global resource consumption.

Markscheme

Responses should have a clear understanding of the terms "conservation strategies" and "population control" and comment on their utility value when

it comes to reducing world resource consumption.

Resource conservation strategies include:

- recycling
- substitution
- waste reduction
- conservation.

Population control may relate to:

- anti-natal/pro-natal policies/trends
- migration
- positive checks including disease, famine, war (Malthus' view)
- population control by empowering women.

Good responses that score well at AO3 (synthesis/evaluation) will consider both sides of this question and may use one or more of the following approaches:

Spatial – Responses may argue that there is a negative correlation between a country's ecological footprint/resource consumption and high population growth rates. This will fuel the argument that conservation strategies will be more effective in reducing global resource consumption.

Temporal – Population control would only be important in terms of reducing the world's resource consumption in the short term because conservation strategies may take a long time to enact and for their benefits to be felt. Stronger responses may comment that as nations develop, population growth rates tend to decline and as such, controls are unnecessary. This is usually accompanied by an increased ecological footprint.

Perspectives – The world's high-income countries may have the resources to enact conservation measures, but this is unlikely to be a priority for low-income countries. Improved standards of living are linked to reduced fertility. Responses could use the Malthusian debate to help structure their viewpoint. "Control" could include government
strategy but also decisions made by the individual woman within the family.

Responses may take a balanced view or may argue one is more effective than the other. They should also tackle the question on a "global" scale (as that is the question).

At band D, responses will describe details of conservation strategies or population control (alternative approaches) making links to how they may reduce global resource consumption.

At band E, responses will either explain "two sides" of the question or will synthesize well developed themes to discuss how resource consumption is not only linked to population and conservation strategies, but extends into economic and lifestyle considerations.
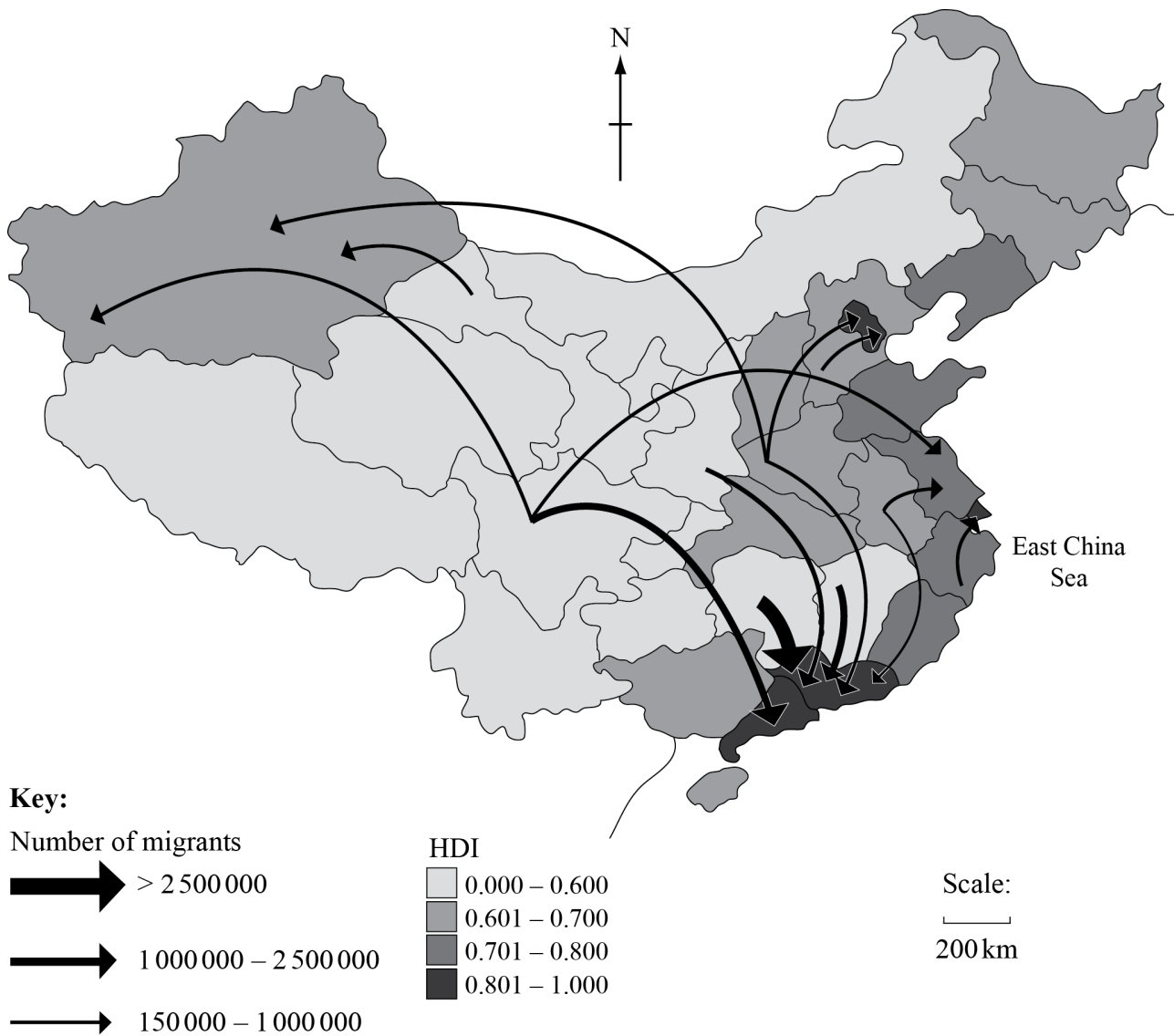
At band F, expect both.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

The map shows internal migration flows in China and the Human Development Index (HDI) for each province for 2005.

N

East China
Sea

Key:

Number of migrants

➡ > 2 500 000

➡ 1 000 000 – 2 500 000

→ 150 000 – 1 000 000

HDI
- 0.000 – 0.600
- 0.601 – 0.700
- 0.701 – 0.800
- 0.801 – 1.000

Scale:

200 km

[Source: *Human Development Report* (2009)]

a. Describe the pattern of internal migration shown on the map. [3]

b. Briefly explain **three** positive socio-economic impacts that this migration could have for the provinces of destination. [2+2+

c. Explain why an imbalance in the birth ratio exists in some societies. [4]

Markscheme

a. Any of the following statements for [1 mark] each:

- the majority of migrants move to South/South-East
- little/limited movement to West
- majority of movement is to the coast
- movement is from provinces with low HDI to high HDI.

One of the statements must refer to data values in the key for [1 mark].

Credit other valid descriptions that refer **only** to information found on the map (i.e. "rural to urban" is not valid).

b. Impacts must be of a socio-economic nature and **must** be framed as positive.

- Increased labour force – surplus of cheap labour for industry
- Increased consumer market – stimulates economy of area
- More investment by government – improved infrastructure and services
- Arrival of "others" – stimulates rich cultural diversity
- Female migrants – increased incidence of marriage (Chinese context)

Award [1 mark] for each stated impact and [1 mark] for explanation.

c. Answers should show an understanding of birth ratio – stated or implied [1 mark] and then identify a relevant example of where the birth ratio is unbalanced for example, China, Taiwan, India, South Korea [1 mark].

The following [1+1] marks is for any **two** valid explanations:

- sex-selective abortions can result in a much more extreme birth ratio
- ultrasound technology has made sex selection possible
- boys favoured to carry on the family name, avoid paying a dowry etc.
- unreported births / female infanticide could skew official data.

Examiners report

a.

Candidates provided good descriptions but some answers lacked reference to the data/figures provided and hence could not get the maximum mark.

b. Quite well answered but weaker responses struggled to come up with three distinct or three positive impacts.

c. There were a few good responses that correctly identified what birth ratio is, making reference to examples: China, India and Afghanistan. Answers commented on the social and economic reasons for the imbalance. Unfortunately however, there were many who failed to show any knowledge and understanding of birth ratio and instead wrote about birth rates, thus not answering the question. Birth ratio is in the guide and needs to be covered as a concept in the gender and change section. Some candidates also need to take care when writing as responses would often argue that girls are aborted because they are weaker, or unable to work as hard as boys. This is obviously an incorrect perception that may be leading to sex selective abortions, not a factual truth, and this is how it should be explained in responses.

Examine the view that population change is responsible for water scarcity.

Markscheme

There are many possible approaches to this question.

Responses should understand the term water scarcity, both economic and physical. In terms of population change it can be broadly interpreted and could refer to a growth/decline and/or a change in structure.

Population growth is expected to be the change that is most commonly discussed. Population growth causes increased demand for water. In areas where water resources are under pressure this is likely to be a significant factor increasing water stress. Population growth causes increased demand for agricultural production and an associated demand for water. Population growth may be associated with increased industrial and domestic water demand. Areas that are resource poor are less likely to be able to support larger populations and are more susceptible to overconsumption of the limited resource (for example, Australia).

Responses could argue that demographic change alone has little impact on water scarcity and that other factors are more important such as the growing affluence of a population, as this determines levels of consumption. Affluent societies are likely to have a higher *per capita* water consumption and are thus more likely to lead to physical water scarcity. Affluence increases demand because of lifestyle (dishwashers, washing machines, showers/baths) and diet (water used in meat production). The relationship between supply and demand should be addressed. Another factor (other than population change) that could be addressed could be changes in supply, for example, drought.
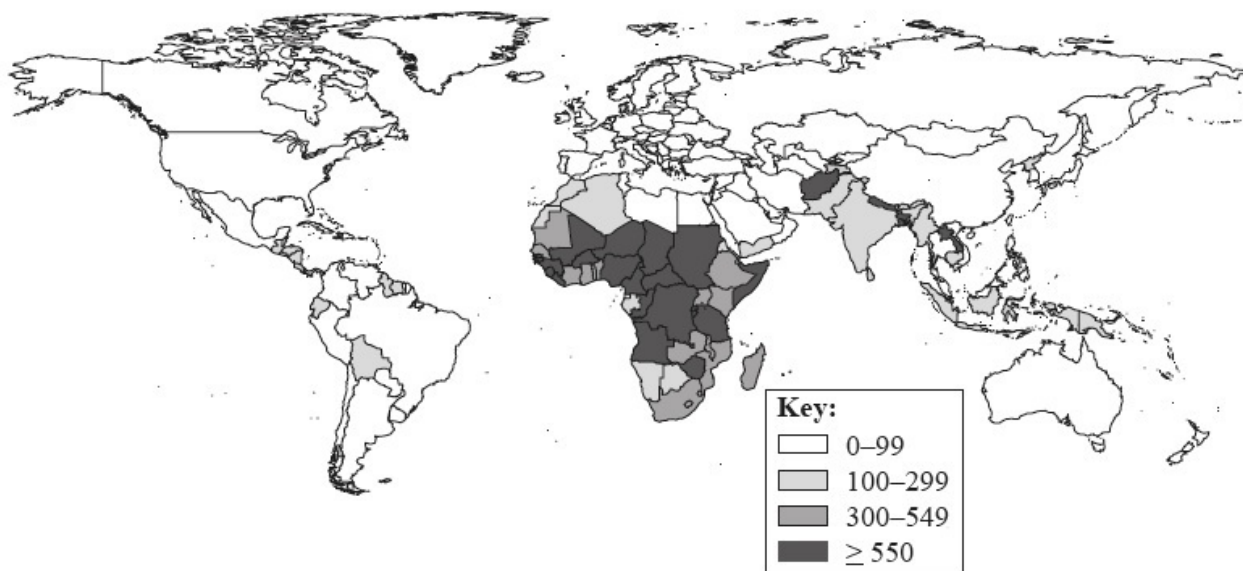
The strongest answers, accessing bands E and F, will need to make effective use of a relevant example or examples and reach a conclusion regarding the statement.

Marks should be allocated according to the markbands.

Examiners report

The best answers had rigorous knowledge and understanding of water scarcity, both economic and physical and could relate this to population change (although often only growth). Only the best candidates disagreed with the statement explaining that population growth is just one of a complex number of factors that impact on water scarcity. Some of these responses were excellent, looking at political and economic factors such as privatization of water and increased affluence. Case studies tended to be generalized but there were some instances of precise examples, particularly from Australia.

The map shows the maternal mortality ratio (maternal deaths per 100 000 live births) for different countries in 2010.

[Source: Reproduced, with the permission of the publisher, from Trends in Maternal Mortality: 1990 to 2010. Geneva, World Health Organization, Fig. 1, p. 23. http://www.unfpa.org/webdav/site/global/shared/documents/publications/2012/Trends_in_maternal_mortality_A4-1.pdf (accessed 08/01/2014)]

a. Briefly describe the global pattern of the maternal mortality ratio shown on the map. [3]

b. Suggest **two** reasons why the maternal mortality ratio is so high in some countries. [4]

c. Explain the recent trends in life expectancy at birth for a **named** country or region. [5]

Markscheme

a. The map shows that highest maternal mortality ratios (MMR) are in sub-Saharan Africa and South Asia *[1 mark]*; the MMR is low in Europe, North America, Australasia and most of the rest of Asia *[1 mark]*, variation in MMR within Latin America and the Caribbean *[1 mark]*, identification of anomalies *[1 mark]*. Award up to a maximum of *[2 marks]* if no quantification/use of data.

b. Award *[1 mark]* for each valid reason, and an additional *[1 mark]* for its development, exemplification or further explanation.

   Possible reasons include: lack of trained health personnel; lack of access to health care; higher fertility; age of mothers; birth spacing; conflict; remoteness; lower status of women; malnutrition; poverty.

   Allow other valid reasons.

   If not related to maternal mortality award up to a maximum of *[2 marks]*.

c. Answers will depend on the country/region chosen.

   Award up to a maximum of *[2 marks]* for describing the recent trends and up to *[3 marks]* for explaining why they occur.

   For example, increased life expectancy could be linked to improved nutrition, health care, sanitation.

   For example, reduced life expectancy could be linked to HIV, AIDS, lifestyle issues, diet.

   If no named country/region or outdated examples are used, marks will be limited to a maximum of *[3 marks]*. If no reference to trends or change award up to a maximum of *[2 marks]*.

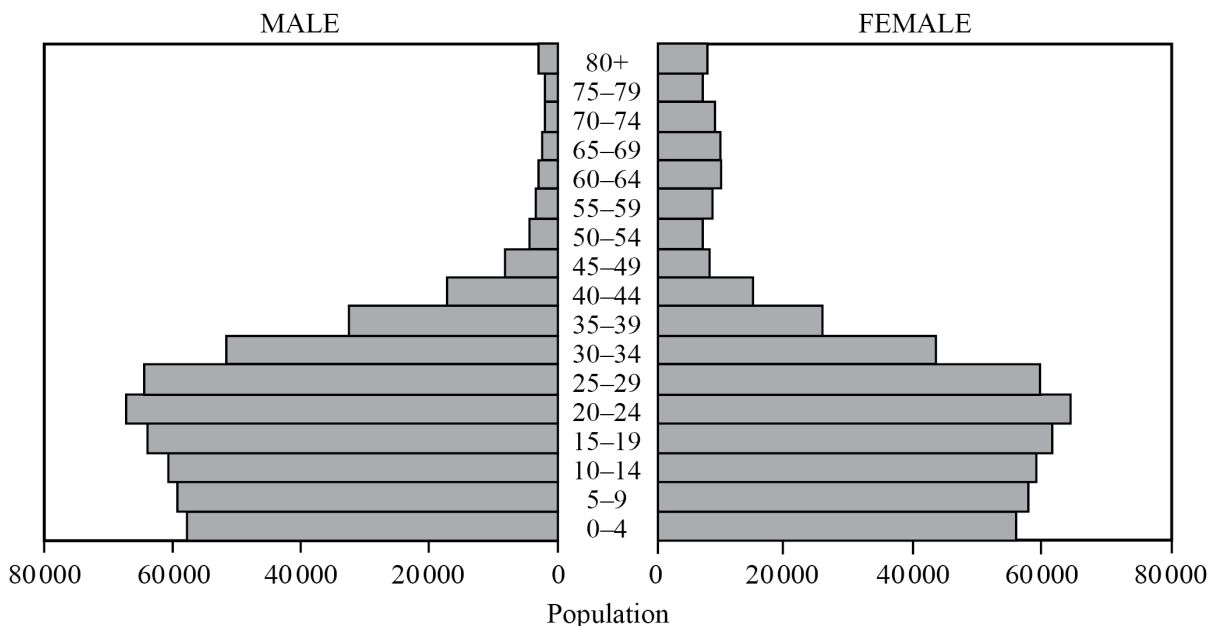   If more than one country/region is used, credit the best one only.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]

The graph shows the predicted population pyramid for a country in 2025.

MALE / FEMALE population pyramid with age groups from 0–4 to 80+, Population axis from 0 to 80 000.

[Source: adapted from U.S. Census Bureau, International Data Base]

a. Describe the predicted population structure of this country in 2025. [3]

b. Distinguish between a population projection and population momentum. [2]

c. Explain the economic impacts of an ageing population on a named country. [5]

Markscheme

a. The pyramid exhibits a broad base/youthful structure [1 mark]. Concave shape/rapidly tapering/chimney effect [1 mark]. A further 1 mark for

quantification or further observation, for example, a comment on the uneven sex ratio/identification of a high (youthful) dependency ratio.

Do not credit explanatory answers.

b. Population projection is an estimate/prediction of a future population [1 mark].

Population momentum refers to population growth/decline which continues despite fertility rates falling/increasing [1 mark].

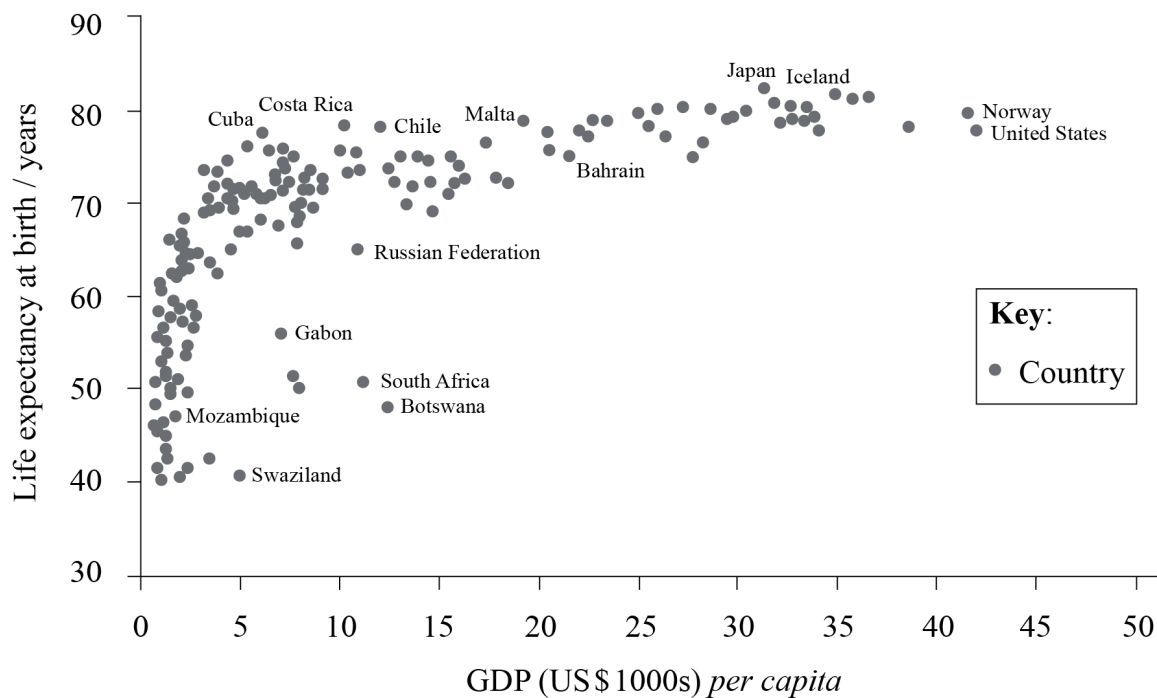c. A valid country should be chosen as an example [1 mark].

Award 1+1 marks for each valid economic impact, provided that it is developed by means of explanation or detail.

Possible impacts could be: increased dependency ratio; potential shortage of labour; reduced revenue from taxation; reduced savings/investment; increased demand on state pensions; increased demand on services/welfare for the elderly; increased insurance premiums; lower economic growth; introduction of mandatory pension schemes; issues of younger family members having to care for the elderly.

Examiners report

a. Most could see that this is a rapidly tapering, youthful population but a surprising number of candidates explained instead of described, and/or did

not recognize the chimney effect and instead referred to this pyramid as having a large economically active population, which is definitely does not.

b. On the whole well answered but with the weaker answers not understanding momentum.

c. Some excellent responses, using Japan, Australia, China, and the UK as examples. On rare occasions examples were not well chosen and this

impacted upon the quality of the response. Some candidates drifted away from economic consequences.

a+b. The graph below shows the relationship between GDP *per capita* and life expectancy at birth for a number of countries in 2010. [2+2]

[Reproduced from Wilinson R.G. and Pickett K.E., The Spirit Level: Why more equal societies always do better.]

(a) Describe the relationship shown on the graph.

(b) Suggest **two** possible reasons for the relationship described in (a).

c. Explain **two** economic effects of a youthful population structure.   [2+2]

Markscheme

a+b (a) There is a positive relationship/life expectancy at birth increases as GDP *per capita* increases [1 mark], but it is non-linear/levels off [1 mark].

Award 1 mark for identification of an anomaly. Reserve 1 mark for quantification.

(b) Award 1 mark for identifying a valid reason and 1 mark for further development and/or exemplification. For example, higher GDP *per capita* implies a higher standard of living – this will impact upon diet/hygiene/sanitation/water supply/access to health care etc. which will impact upon longevity [1+1 marks].

c. Award 1+1 marks for each valid economic effect, provided that it is developed by means of explanation or detail. For example, the demographic dividend – a youthful population if combined with a falling fertility rate [1 mark] can result in a future bulge in the economically active group/labour force [1 mark].

Other possible economic effects that could be explained:

- potential increased unemployment in the future if jobs are not created
- burden on taxpayers – increases due to increased state spending on child-related services such as schools.

Examiners report

a+b a) This question was misread by a large number of candidates who described the temporal changes as opposed to the situation in 1997. It was still possible to grant some marks though if they described and quantified the situation in 1997. A significant number of candidates scored full marks for this question.

b) This question was on the whole well answered with candidates opting for breadth or depth. Reasons given were quite varied ranging from the role of the MDGs, cultural diffusion, the impact of media networks, NGOs working on gender issues, governments introducing quotas etc. Sometimes the reasons were not linked back to the question though, that is, empowerment in politics, which prevented full marks from being awarded.

c. Some excellent and detailed responses here with the popular examples being Singapore, France, Sweden, Spain and Japan. However, some candidates failed to analyse (they just described the policy) and therefore did not get full marks. Some candidates relied on policies from the 1950s and 1960s; although they still accessed the marks it would be better if they studied more up-to-date case studies. A minority of candidates used anti-natalist policies, which scored no marks.

"Forced international migrations bring more positive than negative impacts to recipient countries". Referring to examples, discuss this statement.

Markscheme

Credit should not be given for material relating to internal migrations, countries of origin, or for material relating to voluntary migrations. However, in some cases, the distinction between voluntary and forced may be somewhat blurred, so credit should be given if the candidate offers some justification for treating a particular example as a case of forced, rather than voluntary, migration.

In general, it is likely that the negative impacts of forced migration on recipient countries are likely to outweigh any positive impacts. This is really determined by the circumstances of the host nation itself and the number of forced migrants that are moving. For example, most Syrian refugees are in Lebanon, a country that is already struggling with many other issues.

Possible positive impacts include:
• increase in size of workforce
• introduction of new skills, including language skills
• an influx of migrants may help to create a more culturally-diverse community or country.
• moral obligation – improves international opinion of the country eg Germany, Canada
• migrants can help reurbanize/repopulate areas of decline, especially in countries experiencing ageing population or population decline
• new potential market – boosts economy.

On the other hand, possible negative impacts include:
• increased pressures on supplies of food, water, and shelter
• the need to incorporate incomers into the existing workforce; may require retraining programs
• care systems designed to help the very young and the elderly may be overburdened
• rise of right-wing xenophobic movements/political parties
• increased congestion and pressures on infrastructure
• introduction of diseases
• environmental impacts such as deforestation (eg refugees needing wood for fuel and shelter), overgrazing (cattle, sheep and goats brought by the refugees)
• deterioration in water quality if no proper sanitation system is available.

The discussion of positive and negative impacts need not be in equal depth for the award of full marks.

Responses that only describe either positive or negative impacts (ie not both) should not be credited beyond band C.

At band D, responses are likely to describe a range of both positive and negative impacts, with most of the discussion relating to recipient countries.

At band E, responses are likely to be more focused and include a good range of valid positive and negative impacts. In addition, they are likely to either offer appropriate examples of forced migration, with some supporting detail, or provide some discussion of the concept of forced migration, possibly considering its associated "grey areas".

At band F, responses are likely to do both.

Examiners report

Together with question 5, this was the most popular of the three questions. Many looked at the Syrian refugee crisis and the impacts on the host nations. There was a focus on nations in the EU and this is valid as it has dominated the news cycle but many stronger responses looked at the impacts on the nations that are bearing the burden of this mass migration – namely those bordering Syria such as Lebanon. There were some responses that bordered on being xenophobic themselves, often incorrectly blaming refugees for recent incidents in vast sweeping statements. It was possible for responses to make use of 'voluntary migrations' such as Mexico to the USA if they linked the case study to the concept of 'forced' as many in low income regions have limited choices and are often 'forced' to look outside their own nations for employment.

"Falling fertility rates are no guarantee of reduced resource consumption." Discuss this statement, referring to examples.

Markscheme

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

It would be expected that responses show a clear understanding of fertility rates. This can be defined, stated or implied. It would also be expected that most responses agree with the statement. Even though fertility rates are falling (global fertility is 2.5 in 2013), population momentum and increased longevity mean populations are still growing significantly in most regions. Many Sub-Saharan nations still have predicted doubling times of less than 30 years (eg Ethiopia), despite falling fertility. So falling fertility does not immediately equate with fewer people consuming fewer resources.

There should also be some understanding that when fertility does fall it is generally as a result of, or goes hand in hand with, increases in the standard of living. In the present development paradigm this is associated with increased consumption of resources. Falling fertility is thus often accompanied by an increase in a country or region's ecological footprint.

There are some obvious long-term benefits of falling fertility such as the need for smaller houses, possibly resulting in less pressure on resources and space. Responses could also look at some of the issues related to fertility rates falling below replacement level but their answer must be in relation to how this impacts upon resource consumption.

Responses should make use of examples but responses that focus on describing population policies in some nations and not the consequences of falling fertility rates on resource consumption in that country will be self-limiting as this is not the question.

For band D expect some description of costs and benefits of falling fertility rates on resource consumption. This need not be balanced.

For band E expect some explanation of costs and benefits of falling fertility rates on resource consumption and there should be some attempt at an evaluation of the statement.

For band F expect some explanation of costs and benefits of falling fertility rates on resource consumption and there should be some attempt at an evaluation of the statement, with effective use of examples.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

Examine the relationship between environmental change and human migrations.

Markscheme

Environmental changes (may be either positive or negative) include changes related to:

- soil quality

- water quality and availability
- biodiversity
- climate
- hazard events.

Population migrations include:

- forced/voluntary migrations
- rural–urban migration / international migration
- places of origin and places of destination.

Environmental changes (and their impacts) may lead to population migrations, *eg* soil degradation leading to out-migration.

Population migrations may lead to environmental changes, *eg* habitat destruction in and around refugee camps.

Answers that do not address environmental change at all and instead write about political, social and economic causes and consequences of migration should to be limited to band C and below.

At band D expect descriptions of environmental change and population migration, with few links.

At band E expect <u>either</u> a more detailed explanation of environmental changes and population migrations (with one-directional connections), <u>or</u> may examine how many connections are two-way or complex.

At band F expect both.

Marks should be allocated according to the markbands.

[15 marks]

Examiners report

[N/A]

Examine the view that rapid population growth will prevent some countries from meeting their Millennium Development Goals.

Markscheme

Responses would be expected to show a clear understanding of the MDGs.

Responses may show that increased population numbers could be an obstacle to health, welfare and education provision, especially where there is poor governance of resources. However, there are other issues to consider, such as growing wealth inequalities, innovation resulting from population growth, corruption, civil war.

It is expected that there should be some discussion here about the link between population growth and poverty. Reducing population is not an MDG; rather it is an expected outcome that will become evident as countries reach their MDGs.

The strongest answers may conclude that some MDGs are easier to reach than others or that rapid population growth in some countries may have the opposite effect.

Responses presenting accurate, specific and well-detailed knowledge and understanding of MDGs with relevant examples and evaluation of the links with rapid population growth will reach level E or F.

Marks should be allocated according to the markbands.

Examiners report

While the candidates understood the MDGs, there was a weak treatment of how rapid population growth will prevent countries from meeting the

goals. Arguments tended to be unsubstantiated and lacked sound examples.

"Investing in gender equality is the most effective strategy to promote economic and social development." Discuss this statement.

Markscheme

There are many possible approaches to this question; each should be assessed on its merits.

Many responses are likely to focus on the positive aspects that improved gender equality has on societies and economies. These include the role of women in influencing trends in demography (via age of marriage, number of children), employment (via presence in the workforce), education, health care and politics, among others. It is also possible that reference is made to the Millennium Development Goals, three of which directly focus on improving the status of women. It is also possible that candidates will refer to composite indexes of development and link strategies to empowering women with these indexes.

Discussion may also include some mention of at least one other strategy that promotes economic and social development such as trade and market access, debt relief, aid and remittances.

It is also possible that responses may take an alternative approach and consider that investing in gender equality is not the most effective strategy to promote development. They would need to make their case and be able to describe and explain other strategies that they consider to be more effective.

Responses that are generalized, with few or no examples, are unlikely to advance beyond band D.

Responses that offer a sound discussion with examples and arrive at a clear conclusion either agreeing or disagreeing with the viewpoint are likely to be awarded band E or above.

Marks should be allocated according to the markbands.

Examiners report

Many good answers took the time to introduce the aspects of development that were advanced by gender equality such as GNI per capita, reduced population growth, political advancement, etc. There were some good answers that were well crafted with balance and focus. Stronger responses examined a variety of issues such as the elimination of gender disparity in primary and secondary education, the ratio of literate women to men in young adults, the share of women in the non-agricultural employment sectors and the proportion of seats in national parliaments, to name just a few; all backed with specific geographical examples or case studies. Alternative strategies such as improved trade; development of infrastructure; drive to age of high mass consumption and progress in tertiary and quaternary occupations were also discussed. Composite indices of social and economic development were used to good effect in the best answers. Case studies were seen from Kerala, India; Saudi Arabia; Finland; Norway and Japan to name just a few. This question allowed very good candidates to demonstrate accurate, specific, well-detailed knowledge and understanding of gender issues; examples and case studies were well chosen and developed. The best answers contained wide, well-balanced analysis with good evaluation and application. These answers were a pleasure to read and reflected a very intelligent and well-crafted approach. There were some scripts which took the opposite view from the statement but these tended to be rare with moderate success. The weaker responses tended to ignore the question and focus their response on a list of examples of where women's rights are not prioritized with no explanation as to how tackling this will help with development.

"Migration reduces disparities in wealth and development." Discuss this statement.

Markscheme

There are many possible approaches to this question.

It is likely that answers will offer some introductory definition of migration and an explanation of disparities in wealth and development. Allow a broad interpretation of disparities. Responses may look at how particular migrations reduced and/or increased disparities both between the origin and destination and/or within these two regions themselves. A good answer would be driven by the examples used and may focus on some of the following.

Disparities at origin:

- Increasing: brain drain, gender/education level/age of those remaining.
- Reducing: remittances, skilled returnees.

Disparities at destinations:

- Increasing: residential (migrants living in slum areas), incomes, education levels, job opportunities.
- Reducing: higher income from point of origin, demographic indicators improve.

It is possible for a good response to disagree with the statement and/or to focus on how disparities are created within the destination/origin between the migrants/returnees and those that were there previously.
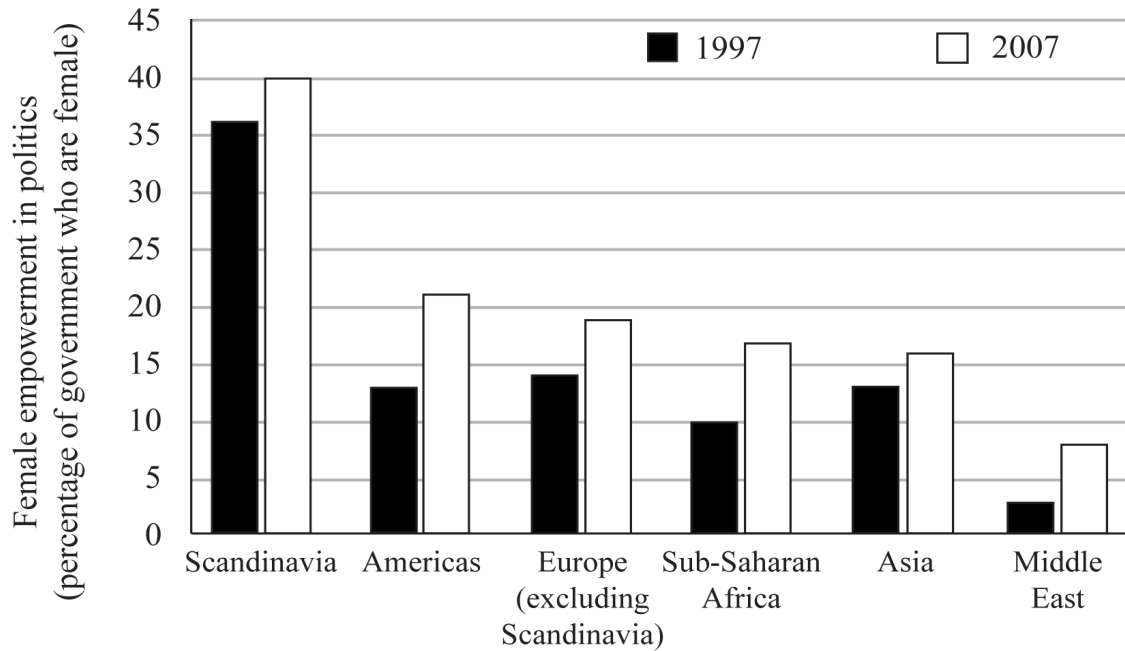
Direct reference must be made to disparities to move beyond band C. The strongest answers, accessing bands E and F, will need to make effective use of a relevant example or examples, and reach a conclusion regarding the statement.

Marks should be allocated according to the markbands.

Examiners report

The strongest responses had well balanced answers from both the origin and destination points of view as well as both positive and negative

discussions. Weaker candidates failed to illustrate their work with specific and detailed case studies and were unsuccessful in their attempt to

consider in any detail the meaning of disparities in wealth and development. Some decided to ignore the question and just wrote on the advantages

and disadvantages of migration; this was self-limiting.

The graph shows how female empowerment in politics has changed in different regions since 1997.

[Source: adapted from UNESCO]

a. Referring to the graph, describe how female empowerment in politics varied between regions in 1997. [3]

b. Suggest reasons why female empowerment in politics has risen since 1997. [4]

c. Analyse the pro-natalist policy of a country you have studied. [5]

Markscheme

a. Scandinavia as a region has the greatest with approximately 36% involved in government [1 mark]; the Middle East has the lowest involvement of

women in government with approximately 3% [1 mark]; the rest of the world averages between 10% and 14% [1 mark]. No quantification or only a

list with values should be awarded 2 marks maximum.

b. Any four valid reasons should be awarded 4 marks. Any two valid reasons that are fully developed and/or make use of examples should be

awarded 2×2 marks.

Cultural – changing value systems; policies designed to increase female participation.

Education – more women qualified; many of the MDGs promote women's rights; decreased *family size*/later marriage – women's roles changing; *legal rights* increasing in some countries.

Italics relate to the syllabus bullet point gender and change.

c. A valid country and policy should be chosen as an example [1 mark]. Award additional marks for further description of the specific policy [2 marks].

The final 2 marks are reserved for some analysis where candidates break down the policy in order to bring out the essential elements or structure

and/or provide some evaluation of the policy's success/failure.

Examiners report

a. This question was misread by a large number of candidates who described the temporal changes as opposed to the situation in 1997. It was still possible to grant some marks though if they described and quantified the situation in 1997. A significant number of candidates scored full marks for this question.

b. This question was on the whole well answered with candidates opting for breadth or depth. Reasons given were quite varied ranging from the role of the MDGs, cultural diffusion, the impact of media networks, NGOs working on gender issues, governments introducing quotas etc. Sometimes the reasons were not linked back to the question though, that is, empowerment in politics, which prevented full marks from being awarded.

c. Some excellent and detailed responses here with the popular examples being Singapore, France, Sweden, Spain and Japan. However, some candidates failed to analyse (they just described the policy) and therefore did not get full marks. Some candidates relied on policies from the 1950s and 1960s; although they still accessed the marks it would have been better if they had studied more up-to-date case studies. A minority of candidates used anti-natalist policies, which scored no marks.

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

Markscheme

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.

Examiners report

This was a popular question and many responses had many case studies to draw upon. Many looked at rural to urban migration within a nation and China and Brazil were popular case studies. Good responses also gave a balanced view of the question, looking at the positive and negative outcomes of the migration in terms of how it reduced disparities. Developed answers covered most parts of the question, with both social and

economic disparities exposed. The most accurate, specific, well-detailed answers demonstrated solid attempts at evaluation. Unfortunately there were a minority of responses that addressed international migration between countries and these were penalized, as this was not the question asked.

Using examples, examine how environmental factors can be a cause of migration.

Markscheme

Both forced and voluntary migration may be relevant to this question.

Responses should consider environmental factors at both the point of origin and the final destinations and the strongest responses may refer to environmental changes, such as global warming, as well as disparities in resource availability, *etc.*

At the origin, push factors include: lack of water/poor water quality, soil degradation, other resource shortages, rising sea levels, changing habitats due to climatic factors.

Physical attractions of the receiving region could include the perception of attractive climate (sunbelt migration), water availability.

Responses that do not focus on environmental factors should not progress beyond band C.

Responses must make use of examples to reach bands E and F.

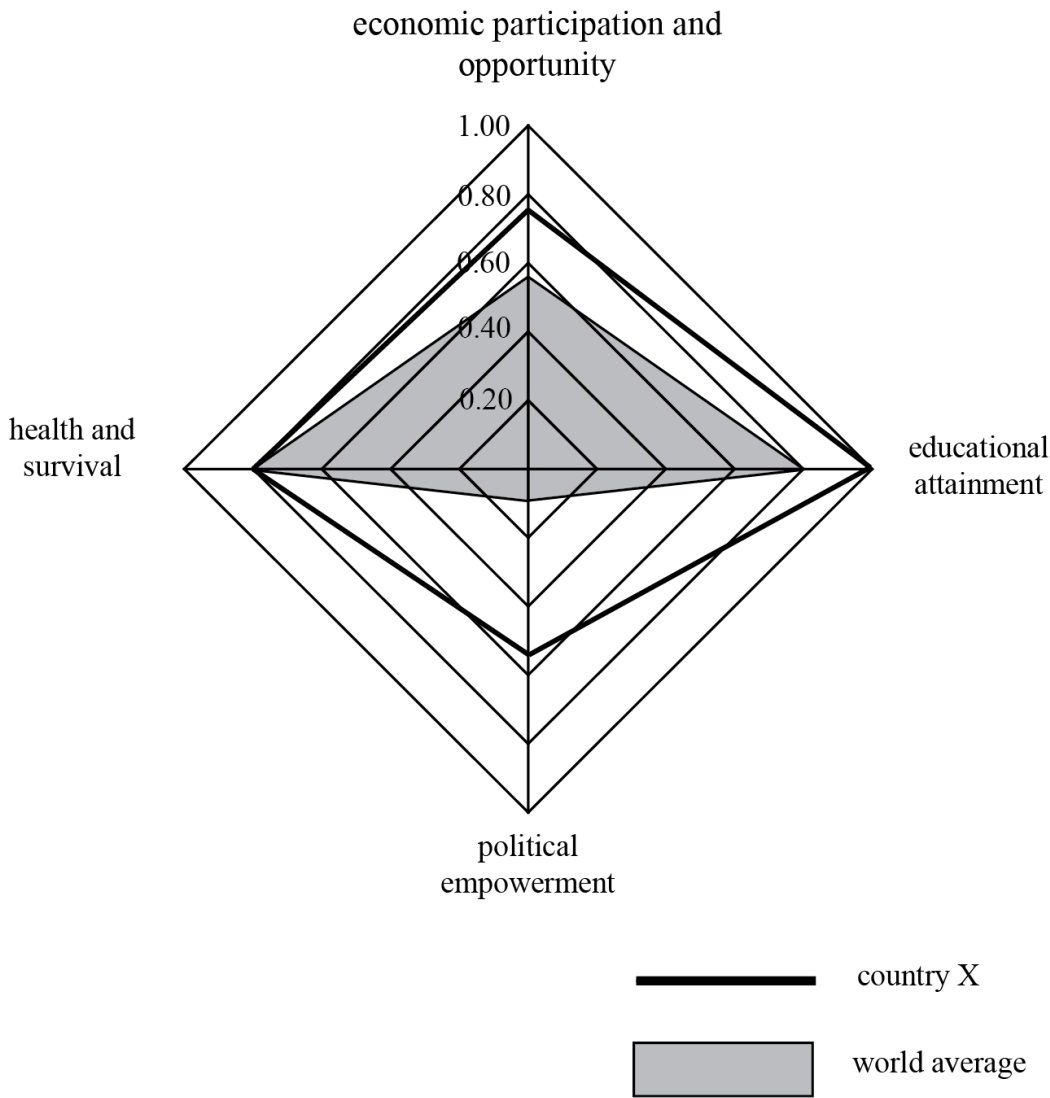Marks should be allocated according to the markbands.

Examiners report

The best answers were well balanced, with environmental issues evaluated at both origin and destination and with sound and specific exemplification.

A significant number of candidates looked at hazards, desertification, and disasters, backing up their migration with good case study material – Tuvalu, Somalia, and so on. Some good answers looked at the environment as a positive, pull factor, such as retirees from the UK to the South of Spain. In some cases candidates relied too much on historical geography and quoted examples from periods which were much older than the age of the candidate, for example, the Dust Bowl of the USA. Candidates are encouraged to use contemporary material. Another issue was that weaker candidates ignored the command that requested the examination of environmental causes.

The diagram shows the gender gap index for country X and the world average (representing 115 countries), which shows the level of success in achieving gender equality for women in the four aspects given below.

The index ranges from 0.00 (total inequality) to 1.00 (total equality).

economic participation and opportunity

1.00
0.80
0.60
0.40
0.20

health and survival

educational attainment

political empowerment

——————— country X

world average

a. Referring to the diagram, state the rank order (from highest to lowest level of equality) for the four aspects of the world average. [2]

b. Describe the status of women in country X. [3]

c. Explain the relationship between fertility and the status of women. [5]

Markscheme

a. The ranking is education and health, tied at the top [1 mark], followed by economic and political [1 mark].

b. A brief description of all four aspects should be given [1 mark] with some quantification [1 mark]. The remaining 1 mark should be awarded for some development, such as comparison to the world averages, or a fuller description of the four aspects, or that political empowerment is an anomaly.

c. Responses should note the inverse relationship between status and fertility: high fertility, coupled with low status or low fertility coupled with high status [1 mark] and then provide an explanation in terms of economic factors (careers leading to delayed marriages, the benefits and costs of children) and/or of socio-cultural and political factors (marriage customs, religion and contraceptive prevalence, education levels) [4×1 mark]. Accept other valid suggestions. In exceptional cases, depth of explanation may compensate for the number of factors considered.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]

The third Millennium Development Goal is to "promote gender equality and empower women". To what extent might international migration play a role in helping this goal to be achieved?

Markscheme

There are many possible approaches to this question.

It would be expected that responses show a clear understanding of this particular MDG and some understanding of outcomes for gender empowerment and/or equality. This can be stated or implied. It would also be expected that most responses make use of valid recent example(s) of international migrations that could impact upon the migrants themselves or on women either in the source country or the destination, *ie* the impact may not be isolated to just the migrants (for example the migration of Indonesian and Filipino women to Hong Kong as domestic workers has had numerous positive and negative outcomes for gender empowerment within the host society). Voluntary or forced migrations may be discussed in the response but the examples referenced must involve movement across an international border.

The focus of the argument will depend on the examples chosen. Candidates may look at the large-scale movement of women from countries such as the Philippines or Indonesia to other regions to do domestic work. Alternatively the essay may focus on the movement of economic migrants of both genders from, for example, Mexico to the USA, and how this migration and the flow of remittances and ideas impacts upon gender roles/empowerment for both the migrants and those still in the country of origin.

There are some obvious positive and negative outcomes for gender as a result of migration:

Example: Domestic workers from Indonesia to Hong Kong:
For the female migrants:
+ independence, travel, financial security;
– abuse, trauma of being away from families, low wages, live-in policy, right of abode
For the destination:
+ Most households have two working adults, with women having successful careers;
– Domestic and childcare work is still seen as "women's work" and grossly underpaid.

These gender-related outcomes would be determined by the movement(s) being utilized in the response.

At band D, expect an example/examples of international migrations and a description of impacts of this movement on gender empowerment.

At band E, expect an example/examples of international migrations and some explanation of both positive and negative impacts of this/these movements on gender empowerment.

At band F, expect an example/examples of international migrations and some explanation of both positive and negative impacts of this/these movements on gender empowerment and there should be some attempt at an evaluation of the "to what extent" part of the statement.

Marks should be allocated according to the markbands.

Examiners report

This question was the second most popular and we saw some excellent responses that were each quite unique in how they tackled the question. They tended to demonstrate a good working knowledge of the MDGs related to gender and were able to effectively evaluate how international migration has allowed these targets to be either more of less achievable. It was possible for responses to answer the question without referring to a specific female migration but rather to look at the impacts of international migration in the country of origin in terms of remittances leading to girls' education, change in family power structures etc. Unfortunately there were some very general and superficial responses characterized by a lack of understanding of both the goals and international migration. Weaker responses lacked focus and often had no exemplification. There were often some overly simplistic responses that showed ignorance towards the diversity of gender issues that exist in some regions such as the Middle East.

To what extent do the most successful poverty reduction strategies focus on wealth creation and gender equality?

Markscheme

Refer to Paper 1 Section B markbands (available under the "Resources" tab) when marking this question.

Candidates can agree or disagree with the statement but need to be able to support their position. It is also possible that responses may agree with one part of the statement and not another. Either of these approaches is acceptable. Poverty reduction is open to interpretation and responses could distinguish between absolute and relative poverty. There are varied ways of tackling this question.

Responses should make use of examples but responses that focus on describing gender equality and wealth creation initiatives and not focusing on their effectiveness as a tool to reduce poverty will be self-limiting.

Wealth creation could explore the success or lack of success of remittances, financial aid, micro credit schemes, trade and market access and debt relief in helping to reduce poverty. This can be addressed on any scale and it is not necessary that all are addressed. This list is also not exclusive, as the guide allows for any strategy to be explored that reduces poverty. These could all be addressed with a gender twist.

Gender equality could explore the success or lack of success of the MDGs, which focused on equity, education and maternal health. Credit responses that explore the extent to which affirmative action policies, such as improving women's access to markets (including labour, land and credit) and decision-making (from domestic to national) , are successful in the reduction of poverty.

The most successful strategies tend to be multifaceted, focusing on more than one aspect of poverty reduction and recognizing that the effects on gender equality may be indirect.

For band D expect some description of how wealth creation and gender equality can help/not help to successfully reduce poverty. This need not be balanced.

For band E expect either some explanation of how wealth creation and gender equality can help/not help to successfully reduce poverty or some evaluation of the extent of their success using examples.

For band F expect both.

Marks should be allocated according to Paper 1 Section B markbands

Examiners report

[N/A]

Examine the view that gender inequalities are a major obstacle to development.

Markscheme

There are many possible approaches to this question.

Responses could explain what development is and successfully link the concept to increased gender equality.

Responses are likely to identify and discuss the relative importance of all the MDGs that in some way relate to gender empowerment (goals 1, 3, and 5 especially).

The answer should examine either how not addressing gender issues will hinder development or explain how addressing them will help nations and communities develop. Allow for broad interpretations of development. Candidates could also identify other factors (other than gender inequality) which are also obstacles to development – this would be a valid approach as long as gender inequality is examined and their reasoning is justified.

Responses that arrive at a clear conclusion either agreeing or disagreeing with the viewpoint, after a sound discussion, are likely to be awarded band E or above.

Marks should be allocated according to the markbands.

Examiners report

This question was popular and produced some quite excellent discussions on how gender issues hinder development. Some candidates also identified other factors as obstacles to development. In many of the good answers, examples and case studies were well chosen but occasionally generalized. There was plenty of evidence that the best candidates had very sound knowledge and understanding of gender inequalities in culture, status, education, employment, politics, legal rights and land tenure. Many responses had specific geographical examples to support their ideas/evaluations/analysis. In weaker answers the "obstacle to development" was often ignored. Most looked mainly at the causes of gender inequality and in some cases how it could be addressed.

"Environmental sustainability will never be achieved without population control." Discuss this statement.

Markscheme

There are many possible approaches to this question.

"Environmental sustainability" is treating the environment in such a way that it meets the needs of the present generation without limiting the ability of future generations to meet their own needs. It includes not only a concern for resource use (for example, preferring renewable resources to non-renewable resources) but also a determination to avoid contamination (soil, water, air) and to prevent adverse human-induced impacts on the environment.

Population control is not limited to policies designed to limit birth rates, but may also be interpreted to include policies of migration, and even policies designed to influence where people are permitted to live (zoning, national parks) and, increasingly, how they live / how much they consume.

In general, the successful implementation of population control is likely to reduce demand for resources, and decrease the likelihood of adverse human-induced environmental impacts. Successful population control is therefore normally associated with an improvement in the degree of sustainability.

However, population control alone is insufficient to ensure environmental sustainability, so a number of other factors such as political will, society's sense of its relationship with the natural environment, public awareness, and desire to see progress only in terms of economic growth, will also be important. Equally, continued population growth may not be an obstacle to long-term sustainability if new technologies are developed and recycling, substitution, and conservation are embraced.

Stronger responses are likely to consider more than one scale (local, national, regional, global), but this is not a requirement for full marks. It is possible to gain full marks if the response focuses on only one or two points, such as over-consumption in some societies, so long as it is done in a well-argued and well-supported way.

Answers that do not show an understanding of environmental sustainability should not move beyond band D.

Responses based on appropriate, well-supported ideas and examples, and which arrive at some conclusion about the statement are likely to be credited at bands E/F.

Marks should be allocated according to the markbands.

Examiners report

There were a number of candidates who looked at the question through the neo-Malthusian and Boserup debate with the better ones able to refer these theories to the concept of environmental sustainability. These argued that from the Malthusian point of view, population control was required and from the Boserupian point of view, technology and innovations were far more important. Again the better candidates backed up their argument with reference to case studies with China, India and Singapore frequently used. Some good answers took a regional focus and looked at environmental stability before and after population control with China being a popular choice here. The weakest scripts had very little knowledge and understanding of sustainability and were largely superficial or marginal with no examples or case studies. In the poorest answers there was little application and important aspects of the question were ignored (such as a discussion on population control). In almost all cases population control was exclusively considered to be control of birth rates.

"The fact that the world's population is now growing less rapidly means that there will be less pressure on the environment." Discuss this statement.

Markscheme

Many responses are likely to agree with this statement saying that indeed slower growth in the world's population will lead to less pressure on resources. They may give examples as to how and why the global natural increase rate has fallen in recent decades. They may identify certain environmental benefits that could result from this, such as less demand on resources and less environmental pressure, with some stated examples. However, to reach the higher markbands there should be an acknowledgement that the statement is over-simplistic as population growth as a rate is a percentage of an increasingly large number of people, so although the rate may be falling, the actual increased numbers of people on our planet every year are still very high.

More significantly, most environmental issues are a consequence of increased standards of living and not of population growth. If one compares the ecological footprint of individuals in different nations it is often very low in the most populous nations, as it is linked more to one's level of consumption. Also, many previously less developed nations are developing and industrializing at an enormous rate, which is accompanied by increased use of fossil fuels and demands on other resources such as water, soil and forest products, all with associated environmental impacts. This said, development often correlates with increased rates of urbanization and reduced fertility; natural increase rates decline but the associated impact on the environment does not.

Answers that are simplistic and/or generalized with few or no relevant facts and figures are unlikely to progress beyond band C.

At band D, expect a balanced view supported by evidence linking demography and development with environmental degradation.

At band E, expect either a detailed explanation of how demography and development link to environmental degradation or discussion of a possible counter-view that pressure on the environment will continue or even increase due to changes in consumption.

At band F, expect both and an overall assessment of the statement.

Marks should be allocated according to the markbands.

[15 marks]

Examiners report

[N/A]

To what extent do migrations bring benefits to both their origins and their destinations?

Markscheme

Responses should consider the benefits at both the point of origin and the final destinations and the strongest responses may refer to both

voluntary/economic and involuntary/forced migrations. At the origin, benefits include: income derived from remittances and the alleviation of poverty;

the reduction in population pressure and demand for resources.

Benefits for the receiving region or society include an increased availability of workers, often willing to work for lower wages, or in unpopular jobs, and with less stringent working conditions. Cultural mixing may also be seen as either a benefit or a disadvantage, depending on the example(s) discussed. Forced migrations generally benefit only the migrants themselves, through the better provision of food and shelter, and increased security.

It is possible for responses to include the costs of migration as the question is "to what extent".

Responses must make use of examples and have an evaluation to reach markbands E and F.

While many responses are likely to conclude that the benefits at the destination outweigh the benefits at the point of origin, all conclusions/evaluations should be judged strictly on the merits of the arguments presented and of any example(s) chosen.

Marks should be allocated according to the markbands.

Examiners report

Most responses showed a good knowledge of the benefits and problems migration brings to the countries of origin and destination. At least some

examples/case studies were presented by almost all. On the other hand though, very few evaluated more than one type of migration; most of the

candidates focused solely on international/economic migration without expanding their answer onto internal or forced migration as well. Stronger

responses provided a sound evaluation to the question posed. Candidates do however need to take care when making generalizations about

particular migrations.

"Population growth is the greatest threat to our planet's soil quality and biodiversity." Discuss this statement.

Markscheme

Refer to Paper 1 Section B markbands (available under the "Resources" tab) when marking this question.

Candidates can agree or disagree with the statement but need to be able to support their position. It is also possible that responses may agree partially with the statement. Either of these approaches is acceptable.

Population growth should be addressed in terms of the regional variations with some regions predicted to grow quite rapidly (Sub Saharan Africa) and others being predicted to experience negative growth (Japan, Europe).

Causes of soil degradation and loss of biodiversity of tropical rainforest (allow other biomes/ecosystems) should be addressed to assess the extent to which population growth is a contributing factor.

Candidates may also look at alternative threats to our planet's soil quality and biodiversity, such as climate change, how an increasing standard of living results in increased consumption irrespective of population growth, the concentration of population in urban areas and the expansion of cities, changing agricultural practices, pollution, invasive species, poaching *etc*.

Responses should make use of examples but responses that focus on describing soil quality and biodiversity and not focusing on the role of population growth will be self-limiting.

It is not necessary for the discussion of soil quality and biodiversity to be of equal depth for the award of full marks.

At band D, expect some description of the issues of population growth, soil quality and biodiversity.

At band E, expect either some explanation of a range of threats that population growth poses to soil quality and biodiversity or a discussion of why other factors besides population growth may be equally or more important in terms of their impacts on soil quality and biodiversity.

At band F, expect both.

Marks should be allocated according to Paper 1 Section B markbands

Examiners report

[N/A]

"Rapid population growth is the main cause of soil degradation and reduced biodiversity." Discuss this statement.

Markscheme

Responses should show some understanding of what is meant by rapid population growth and should be able to explain what is meant by soil degradation and reduced biodiversity. The main focus of the response should then be on discussing the extent to which both of these environmental issues are the outcome of increased population growth. The scale of discussion will depend on the examples chosen.

It is expected that responses will tend to give a balanced view:

- explaining how both soil degradation and biodiversity are caused by population growth: loss of habitat, deforestation to make way for human settlements, infrastructure, agricultural land to feed more people, growth of urban areas in both number and size
- explaining how factors other than population growth are contributing to the loss of biodiversity and soil degradation: increased standard of living, increased consumption, oil dependence, climate change, potential physical factors.

Responses that are generalized, with few or no examples, are unlikely to advance beyond band D.

Responses presenting accurate, specific and well detailed knowledge on the causes of reduced biodiversity and soil degradation and discussing the extent to which population growth is the main cause are likely to reach band E or F if the answer makes use of effective examples.

Marks should be allocated according to the markbands.

Examiners report

This question was answered by a large number of candidates. There were a number of good responses that recognized the impact of rapid population growth and gave a balanced approach which addressed both elements well. The better answers were able to expand on the link by outlining how population growth led to degradation and reduced biodiversity. There were some excellent responses that recognized that population was a factor not only in its size but also in the increased affluence of many countries and the desire for Western diets. Other candidates recognized that growth was not simply a matter of the amount of food required but also space and commented upon urban growth and its impacts on biodiversity. Many also highlighted that growth produced increased resource consumption such as oil and linked this to climate change, with its associated impact on soils and biodiversity. In addition, candidates made the point that natural processes could lead to both elements. In the weaker responses the main problem was often the lack of precise case study material, drawing on examples from "in Africa" or "in the Amazon rainforest". Some failed to link the ideas of soil degradation and reduced biodiversity to rapid population growth. These weaker scripts were characterized by sweeping generalizations and marginal and superficial content.

"Government attempts to control population growth are ineffective." Discuss this statement.

Markscheme

There are many possible approaches to this question. Most responses are likely to consider both pro- and anti-natalist policies, but it is equally

acceptable to focus on only one of these, provided a variety of examples or strategies are discussed.

A discussion of pro-natalist policy could consider incentives such as family credit and tax allowances, advertising, encouraging immigration and lifting restrictions.

A discussion of anti-natalist policy could consider direct policies (control of fertility through coercion or persuasion, abortion and sterilization) and/or indirect policies (reduction of fertility through improving status of women, birth control, delaying marriage, banning polygamy, providing primary health care, financial incentives).

Governments can influence population growth by a variety of migration policies. Responses that consider whether government attempts are effective or not are likely to be credited at bands E/F.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

"A falling fertility rate is always beneficial to a country." Discuss this statement.

Markscheme

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

Fertility rates should be defined, this can be stated or implied.

Benefits could be: reduced costs for schooling, adults can begin to save; less environmental pressure; possible reduction of resource consumption; traditional roles of women changing, increased number of women in the workforce; potential for greater gender empowerment.

Problems could be: aging population; smaller workforce; increased tax burden; reduced market; closure of schools/clinics; need for migrants to boost employment.

Responses should make use of examples.

Responses that focus on describing population policies in some nations and not the consequences of falling fertility rates in that country will be self-limiting as this is not the question. Responses that consider only one side of the argument are unlikely to progress beyond band D. Responses that look at both benefits and problems of a falling fertility rate in a more balanced manner are likely to access bands E and F.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

"Greater gender equality is the most effective way to reduce poverty and stimulate development." Discuss this statement.

Markscheme

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

Many responses are likely to focus on the Millennium Development Goals and positive aspects of greater gender equality on societies and economies. These include the role of women in influencing trends in demography (via age of marriage, number of children), employment (via presence in the workforce), education, health care and politics, among others.

It is expected that the discussion will also include some mention of other factors affecting development, such as the resources available, total size of population and economic and political framework. The strongest responses may challenge the question, either by concluding that they disagree with it, or exploring the meaning of "development".

Responses that do not offer some form of discussion/evaluation are unlikely to go beyond band D. Discussion could involve either looking at multiple ways in which gender equality meets these goals, or looking at other ways of combating poverty, for example, trade, aid. Some responses may choose to disagree with the statement and this is equally acceptable if they can provide a relevant evidenced argument.

Stronger responses that include some discussion of other factors or discuss the meaning of poverty or development in more depth are likely to access bands E and F.
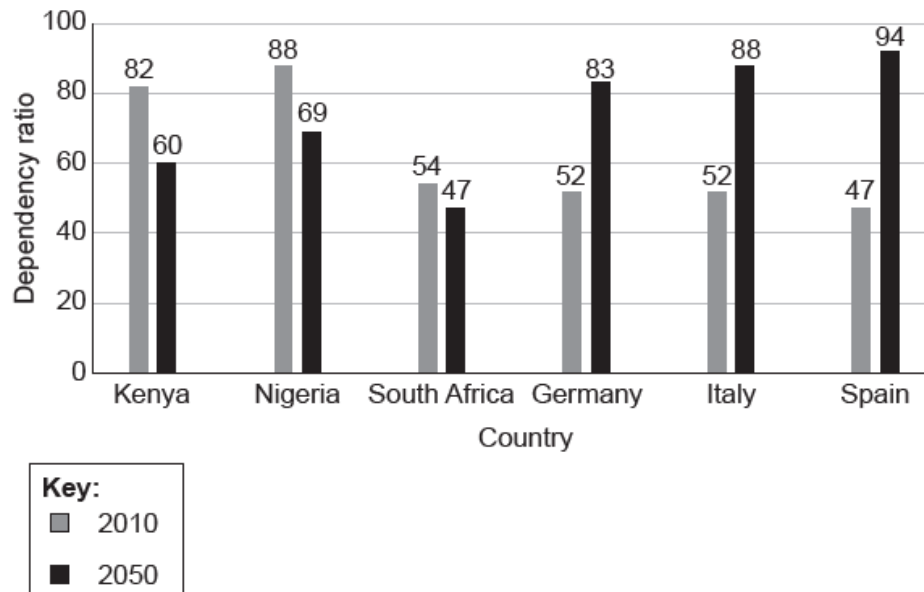
Marks should be allocated according to the markbands.

Examiners report

[N/A]

Populations in transition

The graph shows the actual dependency ratios for 2010 and the predicted dependency ratios for 2050 for a selection of countries.

[Source: Graph adapted from Attitudes about ageing: A global perspective, Pew Research Center, Washington, D.C. January 30 2014, http://www.pewglobal.org/2014/01/30/chapter-2-aging-in-the-u-s-and-other-countries-2010-to-2050/. Pew Research Center bears no responsibility for the analyses or interpretations of the data presented here. The opinions expressed herein, including any implications for policy, are those of the author and not of Pew Research Center. Data adapted from United Nations, Department of Economic and Social Affairs, Population Division (2013). *World Population Prospects: The 2012 Revision*, Volume II, Demographic Profiles (ST/ESA/SER.A/345).]

a. Outline how a country's dependency ratio is calculated.   [2]

b. Describe **two** predicted regional trends shown on the graph.   [2]

c. Suggest **one** reason for the predicted change in Nigeria's dependency ratio. [2]

d. Suggest **one positive** and **two negative** socio-economic impacts of an aging population for **one named** country. [6]

Named country:

Positive impact:

Negative impact 1:

Negative impact 2:

Markscheme

a. Young dependent + old dependent / independent population or economically active or working population **[1]**

Young dependent (0–14,15,16) + old dependent (64,65,66+) / independent population or economically active or working population (15–64) **[2]**

b. *Must have regional context that only reflects the continental grouping of the countries to be awarded marks.*

African nations are predicted to have fewer dependents **[1]**.

European nations are predicted to have more dependents **[1]**.

*Must have quantification exemplifying this for award of full marks. If no data then award a maximum of **[1]**.*

c. *Award **[1]** for a valid, distinct reason for decline of dependency ratio and **[1]** for additional explanation and/or detail that explains decline in*

dependency ratio.

For example: Fertility rates/birth rates in Nigeria are predicted to fall **[1]**, reducing the proportion of young dependents in relation to the working age population **[1]**.

Other possibilities include:

- population momentum / large youthful population moving into economically active age group
- in-migration of working-age people.

d. *In each case, award **[1]** for each valid positive/negative socio-economic impact related to the named country, and **[1]** for further development by*

means of explanation or detail.

*Award a maximum of **[3]** if no named country is given and linked to the impacts.*

An aging population is one with high/increasing proportion aged over 65. Impacts may be current or long term.

For example (positive): Grandparent(s) can take care of children **[1]** so that parents do not have to pay for childcare **[1]**.

For example (negative): Costs of providing elderly care **[1]** may be a large burden for taxpayers **[1]**.

Other possibilities include:

Positive

- Economy has access to more experienced employees.
- Less money spent on schooling and natal medical care.
- Lower crime rates and less money needed to be spent on policing.
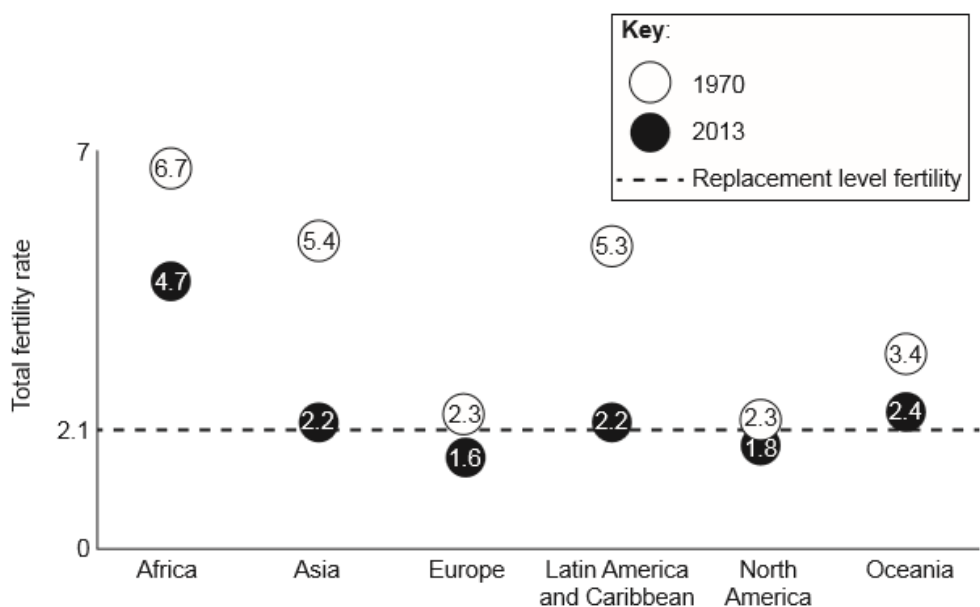- Grey economy.

Negative

- Smaller work force.
- Reduced taxation income.

- Elderly tend to get sick more frequently.
- Reduced spending on education, policing, transport network, etc.
- Cost of paying for pensions.
- Service decline (schools, sports centres, etc not used by older residents).
- 4:2:1 ratio of dependency.
- Reduced productivity.
- Increased age dependency ratio.
- Lack of a young workforce that has more innovative minds and a better grasp of modern technology.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]
d. [N/A]

The graph shows how total fertility rates have changed between 1970 and 2013 in different regions of the world.

[Source: Population Reference Bureau (2014)]

a. Outline what total fertility rate measures. [2]

b. Describe the trends shown on the graph. [4]

c. Suggest **two** reasons for the change to the total fertility rate in Asia. [4]

1.

2.

d. Explain the difference between a population projection and population momentum. [2]

Markscheme

a. The only acceptable response is:

    The average number of children **[1]** a woman has during her child-bearing years/in her lifetime **[1]**.

b. *Award **[1]** for stating that all areas experience a decline in fertility rate*.

    *Award a further **[1]** each for any two valid and distinct statements, with quantification necessary for the final **[1]***.

    Possibilities could include:
    • Africa, Asia and Latin America have had the largest decline, example of quantification a drop of between 2 and 3.2 children on average
    • North America, Europe and Oceania have had the smallest decline
    • regions that had an already small total fertility rate have experienced the smallest decline / or vice versa
    • two regions have declined below replacement level fertility.

c. This region has experienced the largest drop in total fertility rate from 5.4 to 2.2: a drop of 3.2.

    *Award **[1+1]** for each valid reason, provided that it is developed by means of explanation and/or detail.*

    For example: Improved health care means infant mortality rates/child mortality rates have fallen in these regions **[1]** therefore fewer replacement children needed **[1]**.

    Other possibilities could include:
    • anti-natal policies within the region
    • increases in the standard of living
    • urbanization – city dwellers tend to choose smaller family size
    • women entering the workplace
    • increased access to family planning
    • later marriages
    • education of women.

d. Population projection is an estimate/prediction of a **future** population **[1]**.

    Population momentum refers to population growth/decline which continues despite fertility rates falling/increasing **[1]**.
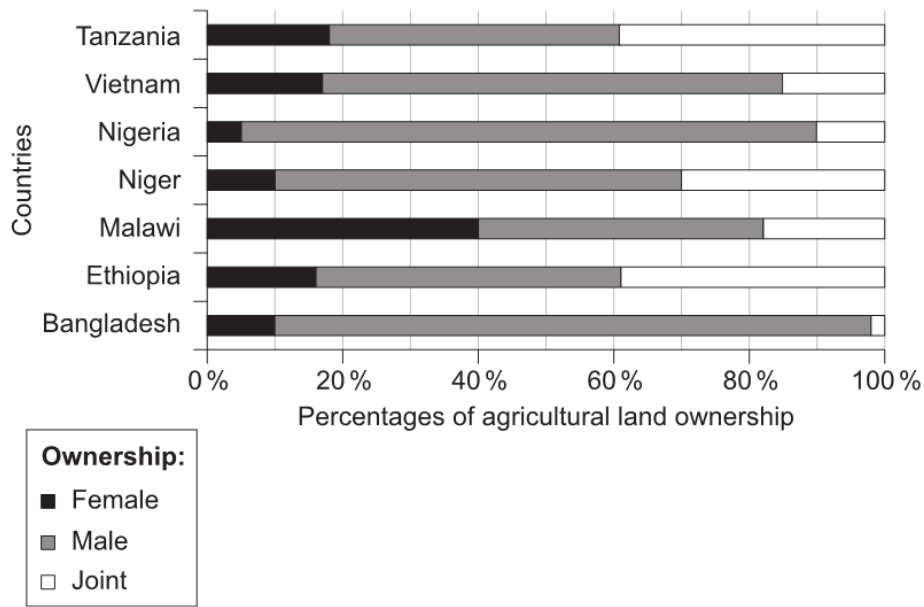
Examiners report

a. On the whole there were sound outlines from most candidates.

b. This question was very well done with the majority of candidates achieving full marks. Weak responses tended to ignore the trend over time, focusing instead on the spatial pattern in one particular year or forgetting to include some quantification when describing the trends.

c. Strong responses here with candidates often mentioning the fact that China's anti-natalist policy will have impacted upon Asia's figures during this time period or that the region has undergone rapid urbanization within this timeframe, reducing the desire for large families. Generally some very impressive answers.

d. This was straightforward for the majority of candidates but a surprising number got zero for this considering these are definitions in the guide. On the whole, explaining momentum was more of a struggle than projection

The graph shows the percentage ownership, by gender, of agricultural land for selected countries.

[Source: Food and Agriculture Organization of the United Nations, Gender and Land Rights Database, http://www.fao.org/gender-landrights-database/data-map/statistics/en/?sta_id=1168. Reproduced with permission.]

a. State the country with the biggest gap between female and male land ownership. [1]

b. Suggest **two** reasons why the percentage of female land ownership in Malawi is similar to the percentage of male land ownership in Malawi. [4]

Reason 1:

Reason 2:

c. Explain **three** socio-economic impacts of a youthful population for a country. [6]

Impact 1:

Impact 2:

Impact 3:

Markscheme

a. Bangladesh / Nigeria

b. *For each valid reason specifically related to land ownership, award [1] for the reason and [1] for further development/detail.*

For example: Change in government legislation **[1]** allowing women to inherit land **[1]**.

Other possibilities include:

- it is an equal society
- matrilineal land tenure systems
- land reform
- male absenteeism/deaths / more men have died/die younger
- implementation of MDGs
- microcredit enabling female participation
- influence of NGOs
- access to education/changing status of women.

c. *For each valid impact, award **[1]** for the impact and **[1]** for further development/detail. A youthful population is one with high proportion aged under*

16. Impacts may be current or long term, positive or negative.

For example: Costs of providing education **[1]** will be a large burden for taxpayers **[1]**.

Other possibilities include:

Negative:

- pressure on housing
- pressure on food supplies
- pressure on health services
- pressure on working population to support the young and old / dependency ratios
- unable to control the growing population / political instability in the country
- rise in crime level
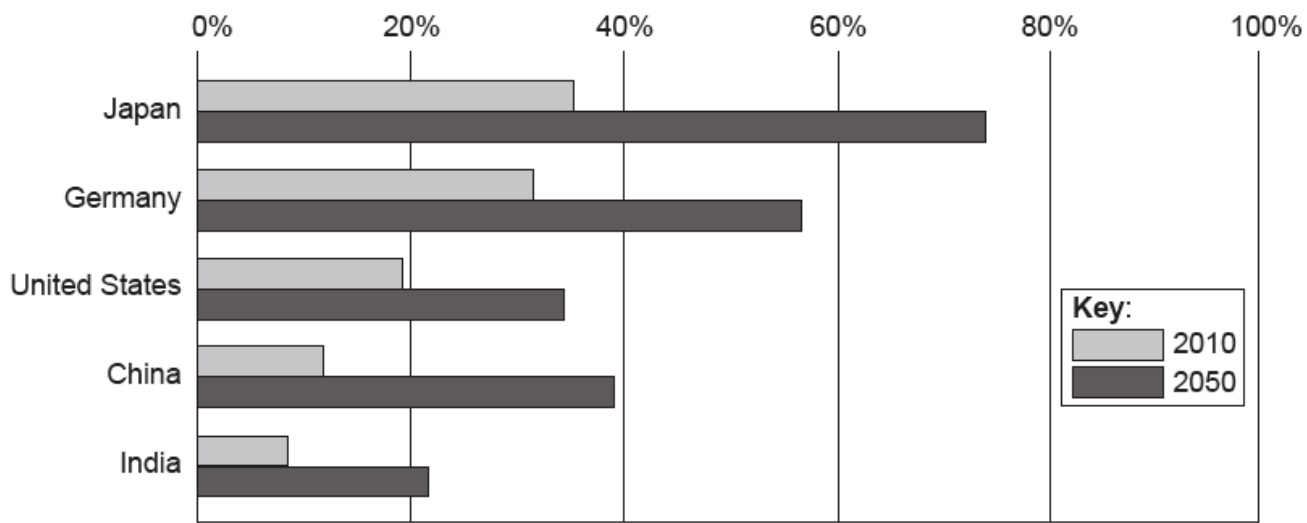- pressures on environment
- provision of **future** jobs.

Positive:

- medical cost is low, leading to economic growth
- youthful population is source of innovation
- employment in education and healthcare
- provides a large cheap **future** workforce
- provides a large tax base for the country
- attractive for investors
- increased resource consumption.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]

The graph shows the old-age dependency ratio in 2010 and the estimated old-age dependency ratio for 2050 for a selection of countries.

[Source: © The Economist Newspaper Limited, London (2009)]

a. Describe what is meant by old-age dependency ratio. [2]

b. Identify which country on the graph is predicted to have the fastest growth in old-age dependency between 2010 and 2050. [1]

c. Explain **two** reasons why the population is ageing in the five countries shown. [4]

d. Suggest **two** reasons why men have a lower life expectancy than women in most countries. [4]

Markscheme

a. It is the ratio of the number of individuals over 64 (allow 60 or 65 as well) **[1]** to the number of people of working age / the number of economically active individuals **[1]**.

b. China

c. Explained reasons must address why the percentage of elderly is increasing in relation to other age groups.

    Award **[1+1]** for each valid and distinct reason, provided that it is developed by means of explanation, exemplification and/or detail.

    For example: Improved medical care **[1]**, diseases linked to longevity treated, allowing increased life expectancy **[1]**.

    Possibilities include:

    - falling fertility/decline in younger cohorts
    - improved nutrition and diet/healthier lives.

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

    For example: Men tend to practise/engage in more risky occupations (civilian) **[1]** *eg* mining, construction, thereby increasing their mortality rate **[1]**.

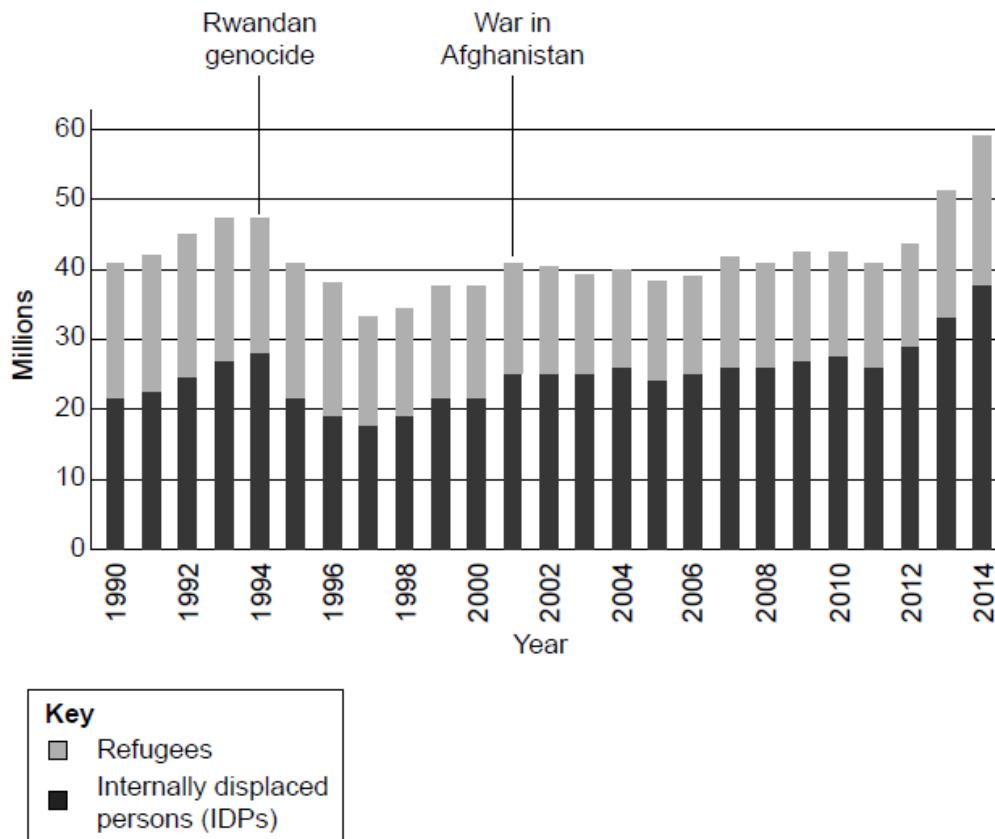   Other possibilities include:

    - most armed forces mainly men/combat increases mortality
    - high-risk behaviour/lifestyle choices (smoking, drinking, diet)
    - biological/physiological make-up of men compared to women
    - crime related factors.

    It is important that the two factors are distinct and NOT a similar reason developed twice.

Examiners report

a. Most candidates were able to define the ratio and used the relevant age ranges but there were a few responses that incorrectly stated that it was the ratio of elderly to the rest of the population; they needed to state to the economically active age groups.

b. It was quite rare to see a candidate get this right; the majority responded with Japan, which was odd as the answer is clearly China – it triples to Japan's doubling.

c. On the whole this was well answered with candidates clearly explaining factors that resulted in the percentage of elderly in a nation increasing. Each factor obviously needed to be valid to the five nations in the graph: either a reason for fertility falling, reducing the proportion of young cohorts, or the many possible reasons for life expectancies increasing across the five regions. The ageing of the "baby boomer" population was also accepted, along with the impact that anti-natal policies could have had on fertility. Explanations did not always stress the reasons for the increase in proportion of elderly in relation to the other age groups and this limited the development needed for the second mark.

d. There were plenty of good academic responses with clear exemplification related to risky jobs, lifestyle choices such as drinking and smoking, health worker visits, military conscription, and valid biological reasons. However, many answers were superficial and often just incorrect: sexist statements such as "men are more stressed as they have to look after the family whilst the wife just stays at home and looks after the kids" were obviously not credited.

The bar graph shows the total number of people in the world who are classified by the United Nations (UN) as forced migrants.

[Source: adapted from UN High Commission for Refugees (UNHCR), www.economist.com]

a. Describe the trends in numbers of internally displaced persons (IDPs) between 1990 and 2010 as shown on the graph. [3]

b. State the key factor that determines whether a forced migrant is a refugee or an internally displaced person (IDP). [1]

c. Suggest **one** political **and one** environmental cause of the rapid increase in the total number of forced migrants since 2011. [4]

Political:

Environmental:

d.i. State **two** incentives used in a recent pro-natalist national policy. [2]

Country name:

Incentive 1:

Incentive 2:

d.ii. Explain why these incentives were introduced in the country you named in (d)(i). [2]

Markscheme

a. *Three valid descriptions are needed and there must be some reference to data for full marks*.

Possibilities could include:

- increase 1990–94 (22 to 28 million)
- decrease 1994–97 (28 to 17 million)
- stable/slow increase/fluctuating 1997–2010
- increase 1997–2001 (17 to 24 million)
- overall increase 1990–2010 (22 to 27 million)
- overall fluctuation.

Reference to data needs to illustrate trend and not a single point on the graph.

b. Whether they are still within their country of origin or not.

c. *Award **[1]** for each reason and **[1]** for further development or expanded exemplification*.

Possible political causes:

- War/conflict **[1]** – people flee dangers from fighting such as injury and death **[1]** *eg* Syrian refugees fleeing fighting **[1]**.
- State persecution **[1]** – denial of the human rights of individuals or groups **[1]** *eg* LGBT in Uganda flee anti-homosexuality laws **[1]**.
- Political ideology **[1]** – people flee a political regime that is against their own philosophy **[1]** *eg* people fleeing communism in Cuba **[1]**.

Possible environmental causes:

- Climate change increasing the incidence of drought/flooding **[1]** – people forced to migrate to access food **[1]** *eg* famine caused by drought causes people to flee from Somalia to Kenya **[1]**.
- Hazard events such as earthquakes **[1]** affecting more people who have been made homeless **[1]**, *eg* Haiti to Dominican Republic after 2010 earthquake **[1]**.
- Slow onset environmental change such as desertification **[1]** – people no longer able to maintain farming or hunting **[1]** land degradation in Mexico's drylands causes rural to urban migration.

Do not award credit for simply naming a country without a detail.

d.i. *Award **[1]** for each valid, <u>distinct</u> incentive related to identified country*.

Possibilities (must relate to named country) and could include:

- tax incentives
- cash payouts when giving birth
- state-funded financial assistance to larger families such as medical care
- priority for housing
- government-subsidized day care
- parental leave – paternity and maternity
- positive portrayal of motherhood
- campaigns to encourage pregnancy.

d.ii Award **[1]** for identification of reason and **[1]** for how it relates to the country (either by use of data or explaining the issue that the country is trying

to tackle).

Possible explanations (related to the named country) could include:

- ageing populations
- low birth rate
- low fertility rate
- shortage of economically active population.

For example: In France, the fertility rate fell below the replacement level **[1]**.
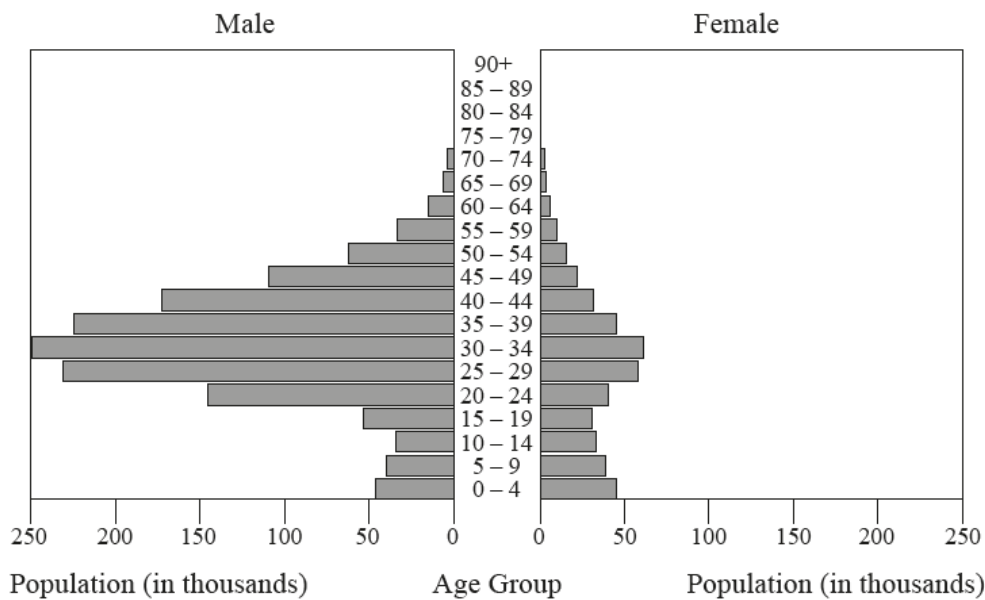The population was ageing and the workforce was getting smaller **[1]**.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]
d.i. [N/A]
d.ii. [N/A]

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1. Populations in transition

The graph shows the population pyramid of an oil-rich Middle Eastern nation in 2012.

Male   Female

Age Group
90+
85 – 89
80 – 84
75 – 79
70 – 74
65 – 69
60 – 64
55 – 59
50 – 54
45 – 49
40 – 44
35 – 39
30 – 34
25 – 29
20 – 24
15 – 19
10 – 14
5 – 9
0 – 4

Population (in thousands)   Age Group   Population (in thousands)

[Source: US Census Bureau]

a. Describe the population structure of this country. [3]

b. Suggest **one** reason for the structure of the **economically active** population. [2]

c. Explain **three** socio-economic impacts of an anti-natal policy in **one named** country. [6]

Markscheme

a. Any two valid, distinct and **descriptive** points for *[2 marks]* plus *[1 mark]* for quantification/use of data from the x/horizontal axis.

Possible descriptions include:

Few dependents; large economically active group; imbalanced gender ratio; 15–64 years old mainly male; youthful and elderly groups are more balanced.

Comments on rates or life expectancy etc. are explanations as opposed to description and should not be credited.

b. Migrants coming into the country are overwhelmingly male *[2 marks].*

c. Award *[1+1 marks]* for each valid/distinct socio-economic impact, provided that it is developed by means of explanation and/or detail.

Possibilities can be positive or negative and may include (for example, using China's One Child Policy):

Skewed sex ratio; no siblings or aunts or uncles; little emperor syndrome; aging population with only child having to support two parents and four grandparents; forced abortions.
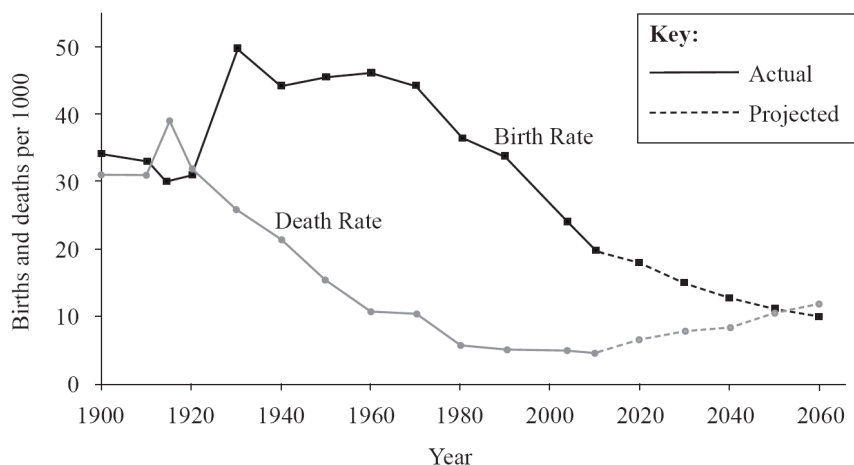
Estimate that policy prevented more than 300 million births; avoided Malthusian catastrophe; infant mortality fell; well educated population as families could afford schooling; may have helped contribute to China's recent economic growth.

If no valid country is named award a maximum of *[4 marks]*.

Demographic or environmental comment must linked to socio-economic impact.

Examiners report

a. On the whole, there were strong responses referring to the size of age groups (dependent and economically active) and/or the gender imbalance. Many candidates forgot to back up description with data from the graph, which limited some strong responses to 2 marks maximum. A few candidates struggled to offer a description of the pyramid and focus too much of their response on explanation. These answers were self-limiting.

b. Mostly good answers with candidates recognizing that the structure reflected male immigration of workers. Other responses were less successful based on gender discrimination in the Middle East or that birth rates had changed or that women had emigrated.

c. The vast majority of candidates made use of China's one-child policy although there were rare cases of others being used such as India or Singapore. Most candidates were able to give valid and distinct socio-economic impacts but were less successful in developing these with explanation and detail. Good responses referred to the impact of the one-child policy on gender imbalance, aging population, social issues such as marriage and "Little Emperors" and future problems of work force, attracting inward investment and looking after family 4-2-1.Some candidates ignored the numbers given in the booklet and answered in one paragraph and it was difficult to distinguish between the three separate impacts. There were some candidates who struggled to identify three distinct socio-economic impacts and in some cases the entire question was developed based on one impact such as gender imbalance or aging population. These were self limiting.

[Source: Richard Rhoda and Tony Burton. *Geo-Mexico: The Geography and Dynamics of Modern Mexico.* Sombrero Books, 2010.]

a. Define *Crude Birth Rate*. [2]

b(i) Estimate the rate of natural increase in 2010. [2]

b(ii) State the year in which the natural increase rate is projected to become negative. [1]

c. Explain the meaning of the term *population projection.* [2]

d. Suggest **two** reasons why governments need population projections. [4]

Markscheme

a. Births *[1 mark]* per 1000 of population *[1 mark]* per year.

b(i).1.5 *[1 mark]* % *[1 mark]* (allow 1.4 or 1.6)

  or

  15 *[1 mark]* per 1000 *[1 mark]* (allow 14 or 16)

b(ii)Any year between 2050–2055 *[1 mark]*

c. A prediction/estimate of future populations *[1 mark]* based on current/past demographic trends (more needed than just BR and DR) *[1 mark]* such

   as population structure and rates of fertility, mortality and immigration.

d. Award *[1+1 marks]* for each valid reason, provided that it is developed by means of explanation and/or detail.

   Possibilities could include:

   - ability to estimate future state revenue from taxes/size of future working population
   - size of potential armed forces/age and sex ratio of future population
   - allocation of services in the future/*eg* elderly care for ageing population
   - need to apply or modify anti or pro natal policies/if population shrinking or growing too large
   - change of migration policies/if economically active population is shrinking
   - need to provide more future employment opportunities.

Examiners report

a. Some variation here from perfect definitions to very poor knowledge and understanding. A number of candidates referred to per 1000/women, and
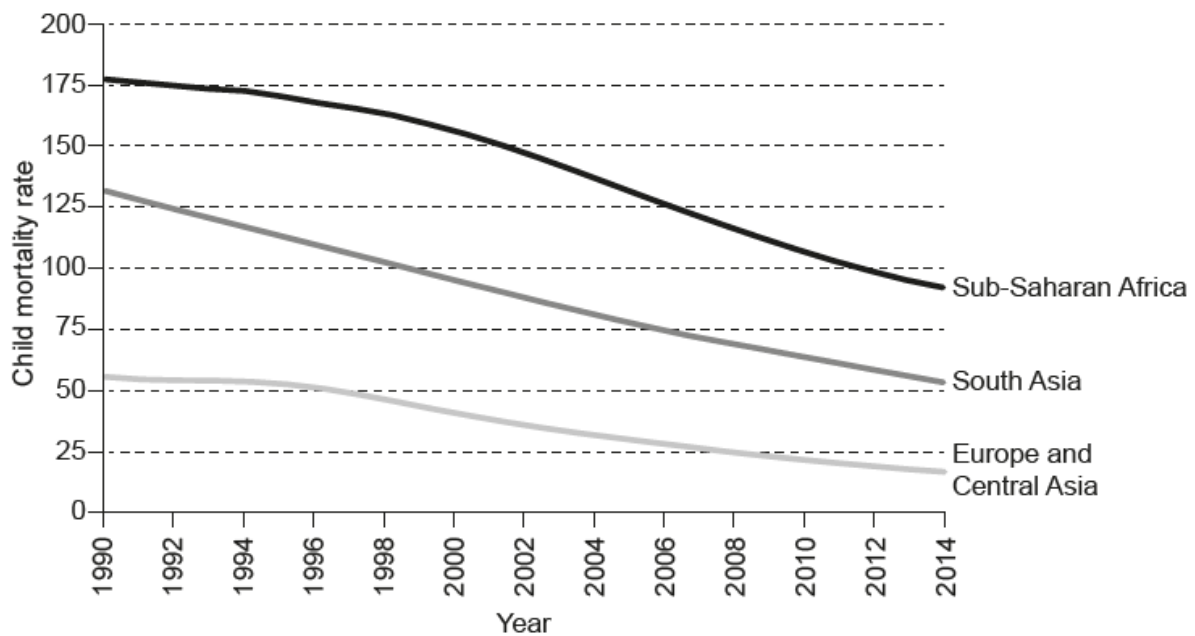
   a significant number defined the crude death rate.

b(i).The majority of candidates got the figure correct but many neglected to include units – per 1000 or %.

b(ii)Most candidates were able to achieve this mark.

c. Most mentioned future/estimate but were less confident on how this was achieved through projected demographic trends based on such variables

   as present age–sex structure, rates of fertility, mortality and migration.

d. Many candidates struggled to come up with two distinct reasons. Many also rolled their answer into one paragraph and it was difficult for the

   examiner to distinguish between the two separate reasons. There were also some excellent responses that clearly tackled the question.

The graph shows the changes in child mortality rates for selected regions of the world since 1990.

[Source: adapted from http://blogs.worldbank.org (1990)]

a. State what the child mortality rate measures. [2]

b. Describe the trend in child mortality shown on the graph for Europe and Central Asia. [2]

c. Suggest **two** reasons for the trend in child mortality since 1990 in Sub-Saharan Africa. [4]

d. Suggest **two** positive socio-economic impacts of an ageing population. [4]

Markscheme

a. The number of children who die before the age of 5 **[1]** per 1000 live births **[1]**.

   [2 marks]

b. *Award **[1]** for any of the following.*

   - slight change from 1990 to 1996 – remains around 50 **[1]**
   - declines more rapidly after 1996 **[1]**
   - decreases over time **[1]**.

   Must have some quantification (other than a date) for the award of full marks.

   [2 marks]

c. (The trend is one of rapid decline from above 175 to about 100.)

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

   For example: Increased urbanization **[1]** increases access to healthcare for children **[1]**.

   Other possibilities include:

   - MDGs and/or aid
   - vaccination programmes *eg* UNICEF/WHO
   - improved water and sanitation
   - debt relief allowing more money to be targeted on healthcare and education.

   [4 marks]

d. *Award [1] for each valid impact (both can be social or economic), and [1] for development and/or exemplification.*

For example: A large grey economy **[1]** creating new jobs and markets **[1]**.

Other possibilities (these may be explicit or implied benefits) include:

- increase in leisure activities geared towards the elderly
- government can shift spending from sectors such as schooling
- potential childcare by grandparents
- growth of retirement homes industry
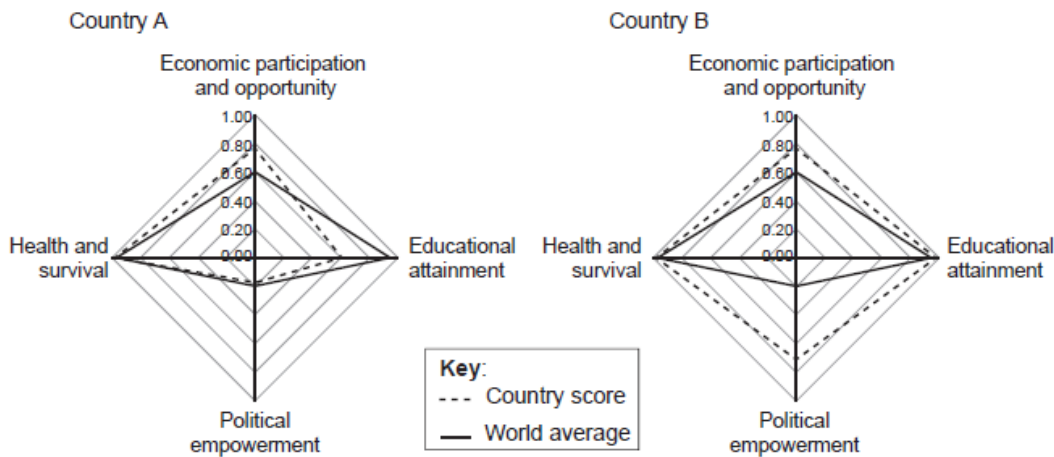- very experienced work force
- lower crime rates.

[4 marks]

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]
d. [N/A]

The graphs show how two countries score in the World Economic Forum's Gender Gap Index 2012, and how each compares to the world average.

The index looks at four aspects of inequality and each ranges from 0.00 (extreme inequality) to 1.00 (total equality).

[Source: adapted from World Economic Forum, *Gender Gap Report* 2012]

a. (i) Identify which country has greater gender equality. [4]

   (ii) Using data from the graph, describe how gender equality in country A differs from the world average.

b. Suggest **two** possible reasons why women in countries like country B have a high level of political empowerment. [4]

c. Explain **two** reasons why the life expectancy in many low-income and middle-income countries is increasing [4]

Markscheme

a. (i) Country B

   (ii) *For full marks, responses must comment on at least three of the four indicators and make some reference to data.*

Possible statements:

- economic participation and opportunity – country A (0.80) is scoring better than the world average (0.60)
- political empowerment and health and survival – country A is almost the same as the world average at (0.2) and (1.00) respectively
- educational attainment – country A (0.60) falls well below the world average (0.90).

b. *In each case, award [1] for a valid reason, and [1] for further explanation, exemplification and/or detail.*

For example: Country B could have a quota system **[1]** that guarantees a minimum percentage/number of positions in government for women **[1]**.

Other possibilities could include:

- affirmative action policies
- women's rights advocacy groups
- state encouragement of female education up to tertiary levels
- large percentage of women in the civil service
- a female head of state could encourage more female involvement
- an education system that boosts confidence in girls and women.

Do not accept responses that country B is more developed – this is unfortunately not accurate and also too vague an answer.

c. *In each case, award [1] for a valid reason, and [1] for further explanation, exemplification and/or detail.*

For example: Improved water quality **[1]** reduced cases of water-borne diseases **[1]**.

<u>or</u>

Access to antiretroviral therapies **[1]** increased life expectancy in many Sub-Saharan nations **[1]**.

Other possibilities could include:

- better access to healthcare
- improved reliability of water supplies
- the work of civil societies and MGOs such as MSF/WHO
- improved food security and access.

Examiners report

a. [N/A]
b. [N/A]
c. [N/A]

Populations in transition

The map shows the percentage of women aged between 15 and 49 who are using some type of birth control.

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

b. Suggest **two** reasons why the percentage of women using some type of birth control is low in some countries. [4]

c. Explain **two** reasons why the Crude Death Rate is falling in most low-income countries. [4]

Markscheme

a. 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. 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. 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.

Examiners report

a. Most candidates were able to describe the global pattern with emphasis on areas of birth control use with quantification and reference to

anomalies. However, there were some responses that looked at the pattern with no quantification. There were also some responses that failed to

look at the global pattern, leaving entire continents out of their description. The best responses were very specific in location with named countries

or regions and made sound use of data from the key. Some candidates lost time in attempts to explain the pattern using terms such as "MEDC" and "LEDC".

b. Most candidates were able to give two distinct and valid reasons but there were some repetitive and mirrored answers. In some cases the candidates did not demonstrate how the selected reasons could influence the choices or lack of choices of some type of birth control. This was essential to get the second mark. Some weak answers were far too generalized and named examples tended to enrich responses.

c. There were some very good answers that examined the rollout of ARVs (antiretroviral therapies) in some Sub-Saharan African nations and the impact this has had on lowering the death rate. Other candidates were able to explain the importance of improvements in such things as: medical care; infrastructure; food security; diets; clean water and sanitation. Two distinct, valid reasons, with development and/or exemplification were required.