

# Geography Higher level and standard level Paper 1

Tuesday 17 November 2015 (afternoon)

Candidate session number

1 hour 30 minutes

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### Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Section A: answer all questions.
- Section B: answer one question.
- Write your answers on the lines in the boxes provided. If you need to continue your answer, use the blank space immediately below the lines provided in the box.
- Use examples, maps and/or diagrams where relevant.
- The maximum mark for this examination paper is **[60 marks]**.



## Core theme – patterns and change

### Section A

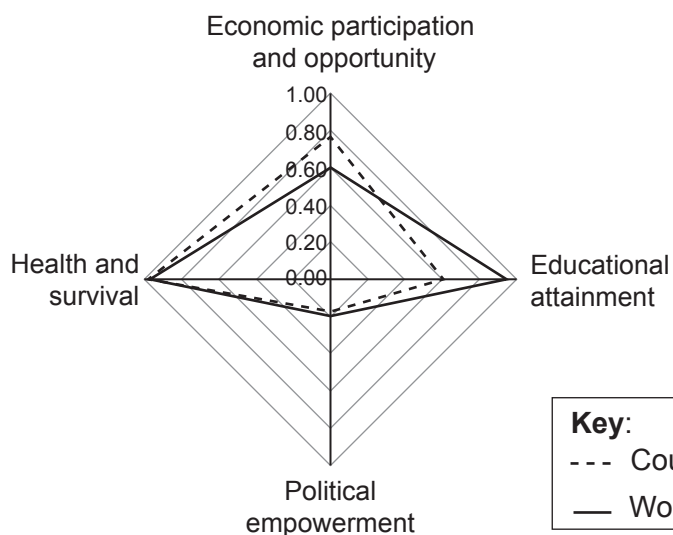
Answer **all** questions. Write your answers on the lines in the boxes provided. If you need to continue your answer, use the blank space immediately below the lines provided in the box.

#### 1. Populations in transition

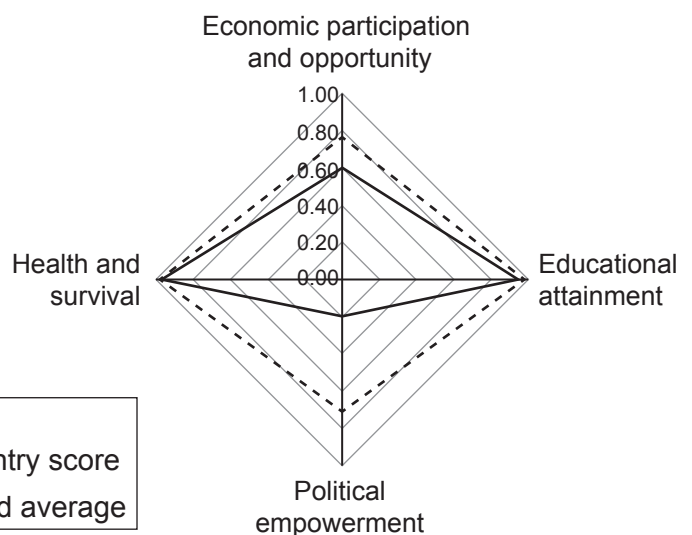
The graphs show how two countries score in the World Economic Forum's Gender Gap Index 2012, and how each compares to the world average.

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

Country A



Country B



**Key:**

--- Country score  
— World average

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

- (a) (i) Identify which country has greater gender equality.

[1]

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**(Question 1 continued)**

- (ii) Using data from the graph, describe how gender equality in country A differs from the world average. [3]

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- (b) Suggest **two** possible reasons why women in countries like country B have a high level of political empowerment. [2+2]

1. ....

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2. ....

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(Question 1 continued)

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

[2+2]

1.	.....
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2.	.....
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Answers written on this page  
will not be marked.

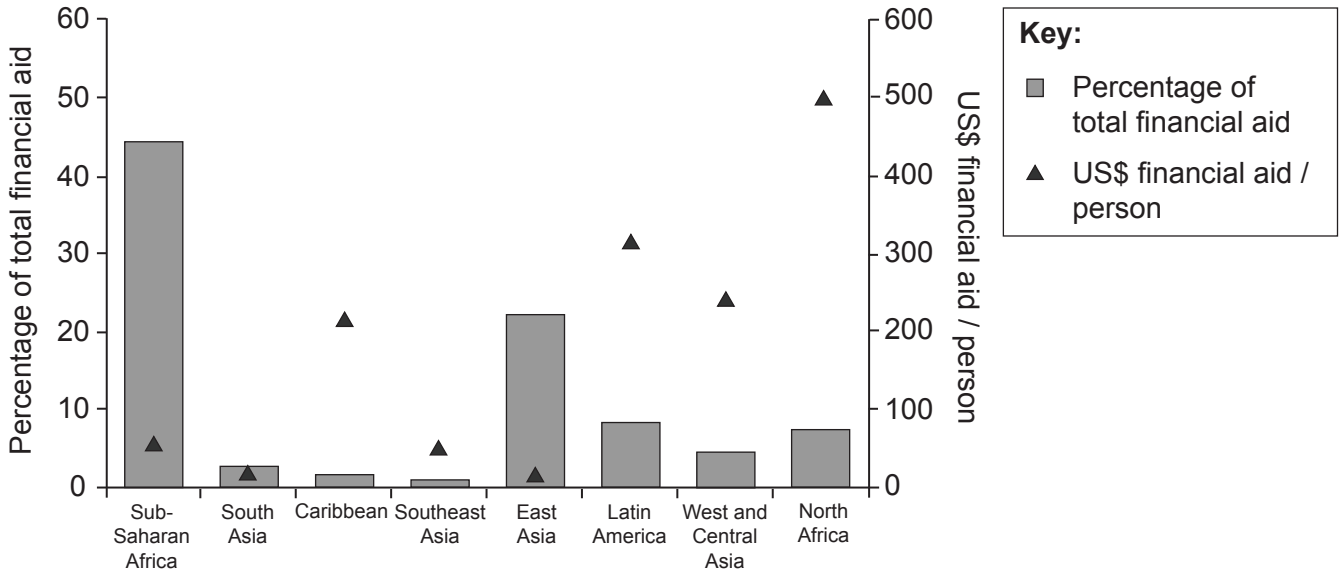


16EP05

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**2. Disparities in wealth and development**

The graph shows the percentage of total financial aid going to particular geographical regions and the actual amount in US dollars this equates to for a poor person (a person living on less than US\$1.25 a day) in 2010.



[Source: From *Millennium Development Goal 8 The Global Partnership for Development: The Challenge We Face*, by MDG Gap Task Force, © 2013 United Nations. Reprinted with the permission of the United Nations.]

(a) Describe how the **percentage of total financial aid** varies between the regions on the graph.

[3]

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**(Question 2 continued)**

(b) Suggest **two** reasons why poor people in Sub-Saharan Africa do not receive very much financial aid per person.

[2+2]

1. .... ..... ..... .....
2. .... ..... ..... .....

(c) Explain how remittances can improve the quality of life of recipients.

[4]

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### 3. Patterns in environmental quality and sustainability

The table shows deforestation rates for six countries that share the Congo rainforest.

Country	Area of rainforest / thousands of hectares in 2010	Percentage of rainforest lost in the 1990s	Percentage of rainforest lost in the 2000s
Cameroon	20 037	1.01	1.71
Congo	20 932	0.80	1.61
Central African Republic	5 833	0.90	1.01
Democratic Republic of the Congo	107 181	1.51	3.25
Equatorial Guinea	2 163	1.31	0.00
Gabon	22 416	0.80	0.70

[Source: © International Baccalaureate Organization 2016]

- (a) Rank the **three** countries with the largest areas of rainforest from highest to lowest. [2]

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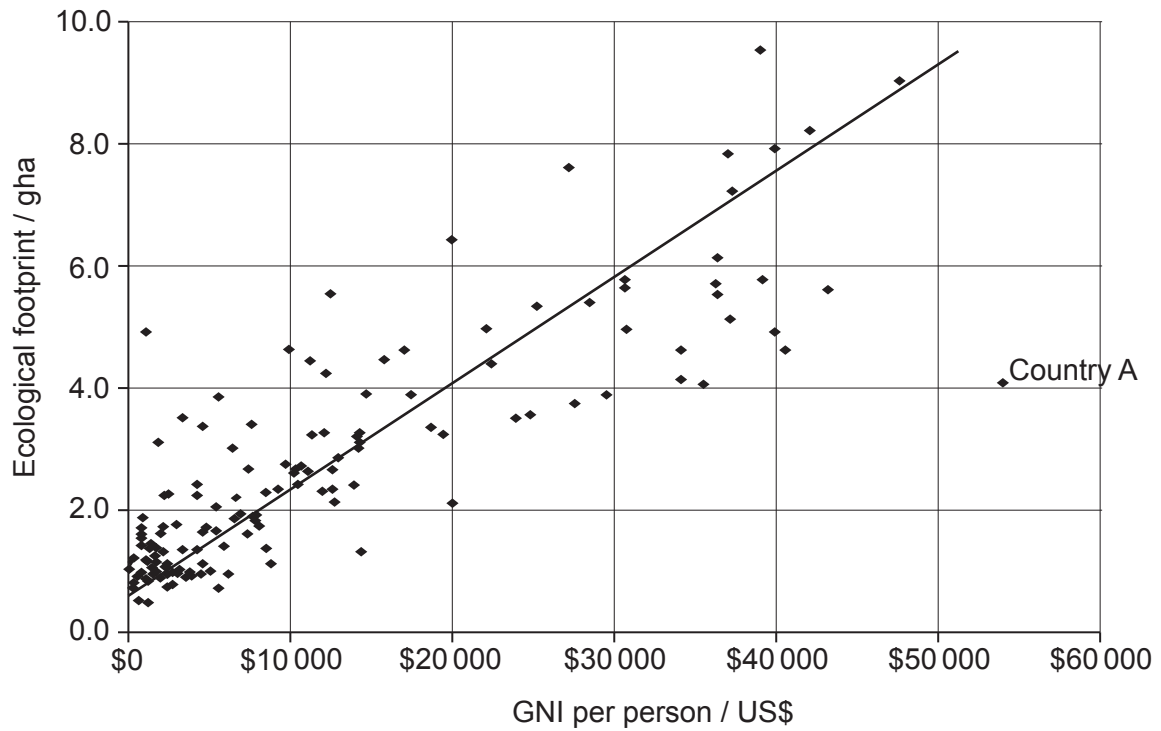






#### 4. Patterns in resource consumption

The graph shows the relationship between GNI per person and ecological footprint, in global hectares (gha), for a number of countries.



[Source: adapted from <http://paulchefurka.ca>]

- (a) State the minimum ecological footprint in global hectares for a country with a GNI of US\$20 000 per person.

[1]

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**(Question 4 continued)**

(b) Referring to the graph, describe the relationship between GNI per person and ecological footprint.

[3]

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(c) Suggest **one** reason why country A does not fit the general pattern.

[3]

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(Question 4 continued)

(d) Using examples, distinguish between recycling and resource substitution.

[4]

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