


SINGAPORE'S
#1 HOME TUITION AGENCY

.....○

Need A Home Tutor?

 singaporetuitonteachers.com

 +65 9695 3522

Contact Us Today For A 100% Free Tutor Request!

○.....

OUR TEST PAPERS ARE:

- ✓ **COMPLETELY FREE!**
- ✓ **SOURCED FROM TOP SCHOOLS**
- ✓ **HIGH-QUALITY**
- ✓ **USED BY 10,000+ SATISFIED STUDENTS**



SINGAPORE'S #1 HOME TUITION AGENCY

Need A Home Tutor?

 singaporetuitionteachers.com

 +65 9695 3522

Contact Us Today For A 100% Free Tutor Request!

OUR TEST PAPERS ARE:

- ✓ **COMPLETELY FREE!**
- ✓ **SOURCED FROM TOP SCHOOLS**
- ✓ **HIGH-QUALITY**
- ✓ **USED BY 10,000+ SATISFIED STUDENTS**





Core theme – patterns and change

Section A

Geography
Higher level and standard level
Paper 1

Tuesday 17 November 2015 (afternoon)

Candidate session number

--	--	--	--	--	--	--	--	--	--

1 hour 30 minutes

Instructions to candidates

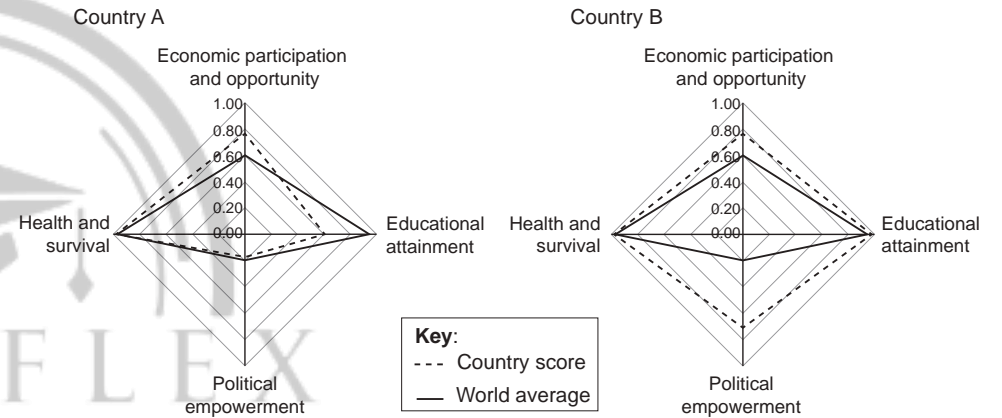
- Do not open this examination paper until instructed to do so.
- Section A: answer all questions.
- Section B: answer one question.
- Write your answers on the lines in the boxes provided. If you need to continue your answer, use the blank space immediately below the lines provided in the box.
- Use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

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).



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

(a) (i) Identify which country has greater gender equality. [1]

.....
.....

(This question continues on the following page)



(Question 1 continued)

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

.....
.....
.....
.....
.....
.....
.....

(Question 1 continued)

- (c) Explain **two** reasons why the life expectancy in many low-income and middle-income countries is increasing. [2+2]

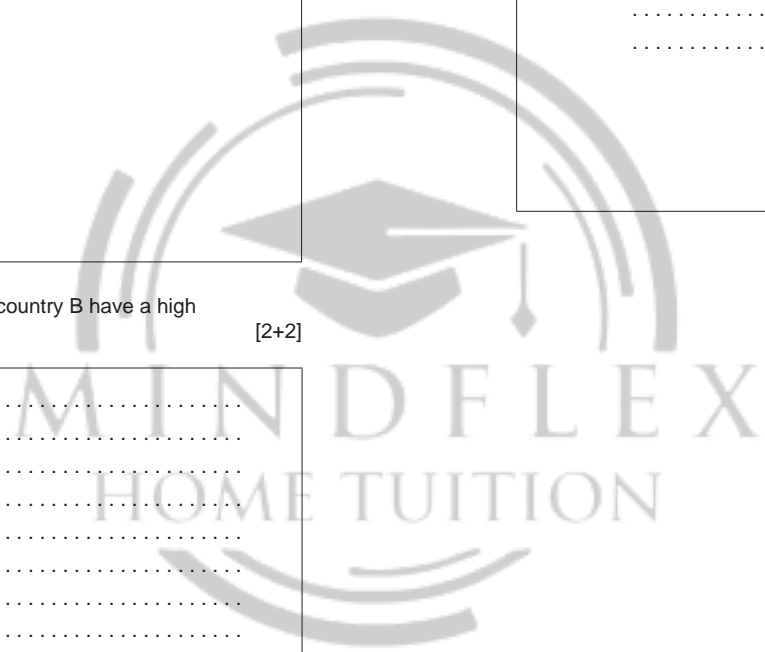
1.
.....
.....
.....
.....
.....
.....

2.
.....
.....
.....
.....
.....
.....

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

1.
.....
.....
.....
.....
.....

2.
.....
.....
.....
.....
.....



(This question continues on the following page)



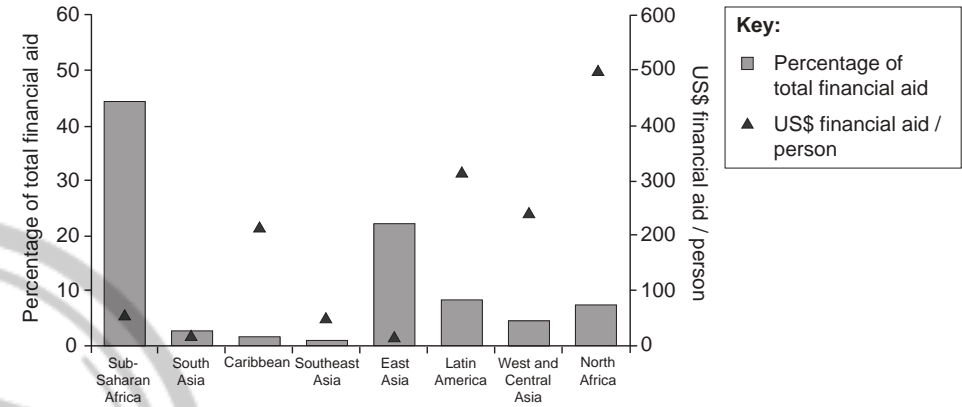
16EP03



16EP04

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]

Please **do not** write on this page.
Answers written on this page will not be marked.

.....

.....

.....

.....

.....

(This question continues on the following page)



16EP05



16EP06

(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]

.....

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]

.....

(This question continues on the following page)



16EP07



16EP08

(Question 4 continued)

(Question 4 continued)

- (b) Referring to the graph, describe the relationship between GNI per person and ecological footprint. [3]

.....
.....
.....
.....
.....
.....
.....

- (c) Suggest **one** reason why country A does not fit the general pattern. [3]

.....
.....
.....
.....
.....

- (d) Using examples, distinguish between recycling and resource substitution. [4]

.....
.....
.....
.....
.....
.....
.....
.....
.....

(This question continues on the following page)



16EP11



16EP12



Markscheme

November 2015

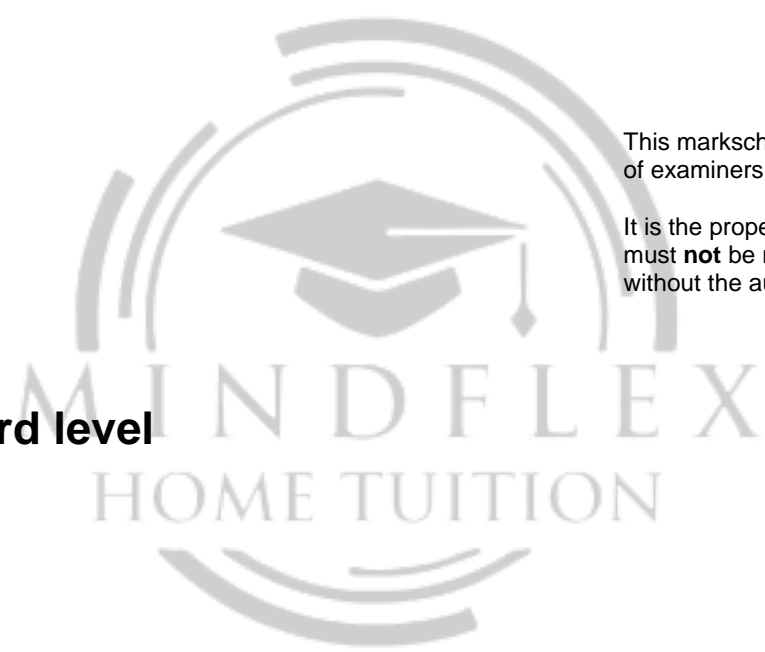
Geography

Higher level and standard level

Paper 1

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.



Core theme – patterns and change

Section A

1. Populations in transition

- (a) (i) Identify which country has greater gender equality. [1]

country B

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

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

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) Explain **two** reasons why the life expectancy in many low-income and middle-income countries is increasing. [2+2]

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].

or

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.

2. Disparities in wealth and development

- (a) Describe how the **percentage of total financial aid** varies between the regions on the graph. [3]

Three valid descriptions are needed and there must be some reference to data for the award of the full [3] marks.

Possibilities could include:

- Sub-Saharan Africa has the greatest percentage of total financial aid at 45 %
- Southeast Asia has the smallest percentage of total financial aid at less than 5 %
- only two regions get above 10 % of total financial aid
- all other regions below 10 %.

Award up to a maximum of [2] for a simple list with values.

- (b) Suggest **two** reasons why poor people in Sub-Saharan Africa do not receive very much financial aid per person. [2+2]

Award [2] for each valid reason, provided it is developed by means of explanation, exemplification and/or detail.

For example: Number of poor people (population in need) is so large [1] that the financial aid/money when divided amongst them ends up being very little [1].

Other possibilities could include:

- some of this aid may be being used to pay off external debts
- aid may reach only certain groups/regions
- corruption may result in little trickle down
- may be tied aid
- aid may be used for projects other than to help alleviate poverty.

- (c) Explain how remittances can improve the quality of life of recipients. [4]

An understanding of what remittances are should be included, this can be clearly stated or implied [1]. There also needs to be a statement that explains how this increases the income of the recipients/families in the country of origin [1]. The remaining [2] marks should be awarded for explaining how the money can be used to improve the quality of life of the recipients. This can be a simple explanation of two "ways", or one "way" that is developed through extension/exemplification.

Possibilities include:

- encourages saving
- used to support extended family
- improved children's education
- access to healthcare
- home improvements
- big screen TVs, white goods, etc.

3. Patterns in environmental quality and sustainability

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

DRC > Gabon > Congo [2]

This is the only acceptable answer.

- (b) Referring to the data in the table, describe the trend in rainforest loss between the 1990s and 2000s. [3]

In general, the rate of loss increased in almost all countries between the two time periods [1].

Each of the following statements merits an additional [1], up to a maximum of [2]:

- Equatorial Guinea reduction to zero
- Gabon reduced rate by 0.10
- the Democratic Republic of the Congo has increased the most – more than doubled.

There must be some reference to data for full marks.

- (c) Explain **three** reasons why it is important to maintain the biodiversity of tropical rainforests. [2+2+2]

For each reason, award [1] for identifying and/or describing a valid reason, and [1] for explaining its importance in terms of biodiversity.

For example: It is good for ecotourism [1] because of a wide variety of species for visitors to see [1].

Other possible reasons include:

- ecosystem services (soil, water, habitats)
- water filtration / nutrient recycling / climate amelioration
- biological resources (food, medicine, genetic stock, breeding stock)
- aesthetic value (tourism, appreciation of need to conserve)
- ethical value (role/responsibility of people in preserving planetary ecosystem and preventing loss of endemic species of flora and fauna)
- cultural benefits (recreation / cultural integrity of indigenous groups).

The second mark should not be awarded for generic answers that do not link clearly to biodiversity.

4. Patterns in resource consumption

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

[1]

Accept 2.1 to 2.2 [1]

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

[3]

Award [1] each for any three of the following:

- positive relationship or description that matches positive
- identifying an anomaly
- a valid comment about spread/range
- a clustering of nations with low values for both variables.

Three valid descriptive points are needed and there must be some reference to data for full marks.

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

[3]

Award [1] for identifying how it does not fit the trend eg higher GNI per person than would be expected given its ecological footprint.

Award [2] for identifying and developing/exemplifying a valid reason such as:

- very good environmental policies [1] including things like recycling/less landfill [1]
- highly efficient area-intensive agriculture [1] which leads to high yields and involves the use of a smaller land area [1]
- low use of fossil fuels [1] due to access to renewable energy [1].

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

[4]

Award [1] for showing an understanding of recycling, [1] for showing an understanding of resource substitution, and [2] for examples.

For example: Recycling is when old newspapers are processed to make new paper products, whereas resource substitution involves finding a new resource to replace an existing or depleted one, eg using ethanol instead of petrol. [4]

Section B

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

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

[15]

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.

6. "Global climate change will increase disparities in development." Discuss this statement, referring to examples.

[15]

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

It is hoped that candidates will interpret global climate change as having a wider meaning than "global warming". The disparities in wealth and development may be considered at any scale: regional, national or sub-national. Disparities can be spatial but they can also refer to different groups within areas. It is anticipated that responses will refer to some of the consequences of climate change – many of which are already evident. These consequences then need to be built upon in terms of how they impact upon wealth, gender gaps.

Responses at band D are likely to provide descriptive, possibly anecdotal, accounts of the links between global climate change, wealth and development, with only limited attention paid to the idea of disparities, and little or no attempt made to contest the statement.

At band E, responses will either focus their attention on the issue of disparities or begin to contest the statement. For example, they might demonstrate a clear understanding of disparities, possibly by comparing or contrasting the likely impacts of global climate change in different countries or in different regions of the same country; or effectively contest the idea that global climate change will increase disparities by offering arguments or examples where disparities are likely to be reduced.

At band F, responses will incorporate both these elements, and offer an evidence-based conclusion/evaluation of the statement. The discussion of cases where disparities will be increased and cases where they will be decreased need not be equal in depth for the award of full marks.

Marks should be allocated according to the markbands.

7. "Only high-income countries can effectively develop sustainable sources of energy."
 Discuss this statement, referring to examples.

[15]

**Geography
 Standard level
 Paper 2**

Wednesday 18 November 2015 (morning)

1 hour 20 minutes

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer two questions. Each question is worth **[20 marks]**.
- Each question must be selected from a different optional theme, A – G.
- Do not answer two questions on the same optional theme.
- Use case studies, examples, maps and/or diagrams where relevant.
- A copy of the geography paper 2 resources booklet is required for this paper.
- The maximum mark for this examination paper is **[40 marks]**.

Option	Questions
Option A — Freshwater – issues and conflicts	1 – 2
Option B — Oceans and their coastal margins	3 – 4
Option C — Extreme environments	5 – 6
Option D — Hazards and disasters – risk assessment and response	7 – 8
Option E — Leisure, sport and tourism	9 – 10
Option F — The geography of food and health	11 – 12
Option G — Urban environments	13 – 14

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

It is expected that candidates will mention more than one type of sustainable energy and attempt to distinguish between them. The question also demands some comparison between high-income and low-income countries in terms of the uptake of sustainable energies/renewables.

Many responses may look at the successful strides many lower income nations are making in the effective use of renewables such as India with biogas, China with hydro electric power and solar energy, and Brazil with ethanol.

Responses at band D are likely to provide a descriptive account of sustainable sources of energy and their merits, without any real attempt to link the discussion to examples that reveal the idea that adopting sustainable sources of energy could be regarded as a costly venture that only high-income countries can afford. Responses at this level may conclude that some forms of sustainable energy are less costly than others to introduce and implement.

At band E, responses are likely to demonstrate either a clear understanding that changing to sustainable sources of energy implies significant economic and possibly social costs, but that such a change is essential for development to be ecologically sustainable or contest the statement by, for instance, offering examples that demonstrate that even some non-wealthy countries have made great strides in changing to sustainable sources of energy.

At band F, responses should incorporate both these ideas, though not necessarily in equal depth, and should provide a conclusion that matches the arguments advanced.

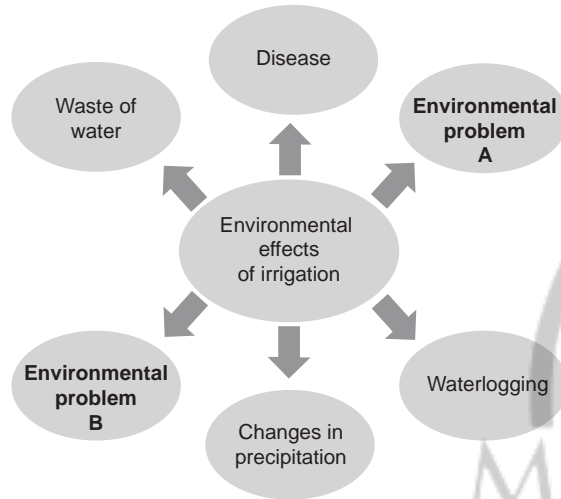
Marks should be allocated according to the markbands.

Answer **two** questions. Each question must be selected from a different optional theme.
(Do not answer two questions on the same optional theme.)

Wherever possible, answers should include case studies and examples, and where relevant, large, well drawn maps and diagrams.

Option A — Freshwater – issues and conflicts

1. The diagram below outlines environmental problems for agriculture associated with the overuse of irrigation water.



[Source: © International Baccalaureate Organization 2016]

- (a) State **and** briefly outline what environmental problem A **and** environmental problem B could be. [2+2]
- (b) Using **one named** example, briefly explain **one** cause and **two** consequences of an international conflict related to freshwater. [6]
- (c) "Natural factors are always more important than human factors in causing a river flood." Discuss this statement with reference to **one named** example. [10]

(Option A continued)

2. (a) (i) Briefly outline how the natural recharge of an aquifer takes place. [2]
- (ii) State **two** methods that can be used to artificially recharge an aquifer. [2]
- (b) Suggest how **three** human modifications of a floodplain can help to reduce flooding. [2+2+2]
- (c) Evaluate the strategies that have been used to resolve competing demands for water in **one named** river basin. [10]

End of Option A

(Option A continues on the following page)

Option B — Oceans and their coastal margins

3. If you choose to answer this question refer to the map on page 7 in the resources booklet and its key on page 6.

Map B shows the area around the city of Prince Rupert (population: 13 000) on the west coast of Canada. The scale of the map is 1:50 000. The contour interval is 40 metres.

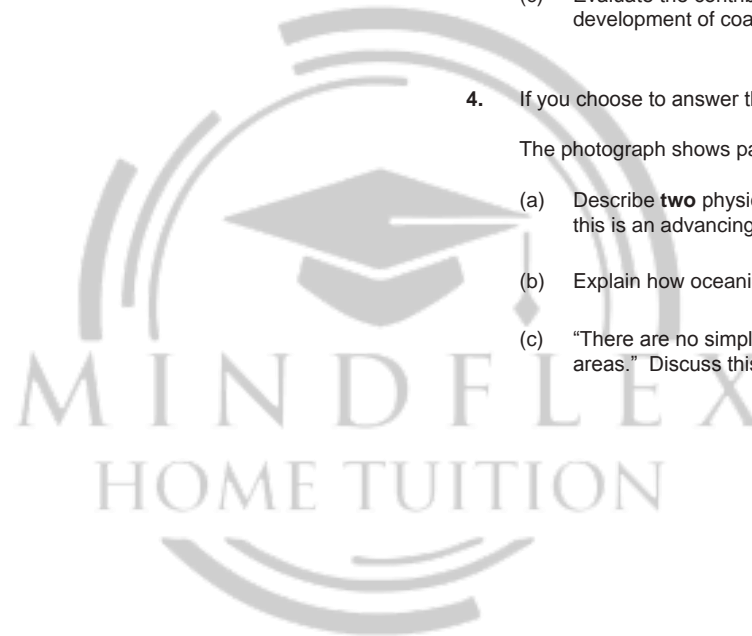
- (a) Identify **and** briefly describe **two** coastal landforms in area X marked on map B. [2+2]
- (b) Using located examples, suggest **two** reasons why ocean pollution may impact areas far from the source of pollution. [3+3]
- (c) Evaluate the contribution that subaerial processes and wave action make to the development of coastal landforms. [10]

4. If you choose to answer this question refer to the photograph on page 2 in the resources booklet.

The photograph shows part of an advancing coast.

- (a) Describe **two** physical and/or human features shown in the photograph that suggest this is an advancing coastline. [2+2]
- (b) Explain how oceanic trenches are formed. [6]
- (c) "There are no simple solutions for the conflicts that arise over the use of coastal areas." Discuss this statement. [10]

Blank page



End of Option B

Option C — Extreme environments

5. If you choose to answer this question refer to the photographs on page 3 in the resources booklet.

The two photographs show the Qori Kalis Glacier, Quelccaya Ice Cap, Peru. Photograph A was taken in summer 1978; photograph B was taken in summer 2002.

- (a) Describe **two** changes in the landscape shown by the two photographs that demonstrate glacial retreat. [2+2]
- (b) Explain the formation of **two** features resulting from the processes of glacial and/or fluvioglacial deposition. [3+3]
- (c) Using examples, discuss the opportunities for agriculture in hot, arid areas. [10]

6. If you choose to answer this question refer to the photograph on page 4 in the resources booklet.

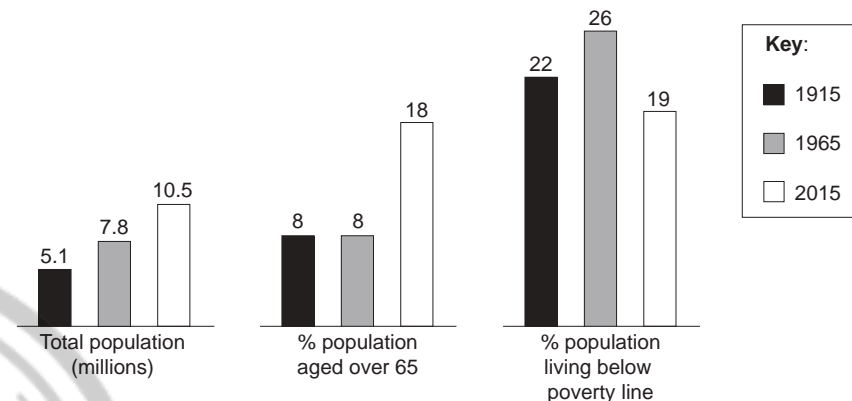
The photograph was taken at 68° North.

- (a) Referring to the photograph, briefly describe how people have adapted their clothing **and** transport in order to live in extreme cold environments. [2+2]
- (b) Explain **two** causes of low rainfall in hot, arid environments. [3+3]
- (c) Examine how tourism in **one** type of extreme environment has led to a wide range of adverse environmental impacts. [10]

End of Option C

Option D — Hazards and disasters – risk assessment and response

7. The diagram shows changes in population and vulnerability for a city at risk of multiple natural hazards, between 1915 and 2015.



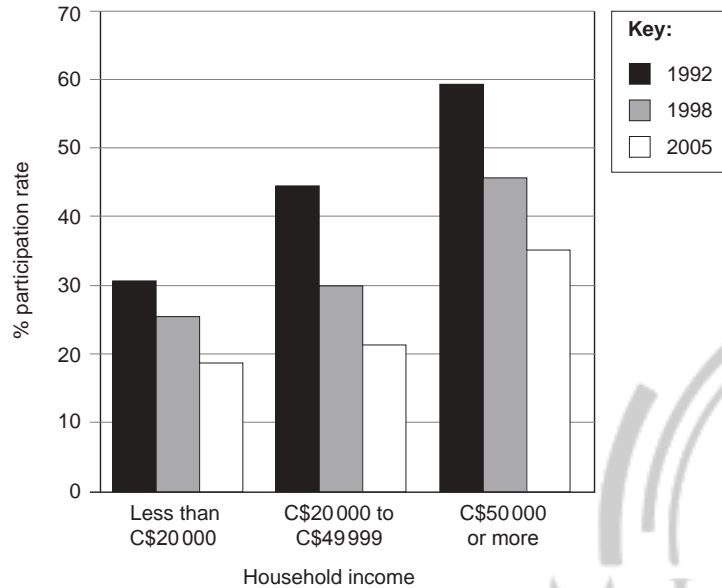
[Source: © International Baccalaureate Organization 2016]

- (a) Using data from the diagram, describe **three** trends shown. [4]
 - (b) Suggest how a community's vulnerability to hazards is affected by:
 - (i) the demographic characteristics of its population; [3]
 - (ii) the socio-economic characteristics of its population. [3]
 - (c) Using examples, contrast the strategies adopted to minimize the risk from future droughts and hurricanes. [10]
8. (a) Referring to **either** earthquakes **or** volcanoes, briefly outline:
 - (i) **one** scale used to measure the magnitude of the hazard event; [2]
 - (ii) why some hazard events are categorized as disasters. [2]
- (b) Referring to **either** earthquakes **or** volcanoes, briefly explain their occurrence:
 - (i) at a destructive (convergent) plate margin; [3]
 - (ii) in areas **other than** along a plate margin. [3]
- (c) Discuss why some hazard events are easier to predict than others. [10]

End of Option D

Option E — Leisure, sport and tourism

9. The graph shows people's participation in sport in Canada in relation to their household income between 1992 and 2005.



[Source: adapted from www.statcan.gc.ca]

(Option E continued)

10. If you choose to answer this question refer to the diagram on page 5 in the resources booklet.

The diagram shows information about international tourist arrivals in 2012.

- (a) Briefly describe:
- (i) the pattern shown on the bar graph; [2]
 - (ii) the trend shown on the map. [2]
- (b) Using examples of countries, suggest **three** reasons why numbers of international tourist arrivals have sometimes **decreased**. [2+2+2]
- (c) "The economic gains from tourism always exceed its negative social impacts." Discuss this statement with reference to **one or more** case studies. [10]

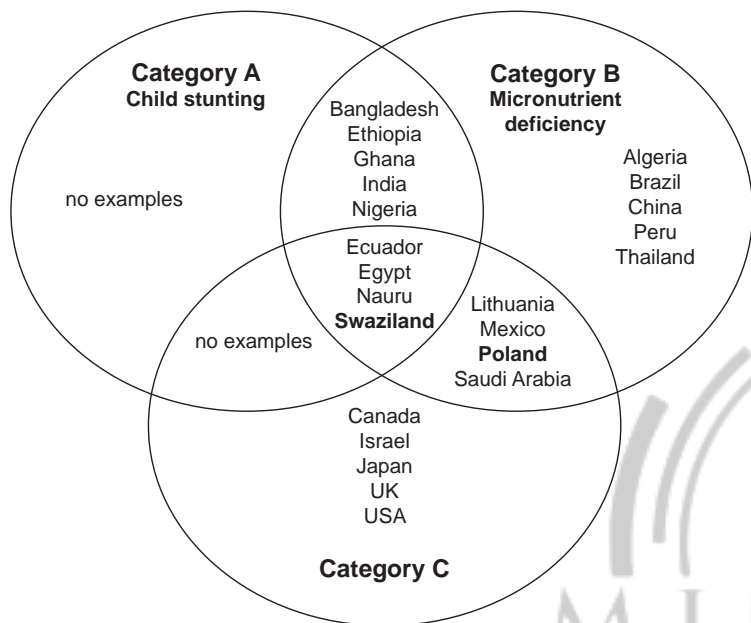
End of Option E

- (a) Referring to the graph, describe the relationship between household income and participation in sport in Canada. [4]
- (b) Using examples, explain how levels of participation in international sport are affected by:
- (i) **one** economic factor; [3]
 - (ii) **one** political factor. [3]
- (c) "Land value is the most important factor influencing the location of recreation and sports facilities in urban areas." Discuss this statement with reference to specific urban areas. [10]

(Option E continues on the following page)

Option F — The geography of food and health

11. The Venn diagram shows overlapping categories of malnutrition, with some examples of countries in different categories.



[Source: © FAO 2013 'The state of food and agriculture', www.fao.org (accessed November 2015)]

- (a) (i) Identify the malnutrition category experienced in Swaziland, but **not** in Poland. [1]
- (ii) Briefly describe how the malnutrition category you have identified in (a)(i) affects an individual. [2]
- (iii) Identify malnutrition category C. [1]
- (b) Briefly describe what is meant by the term famine. [2]
- (c) Referring to **one** type of agricultural system, explain what is meant by the term energy efficiency ratio. [4]
- (d) To what extent is access to safe water a good indicator of the health of a population? [10]

(Option F continued)

12. If you choose to answer this question refer to the maps on pages 6–7 in the resources booklet.

Map A shows the spread of an influenza (flu) outbreak in the area over a four-week period. All people catching flu in the first week lived inside the area marked 1, all people catching flu in the second week lived inside the area marked 2, and so on.

Map B shows the area around the city of Prince Rupert (population: 13 000) on the west coast of Canada. The scale of the map is 1:50 000. The contour interval is 40 metres.

- (a) (i) Identify the type of diffusion shown on map A by the spread of flu in the first two weeks. [1]
- (ii) Identify the type of diffusion shown on map A by the spread of flu in week four to new areas such as the settlement of Digby Island. [1]
- (iii) Using evidence from map B, suggest why the flu outbreak started in square 1419. [2]
- (b) Using evidence from map B, suggest **three** reasons for the spread of this disease between the end of week one and week four. [2+2+2]
- (c) Examine the reasons why some communities enjoy greater food security than others. [10]

End of Option F

(Option F continues on the following page)

Option G — Urban environments

13. The photograph shows part of the informal sector of the economy in King William's Town, South Africa.



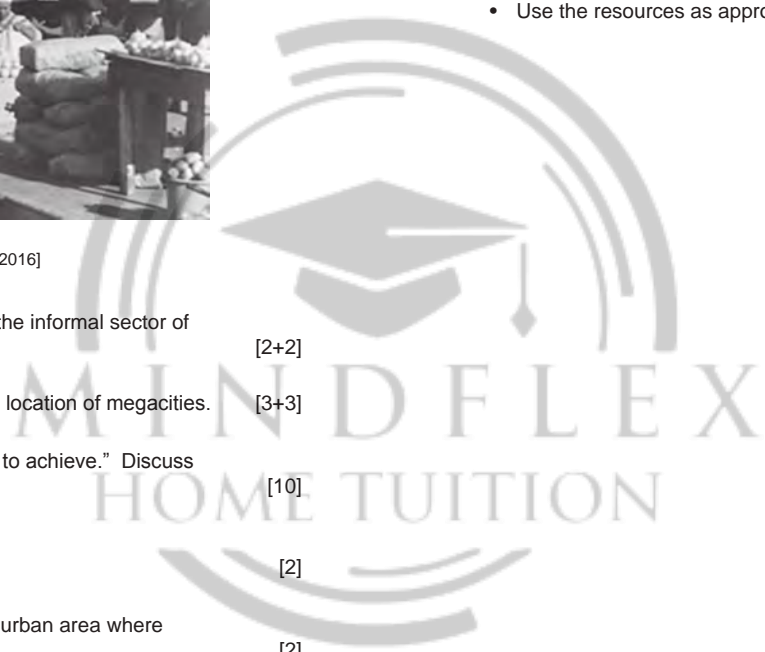
[Source: © International Baccalaureate Organization 2016]

Geography Higher level and standard level Paper 2 – resources booklet

Wednesday 18 November 2015 (morning)

Instructions to candidates

- Do not open this resources booklet until instructed to do so.
• Use the resources as appropriate to the questions in paper 2.

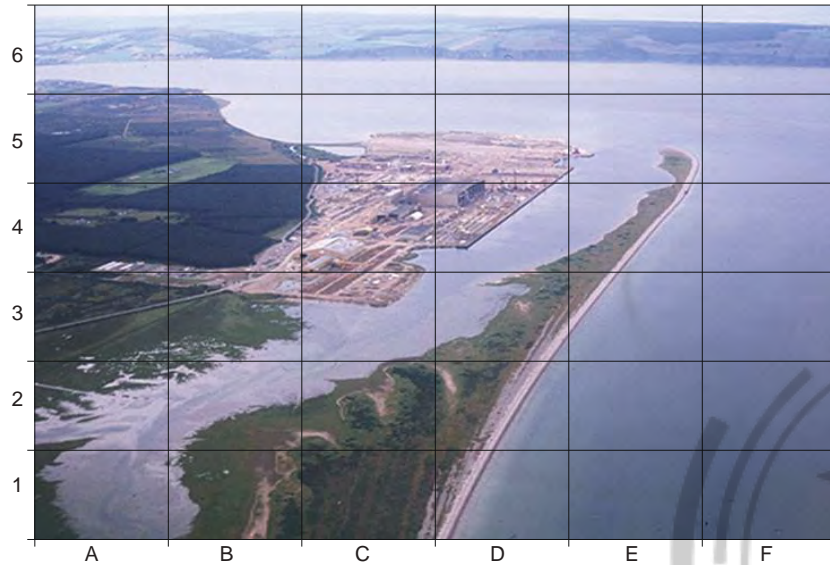


- (a) Using photographic evidence, outline two characteristics of the informal sector of the economy in King William's Town. [2+2]
(b) Referring to examples, explain two factors that influence the location of megacities. [3+3]
(c) "Sustainable urban management is desirable but impossible to achieve." Discuss this statement, using examples. [10]
14. (a) (i) Define the term suburbanization. [2]
(ii) Briefly outline two possible population changes in an urban area where suburbanization is occurring. [2]
(b) Referring to one or more named cities, explain two ways in which humans affect urban air pollution. [3+3]
(c) Examine the effects of the movement of services and manufacturing activities to new locations in cities. [10]

End of Option G

Option B — Oceans and their coastal margins

4. The photograph shows part of an advancing coast.



[Source: © International Baccalaureate Organization 2016]

Option C — Extreme environments

5. The two photographs show the Qori Kalis Glacier, Quelccaya Ice Cap, Peru. Photograph A was taken in summer 1978; photograph B was taken in summer 2002.

Photograph A (1978)



Photograph B (2002)



[Source: Lonnie G. Thompson, Byrd Polar Research Center, the Ohio State University]

6. The photograph was taken at 68° North.

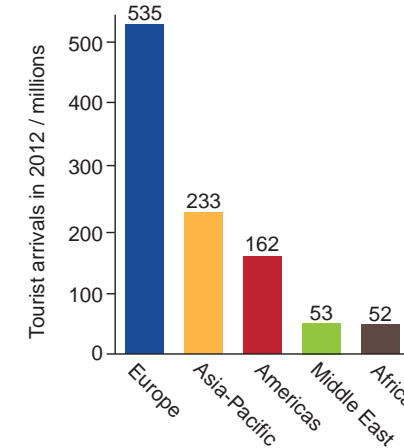


[Source: Used with permission from the photographers.]

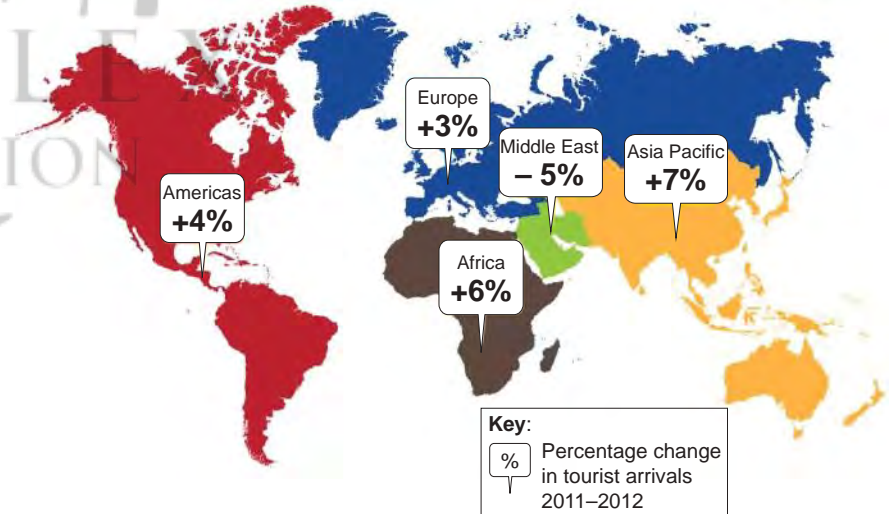
Option E — Leisure, sport and tourism

10. The diagram shows information about international tourist arrivals in 2012.

International tourist arrivals, 2012



Percentage change in international tourist arrivals, 2011–2012



[Source: World Tourism Organization (2015), International tourist arrivals up 4% in the first four months of 2015, published 9 July 2015, UNWTO, Madrid (online), available at: www.unwto.org, accessed 13 January 2016.
World Tourism Organization (2015), International Tourism 2014, infographic published 9 July 2015, UNWTO, Madrid (online), available at: http://dtxq4w60xqpw.cloudfront.net/sites/all/files/pdf/unwto_int_tourism_ita_itr_en_july_2015.pdf, accessed 13 January 2016.]

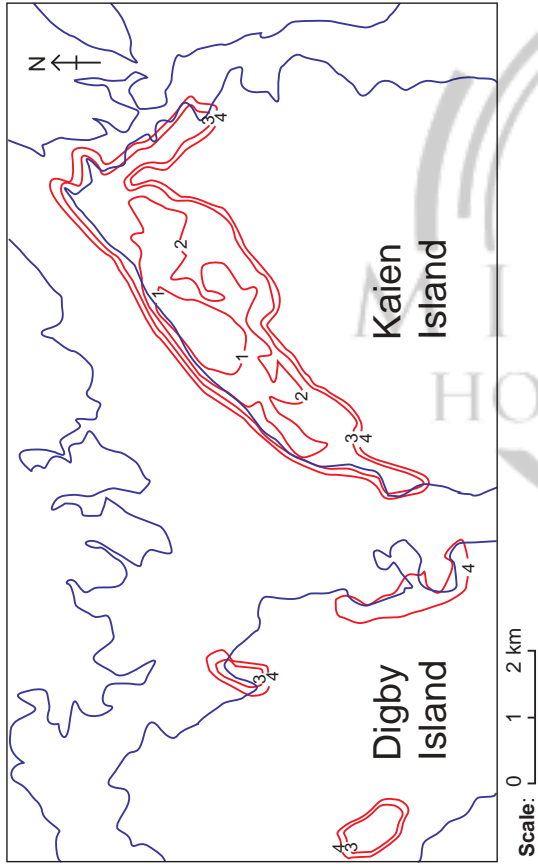
Option B — Oceans and their coastal margins

3. Refer only to **Map B** on page 7 and its key on the right (**do not refer to Map A**). The question booklet contains the information relating to this resource.

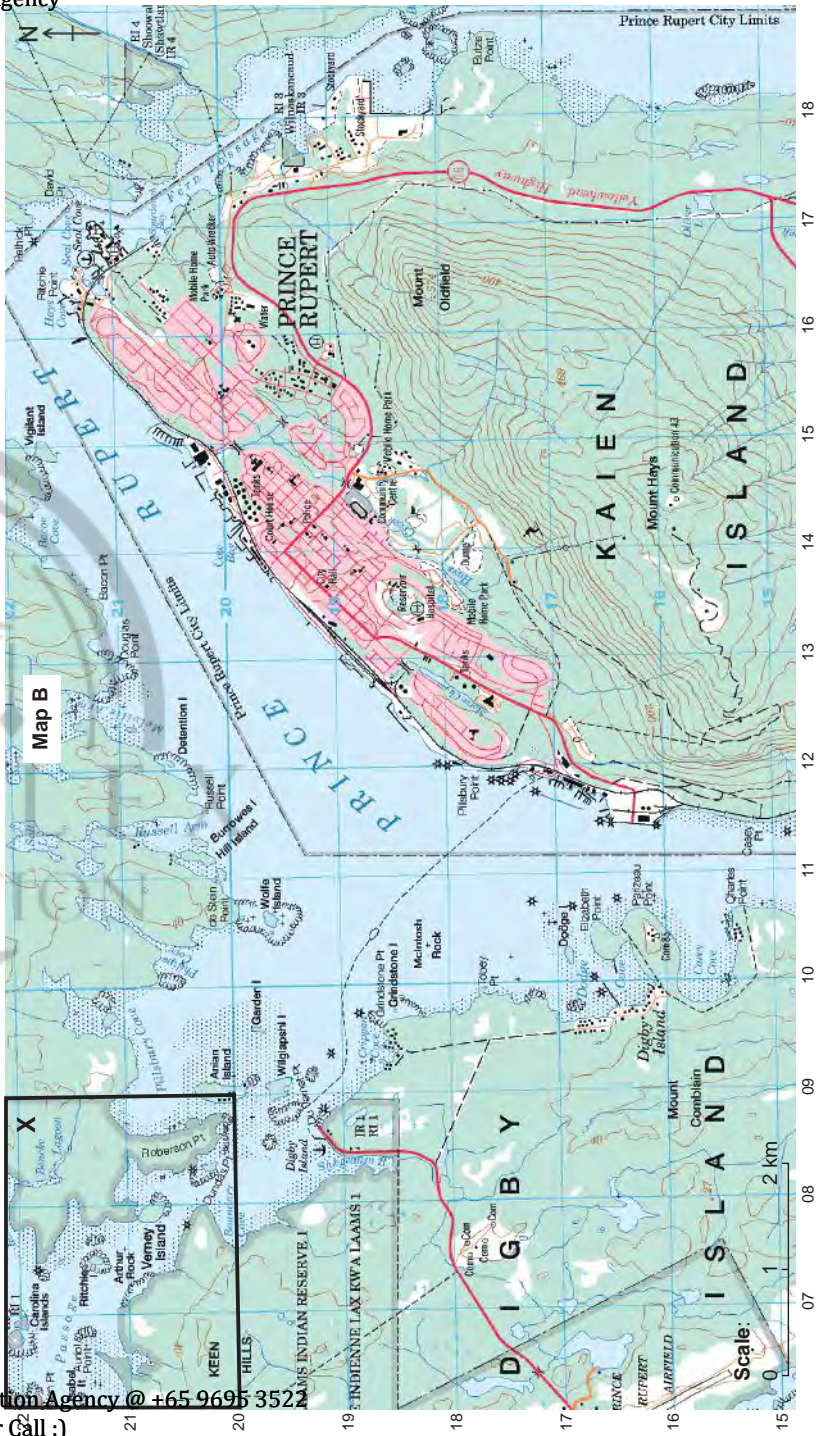
Option F — The geography of food and health

12. Refer to **Map A** on this page, **Map B** on page 7 and its key on the right. The question booklet contains the information relating to these resources.

Map A



(Source: © International Baccalaureate Organization 2016)



[Source: <http://geogratis.gc.ca>]