



22145201

**GEOGRAPHY
HIGHER LEVEL AND STANDARD LEVEL
PAPER 1**

Candidate session number

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Friday 16 May 2014 (afternoon)

Examination code

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].



20EP01

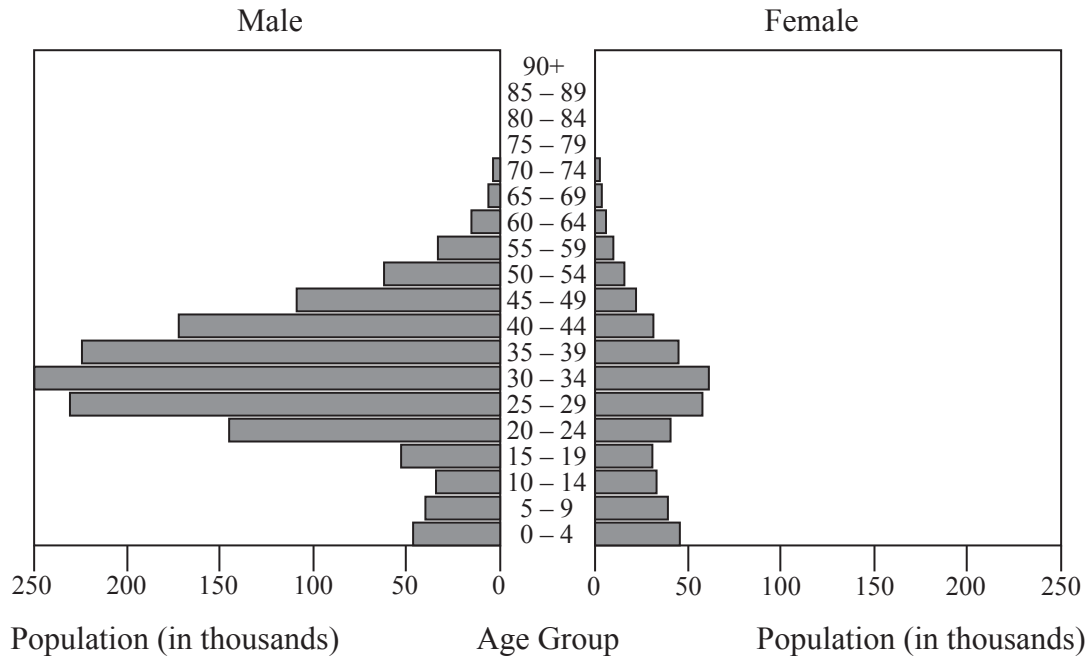
Core Theme – Patterns and Change

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



[Source: US Census Bureau]

(This question continues on the following page)



(Question 1 continued)

(a) Describe the population structure of this country.

[3]

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(b) Suggest **one** reason for the structure of the **economically active** population.

[2]

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(This question continues on the following page)



(Question 1 continued)

(c) Explain **three** socio-economic impacts of an anti-natal policy in **one named** country. [2+2+2]

Country
1.
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.....
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2.
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3.
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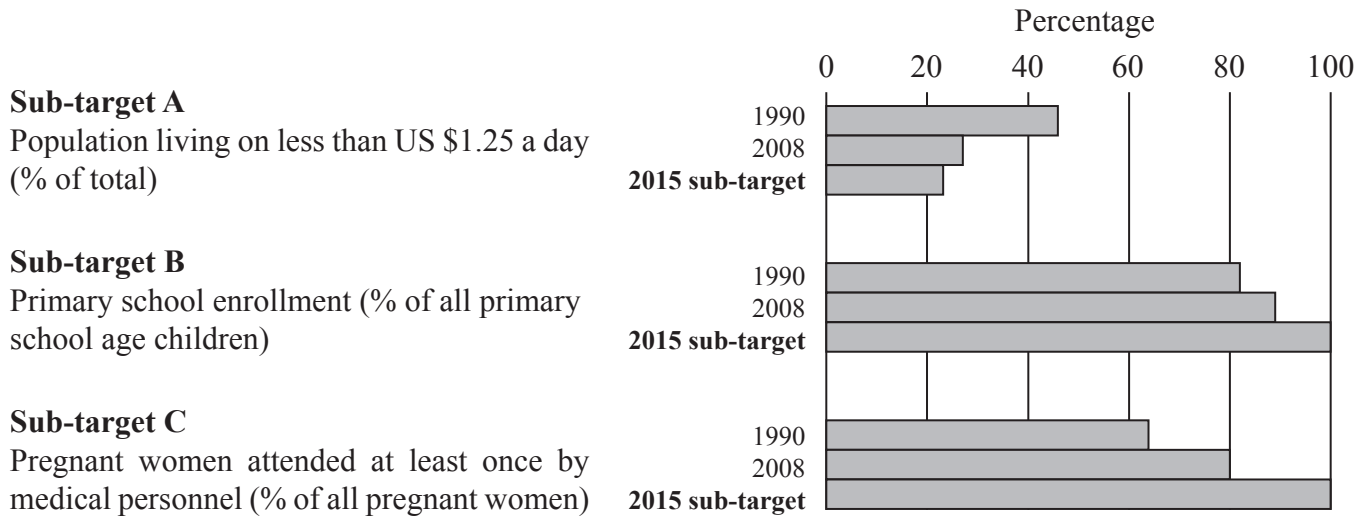


20EP05

Turn over

2. Disparities in wealth and development

The graph shows the progress towards meeting three sub-targets of the 2015 Millennium Development Goals in developing countries.



[Source: © The Economist Newspaper Limited, London (22 September 2010). Data sourced from the UN.]

- (a) (i) With reference to the graph, identify which sub-target was furthest from being met in 2008. [1]

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- (ii) State the Millennium Development Goal to which the sub-target you identified in part (i) relates. [1]

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(This question continues on the following page)



(Question 2 continued)

- (b) State any **two** other Millennium Development Goals that are **not** represented in these graphs. *[1+1]*

1.
2.

- (c) Suggest **two** reasons why primary school enrollment as a percentage has increased. *[2+2]*

1.
2.

(This question continues on the following page)



(Question 2 continued)

(d) Explain **two** reasons why aid may **not** help reduce disparities.

[2+2]

1.

2.



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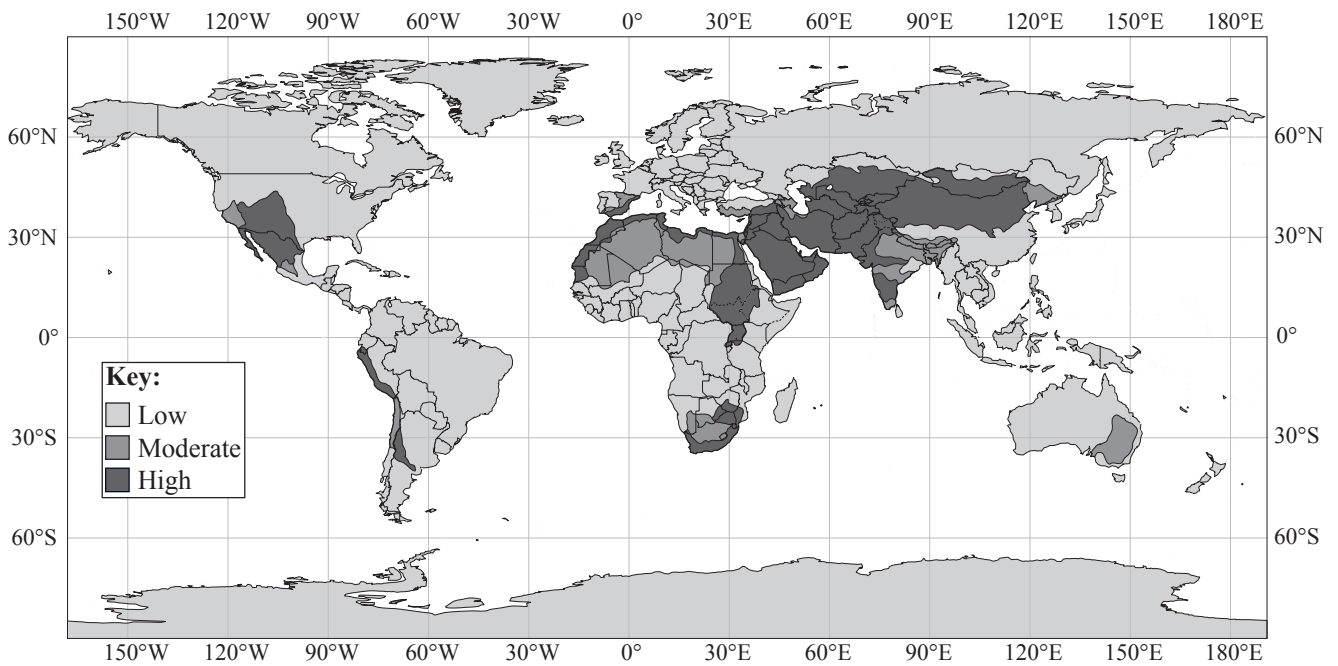


20EP09

Turn over

3. Patterns in environmental quality and sustainability

The map shows the global distribution of physical water scarcity.



[Source: adapted from www.fao.org]

(a) Describe the pattern of **high** physical water scarcity shown on the map.

[3]

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(Question 3 continued)

(b) Explain why some of the world's arid areas are **not** areas of physical water scarcity. [3]

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(Question 3 continued)

(c) Explain the energy flows involved in the greenhouse effect.

[5]

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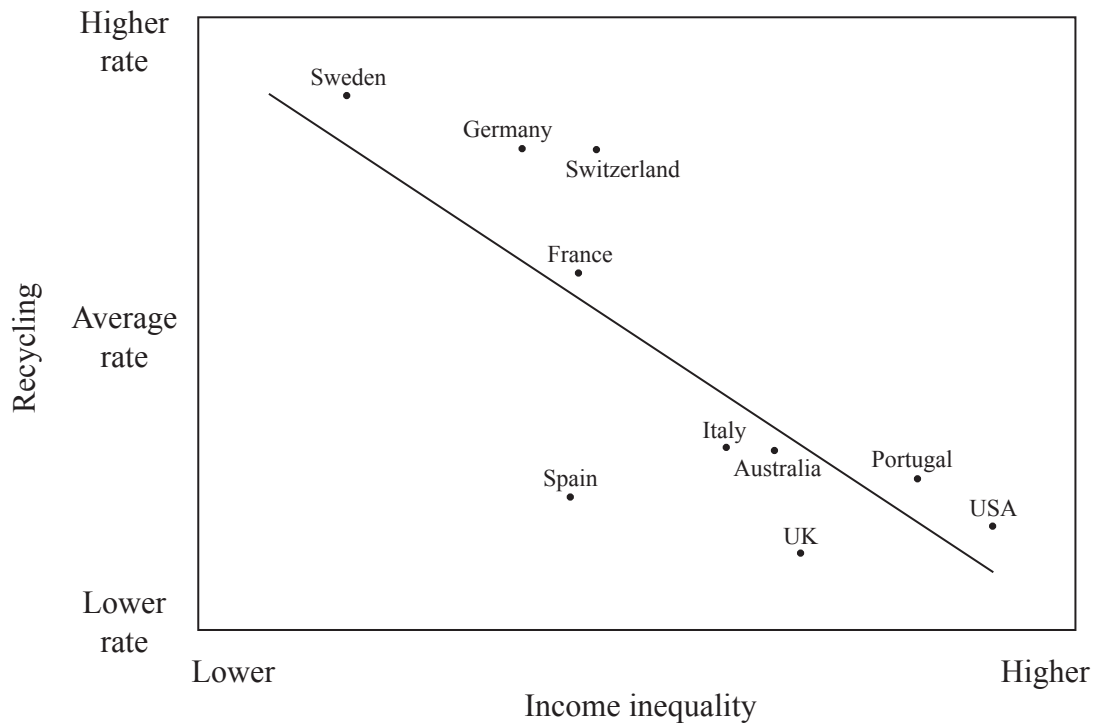


20EP13

Turn over

4. Patterns in resource consumption

The graph shows income inequality and recycling rates for selected high-income countries in 2010.



[Source: ©The Equality Trust. Used with permission.]

(a) Describe the relationship shown on the graph.

[3]

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(This question continues on the following page)



(Question 4 continued)

(b) Explain **two** environmental benefits of recycling.

[2+2]

1.
2.

(c) Explain **two** disadvantages of **one named** source of renewable energy.

[2+2]

One source of renewable energy
1.
2.



