



General Certificate of Secondary Education  
2013

Centre Number

71

Candidate Number

## Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

ML

WEDNESDAY 12 JUNE, MORNING

### TIME

1 hour 30 minutes, plus your additional time allowance.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all** questions.

You are provided with an O.S. map for use with Question 1.

Do not write your answers on this map.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 108.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in Question **1(d)(v)**.

Spelling, punctuation and the accurate use of grammar will be assessed in questions **1(f)** and **2(d)**.

For Examiner's  
use only

Question Number	Marks
1	
2	
3	

Total  
Marks

### Theme A: People and Where They Live

1 (a) Study the Ordnance Survey extract of Liverpool in England. Answer the questions that follow.

(i) What is the straight line distance from Bromborough Station at GR 344811 to the viewpoint at GR 365817?

\_\_\_\_\_ km [2]

(ii) Part of Liverpool's CBD is located in grid squares 3490 and 3590. What **three** pieces of map evidence support this statement?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_ [3]

(iii) There are many different land use zones in Liverpool. Match each land use zone with its grid square to show its location. One has been done for you.

Land Use Zone	●	●	Grid Square
Residential Inner City	●	●	3994
CBD	●	●	4484
Industrial zone	●	●	3789
Suburban Residential	●	●	4493
Rural-urban fringe	●	●	3490

[4]

Examiner Only	
Marks	Remark

- (b) Study **Fig. 1**. It shows a photograph of Kensington inner city area GR 3690, that is being improved. Answer the questions that follow.



Source: Chief Examiner

**Fig. 1**

- (i) Explain why many inner city areas such as Kensington need to be improved.

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[3]

- (ii) Give **one** reason why people like to live in inner city areas.

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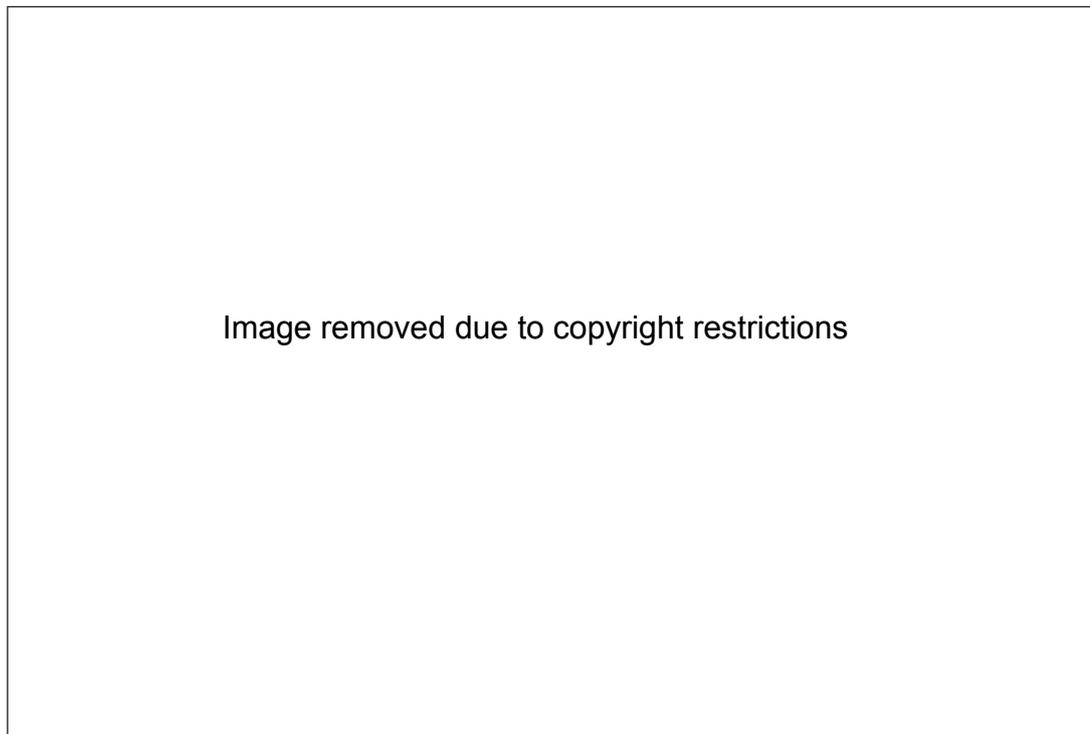


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[2]

Examiner Only	
Marks	Remark

- (c) Look at **Fig. 2**. It shows part of Speke industrial estate that is located in grid square 4283. Answer the questions that follow.



**Fig. 2**

- (i) Use **map** evidence to suggest **one** reason why this is a good location for an industrial zone.

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[2]

- (ii) Underline the direction of Liverpool's John Lennon Airport (GR 4282) from Lime Street Station (GR 3590).

**North West**

**South West**

**South East**

[1]

Examiner Only	
Marks	Remark

- (d) Look at **Table 1**. It shows the percentage of the world population living in urban areas (cities). Answer the questions that follow.

**Table 1**

% of World Population Living in Urban Areas			
	1950	2000	2030 (predicted)
<b>MEDCs</b>	55	76	84
<b>LEDCs</b>	18	40	56

© Geography GCSE by Anna King et al, page 176, published by Oxford University Press, 2006. ISBN 0199134669

- (i) Write whether the following statements are **True** or **False**.

The percentage of people living in urban areas in both LEDCs and MEDCs is higher in 2000 than in 1950.

In 2000 a higher % of people live in urban areas in LEDCs than in MEDCs.

Between 2000 and 2030 MEDCs are expected to have the largest increase in the % of their population living in urban areas.

[3]

Examiner Only

Marks Remark

- (ii) A number of factors encourage people to move from the countryside to cities in LEDCs. Complete **Fig. 3** by drawing arrows to show which are push factors and which are pull factors. One has been done for you.

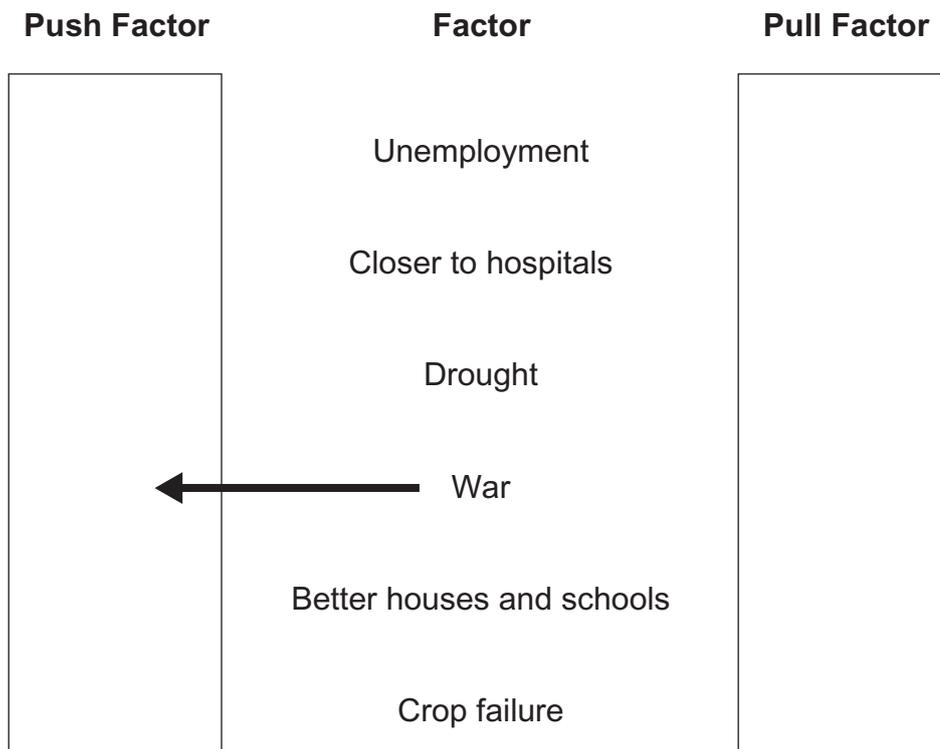


Fig. 3

[5]

- (iii) Write about **one** factor that might stop people from moving.

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[2]

- (iv) Underline the term that describes the increase in the proportion of people living in cities.

**Urbanisation**

**Counterurbanisation**

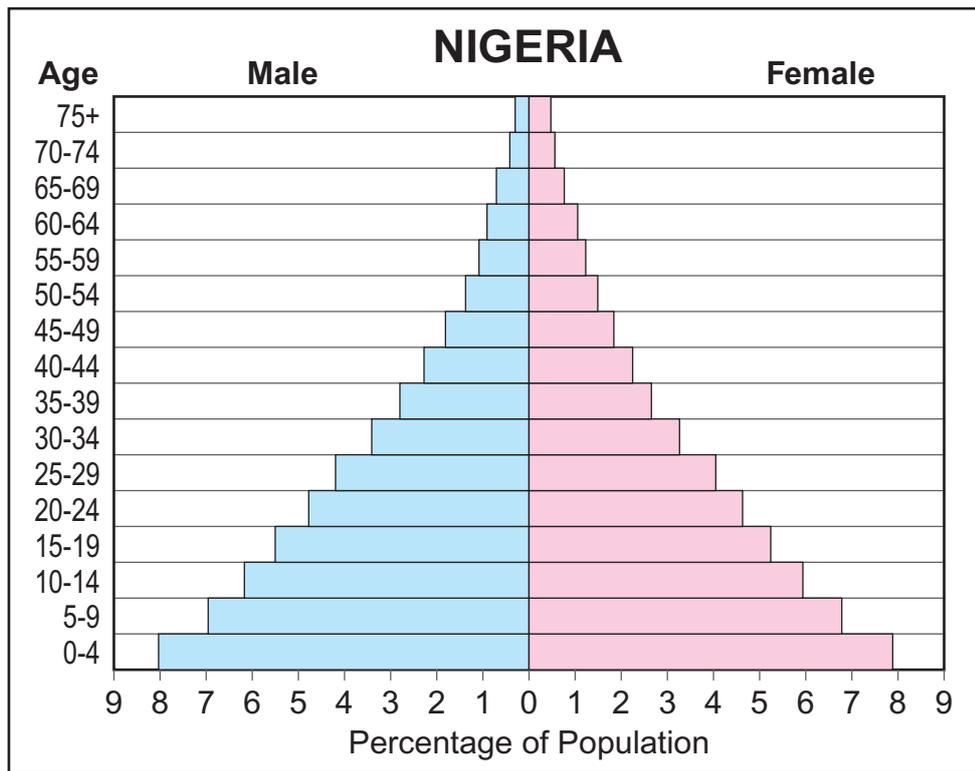
**Emigration** [1]

Examiner Only	
Marks	Remark



(e) Look at **Fig. 4**. It shows a population pyramid for Nigeria in 2008. Answer the questions that follow.

Examiner Only	
Marks	Remark



© Population Education / Population Connection

**Fig. 4**

(i) What does the term **population structure** mean?

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[2]

(ii) Underline the percentage of the population aged 0–4 in Nigeria in 2008.

**8.1%**                      **7.8%**                      **15.9%**                      [1]

(iii) Write the name of the group aged 0–14 years on a population pyramid.

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[1]

(iv) Write about **one** reason why LEDCs have high birth rates.

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[2]

- (v) Write about **one** impact on a country such as Nigeria of having a high percentage of children.

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[3]

- (f) International migration is the movement of people from one country to another to live.

1. Name a country you have studied within the European Union where migrants have moved to.

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[1]

2. Name the country the migrants have come from.

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[1]

3. Explain fully **one positive** and **one negative** impact of these migrants on the country to which they have moved.

Positive impact \_\_\_\_\_

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Negative impact \_\_\_\_\_

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[6]

Spelling, punctuation and accurate use of grammar [4]

Examiner Only	
Marks	Remark

### Theme B: Contrasts in World Development

- 2 (a) Look at **Table 2**. It shows two indicators of development for some countries. Answer the questions that follow.

**Table 2**

Country	Literacy Rate (%)	Life Expectancy (years)
Brazil	91	73
South Africa	88	52
Mozambique	55	49
Australia	99	82
Ghana	62	58

- (i) Use **Table 2** to rank the countries in **Table 3** from least developed to more developed in terms of literacy rate. (One has been done for you.)

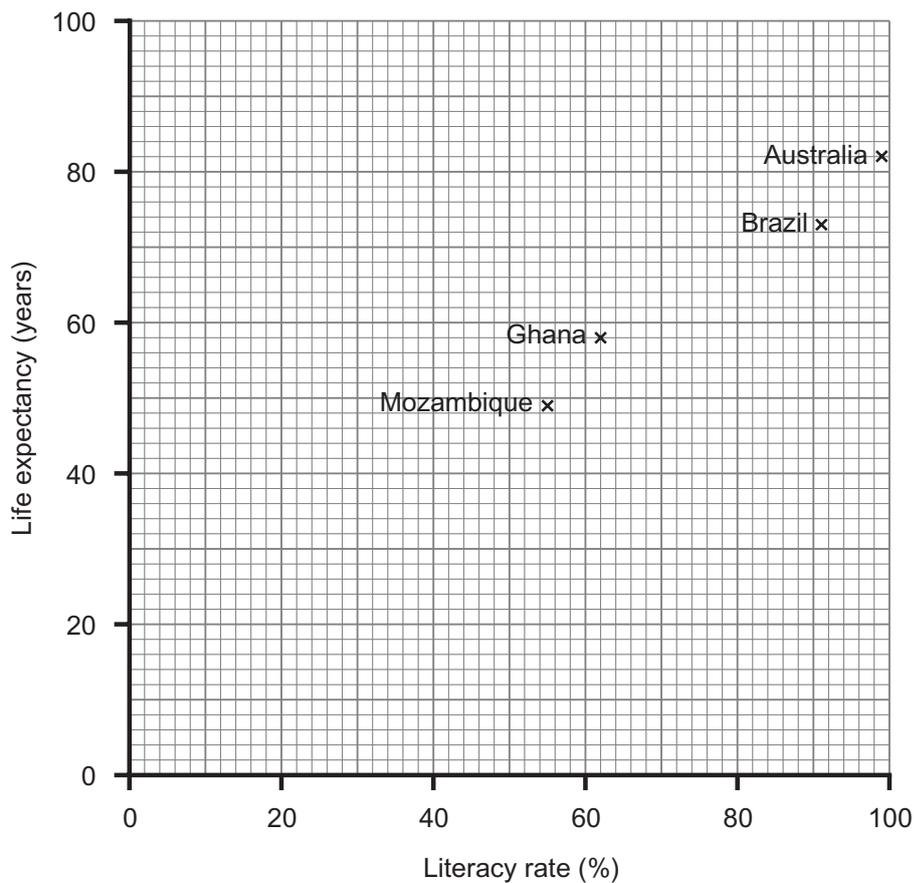
**Table 3**

Country	Rank
Brazil	
South Africa	
Mozambique	1
Australia	
Ghana	

[4]

Examiner Only	
Marks	Remark

- (ii) Look at **Fig. 5**. It shows information on the literacy rate and life expectancy of some countries.



**Fig. 5**

- Plot the position of South Africa on **Fig. 5**. Use information from **Table 2** to do this. [2]

- (iii) Underline the type of graph used in **Fig. 5**.

Pie chart                      Scattergraph                      Bar graph                      [1]

- (iv) Write down whether the relationship on this graph is positive or negative.

\_\_\_\_\_ [1]

- (v) Underline the indicator used to measure quality of life.

HDI                      Debt                      Technology                      [1]

Examiner Only	
Marks	Remark

- (vi) Explain why some countries are less developed than others. Choose from **one** of the factors below.

Health care

Education

Environment

Chosen factor \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [3]

- (b) Look at **Fig. 6**. It shows one way of increasing the level of economic development in a LEDC. Answer the questions that follow.

Examiner Only	
Marks	Remark

## PREDA Fair Trade products



**This is a successful business producing and trading a wide variety of products from the Philippines – dried fruits, juices, and handicrafts based on Fair Trade principles.**

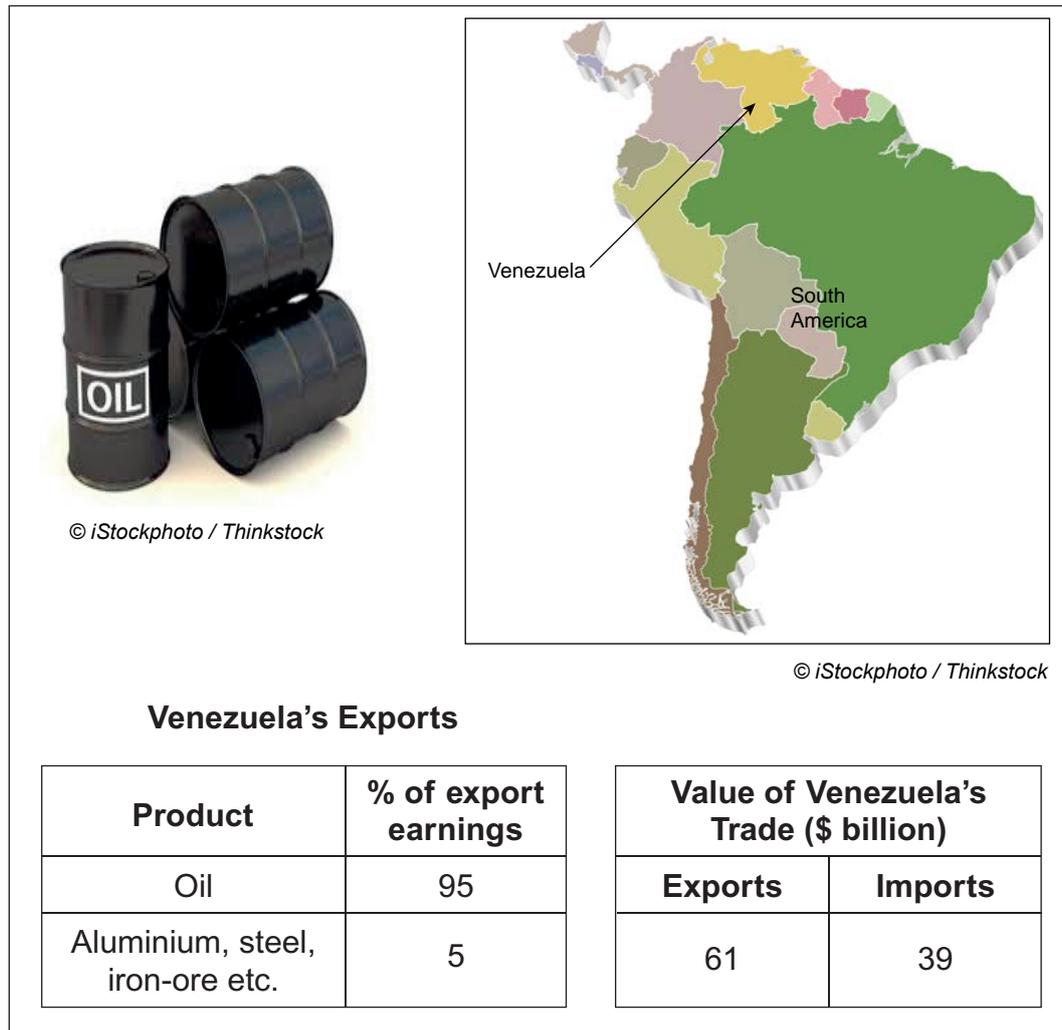
**The People's Recovery Empowerment and Development Assistance (PREDA) Foundation**

© 2013 Preda Fair Trade. Philippines

Fig. 6



- (c) Look at **Fig. 7**. It shows some trade figures for Venezuela, a country in South America. Answer the questions that follow.



**Fig. 7**

Underline the correct word in each sentence below. One has been done for you. Use **Fig. 7** to help you.

- Exports are goods and services that leave / come into a country.
- Venezuela earns more money from its aluminium / oil exports.
- The value of Venezuela's exports is greater / less than its imports.
- Venezuela is situated on the north coast / west coast of South America.

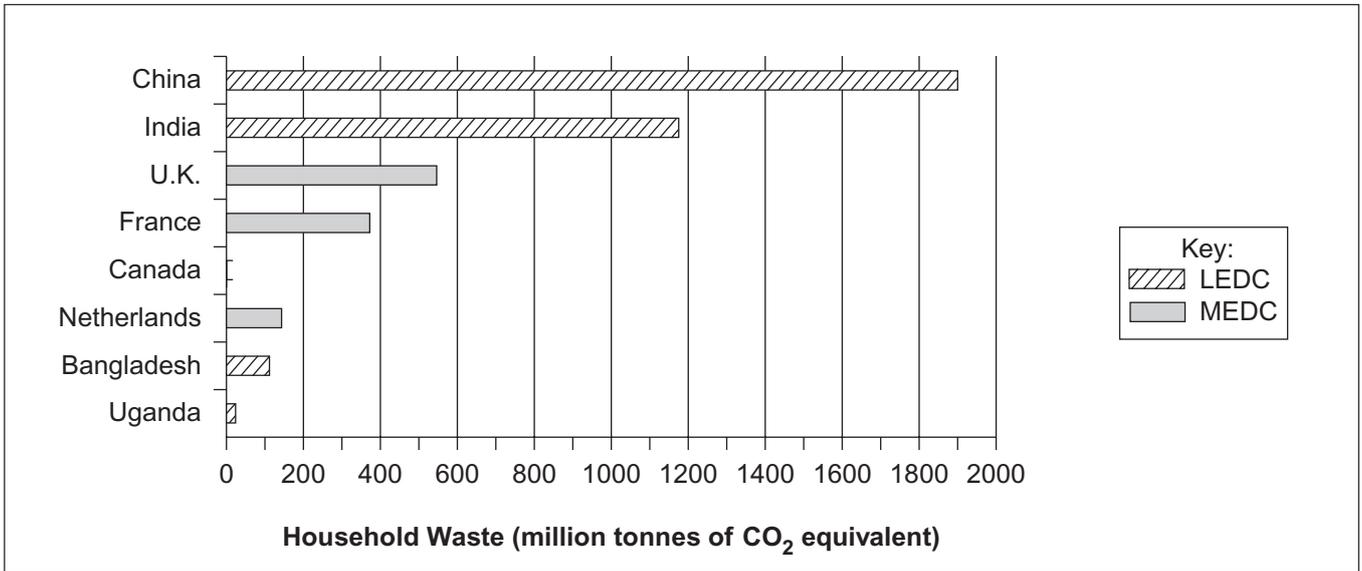
[3]

Examiner Only	
Marks	Remark



**Theme C: Managing our Resources**

3 (a) Look at **Fig. 8**. It shows the total household waste produced in different countries. Answer the questions that follow.



Source: Principal Examiner

Adapted from: <http://carbonfootprintofnations.com/content.php?cid=82>

**Fig. 8**

(i) Complete **Fig. 8** using the information below, about Canada.

Canada	MEDC	300 million tonnes of CO <sub>2</sub>
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[2]

Examiner Only	
Marks	Remark

(ii) Use **Fig. 8** to decide if each of the following statements is true or false. One has been done for you.

- Uganda produces the least CO<sub>2</sub> from household waste

True

- Bangladesh and Uganda together produce less than 200 million tonnes of CO<sub>2</sub> from household waste

- Most CO<sub>2</sub> from household waste is produced by India

- MEDCs produce most CO<sub>2</sub> from household waste

[3]

(iii) Local government areas manage waste in different ways. Describe **one** method of managing waste in a named local government area you have studied.

Name of local government area \_\_\_\_\_ [1]

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\_\_\_\_\_ [3]

Examiner Only

Marks Remark

(b) Fig. 9 shows a logo for carbon footprint. Answer the question that follows.



© iStockphoto / Thinkstock

**Fig. 9**

What does carbon footprint measure?

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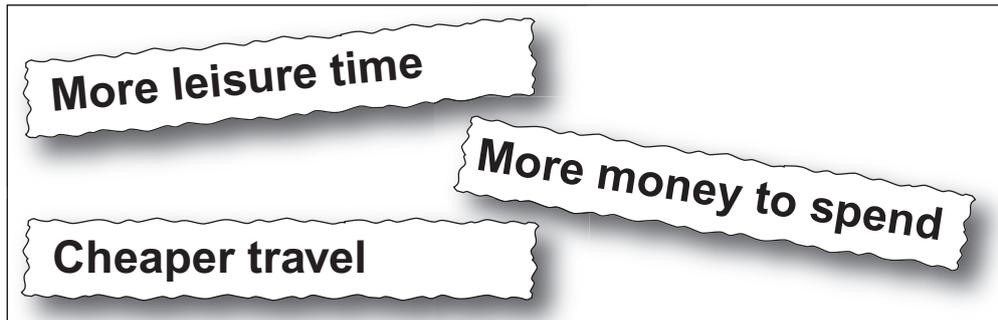
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[2]

Examiner Only	
Marks	Remark

- (c) Look at **Fig. 10**. It shows three reasons why tourism has grown globally over the last 50 years.



**Fig. 10**

Choose **two** of these reasons and explain how each of these reasons has helped to increase global tourism.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

Examiner Only

Marks Remark

(d) Fig. 11 shows a tourist holiday destination.



© IStockphoto / Thinkstock

Fig. 11

- (i) Write about **one** way that increased tourism could spoil the environment of tourist destinations.

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[3]

Examiner Only	
Marks	Remark

- (ii) Tourism can affect both the culture and the economy of tourist destinations. Complete **Table 4**. Draw arrows to show whether the impact is on the **culture** or the **economy**. One has been done for you.

Table 4

Culture	Impact of Tourism	Economy
←	Tourists can ruin local customs or traditions.	
	Tourism can provide people with jobs e.g. in hotels.	
	The behaviour of tourists can be a bad example to the local people e.g. drunkenness.	
	Tourism increases income for the government.	

[3]

- (e) Describe **one** way a sustainable tourism project has tried to protect the environment in a country you have studied.

Name of country \_\_\_\_\_ [1]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[3]

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**THIS IS THE END OF THE QUESTION PAPER**

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Marks	Remark





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