Centre Number

71

Candidate Number

![CEA Rewarding Learning logo]

General Certificate of Secondary Education
2013

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

MV18

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 at the end of each question 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)**.

Theme A: People and Where They Live

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

    (i) State the straight line distance from Bromborough Station at GR 344811 to the viewpoint at GR 365817. [2]

      _____ km

    (ii) Part of Liverpool's CBD is located in grid squares 3490 and 3590. State **three** pieces of map evidence which support this statement. [3]

      1. _____

      2. _____

      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 completed for you. [4]

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

CBD ● —— ● 3490

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

Fig. 1

(i) Explain why many inner city areas such as Kensington need to be improved. [3]

_____

_____

_____

_____

_____

_____

(ii) Suggest **one** reason why people like to live in inner city areas. [2]

_____

_____

_____

_____

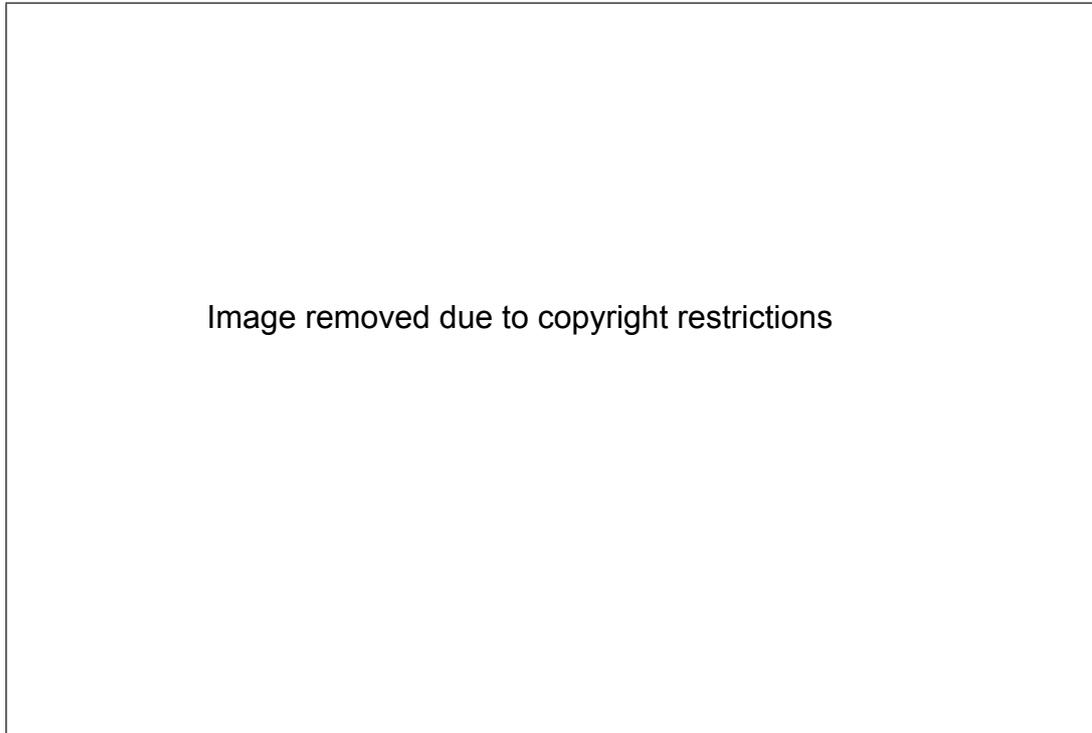**(c) Fig. 2** shows part of Speke industrial estate which is located in grid square 4283. Answer the questions which follow.

Fig. 2

Image removed due to copyright restrictions

(i) Using **map** evidence suggest **one** reason why this is a good location for an industrial zone. [2]

_____

_____

_____

(ii) Underline the direction of Liverpool's John Lennon Airport (GR 4282) from Lime Street Station (GR 3590). [1]

North West   South West   South East

(d) Study **Table 1** which shows the percentage of the world population living in urban areas (cities). Answer the questions which follow.

Table 1

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

(i) State whether the following statements are **True** or **False**. [3]
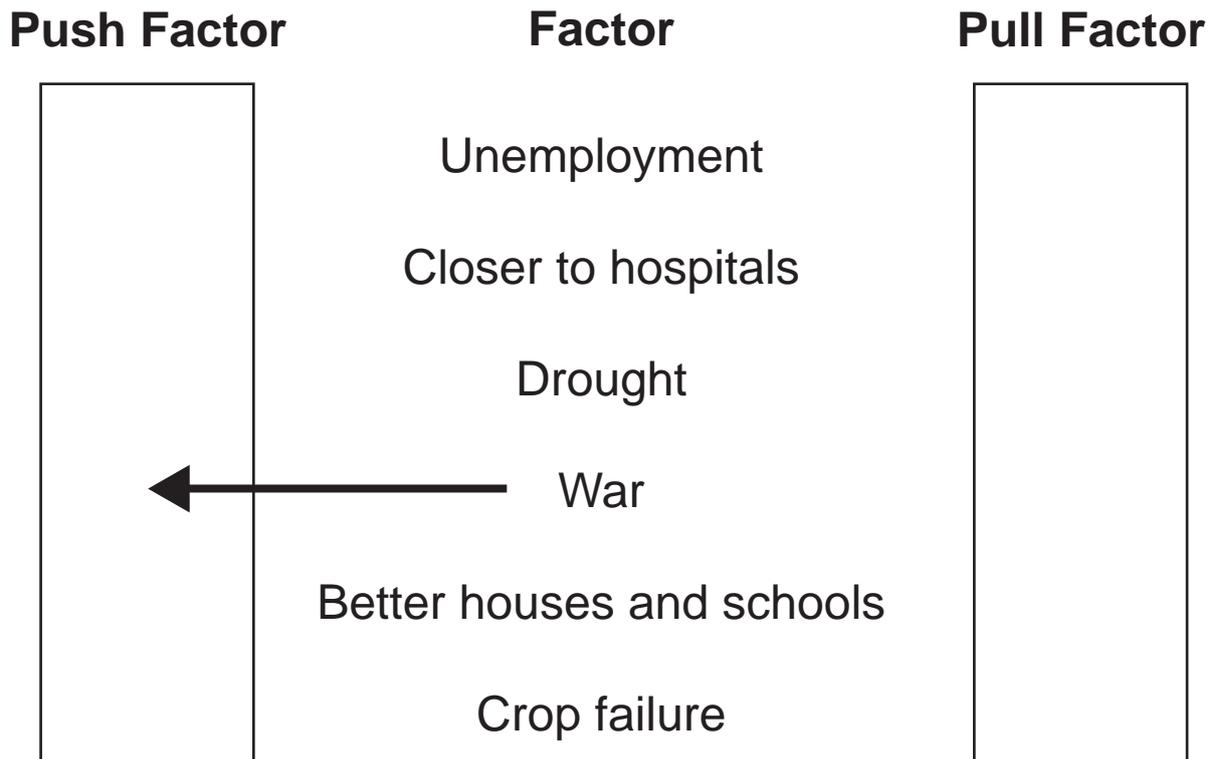
The percentage of people living in urban areas in both LEDCs and MEDCs is higher in 2000 than in 1950.

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.

(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 completed for you. [5]

Fig. 3

Push Factor	Factor	Pull Factor
	Unemployment	
	Closer to hospitals	
←	Drought	
	War	
	Better houses and schools	
	Crop failure	

(iii) Outline **one** factor which might stop people from moving. [2]

_____

_____

_____

(iv) Underline the term which describes the increase in the proportion of people living in cities. [1]

Urbanisation   **Counterurbanisation**

Emigration

(v) Many people who move to cities in LEDCs live in shanty towns. Describe the location of shanty town areas in a LEDC city you have studied.

Name of city [1] _____

Location of shanty town areas [4] _____

_____

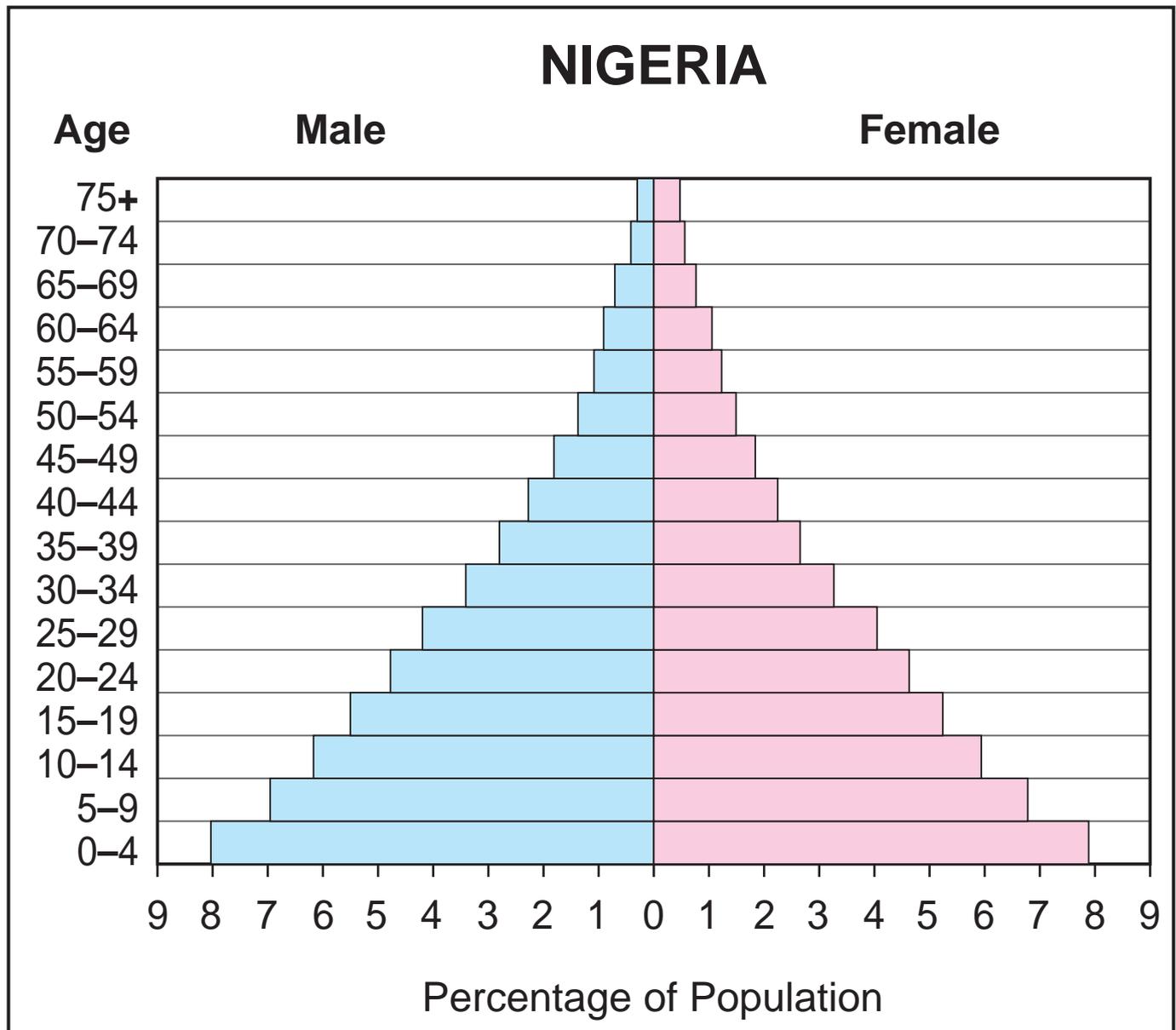_____

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(Questions continue overleaf)

(e) Study **Fig. 4** which shows a population pyramid for
Nigeria in 2008. Answer the questions which follow.

Fig. 4

(i) State the meaning of the term **population
structure**. [2]

_____

_____

_____

(ii) Underline the percentage of the population aged 0–4 in Nigeria in 2008. [1]

8.1%   **7.8%**   **15.9%**

(iii) Name the group aged 0–14 years on a population pyramid. [1]

_____

(iv) Outline **one** reason why LEDCs have high birth rates. [2]

_____

_____

(v) Explain **one** impact on a country such as Nigeria of having a high percentage of children. [3]

_____

_____

_____

_____

_____

_____

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

1. Name a country within the European Union you have studied to which migrants have moved. [1]

   _____

2. Name the country from which the migrants have come. [1]

   _____

3. Explain fully **one positive** and **one negative** impact of these migrants on the country to which they have moved. [6]

   Positive impact _____

   _____

   _____

   _____

   _____

   Negative impact _____

   _____

   _____

   _____

   _____

   Spelling, punctuation and accurate use of grammar [4]

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(Questions continue overleaf)

Theme B: Contrasts in World Development

2 **(a)** Study **Table 2** which shows two indicators of development for a selection of countries. Answer the questions which 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) Using **Table 2**, rank the countries in **Table 3** from least developed to more developed in terms of literacy rate. (One has been completed for you.) [4]

Table 3

Country	Rank
Brazil	
South Africa	
Mozambique	1
Australia	
Ghana	

(ii) **Fig. 5** opposite shows information on the literacy rate and life expectancy of a selection of countries.

Fig. 5
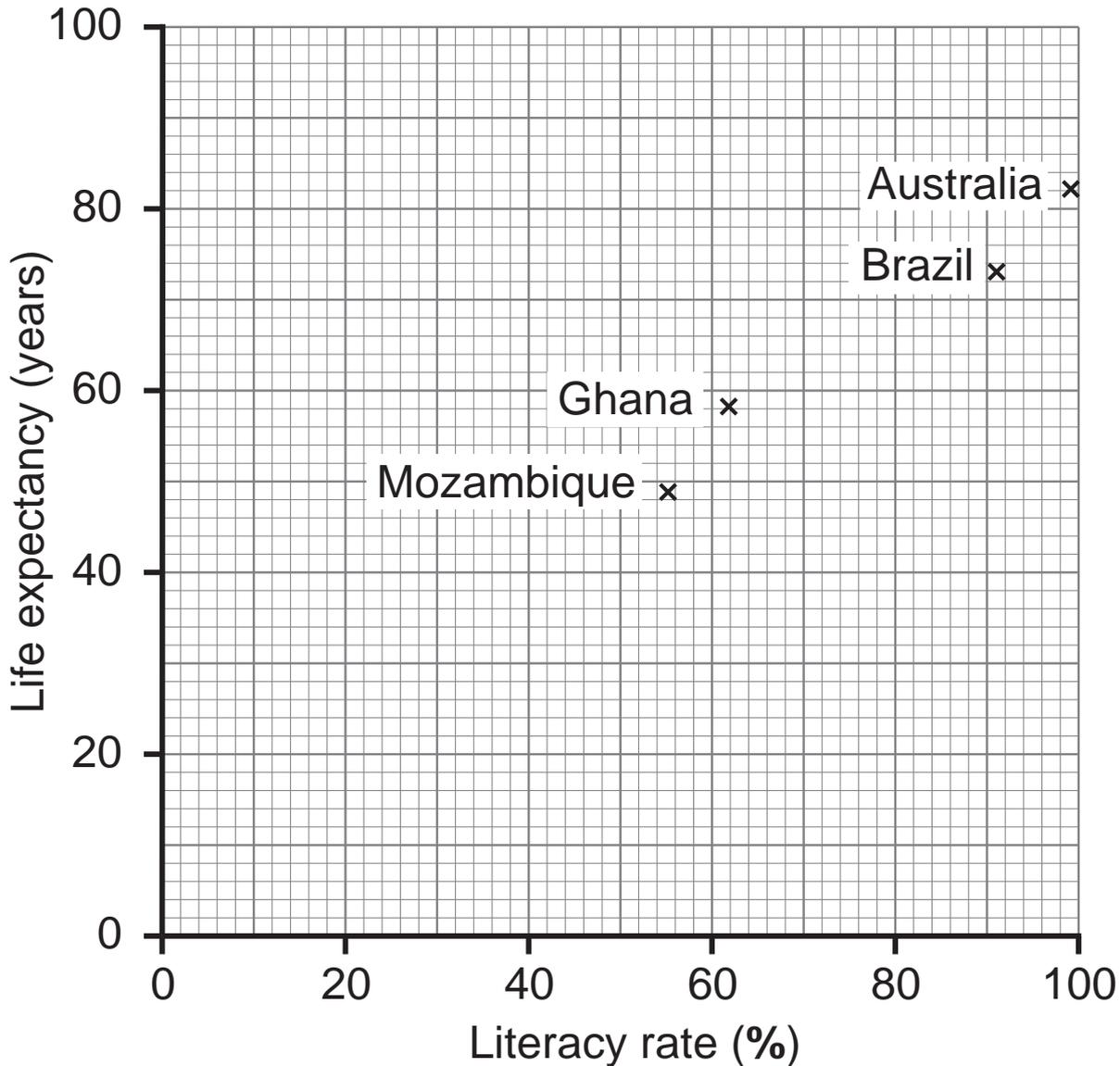
Plot the position of South Africa on **Fig. 5** using information from **Table 2**. [2]

(iii) Underline the type of graph used in **Fig. 5**. [1]

Pie chart   **Scattergraph**   **Bar graph**

(iv) State whether the relationship on this graph is positive or negative. [1]

_____

(v) Underline the indicator used to measure quality of life. [1]

HDI   **Debt**   **Technology**

(vi) Explain why some countries are less developed than others. Choose from **one** of the factors below. [3]

Health care   **Education**   **Environment**

Chosen factor _____

Explanation: _____

_____

_____

_____

_____

_____

_____

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(Questions continue overleaf)

(b) Study **Fig. 6** which shows one way of increasing the level of economic development in a LEDC. Answer the questions which follow.

Fig. 6

PREDA Fair Trade products

Tropical Dried Fruits and Juices

click here

Handicrafts and other Handmade Products

click here

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

(i) Name the country which produces PREDA Fair Trade products. [1]

_____

(ii) Using **Fig. 6**, state **one** Fair Trade product that this organisation produces. [1]

_____

(iii) Explain **one** advantage Fair Trade brings to LEDCs. [3]

_____

_____

_____

_____

_____

_____

(c) Study **Fig. 7** which shows some trade figures for Venezuela, a country in South America. Answer the questions which follow.

Fig. 7

Venezuela's Exports

Product	% of export earnings
Oil	95
Aluminium, steel, iron-ore etc.	5

Value of Venezuela's Trade ($ billion)	
Exports	**Imports**
61	39

Using **Fig. 7** to help you, underline the correct word in each sentence below. One has been completed for you. [3]

● Exports are goods and services that
  <u>**leave**</u> / **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.

(d) Describe and explain how the pattern of world trade can create problems for LEDCs. You should refer to places in your answer. [5]

_____

_____

_____

_____

_____

_____

_____

_____

_____

Spelling, punctuation and accurate use of grammar [4]

8254.03 **MV18**   **21**   **[Turn over**

Theme C: Managing our Resources

3 **(a)** Study **Fig. 8** opposite which shows the total household waste produced in different countries. Answer the questions which follow.
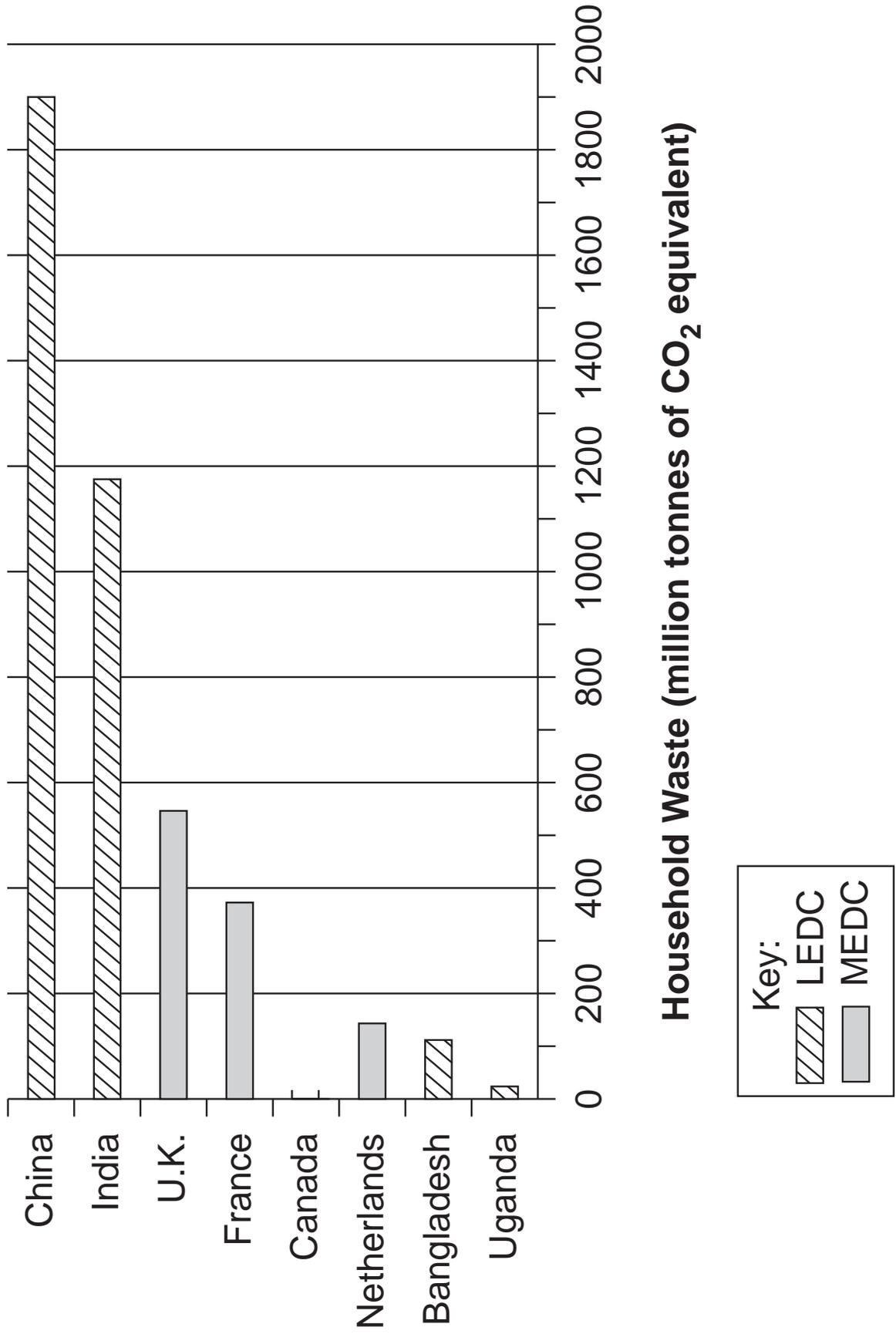
    (i) Complete **Fig. 8** using the following information about Canada. [2]

Canada	MEDC	300 million tonnes of CO_2

    (ii) Use **Fig. 8** to decide if each of the following statements is true or false. One has been completed for you. [3]

- Uganda produces the least CO_2 from household waste

      True

- Bangladesh and Uganda together produce less than 200 million tonnes of CO_2 from household waste

- Most CO_2 from household waste is produced by India

- MEDCs produce most CO_2 from household waste

Fig. 8

Household Waste (million tonnes of CO_2 equivalent)

China
India
U.K.
France
Canada
Netherlands
Bangladesh
Uganda

0   200   400   600   800   1000   1200   1400   1600   1800   2000

Key:
LEDC
MEDC

(iii) Local government areas manage waste in different ways. Describe **one** method of managing waste in a named local government area you have studied. [3]

Name of local
government area [1] _____

_____

_____

_____

_____

_____

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

Fig. 9
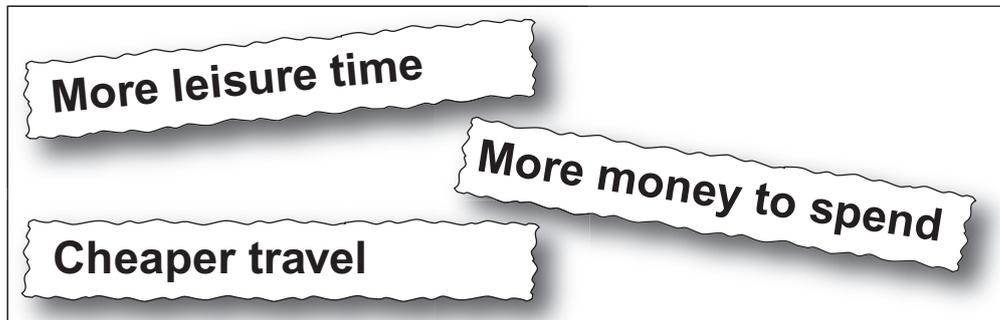

What does carbon footprint measure? [2]

_____

_____

_____

(c) Study **Fig. 10** which shows three reasons why tourism has grown globally over the last 50 years.

Fig. 10

More leisure time

More money to spend

Cheaper travel

Choose **two** of these reasons and explain how each of these has helped to increase global tourism. [2]/[2]

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

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

Fig. 11

(i) Suggest **one** way in which increased tourism could spoil the environment of tourist destinations. [3]

_____

_____

_____

_____

_____

_____

(ii) Tourism can affect both the culture and the economy of tourist destinations. Complete **Table 4** by drawing arrows to show whether the impact is on the **culture** or the **economy**. One has been completed for you. [3]

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.	

(e) Describe **one** way a sustainable tourism project has tried to protect the environment in a country you have studied. [3]

Name of country [1] _____

_____

_____

_____

_____

_____

_____

THIS IS THE END OF THE QUESTION PAPER

SOURCES

Pg 4, Q1 (b) Fig. 1, Photograph of Kensignton inner city area, Source: Chief Examiner

Pg 6, Q1 (d) Table showing the percentage of world population living in urban areas, © Geography GCSE by Anna King et al, page 176, published by Oxford University Press, 2006. ISBN 0199134669

Pg 10, Q1 (e) Study showing a population pyramid for Nigeria in 2008, © Population Education / Population Connection

Pg 18, Q2 (b) Images showing PREDA Fair Trade products, © 2013 Preda Fair Trade. Phillippines

Pg 20, Q2 (c) (i) Fig. 7 Photograph of oil drums, © iStockphoto / Thinkstock

Pg 20, Q2 (c) (ii) Fig. 7 Map of South America, © iStockphoto / Thinkstock

Pg 22, Q3 (a) ...Source: Principal Examiner Adapted from: http://carbonfootprintofnations.com/content.php?cID=82

Pg 24, Q3 (b) Fig. 9, Image of a carbon footprint logo, © iStockphoto / Thinkstock

Pg 25, Q3 (c) Reasons why tourism has grown, Source: http://www.adventure-life.com/cruises/expedition-cruise.php

Pg 26, Q3 (d) Fig. 11, Photograph of a holiday destination (two people in a canoe), © iStockphoto / Thinkstock

For Examiner's use only	
Question Number	Marks
1	
2	
3	
Total Marks	