



General Certificate of Secondary Education
2011

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

FRIDAY 17 JUNE, MORNING

**MARK
SCHEME**

Theme A: People and Where They Live		AVAILABLE MARKS
1	<p>(a) (i) State the world's population in 1993. 5506 million, accept 5506 m.</p> <p>no credit [0] for 5506</p>	[1]
	<p>(ii) State the year when the world's population was 610 million. 1700.</p>	[1]
(b) (i)	<p>Give one reason to explain why death rates declined quickly after 1800.</p> <p>Award [0] for a response not worthy of credit.</p> <p>It is expected that candidates will discuss medical advances, better sanitation and more reliable food supplies.</p>	
	<p>Level 1 [1] An answer that refers briefly to one reason why a natural rate may change. e.g. There were more hospitals.</p> <p>Level 2 [2] An answer that notes one point and explains it fully, or which partially explains one factor which could lower a natural rate. e.g. There were more hospitals and so people who were sick got proper care and didn't die.</p> <p>Level 3 [3] An answer that refers to one factor that lower death rates and includes careful, detailed explanations. e.g. People were being educated about the need to use clean drinking water and proper sanitation was being installed in many cities, so diseases like cholera claimed fewer victims, again lowering the death rate.</p>	
	<p>(ii) Three causes of a falling birth rate to be ticked; better jobs for everyone, later marriages, use of contraception 1 mark per correct answer ticked.</p>	[3]
(c) (i)	<p>State the meaning of the term immigration</p> <p>Level 1 [1] A partial definition e.g. people moving around.</p> <p>Level 2 [2] A fuller definition e.g. the inward movement of people from one country to another.</p>	[2]

(ii) Decide if the following statements about Fig. 2 are True or False.	AVAILABLE MARKS
Over 54 000 migrants moved from Asia to Australia.	TRUE
No migrants came from Antarctica.	TRUE
Africa supplied most immigrants to Australia.	FALSE
More migrants came from South America than the UK.	FALSE

Award [1] for each correct answer

(iii) What does GIS stand for?	AVAILABLE MARKS
Geographical Information Systems [2].	[2]
Award [1] for a partially correct answer.	[2]
e.g. Geographical Information Source.	[2]
(iv) State two advantages of using GIS to study migration.	AVAILABLE MARKS
e.g. it is very fast [1],	[2]
it can produce a map quickly. [1]	[2]
Award [1] mark per correct advantage	[2]
(d) Describe one positive and one negative impact of migration on an EU country [1 each].	AVAILABLE MARKS
Award [1] for a named EU country.	[1]
Award [0] for a response not worthy of credit.	[1]

Level 1 [1]–[2]

This may be an unbalanced answer, looking at only positive or negative impacts or a superficial answer that simply makes statements which may be applicable to any place.
e.g. Migration is a bad thing for the UK. It puts unemployment up and puts strain on services like schools.

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is clear. A limited range of specialist terms is used appropriately.

Level 2 [3]–[4]

An answer that looks at both positive and negative impacts, but which lacks specific case study detail.
e.g. Economic migrants have a positive impact as they often occupy either low-paid work which local people are over qualified to do. They also add money through paying taxes. However, large numbers of migrants arriving to only a few areas in the UK can put strain on the local services like schools.

Candidates present information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately.

Level 3 [5]–[6]

This will be a balanced answer that elaborates on one positive and one negative impact, includes 2 or more specific facts/figures.

e.g. Just over half a million people enter the UK each year as immigrants, adding to our slow population growth. These migrants have both positive and negative impacts to our country. Economically migrants have a positive impact as they often occupy either low-paid work which local people are over qualified to do, or fill gaps in specific professions, such as nursing. They also add money through paying taxes as they work – in 2000 for example they paid about £2.5 billion more in income tax. There are also some negative impacts; large numbers of migrants arriving to only a few areas in the UK can put strain on the local services and they might increase the demand for housing in some cities like London, and may even push up house prices by as much as 10%.

AVAILABLE MARKS

Candidates present and organise efficiently, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost flawless accuracy so the meaning is clear. A wide range of specialist terms is used skilfully and with precision. [6]

(e) (i) State which settlement type has the largest population size.
City [1]

(ii) Complete **Table 1** below which matches services available to settlement types.

Examples of services available	Settlement type
A bus stop	Hamlet (given)
A major football stadium, hospitals, cathedral and large airport	City
Supermarket, secondary school and a small bus station	Town
A small post office and a general store	Village

City can only be credited as the answer for major football stadium choice. [3]

(iii) Name two high order services from **Table 1**.
Two out of the following list; football stadium, hospital, cathedral, airport, secondary school, supermarket. [2]
(1 mark each correct answer)

(f) (i) State the meaning of the term **rural-urban fringe**.

Award [0] for a response not worthy of credit.

Level 1 [1]

A partially correct answer.

e.g. On the outskirts of the city.

	AVAILABLE MARKS
<p>Level 2 [2] A full definition – An area (on the outskirts of the city beyond the suburbs) where there is a mixture of rural and urban land uses.</p>	[2]
<p>(ii) Describe and explain two characteristics of the CBD. It would be expected that candidates would recognise the commercial concentration within the CBD.</p>	
<p>Award [0] for a response not worthy of credit.</p>	
<p>Level 1 [1]–[2] An answer which may give a detailed description and no explanation, e.g. there are tall buildings; or a very brief coverage of the question, e.g. The CBD has lots of tall buildings for shops and offices because there isn't much land for building on.</p>	
<p>Level 2 [3]–[4] An answer that addresses both aspects of the question and does so for two characteristics of the CBD, i.e. description and explanation. e.g. The CBD has tall buildings with shops and offices because only commercial uses can afford the high rents charged for the land. Many routes converge in the CBD as it is the most accessible area in the city.</p>	[4]
<p>(g) (i) State one environmental improvement planned for the area of London hosting the Olympic Games in 2012.</p> <ul style="list-style-type: none"> • Water quality improvement in the Lower Lea. • Wildlife came back into the area. 	[1]
<p>(ii) Suggest how new jobs can be good for an area.</p>	
<p>Award [0] for a response not worthy of credit.</p>	
<p>Level 1 [1] An answer which identifies one positive aspect. e.g. The jobs will bring money into the area.</p>	
<p>Level 2 [2] An answer which recognises a good aspect and expands on it. e.g. The jobs will bring in money and wages for the workers who might spend it in local shops.</p>	
<p>Level 3 [3] An answer which either fully expands on one good point, or which identifies several valid advantages. e.g. The jobs will bring in money as wages for the workers who might spend it in local shops. Also more people might want to move into the area for the jobs and this could bring in more local council tax.</p>	[3]

(h) (i) State the meaning of the term **shanty town**.

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Award [0] for a response not worthy of credit.

Level 1 [1]

An incomplete definition.

e.g. An area of badly built housing in a city.

Level 2 [2]

A full definition.

e.g. This is a characteristic area of housing in LEDC cities, made of unplanned poor quality housing which often lacks basic services. [2]

(ii) Describe and explain the location shanty town/s in a named LEDC city.

Award [0] for a response not worthy of credit.

Level 1 [1]–[2]

A short answer that addresses some part of the question.

e.g. Shanty towns are built in swampy areas and near railway lines.

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is clear. A limited range of specialist terms is used appropriately.

Level 2 [3]–[5]

An answer that either addresses one aspect of the question in good detail, or both aspects with only limited detail.

e.g. Rio de Janeiro in Brazil has lots of shanty towns, called favelas. The majority of the favelas are near the bay to be close to the CBD. The favelas are built on steep ground, as the land is considered too steep for legal housing.

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Level 3 [6]–[7]

An answer that describes and explains the location a shanty town/s in a named LEDC city, with detail added through at least 2 facts/figures.

e.g. Rio de Janeiro in Brazil has over a million residents who live in shanty towns, called favelas. The majority of the favelas are within the old inner suburbs of the city, to the west of Guanabara Bay. This means that they are on the same side of the bay as the CBD and the main areas of luxury apartments, and these are the areas where work is most likely to be available. The favelas are

built on steep ground called morros, as the land is considered too steep for legal housing. This marginal land is not wanted by developers, as housing can be washed away in landslides following storms.

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[7]

AVAILABLE MARKS

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Theme B: Contrasts in World Development**AVAILABLE MARKS**

2 (a) (i) Using **Fig. 5** describe the differences in the use of energy between countries, by completing the statements below.

USA uses most energy, **7750 kg** per person.

A country which uses 3000–4000 of energy per person is **UK**

Any two countries, from **Kenya and India** use very little energy, less than 1000kg per person.

In general, the countries using the least energy are grouped together as **LEDCs**.

[5]

(ii) Brazil is a NIC or Newly Industrialising Country. State the meaning of the term **NIC**.

Level 1 [1]

A country getting richer.

Level 2 [2]

A country which is experiencing rapid economic growth

[2]

(iii) Explain why the HDI is a good indicator of development.

Award [0] for a response not worthy of credit.

Level 1 [1]

A simple statement of what HDI is.

e.g. HDI is a composite measure or includes more than one indicator or HDI includes more than just an economic indicator of development.

Level 2 [2]

A statement which shows understanding of what is involved in the HDI.

e.g. HDI is a composite measure which also includes social welfare such as health or education, as well as an economic indicator of wealth.

Level 3 [3]

A statement which shows understanding of what is involved in the HDI and includes further elaboration referring to why both social and economic indicators are needed to measure development.

e.g. HDI is a composite measure which measures development by combining both social welfare including health [life expectancy] and education [adult literacy] and also standard of living wealth [GNI]; using only an economic indicator can be misleading because a country could have a high level of wealth [economic indicator] but a low level of social development on health or education.

[3]

(b) (i) Complete the graph for Ghana

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Level 1 [1]

Line drawn accurately at $\frac{1}{4}$ of the circle. i.e. at 75% tick (to centre)

Level 2 [2]

Line drawn accurately at $\frac{1}{4}$ of the circle and labelling of both secondary and tertiary employment accurate according to the key. i.e. 25% T 20% S

[2]



(ii) State which country is a LEDC.

Ghana.

[1]

(iii) Compare the percentage of people employed in primary jobs in the UK and Ghana

UK employs small % of people in primary jobs

Ghana employs 55%

[1 + 1] = [2]

(iv) Explain how the high % of people employed in primary jobs slows down or prevents the development of a LEDC such as Ghana.

Award [0] for a response not worthy of credit.

Level 1 [1]

A simple statement.

e.g. Most people in Ghana work in primary jobs or farming does not make a lot of money or farmers can have poor harvests.

Level 2 [2]

A statement with a consequence relating to the development of Ghana.

e.g. Ghana has a large % of people employed in primary activity which means many people are employed in farming etc. which does not earn a high income for Ghana.

Level 3 [3]

A statement with a consequence and elaboration relating to the development of Ghana.

e.g. Ghana has a large % of people employed in primary activity which means many people are employed in farming etc.; farming is vulnerable to severe weather conditions [or to price fluctuations or there are only subsistence farmers] so farming does not earn a high income for Ghana.

[3]

(c) One advantage Fairtrade brings to LEDCs

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Award [0] for a response not worthy of credit.

Level 1 [1]

A simple statement.

e.g. Fairtrade means producers get paid a fair price for their products because the middlemen are cut out and do not get most of the profit.

Level 2 [2]

A simple statement and consequence.

e.g. Fairtrade means producers get paid a fair price for their products because the middlemen are cut out and do not get most of the profit.

Level 3 [3]

A simple statement and consequence with elaboration on how LEDCs are helped to develop.

e.g. Fairtrade means producers get paid a fair price for their products because the middlemen are cut out and do not get most of the profit; this means the producers and their families earn more income and can invest in improvements such as education or health care.

[3]

(d) (i) Name one way (apart from Fairtrade) in which MEDCs can help LEDCs to develop.

This can cover a wide variety of strategies.

e.g. UN Millennium Development Goals or Jubilee 2000 – Drop the Debt Campaign or Make Poverty History
ONE [the USA organisation]
or AID

[1]

(ii) Complete **Table 2** to show if MEDCs are successful in helping LEDCs to develop.

SUCCESS	STATEMENTS	FAILURE
✓ [given]	In Asia, living standards have improved as new industries have been set up.	
	There are still many people who are short of food and money in LEDCs.	✗
	Many children under 5 years are still dying from diseases due to dirty water.	✗
✓	90% of the world's children are now attending primary schools.	

[3]

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Theme C: Managing Our Resources**AVAILABLE MARKS**

3 (a) (i) Complete graph for U.S.A. tourists.

Award [1] mark for completing a bar up to 60 million.

Award [1] mark for fully shading it in.

[2]

(ii) Study **Fig. 7** and underline the correct word to complete the sentence.

- Spain is the **second/third** most popular destination in the world.
- France is the most popular destination as it has **few/many** tourist attractions.
- Europe has **177/187** million tourists each year. (3 × [1]) [3]

(iii) Explain **one** negative environmental impact of tourism. Refer to a place.

Award [0] for a response not worthy of credit.

Level 1 [1]

A basic statement.

e.g. Tourists cause pollution.

Level 2 [2]

A statement and a consequence.

e.g. Tourists cause pollution by producing waste and litter in an area. This damages ecosystems.

Level 3 [3]

A statement, consequence and elaboration. For Level 3 look for a reference to a place.

e.g. Seaside resorts such as Blackpool, Portrush or the Costa del Sol have to deal with thousands if not millions of visitors each year. This put pressure on land as hotels and facilities need to be built. This threatens habitats of animals. [3]

(b) (i) Suggest how the internet has helped to increase global tourism.

Award [0] for a response not worthy of credit.

Level 1 [1]

A basic statement.

e.g. It is easy to book holidays.

Level 2 [2]

A statement and a consequence.

e.g. It is easy to book holidays as lots of travel companies have websites that people can access. There are more holidays available for people to go on.

Level 3 [3]

A statement, consequence and elaboration. Look for points such as competition between travel firms, low prices and package holidays. These all encourage more people to travel.

e.g. As most travel companies and airlines have websites, customers can easily access these to book their holiday and compare prices. People take advantage of the low prices found on comparison websites. [3]

(ii) For one sustainable tourism project, describe **one** advantage it brought to the local community.

Name of project: any appropriate project e.g. game reserves in Kenya, Nam Ha Laos, rainforest expeditions in Brazil etc. [1]

Do not just accept the name of a country.

Accept Titanic Quarter for 1 mark.

Advantages to the community are needed. If the candidate focuses on the environment maximum 1 mark.

Maximum Level 1 for answers on Titanic Quarter/focus not specifically on sustainable tourism)

Award [0] for a response not worthy of credit.

Level 1 [1]

A basic statement.

e.g. It brings money to the local community.

Level 2 [2]

A statement and a consequence.

e.g. It brings money to the local community as local people can earn money from the jobs that need to be provided. This can raise people's level of development.

Level 3 [3]

A statement, consequence and elaboration. Case study detail is needed to achieve Level 3.

e.g. In Brazil local tribes such as the Jacuna can earn money from tourists who pass through their village. This money can then be invested in the local community by providing wells for water, education and other improvements. The local tribes also get a say in how their area should be used sustainably, so damage does not occur. [3]

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MARKS

	AVAILABLE MARKS
(c) (i) Name of the graphical technique used to display this data.	
Pie chart	[1]
(ii) State the percentage that public transport contributes to a person's carbon footprint.	
3%	[1]
(iii) Define the term carbon footprint .	
Level 1 [1]	
Candidates give a limited definition.	
e.g. the total amount of pollution caused by a person or an event.	
Level 2 [2]	
Candidates give a clear definition related to the production of greenhouse gases.	
e.g. the total set of greenhouse gases caused by an individual or event expressed as CO ₂ emissions.	[2]
(d) (i) Study Fig. 10 which shows one way that rubbish is dealt with.	
Complete the boxes in Fig. 10 . The two missing words are in this order:	
<ul style="list-style-type: none"> • DUSTBIN • LANDFILL SITE (2 × [1]) 	[2]
(ii) Explain how a named local government area is dealing with waste in a sustainable way.	
Any local government area e.g. Belfast, Cookstown, Newry, Northamptonshire County Council, etc.	[1]
Award [0] for a response not worthy of credit.	
Level 1 [1]	
A basic statement.	
e.g. People can recycle their waste in the blue bins provided.	
Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is clear. A limited range of specialist terms is used appropriately.	

Level 2 [2]

A statement and a consequence.

e.g. People can recycle their waste in the blue bins provided.

This means less waste is going to landfill sites which are bad for the environment.

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Level 3 [3]

A statement, consequence and elaboration. Case study detail is needed to achieve Level 3.

e.g. People can recycle their waste in the blue bins provided.

This means less waste is going to landfill sites which are bad for the environment. In Belfast there are plans to build the country's first ever energy from waste treatment plant. This will generate heat and electricity for 20,000 homes.

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[3]

25

Total**100**

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