



**General Certificate of Secondary Education**  
**2012**

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## **Geography**

**Unit 2: Living in our World**

**Foundation Tier**

**[GGG21]**

**MONDAY 18 JUNE, MORNING**

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**MARK  
SCHEME**

## Theme A: People and Where They Live

AVAILABLE  
MARKS

- 1 (a) Study **Fig. 1** which shows a population pyramid for Afghanistan in 2010. Answer the questions which follow.

- (i) How many people are aged 0–4 in Afghanistan?  
Underline your answer from the list below.

5.3 million      1.85 million      0.9 million      [1]

- (ii) Look at the following statements about **Fig. 1**.  
Write True or False beside each statement.

Afghanistan's population has more females than males False

There is a high aged dependency in Afghanistan False

This pyramid is typical of a LEDC True

This pyramid shows evidence of lots of migrants leaving

Afghanistan False

(4 × [1])      [4]

- (b) Aged dependents are over 65 years old.  
Explain **two** problems of having a large aged dependency in a country.

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

### Level 1 ([1]–[2])

A limited answer which simply states two problems or a brief explanation relating to one problem, relating to a large aged dependency,

e.g. more hospital care needed [1]

e.g. It may make it hard to pay for all the hospital care needed. [2]

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 which provides a clear, detailed explanation of one problem [3].

For [4] an answer that gives some explanation of two problems. Alternatively a clear detailed explanation of one problem and the identification of a second problem could be awarded [4].

e.g. Lots of old people can prove expensive for a country as there are extra medical costs to be met. Also more care homes might need to open and the government might find it hard to pay for them. [4]

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])

Clear and detailed explanations are given, which refer to two separate problems. Although a **case study is not required** better candidates may illustrate their points with facts from various places, e.g. Lots of old people can prove expensive for a country as there are extra medical needs and costs to be met, more doctors might need to be trained in geriatric medicine to provide relevant care. The economically active in the population might have to pay more tax in order to fund the extra pensions needed; this means they will have less money available to spend on themselves.

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 – possibilities here include taxation, social, economic, burden. [6]

Accept valid alternatives relating to service provision, employment or education.

- (c) Study **Fig. 2** which shows the number of migrants from Eastern European countries in local Government Districts of Northern Ireland. Answer the questions which follow.

- (i) State the meaning of the term migration.

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

**Level 1 ([1])**

A partially correct definition of migration.  
e.g. It has to do with people moving.

**Level 2 ([2])**

A full definition of migration, referring to a change in address.  
e.g. It is the movement of people from one place of residence to another on a permanent or semi-permanent basis (to live). [2]

- (ii) Explain why you need a key to understand the pattern or migrants shown on **Fig. 2**.

Look for clear and appropriate reasons covering the idea of figures and colours on the map [1] or, for full marks, a key allows you to understand how the colours on the map correspond to a certain number of migrants. [2]

- (iii) Underline the type of map shown in **Fig. 2**. Choose your answer from the list below.

Multicolouring      Density Shading      Contour Colouring      [1]

- (iv) Underline the category which shows the number of Eastern European migrants going to Belfast.

100–299      600–999      1500–4999      [1]

AVAILABLE  
MARKS

- (v) Complete **Table 1** by drawing arrows to classify the following impacts of migration to Northern Ireland as negative or positive. One example has been completed for you.

**Table 1**

Negative (bad)	Impacts	Positive (good)
	Migrants can fill gaps in the skilled labour market.	➡
	Migrants willing to do low paid work.	➡ (Given)
	Opportunities for local people to learn new languages.	➡
	Migrants pay taxes to the government.	➡
⬅	Might cause a rise in crime rates in an area.	
⬅	Migrants put pressure on local services like schools.	

(5 × [1])

[5]

- (d) Study **Fig. 3** which shows world population growth. Answer the question which follows.

Complete the paragraph about **Fig. 3** using the correct terms from the box below.

**Fig. 3** shows how world population has grown from **0.3** billion people in 1 AD to just over 6 billion people in 2000. There is a slight fall in population size in 1350 as the **Black Death** killed millions of people. In 1800 better **food** production helped support an increase in world population size. It is estimated that by 2050 the world will have **9** billion people.

(4 × [1])

[4]

- (e) Every settlement has a type of site. Outline **one** advantage of a wet point site.

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

**Level 1 ([1])**

A simple statement giving a partially stated advantage of a wet point site.  
e.g. A wet point site has water.

**Level 2 ([2])**

A simple statement giving a full advantage of a site/wet point site.  
e.g. A wet point site is one which has access to a water supply such as a spring which allows people to get drinking water.

[2]

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MARKS

- (f) State fully **one** reason why a city offers high order services.

Accept answers which refer to range, threshold or sphere of influence.

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

**Level 1 ([1])**

A simple, valid reason.

e.g. They have a large population.

**Level 2 ([2])**

A valid reason with some elaboration.

e.g. They have a large population to keep the services in profit.

**Level 3 ([3])**

A valid reason with extended elaboration.

e.g. Large settlements have high order services because they have a larger population that can supply the market needed to match the threshold values of high order goods. [3]

- (g) Study **Fig. 4** which shows the suburbs of a city. Answer the questions which follow.

- (i) What type of land use is shown in the photograph?

Underline the correct answer.

Entertainment      Housing      Retail      Industry      [1]

- (ii) Using **Fig. 4** to help you, describe the suburbs of a city.

Award [1] for each correct descriptive statement; e.g. each house has its own garden, the housing density is low, the housing is mostly semi-detached or detached, there are few services such as shops.

(3 × [1]) [3]

- (iii) Write **one** statement to describe the location of suburbs within a city.

Award [1] for a correct statement, e.g. the suburbs are the furthest residential zone from the CBD [1], they are beyond the inner city [1], they border onto the rural–urban fringe [1]. [1]

- (iv) Describe **one** disadvantage of living in the suburbs.

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

**Level 1 ([1])**

A simple statement relating to a disadvantage of living in the suburbs,

e.g. far from shops.

**Level 2 ([2])**

A statement relating to a disadvantage of living in the suburbs with plus elaboration, e.g. far from shops in the CBD so people must travel to city centre. [2]

AVAILABLE  
MARKS

- (v) State the meaning of the term **urban sprawl**.

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

**Level 1 ([1])**

A simple or incomplete definition.

e.g. It is when a city spreads out into the country.

**Level 2 ([2])**

A full definition that includes the concept that sprawl is unplanned.

e.g. It is the unplanned growth and spread of urban areas out into the countryside. [2]

- (h) (i) Urbanisation is an increase in the percentage of people living in urban areas. Explain **two** causes of urbanisation.

Answers must be two different reasons, not the opposite of each other (e.g. no work in the countryside, work in the city).

Award [1] for a valid cause of urbanisation.

e.g. Migration from the countryside.

Award [2] for a valid cause with an elaboration.

e.g. Migration of people from the countryside to cities to find work in factories.

Credit valid alternative answer.

(2 × [2]) [4]

- (ii) For a named MEDC city, explain **one** way a planning scheme has improved the inner city area and briefly state how sustainable the scheme has been.

Award [0] for a response not worthy of credit – this includes traffic management schemes.

If the candidate discusses a shanty town improvement strategy, award maximum Level 2 if the shanty town is in the inner city area of that city.

Name of city (must be MEDC). [1]

One improvement made to inner city.

**Level 1 ([1])**

A stated improvement.

e.g. They will build more new housing.

**Level 2 ([2])**

A stated improvement with brief elaboration.

e.g. New mixed land use is being created with new apartments and social housing alongside office buildings.

**Level 3 ([3])**

A stated improvement with full elaboration including a relevant fact/figure.

e.g. In the Titanic Quarter new land use is being created. This will be mixed, to include over 7500 apartments including social housing projects. [3]

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MARKS

How sustainable the scheme has been.

Credit valid alternative answers relating to use of brownfield sites, re-using/recycling materials in construction/low carbon emissions/mix of employment and housing to provide jobs for future/biodiversity of coastal site.

**Level 1 ([1])**

A brief correct statement.

e.g. It will provide long term employment.

It uses a brownfield site/old industrial wasteland.

**Level 2 ([2])**

A fuller statement that discusses sustainability.

e.g. It is sustainable because it is using a brownfield site (which is old industrial wasteland) in a new way for houses and employment for future generations of people.

[2]

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MARKS

50

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

- 2 (a)** Study **Fig. 5** which shows how the HDI changes through time for a number of countries. Answer the questions which follow.

- (i) What does **HDI** stand for?  
Complete the term below.

Human Development **Index** [1]

- (ii) Using **Fig. 5**, state which country is most likely to be a LEDC.

Country C [1]

- (iii) Complete the following sentences by underlining the correct term. One has been completed for you.

- Countries with a low HDI are **MEDCs/LEDCs** (given)
- A MEDC would have a HDI close to **1/100**.
- Social indicators relate to the welfare/wealth of people. [2]

- (iv) State the meaning of the term **development**.

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

**Level 1 ([1])**

A basic definition is given.

e.g. Development is about how rich or poor a country is.

**Level 2 ([2])**

A more detailed definition which refers to people's standard of living.

e.g. This is the wealth of a country. Development occurs when people use resources to help achieve a higher standard of living. [2]

- (b)** Study **Fig. 6** which shows how the continent of Africa was once ruled by various countries in 1914. Answer the questions which follow.

- (i) Using **Fig. 6** to help you, complete **Table 3**. One has been completed for you.

**Table 3**

Country	Country which ruled it in 1914
KENYA (given)	BRITAIN (given)
NAMIBIA (given)	<u>GERMANY</u> [1]
SOMALIA (given)	<u>ITALY</u> [1]
<u>MOROCCO</u> [1]	FRANCE (given)

(3 × [1])

[3]



- (ii) State the number of independent countries in Africa in 1914.

Two countries

[1]

- (iii) Explain how each of the following **two** factors hinder development in LEDCs. You should refer to places in your answer.

1. Historical Factors
2. Debt

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

### **Level 1 ([1])**

A basic statement.

Historical factors:

e.g. some countries ruled over others in the past.

Debt:

e.g. debt countries borrow money.

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 meaning is reasonably clear. A limited range of specialist terms is used appropriately.

### **Level 2 ([2])**

A statement with some explanation.

Historical factors:

e.g. some countries ruled over others in the past. These countries took resources from them and used them to develop. This left the country poor.

Debt:

e.g. countries borrow money from rich countries. They borrowed it at high rates of interest which means they struggle to pay it back. This leaves them poor.

Candidates present relevant 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 meaning is clear. A good range of specialist terms is used appropriately.

### **Level 3 ([3])**

A statement with detailed explanation which refers to places.

Historical factors:

e.g. some countries ruled over others in the past. These countries took resources from them and used them to develop. This left the country poor as they don't have the resources to develop for themselves. This happened when countries like Kenya were ruled by Britain. This is known as colonialism.

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MARKS

Countries borrow money from rich countries. They borrowed it at high rates of interest which means they struggle to pay it back. This leaves them poor. This happened when Ecuador borrowed \$3 billion from the World Bank. Due to high interest rates this became \$10 billion.

Candidates present, and organise effectively, 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 faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

(2 × [3])

[6]

- (c) Study **Fig. 7** which shows how aid is spent by Trocaire in Honduras. Answer the questions which follow.

- (i) State the type of aid which is shown in **Fig. 7**. Underline the correct answer from the list below.

Tied      Voluntary      Multilateral

[1]

- (ii) Is this **long** term or **short** term aid?

Long term

[1]

- (iii) Choose the correct definition of **bilateral aid**. Underline the correct answer.

- Aid with conditions attached.
- Aid given between countries.
- Charity donations

[1]

- (iv) Explain **two** ways aid can cause problems for a LEDC.

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

#### Level 1 ([1])

A basic statement.

e.g. Some governments keep the money and squander it on weapons.  
e.g. Some aid is inappropriate to the needs of the people.

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 meaning is reasonably clear. A limited range of specialist terms is used appropriately.

#### Level 2 ([2])

A statement with some explanation.

e.g. Some countries promise aid to certain LEDCs but there usually are conditions attached to help the MEDC out. This may involve supplying military weapons or getting overseas firms to do the work.

e.g. Some aid is inappropriate to the needs of the people. Machinery may be given to help farm an area. However the people may not be able to afford the fuel to run it.

Candidates present relevant 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 meaning is clear. A good range of specialist terms is used appropriately.

### Level 3 ([3])

A statement with detailed explanation about how giving aid can bring problems to the LEDC.

e.g. Some countries promise aid to certain LEDCs but there usually are conditions attached to help the MEDC out. This may involve supplying military weapons or getting overseas firms to do the work. This is known as tied aid. This type of aid disadvantages the LEDC as the aid may not be spread around the country.

e.g. Some aid is inappropriate to the needs of the people. Machinery may be given to help farm an area. However the people may not be able to afford the fuel to run it. This disadvantages the LEDC as crops can't be harvested on a larger scale which could earn the farmer more money.

Candidates present, and organise effectively, 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 faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Credit valid alternative answers such as corrupt leaders, places that are not accessible, undermines local producers; people become dependent on aid, tied aid or any other valid problem.

(2 × [3])

[6]

25

AVAILABLE  
MARKS

## Theme C: Managing Our Resources

AVAILABLE  
MARKS

- 3 (a) Study **Fig. 8** which shows how two council areas are dealing with waste in a sustainable manner. Answer the questions which follow.

- (i) Name the gas that is used to generate electricity in **Fig. 8**.

Methane gas [1]

**Note:** landfill gas is **not** acceptable.

- (ii) Using **Fig. 8** state the name of the county in which Tullyvar landfill site is located. Underline the correct answer from the list.

Fermanagh      Armagh      Tyrone [1]

- (iii) Using **Fig. 8**, explain **one** benefit of this method of dealing with waste.

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

**Level 1 ([1])**

A basic statement or one which does not go beyond information given in the diagram.

e.g. They are using waste to generate electricity.

**Level 2 ([2])**

The answer identifies that the scheme is more sustainable.

e.g. They are using waste to generate electricity. This is sustainable and does not harm the environment.

**Level 3 ([3])**

To achieve [3], figures are quoted from the resource and reference is made to sustainability/environment.

e.g. They are using waste to generate electricity. It is taking 5000 tonnes of waste and using it to power 800 homes. This is more sustainable and does not harm the environment as less methane is released into the atmosphere. [3]

- (iv) Name **one** other way to sustainably deal with waste.

Accept reduce **or** reuse

Do not credit recycling  
Composting acceptable [1]

- (v) Complete **Table 4** to show if each statement has an impact on **health** or the **environment**. Place a ✓ in the correct column. One has been completed for you.

Table 4

Statement	Impact on the Environment	Impact on Health
Waste attracts rats which carry disease which may affect people.		✓
Chemicals in waste may leak into the ground poisoning wildlife.	✓ (GIVEN)	
Landfills leave a scar in the landscape, they are unsightly.	✓	
Unpleasant smells from landfills can cause eye irritation.		✓

(3 × [1])

[3]

- (b) Study **Fig. 9** which shows an article about holidays taken by pensioners. Answer the questions which follow.
- (i) Using information given in **Fig. 9**, complete **Fig. 10** to show the percentage of pensioners in the UK.

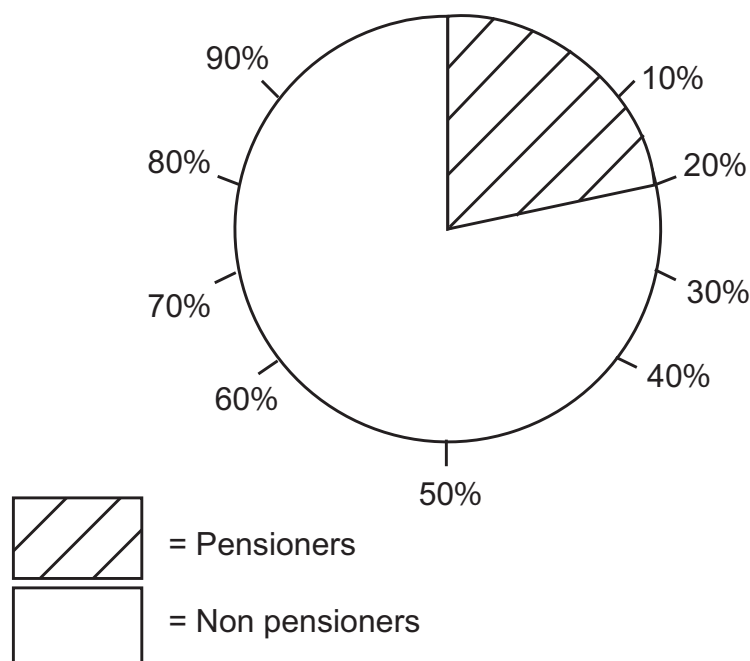


Fig.10

Award [1] for correct shading – must be as shown in key.  
Award [1] for correctly showing 20%

[2]

- (ii) Using **Fig. 9**, underline the correct statement in relation to pensioners taking holidays.

- a. Pensioners are taking more/fewer long haul flights.
  - b. Women live longer/shorter than men.
  - c. A pensioner is a person who has reached the age of 50/65.
- (3 × [1])

[3]

- (iii) Using evidence from **Fig. 9**, explain why pensioners are contributing to the growth in tourism since the 1960s.

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

#### Level 1 ([1])

A basic statement or direct lift from **Fig. 9**.

Pensioners have lots of free time so can take more holidays.

#### Level 2 ([2])

A statement and consequence or fact from **Fig. 9** and consequence.

Pensioners have lots of free time so can take more holidays. This is due to their retirement from the jobs that they have worked at or either pensioners having more time or money.

#### Level 3 ([3])

A statement, consequence and elaboration **or** an answer which has a statement and consequence or both extra disposable income and more free time **or** an answer which addresses free time and money, one aspect in more detail. Evidence from **Fig. 9** should be included.

Pensioners have worked all their life. When reaching the pension age people have more free time. This free time means that they can go to various locations that they couldn't before due to work or family commitments, therefore they can take more holidays. This is why more pensioners took holidays of between 3–6 months.

[3]

Credit valid alternative answers, e.g. longer life expectancies/health of pensioners, more money saved, holidays tailored for pensioners.

AVAILABLE  
MARKS

- (iv) Explain **one** economic impact that the growth in tourism may have in an area.

Impacts can be either positive or negative.

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

**Level 1 ([1])**

A basic statement.

e.g. Money leaves an area.

**Level 2 ([2])**

A statement and consequence.

e.g. Money leaves an area due to foreign-owned hotels and other tourist services.

**Level 3 ([3])**

An answer that has a statement, consequence and elaboration.

e.g. Money leaves an area due to foreign-owned hotels and other tourist services. The money spent in the area leaves as profits for the multinational chains. The locals who live here do not benefit from the boost in tourism numbers and the area may remain underdeveloped. [3]

- (c) Traffic in cities is increasing. Using **one** case study of a city within the European Union (excluding the British Isles) describe **two** measures used to manage traffic.

Name of city: any relevant city in E.U. excluding the British Isles, e.g. Freiburg.

[1]

Credit valid alternative answers such as

- Traffic calming
- Pedestrianised
- Introduction of tram system
- Cycle paths
- Limited parking spaces in city centre.

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

**Level 1 ([1])**

An answer lacking in case study detail would be confined to this level.

e.g. Public transport was introduced.

**Level 2 ([2])**

To access [2], one case study fact/figure is needed.

e.g. Public transport such as trams were introduced to lower the numbers of cars on the road coming into the city. 70% of people used the trams.

(2 × [2])

[4]

**Total**

AVAILABLE  
MARKS

25

**100**