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Rewarding Learning

General Certificate of Secondary Education
2015

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

WEDNESDAY 3 JUNE, AFTERNOON

MARK
SCHEME

General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives
Below are the assessment objectives for GCSE Geography.
Candidates must show they are able to:
- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15- or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15- or 16-year-old GCSE candidate.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance**: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

- **Intermediate performance**: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

- **High performance**: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited
Level 2: Quality of written communication is satisfactory
Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): 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 (Satisfactory): 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 (High Standard): 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.

Assessment of spelling, punctuation and the accurate use of grammar
Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i)   Threshold performance
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

(ii) Intermediate performance
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

(iii) High performance
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

As shown by the performance descriptions, SPaG marks are awarded 'in the context of the demands of the question'. If the candidate's response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: People and Where They Live

1 (a) (i) State **two** aspects of population structure that are shown on a population pyramid.

Award [1] for each correct aspect
Age and Gender
(2 × [1]) [2]

(ii) Underline the percentage of people aged 0–4 in Peterborough in 2009.

3.9%   **7.6%**   **13.7%**. [1]

(iii) State whether the following statements about the pyramid in **Fig. 1** are **TRUE** or **FALSE**.

Award [1] for each correct answer.

- The pyramid shows evidence of an increase in birth rate in Peterborough **TRUE**

- The pyramid shows evidence of lots of migrants coming to live in Peterborough **TRUE (given)**

- There are more men aged over 80 years than women aged over 80 years in Peterborough **FALSE**

- Peterborough has a higher youth dependency than would be expected for a MEDC city **TRUE**

- The largest group is aged 30–34 **FALSE**
(4 × [1]) [4]

(b) (i) State the meaning of the term **natural increase**.

Award [1] for a partial definition,
e.g. A large number of babies being born.

Award [2] for a full definition which refers to the increase of birth rates over death rates,
e.g. The positive difference between the birth rate and the death rate. [2]

(ii) Using **Table 1**, name **one** country from which migrants came to Peterborough,
e.g. Poland or Lithuania or Slovak Republic. [1]

(iii) Describe **one positive** and **one negative** impact for a city such as Peterborough gaining lots of migrants.

Positive Impact

Award [1] for a positive impact simply stated,
e.g. Many migrants increase the supply of labour for industry and services and fill gaps in the labour market.

Award [2] for a positive impact with some elaboration,
e.g. Many migrants increase the supply of labour for industry and services and fill gaps in the labour market reducing unemployment and contributing taxes.

Negative Impact

Award [1] for a negative impact simply stated,
e.g. The increase in population through immigration leads to an increase in demand for houses.

Award [2] for a negative impact with some elaboration,
e.g. The increase in population through immigration can lead to an increase in demand for houses; this pushes the price of houses up for everyone.
(2 × [2])   [4]

(c) (i)   Name the river which flows through Peterborough.

River Nene.   [1]

(ii) State the height of the land shown by the spot height in Chesterton GR 127953.

19 metres.   [1]

(iii) State the straight line distance from the roundabout at GR 145963 to the windmill at GR 202957.

5.6 km   [2]
Award [1] for answers in the range 5.3 km to 5.49 km or 5.71 km to 5.8 km.
Award [2] for answers in the range 5.5 km to 5.7 km

(iv) Underline the approximate area of the village of Eye (GR 2202) in the list below.

1 km^2   2 km^2 4 km^2 [1]

(v) State the direction of the hospital GR 1898 from the East of England Showground GR 1495.

North East.   [1]

(vi) Give **one** piece of map evidence to show that settlement has existed around Peterborough for a very long time.

Award [1] for any valid piece of evidence,
e.g. Dvrobrivae (Roman Town), Roman Road, Cathedral, Site of Settlement GR 2298, Nene Way, Hereford Way.   [1]
There is no requirement to quote grid references.

(vii) Peterborough has a larger sphere of influence then the village of Eye (GR 2202). Using map evidence suggest why this may be so.

Award [1] for a simple statement,
e.g. Peterborough is a larger settlement than Eye.

Award [2] for a valid statement and consequence,
e.g. Peterborough is a larger settlement than Eye and therefore will have a wider range of services.

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Award [3] for a valid statement, consequence and elaboration which uses map evidence,
e.g. Peterborough is a larger settlement than Eye and therefore will have the threshold population to support high and middle order services, for example hospital, schools, prison, museum.
Accept answers relating to accessibility of Peterborough, e.g. good road network. [3]

(d) (i) Complete **Table 3** to show the location of the areas listed in **Table 2.** One has been completed for you.

Table 3

Area on Table 2	Location
Area 3 (given)	Village in rural–urban fringe
Area 2 [1]	Suburbs
Area 1 [1]	Inner City

(2 × [1]) [2]

(ii) Using **Table 2** describe the relationship between the number of migrants living in an area and distance from the CBD.

Award [1] for a simple statement on the location of migrants or an answer which does not quote figures,
e.g. Most migrants live close to the CBD.

Award [2] for a comparative statement which quotes one figure and mentions distance from the CBD,
e.g. The largest percentage of migrants, that is 24.2% from the EU, live in Area 1 which is just 0.5 km from the CBD.

Award [3] for a statement with elaboration which clearly identifies the decrease in the percentage of migrants with increasing distance from the CBD. The answer should quote a minimum of two supporting figures,
e.g. The highest percentage of migrants from the EU, 24.2%, is found in Area 1 which is 0.5 km from the CBD. This area also has the highest percentage of households where no one can speak English. In contrast in Area 3 13.5 km from the CBD just 2.2% of the population came from the EU and less than 1% of homes have no one able to speak English. [3]

(e) (i) Draw arrows to indicate which are advantages and which are disadvantages. One has been completed for you.

Advantage		Disadvantage

Often near swampy ground →

Few services such as piped water or street lights →
(given)

People have no legal right to the land so their homes could be bulldozed →

← Informal work available, e.g. trading on street corners

Waste builds up and is not removed. This affects the health of people →

← Provides a place for people to live cheaply

(5 × [1])   [5]

(ii) Describe **one** push factor which might encourage people to leave their home area and move to live in a city in a LEDC.

Award [1] for a valid push factor simply stated,
e.g. No jobs in the countryside.
e.g. Inheritance laws drive people away.

Award [2] for a statement of a push factor with some development,
e.g. Due to mechanisation of farming less work is available.
e.g. The land inheritance system means there is not enough land to support families.

Award [3] for a statement with a consequence and elaboration,
e.g. Due to the mechanisation of farming, less people can find work on the land and are forced to move to the cities in LEDCs to try and find work and support their families.
e.g. Due to the traditional land inheritance system farmland is divided up amongst the children especially the sons. The amount of land inherited by each gets less and less and is no longer able to support everyone so some people move to the city for a better quality of life.   [3]

(iii) Describe and explain the location of shanty town areas in a LEDC city which you have studied.

Award [1] for name of city, e.g. Rio de Janeiro. [1]

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

Level 1 ([1]–[2])
A short answer that describes the location of shanty towns in general terms or where there is no named city,
e.g. Shanty towns are built in swampy areas and near railway lines.

Level 2 ([3]–[4])
An answer that describes the location of the shanty towns with some elaboration but still lacks specific facts,
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. [3]
One location well explained. [3]

Level 3 ([5]–[6])
An answer that describes and explains the location of shanty town areas in a named LEDC city, with specific detail added through at least 2 facts/figures for top Level 3,
e.g. In Rio de Janeiro in Brazil the majority of the shanty towns or favelas are located 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 not wanted by developers, as these houses can be washed away in landslides following storms. [6]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

(f) For a named MEDC city, describe how an urban planning scheme has helped improve housing in an inner city area. Briefly state how sustainable the scheme has been.

Award [0] for a response not worthy of credit, for example traffic management schemes.

Award [1] for name of city which must be MEDC, for example Belfast. [1]

One improvement made to inner city.

Award [1] for a stated improvement,
e.g. They built new housing.

Award [2] for a stated improvement with brief elaboration,
e.g. New mixed land use has been developed with new apartments and social housing alongside office buildings.

Award [3] for a stated improvement with full elaboration including a relevant fact/figure,
e.g. In the Titanic Quarter new mixed land use has been developed with over 7500 apartments including social housing projects. [3]

How sustainable the scheme has been.

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

Award [1] for a brief correct statement,
e.g. It will provide long term employment.
e.g. It uses a brownfield site.

Award [2] for 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]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

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[4]

Theme B: Contrasts in World Development

2 (a) (i) Name the country that experienced a decline in GNI per capita from 1980 to 2012.

Democratic Republic of Congo   [1]

(ii) Name the country that experienced the greatest change in GNI per capita from 2000 to 2012.

China   [1]

(iii) The Human Development Index (HDI) is often seen as being a better indicator of development than just using one economic measure.
Tick the **three** statements that best describe the HDI.
If 4 statements ticked [–1]. If 3 correct statements included, i.e. maximum [2].

The HDI measures the number of vehicles per person	☐
The HDI is based on three measures of development	✓
Life expectancy, number of years of schooling and GNI per capita are all used within the HDI	✓
The happiness of each person is measured within the index	☐
The higher the Index score (towards 1) the more developed a country will be	✓

(3 × [1])   [3]

(b) (i) State the percentage range of people who had Internet access in India.

6–15%.   [1]

(ii) Using **Fig. 2** underline the correct answer in each of the statements below.

No reward if both answers are underlined in each sentence.

Richer countries such as the USA and Canada had a very **high** / low level of Internet access in 2012.

Newly Industrialised Countries like Brazil and Mexico had between **31–60%** / 16–30% Internet access in 2012.

Africa had the most / **least** Internet access in 2012.
(3 × [1])   [3]

(c) There are different strategies used to reduce the global development gap. Name **one** strategy and outline **one** action taken as part of the strategy.

The specification clearly outlines that the answer should be based on a strategy from the following list: Millennium Development Goals, Make Poverty History, Jubilee 2000 or the ONE organisation.
Name of strategy should come from the list above. [1]

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

Answer should relate to the named organisation/strategy. If not, award max [1].

Award [1] for a basic answer which makes reference to one action which the organisation has taken,
e.g. Jubilee 2000 was a strategy aiming to get rich countries to forgive the debt of poor countries.

Award [2] for a more detailed answer which clearly addresses and develops depth on one action taken,
e.g. Jubilee 2000 was a strategy aiming to get rich countries to forgive the debt of poor countries. Over 24 million people signed a petition of support and rich countries promised to write off $110 billion of debt. [2]

(d) **(i)** State the meaning of the term **bilateral aid**.

Award [1] for a basic description,
e.g. Bilateral aid is giving help (money/food).

Award [2] for a more detailed definition,
e.g. Bilateral aid is help given from one government to another involving two countries. [2]

(ii) Suggest **one** problem that aid might bring to LEDCs.

Credit answers which highlight problems associated with aid in LEDCs.

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

Award [1] for a basic description of how aid might bring problems to LEDCs,
e.g. Aid can lead to corruption.

Award [2] for a more detailed description that shows understanding of the problems that aid can bring to an area if not managed carefully. Answer might refer to places or an aid agency. Credit should be given to only **one** problem,
e.g. Aid does not always reach the poorest people who really need it because of corruption in the country. Poor administration systems in some LEDC countries can mean that aid fails to reach the people most in need.
e.g. The price of local foods can fall if a country is flooded with aid. This can create a culture of dependancy in the country. [2]

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(e) **(i)** State the meaning of the term **appropriate technology**.

Award [1] for a basic definition,
e.g. Appropriate technology is basic/simple technology.

Award [2] for a more detailed definition,
e.g. Appropriate technology is basic/simple technology that suits the
needs of the local people. [2]

(ii) For a named appropriate technology project you have studied, describe
how this has brought about social and environmental improvements.

Name of project

Accept a wide range of possibilities but answer should refer to only
one project and the project must be a sustainable project that uses
appropriate technology.

Award [1] for a valid statement of a project in a country,
e.g. Waterpumps in Uganda, Brick-making in Kenya. Answer could
make reference to the development project **or** the name of an LEDC. [1]
 "Waterpumps" alone is not sufficient, "Waterpumps in Kenya" is
acceptable.
If project left blank mark improvements to max Level 2.

Improvements

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

Level 1 ([1]–[2])
A basic statement that has described either a social or environmental
improvement,
e.g. Wells can be built so that people have better drinking water in
Uganda. This keeps them alive when there is no rain.

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 ([3]–[4])
A more detailed answer that refers to a named appropriate technology
project describing both social and environmental improvements,
e.g. In Uganda, the charity Fields of Life is building wells in rural
communities. These wells are changing lives; they create a community
spirit and also provide water which can be used for both people and
animals to drink. Animals now do not die of thirst in the dry season.

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 ([5]–[6])
Detailed knowledge of named appropriate technology project which
describes both social and environmental improvements with at least two
facts or figures,

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e.g. In Uganda, the charity Fields of Life provides safe water for rural communities. The water allows communities to come together and manage the water resource using a local committee of users. Animals and people now have access to a source of water all year round and this allows animals to survive through the dry season and the carcasses of animals will not cause pollution.

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. [6]

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Theme C: Managing our Resources

3 **(a)** Complete **Table 5** to show whether each country will have a water shortage in 2025.

Country	Water shortage YES/NO
Australia	Yes
Brazil	NO **(given)**
India	Yes
South Africa	Yes
Portugal	Yes

[4]

(b) **(i)** Label each management technique using the words listed below.

High Parking Charges	Cycle Path **(given)**

Pedestrian Only Zone	Park and Ride

(3 × [1]) [3]

(ii) Explain why traffic control measures may be needed in a city.

Award [1] for a stated reason,
e.g. To stop traffic jams.

Award [2] for a stated reason with a consequence,
e.g. To keep traffic flowing rather than being stuck in traffic jams.

Award [3] for a stated reason with a consequence and elaboration,
e.g. To keep traffic flowing rather than being stuck in traffic jams as this makes businesses lose money and is unsustainable.
Accept references to reduction in CO_2 emissions. [3]

(c) Complete the boxes by using one of these words; reduce, reuse or recycle.

Buy fewer products	Reduce
Send unwanted clothes to charity shops	Reuse
Turn off lights	Reduce
Take leftover tins of paint to your local RePaint scheme	Recycle **(given)**
Save old carrier bags to take shopping	Reuse

(4 × [1]) [4]

(d) (i) State the meaning of the term **carbon footprint.**

Award [1] for a limited definition,
e.g. The total amount of pollution caused by a person or an event.

Award [2] for a clear definition related to the production of greenhouse gases,
e.g. The total amount of greenhouse gases caused by an individual or event expressed as CO_2 emissions. [2]

(ii) Underline the correct answer in the statements below.

In 2008 **43.7** / **45.2** million people travelled with easyJet **(given)**.

This figure increased to 58.4 million in **2011** / **2012**.

From 2008–2012 there was an increase of **10.8** / **14.7** million passengers.
(2 × [1]) [2]

(iii) Tourism has increased worldwide.
Suggest **one** reason for this increase.

Reasons may include increased leisure time, increased income, cheap flights/cheaper holidays, increased health and wealth of pensioners or any other valid reason such as an increased number of tourist sites.

Award [1] for a basic statement,
e.g. Holidays have become cheaper.

Award [2] for a statement and a consequence,
e.g. Holidays have become cheaper so more people can afford to travel.

Award [3] for a statement, consequence and elaboration,
e.g. Holidays have become cheaper as the price of flights has fallen owing to the competition between budget airlines. this means more people can afford to travel. [3]

(iv) Describe **one** advantage a sustainable tourism project you have studied has brought to the local community.

Name of sustainable tourism project,
e.g. Game reserves in Kenya, Nam Ha in Laos, rainforest expeditions in Brazil, etc. [1]

Accept any appropriate project: do not accept only the name of a country. 'Titanic Quarter' is not acceptable.

Award [1] for a basic statement,
e.g. It brings money to the local community.

Award [2] for 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 the level of development of the local community.

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Award [3] for 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 the risk of environmental damage is reduced. [3]

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Total 108

18