



General Certificate of Secondary Education
2018

Geography

Unit 2: Living in Our World
Foundation Tier

[GGG21]

WEDNESDAY 30 MAY, 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**AVAILABLE MARKS**

1 (a) (i) Underline the type of map shown in Fig. 1.

isoline

density shading

flow line

[1]

(ii) State the percentage of the population aged over 65 years in England and Wales at location X on Fig 1.

20.0–24.9 %

[1]

(iii) State the highest percentage of the population aged over 65 years in England and Wales shown on Fig. 1.

25.0–29.9 %

[1]

(iv) Describe two impacts of having a large aged dependent population living in areas such as these.

Award [1] for a basic statement,

e.g. More health care is needed for elderly people **or** elderly people need more pensions.

Award [2] for a statement with a consequence,

e.g. More health care is needed for elderly people so more money will have to be spent on building hospitals or care homes **or** elderly people need more pensions so taxes will have to go up.

Accept answers giving a positive impact, e.g. aged dependents have high levels of disposable income.

(2 × [2])

[4]

(b) (i) Complete the pyramid for 2012 using the following information.

Award [1] for accurate length of bar and [1] for shading

[2]

(ii) Tick (✓) the age group in the table below which will have the greatest numbers of the population of Kenya by 2050.

Table 1

Age group in 2050	
Youth dependent	
Economically active	✓
Aged dependent	

[1]

(iii) Describe and explain how the numbers in the youth dependent population will change between 2012 and 2050. Refer to birth and death rates in your answer.

Level 1 ([1]–[2])

Basic descriptions of change with no figures in millions or only a figure for one of the two pyramids shown,

e.g. There will be a decrease in the numbers of people aged under 15 years.

e.g. The 0–4 bar is shorter **or** e.g. the bars are shorter for young people by 2050.

Level 2 ([3]–[4])

Description of change with 2 figures for at least one bar and a simple explanation stated for the change,
 e.g. The numbers of children under 15 years of age will decrease by 2050 with a drop in numbers aged 0–4 years falling from about 6.8 million in 2012 to 5.2 million by 2050 because the birth rate has fallen or more birth control is used so people have smaller families.

AVAILABLE MARKS

Level 3 ([5]–[6])

Description of the change with figures and explanation of the change related to birth and death rates,
 e.g. The numbers of youth dependents will decrease such as the numbers aged 0–4 years will fall from 6.8 to 5.2 million approx. because the birth rate will fall because of greater use of birth control so that family sizes are smaller; also there will be lower infant mortality rates as there will be better health care for mothers, etc. [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 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]

(c) (i) State the meaning of the term **emigration**.

Award [1] for a basic statement,
 e.g. People leaving a country.

Award [2] for a detailed statement,
 e.g. People leave one country and moving to another to live/work.
 e.g. People moving away to another country on a permanent or semi-permanent basis. [2]

(ii) Name a country within the European Union you have studied which has experienced international migration and describe one positive impact of this migration.

e.g. UK

[1]

(f) (i) Underline the correct words in the list of statements below to complete a description of the variations in rates of urban growth in regions.

- By 2025, the rate of growth in Africa will be under/over 3%
- The region with the biggest fall in percent urban growth is Africa/Latin America
- The rate of growth in Europe in 2010 was 0.1%/5%

[3]

(ii) State two causes of urbanisation in LEDCs.

Award [1] for each relevant push or pull factor,
 e.g. Higher paid jobs in cities pull people in from the countryside.
 e.g. War or famine would push people to leave the countryside.
 Accept natural increase/high birth rate in cities.
 ([1] × 2)

[2]

(g) (i) Underline the settlement with the largest sphere of influence.

Settlement A Settlement B Settlement C

[1]

(ii) State the meaning of the term **sphere of influence**.

Award [1] for a basic statement,
 e.g. The area around a settlement.

Award [2] for a detailed statement,
 e.g. The area served by a settlement **or** the area for which a settlement provides goods/services **or** the area from which people are attracted to a settlement.

[2]

(iii) Describe the differences in the number and type of services found in settlements A and C on **Fig. 5**.

Award [1] for a basic statement referring to either number or type of function,
 e.g. Settlement A is a large town so it will offer many functions and C is only a village which has fewer functions.

Award [2] for statements which refer to both number and type of functions,
 e.g. Settlement A is a large town so will have many functions such as hospitals and theatres and C is only a village which has fewer functions such as a shop or pub.

Award [3] for statements which compare number and type and refer to the order of functions expected in smaller and larger settlements,
 e.g. Settlement A is a large town so will have many functions such as hospitals and theatres which are higher order and C is only a village which has fewer low order functions such as a shop or pub.

[3]

(h) (i) Underline the zone of land use where this type of housing is usually located.

Suburban residential CBD Inner City

[1]

AVAILABLE
MARKS

	AVAILABLE MARKS
<p>(ii) Explain the location of this type of land use in any MEDC city.</p> <p>Award [1] for a basic statement of location, e.g. Suburban housing is found on the edge or near the outskirts of a city.</p>	
<p>Award [2] for a statement with a consequence, e.g. Suburban houses are found on the outskirts of the city because the land is cheap.</p>	
<p>Award [3] for a statement, consequence and elaboration, e.g. Houses are semi-detached with gardens and so take up more space and land is cheaper at the edge of the city farther from the CBD.</p>	[3]
<p>(i) For a named inner city area in a MEDC, describe how an urban planning scheme has helped to improve job opportunities and briefly outline how sustainable the scheme has been.</p>	
<p>Award [0] for a response not worthy of credit, e.g. On traffic management in a city.</p>	
<p>Award [1] for name of inner city area which must be MEDC, for example Titanic Quarter.</p>	[1]
<p>Award [1] for a stated improvement, e.g. They created new jobs/modern office jobs.</p>	
<p>Award [2] for a stated improvement with brief elaboration, e.g. New jobs have been created in tourism and modern high technology companies.</p>	
<p>Award [3] for a stated improvement with full elaboration including a relevant fact/figure/place name, e.g. Employment has increased in the TQ with new service industries such as tourism in the Titanic Signature Project [and the hotels such as Premier Inn]. e.g. New jobs have been created in modern technology and research in the NI Science Park.</p>	[3]
<p><u>Sustainability of the scheme</u> 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.</p>	
<p>Award [1] for a brief correct statement, e.g. It will provide long term employment. e.g. It uses a brownfield site.</p>	
<p>Award [2] for a developed statement which discusses sustainability, e.g. The scheme is sustainable because it is using a brownfield site (which was an old industrial wasteland) for houses and employment for future generations of people in modern research and development jobs.</p>	[2]

Assessment of spelling, punctuation and the accurate use of grammar**AVAILABLE MARKS**

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted 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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Theme B: Contrasts in World Development**AVAILABLE MARKS**

2 (a) (i) What do the letters HDI stand for?

Only accept the answer Human Development Index

[1]

(ii) Underline the correct answer in each of the following sentences about the HDI. One has been completed for you.

The country with the highest HDI figure is UK/USA (Given)

China's HDI is 0.907/0.727

MEDCs mainly have a very high/low human development

NICs have a higher/lower HDI than LEDCs

The country with the lowest HDI figure is Ethiopia/Brazil

[4]

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

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

Award [1] for 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.

Award [2] for 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.

Award [3] for 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]

Note: The education component of the HDI is now measured by the mean years of schooling for adults aged 25 years and expected years of schooling for children of school going age.

(b) Complete **Table 3** to show which of these factors can help or hinder development by placing a tick (✓) in the correct column. One has been completed for you.

AVAILABLE MARKS

Table 3

Factors	Help	Hinder
Long term aid	✓	
Cancellation of debt	✓ (Given)	
Corrupt Governments		✓
War		✓
Compulsory education	✓	
Natural disasters		✓

(5 × [1])

[5]

(c) (i) State the meaning of the term **Fairtrade**.

Fairtrade definition:

Fairtrade relates to better prices, decent working conditions, local sustainability and fair terms of trade (must give 2 of these to get [2])

Award [1] for a basic statement,

e.g. Farmers get paid a higher price for their products.

Award [2] for a more detailed statement,

e.g. Farmers get paid a higher price for their products. Middlemen are cut out of the deal so more money goes to the farmer or promotes environmental protection. [2]

(ii) State one type of Fairtrade food shown in **Fig. 7**.

Only accept the following answers: Jam, honey, coffee, pineapples, coffee, oranges, bananas, tea, orange juice, mars and chocolate. [1]

(iii) With reference to a named LEDC describe **one** advantage of Fairtrade.

Level 1 ([1])

A simple statement outlining one advantage,

e.g. Fairtrade promotes fair working conditions for farmers. [1]

Level 2 ([2]–[3])

A statement with a valid consequence will access bottom of Level 2. If the candidate provides further elaboration they can access top of Level 2.
e.g. Fairtrade promotes fair working conditions for farmers enhancing their quality of life. [2]

e.g. Fairtrade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health. [3]

Level 3 ([4])	AVAILABLE MARKS
<p>A valid statement, consequence and elaboration with reference to a place, e.g. Fairtrade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health. This is evident for coffee farmers in Costa Rica.</p>	[4]
<p>(d) Describe a sustainable appropriate technology project you have studied which has led to economic improvements.</p>	[1]
<p>Name of appropriate technology project : e.g. Fibreglass boats in SW India.</p>	
<p>Do not credit answers which relate to aid or Fairtrade. These are not appropriate technology projects.</p>	
<p>Description of project and economic improvements:</p>	
<p>Level 1 ([1])</p>	
<p>A basic statement on the improvements made, e.g. More jobs are created. [1]</p>	
<p>Level 2 ([2]–[3])</p>	
<p>A statement and an elaboration relating to economic improvements the appropriate technology project has made. If the candidate includes one fact figure they can access top of Level 2.</p>	
<p>e.g. New boats were designed for fishermen in SW India these guaranteed income which can be spent in their local area. [2]</p>	
<p>e.g. New boats were designed for fishermen in SW India, creating 5,000 new jobs. This guaranteed income which could be spent in their local area. [3]</p>	
<p>Level 3 ([4])</p>	
<p>A statement, consequence and elaboration which includes two relevant fact figures,</p>	
<p>e.g. New boats were designed for fishermen in SW India. This created 5,000 new jobs due to the building of these new boats and related industries. To date two-thirds of all fishermen now own these boats resulting in larger catches and guaranteed incomes for many.</p>	[4]

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

3 (a) Study **Fig. 8** which shows information about a sustainable tourism project.

(i) Using **Fig. 8** underline the country where Ecocamp is located.

Brazil

Chile

Peru

[1]

(ii) Using **Fig. 8** underline the correct word to complete the sentence.

Ecocamp generates 100%/**40%** of its energy from the sun

Ecocamp employs 90/**39** people in its camp

Paine Grande is 17/**38** km from Ecocamp

All waste in Ecocamp is **recycled**/taken to landfill

(4 × [1])

[4]

(iii) Define the term **green tourism**.

Award [1] for a simple statement,

e.g. Tourism which doesn't damage the environment.

Award [2] for a more detailed statement referring to the environment and protecting the way of life,

e.g. Tourism which doesn't harm the environment and protects the people's way of life and culture.

[2]

(iv) Explain one way this camp in **Fig. 8** is helping to protect the environment.

Award [1] for a simple statement,

e.g. They use renewable energy or energy is produced from hydro-electric power.

Award [2] for a more detailed statement with some explanation,

They generate their energy from hydro-electric power. This means that no greenhouse gases are produced.

Award [3] for one way this camp is protecting the environment.

Statement with consequence and elaboration,

They generate 60% of their energy from hydro-electric power. This means that no greenhouse gases are produced. There is less pollution so global warming will be reduced.

[3]

(b) Study **Fig. 9** which shows information on the amount of oil used per person.

AVAILABLE MARKS

(i) Complete **Fig. 9** by using the information in the box below.

France	4,000 kg
--------	----------

Award [1] for accurately drawing the bar to 4,000 kg

Award [1] for shading the bar in (blue or black pen or pencil)

[2]

(ii) Describe the pattern of oil used per person as shown in **Fig 9**.

Figures need to be quoted.

Award [1] for a simple statement,

e.g. MEDCs use the most oil or Canada uses the most oil at over 7,000 kg.

Award [2] for a comparison made between consumption rates,
e.g. Canada uses over 7,000 kg whereas Bangladesh only uses less than 1,000 kg.

Award [3] for a comparison between MEDC/LEDC and the NIC,
e.g. Canada uses over 7,000 kg whereas Bangladesh only uses less than 1,000 kg. In between the MEDCs and LEDCs we have China which is a NIC consuming over 2,000 kg.

[3]

(c) Study **Fig. 10** which shows some information on how long it takes waste to decompose on a landfill site.

(i) How long does it take a newspaper to decompose?

6 weeks

[1]

(ii) Complete **Table 4** to show if each statement has an impact on health or the environment. Place a tick (✓) 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.		✓
Landfill sites spoil the landscape.	✓	
Batteries in landfill sites can leak causing the soil to become polluted.	✓	
Waste from landfill sites can smell very bad.		✓ (Given)

[3]

	AVAILABLE MARKS
<p>(d) Referring to a case study, explain a sustainable waste management approach, used by a local government area which you have studied.</p> <p>Award [1] for any local government area, e.g. Belfast City Council, Fermanagh and Omagh District [1]</p>	
<p>Answers that have no local government area named maximum bottom Level 2.</p>	
<p>Level 1 ([1]) A brief statement relating to sustainable waste management, e.g. In Fermanagh and Omagh District council people use different coloured bins.</p>	
<p>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.</p>	
<p>Level 2 ([2]–[3]) A sound response explaining sustainable waste management, e.g. In Fermanagh and Omagh council people use different coloured bins or bring their waste to a recycling centre [2]. This is good as less waste is going to landfill which has negative effects on the environment. [3]</p>	
<p>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.</p>	
<p>Level 3 ([4]–[5]) A detailed response explaining sustainable waste management. Note: 1 fact/figure needed for [4], 2 fact/figures needed for [5]. e.g. In Fermanagh and Omagh District most residents have a variety of coloured bins. A black bin for general waste, a blue bin for recyclable waste and a brown bin for food waste. There is a total of 15 recycling centres in the District. People can bring their recyclable waste here to get it processed at a local recycling company. [4] Fermanagh and Omagh District Council have been working hard to reach the 45% recycle target set down by the government by 2020. They also have cut the amount of waste going to landfill by 14,000 tonnes. This is good as landfill sites are bad for the environment. [5]</p>	
<p>Candidates present and organise effectively relevant information in a form and using a 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. [5]</p>	25
Total	108