**General Certificate of Secondary Education
2011**

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

FRIDAY 17 JUNE, MORNING

MARK
SCHEME

Theme A: People and Where They Live

1 **(a)** **(i)** State the world's population in 1993.
5506 million, accept 5506 m no credit [0] for 5506. [1]

(ii) State the year when the world's population was 610 million.
1700 [1]

(b) Explain why death rates started to fall from 1800 onwards.

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

It is expected that candidates will discuss medical advances, better sanitation and more reliable food supplies.

Level 1 [1]–[2]
An answer that refers briefly to one or two reasons why a death rate may change.
e.g. There were more hospitals.

Level 2 [3]–[4]
An Answer that notes one point and explains it fully, or which partially explains two factors which could lower a death rate.
e.g. There were more hospitals and so people who were sick got proper care and didn't die, also people were being educated about using clean drinking water.

Level 3 [5]–[6]
An answer that refers to two factors that lower death rates and includes careful, detailed explanations.
e.g. The idea of vaccinations had been discovered and so more babies were being inoculated against diseases like smallpox and didn't die. Also 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. [6]

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

Level 1 [1]
A partial definition e.g. people moving around.

Level 2 [2]
A fuller definition e.g. the <u>inward</u> movement of people from one country to another. [2]

(ii) Describe what **Fig. 2** shows about the origins of Australian immigrants in 2004–2005.

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

Level 1 [1]–[2]
Answers will be simplistic and quote verbatim from **Fig. 2** or miss obvious trends.
e.g. Some people came from S America and some came from the UK.

Level 2 [3]–[4]
Answers will note pattern and for full marks quote at least 2 figures.
e.g. Most immigrants to Australia come from Asia. Other source areas include Oceania, India and South America. The UK sent 18 000 migrants while only 1506 immigrants came from South America. To get Top L2 a global pattern is needed.   [4]

(iii) Name an appropriate mapping technique for this data.
Any valid technique, such as choropleth [density shading], proportional flow lines, proportional circles.   [1]

(iv) State three advantages of using GIS to analyse migration.
Must be related to the computer
e.g. GIS combines information.
e.g. GIS finds information quickly.
e.g. GIS maps/graphs information instantly.   [3]

(d) Discuss the positive and negative impacts of migration for one EU country.

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

Award Level 1 if no named country or non-EU country.

Level 1 [1]–[3]
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.

Positives and negatives must relate to the **same** country.

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 [4]–[6]
An answer that looks at both positive and negative impacts, but which lacks specific case study detail.
e.g. Migrants have both positive and negative impacts for the UK. 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. 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 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 [7]–[8]
This will be a balances answer that includes more than one positive and one negative impact, includes 2 or more specific facts/figures for [8].
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 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%.

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.   [8]

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

(ii) Describe how and why the number of services varies within a settlement hierarchy.

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

Level 1 [1]–[2]
A simple answer which may just describe the change.
e.g. There are more services in cities than there are in villages.

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 notes the trend upwards in the hierarchy and which offers a simple explanation or a detailed description of the variation with no explanation.
e.g. Cities have the most services and villages the least. This is because cities have the greatest population size, so can support services like airports and universities.

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]
An answer which notes the trend in the hierarchy and which offers a full explanation covering concepts like threshold for [6]
e.g. Cities have the most services and villages the least. This is because cities have the greatest population size, so can reach the minimum threshold to support services like airports and universities. Villages with few residents cannot support such services and so end up with only a few low order services like a post box and bus stop.

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]

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(f) Choose one of the land zones named in **Fig. 4** and explain its characteristics.

The answers will vary depending on which zone the candidate chooses. It would be expected that candidates would recognise the commercial concentration within the CBD, the idea of old industry giving way to new building in the inner city, residential housing in the suburbs (though allow for discussion of some out-of-town commercial or industrial development) and the mix of use seen in the rural-urban fringe that could range from electrical sub stations to schools to golf courses.

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

Level 1 [1]–[2]
An answer which may give a detailed description and no explanation, or a very brief explanation.
e.g. The CBD has lots of shops and offices because there isn't much land for building on.

Level 2 [3]–[4]
An answer that explains the characteristics in good detail.
e.g. The CBD has many shops and office buildings, with vertical stacking of land uses like a solicitors office above a clothing shop. This can lead to taller buildings on this limited land space that has so many land use demands on it. Only commercial uses can afford the high rents charged for this sought after land, so little/no housing exists in the CBD. [4]

(g) (i) State one environmental improvement linked to the regeneration of the area in London hosting the Olympic Games in 2012.

● Water quality improvement in the Lower Lea
● Encourage wildlife/nature/biodiversity [1]

(ii) Suggest why the jobs created in this project might be unsuitable for local people.

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

Level 1 [1]
A simple statement focused on jobs.
e.g. The jobs will be in media, but the area is used to jobs in the food processing industries.

Level 2 [2]
An answer which recognises the correct section of the resource and has some limited expansion on its relevance.
e.g. The jobs will be in the media industries which need very different skills than the traditional food processing industries that traditionally occupy the area.

Level 3 [3]
An answer which recognises the correct section of the resource and has a good expansion/elaboration on its relevance.
e.g. The jobs will be in media industries which need very different skills than the traditional food processing industries that traditionally occupy the area. Therefore local people will either have to retrain or move away as the new jobs will not be suitable. Reference to job/jobs is needed.   [3]

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

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 and growth of shanty town areas in a named LEDC city.
In relation to growth credit answers which refer to causes of growth in the size of shanty towns.
e.g. Push/pull birth rates and historical as well as answers which refer to the chronological age of the shanty towns.

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.

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.

Level 3 [6]–[7]

An answer that describes and explains the location of shanty town areas in a named LEDC city, with detail added through at least 2 facts/figures for 7 marks (Top level 3).

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.

These shanty towns have continued to grow in size and number due to the influx of migrants attracted by the prospect of a better quality of life. [7]

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2 **(a)** **(i)** Complete the bar chart of energy consumption per person.

Bar drawn to correct height of 4000 kg [1] and shaded
appropriately [1]. [2]

(ii) Describe the world development gap shown by energy
consumption.

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

Level 1 [1]–[2]
Simple statements or a list giving values for one or two countries,
or an answer which uses no figures.
e.g. USA consumes 7750 kg of energy [1] or Kenya consumes
least energy per person [1].

Level 2 [3]–[4]
Reference to LEDC and MEDC giving the difference.
e.g. The USA uses almost 8000 kg of oil whereas Kenya
consumes less than 1000 kg of oil.

Level 3 [5]–[6]
MEDC/LEDC comparison with figures but also notes that China/
Brazil are developing. [6]

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(iii) Explain why the HDI is a more effective indicator of development than an economic indicator such as energy consumption.

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 is more than just an economic measure 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 but using only an economic indicator can be misleading.

Level 3 [3]
A statement which shows understanding of what is involved in the HDI and includes further elaboration referring to how both social and economic indicators are needed to measure development may refer to particular countries.
e.g. HDI is a composite measure which includes health [life expectancy], wealth [GNI] and education [adult literacy]; it is better because it measures development by including social welfare [such as health]. Economic indicators measure development but can be misleading because both living standards and quality of life must be measured by using both social and economic indicators as a country may have a high level of wealth but low levels of social welfare/quality of life.   [3]

(b) (i) Complete the graph for Ghana

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) Explain how employment structure could hinder the development of Ghana.

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

Level 1 [1]
A simple statement.
e.g. Ghana depends on primary jobs or Ghana has a low % of secondary jobs.

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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.
or
e.g. Ghana has a small % of people employed in secondary activity which means very few people are employed in industries etc. so this 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.
or
e.g. Ghana has a small % of people employed in secondary activity which means very few people are employed in industries; this means there are not enough manufactured goods to export to pay for imports so this does not earn a high income for Ghana. [3]

(c) One advantage Fair Trade brings to LEDCs.

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

Level 1 [1]
A simple statement.
e.g. Fair Trade means producers get paid a fair price for their products or earn more than a minimum wage.

Level 2 [2]
A simple statement and consequence.
e.g. Fair Trade 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. Fair Trade 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]

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(d) Explain two ways this method or strategy is helping to improve the lives of people in LEDCs.

This can cover a wide variety of methods or strategies, but NOT Fair Trade.
e.g.
● UN Millennium Development Goals
● Jubilee 2000 – Drop the Debt Campaign
● Make Poverty History
● ONE [the USA organisation]
There is no mark for naming the method or strategy
If globalisation is used max 3 marks
Accept
– Aid
– Sustainable Development
– Appropriate Technology

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

Level 1 [1]–[2]
A simple statement of a strategy or organisation's general aims.
e.g. Some countries agree on targets to decrease poverty and disease [1]
e.g. The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet. [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]
Statements of a strategy or organisation's aims with at least one aim in detail [3] or two more general aims and how they have helped/are helping to improve the lives of people in LEDCs [4]
e.g. The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet; it aims to improve child mortality because diseases such as measles and malaria can be treated if help is made available to LEDCs
e.g. The ONE campaign in the USA asks the government to fight aids and poverty by putting more of its budget into life-saving drugs to HN-positive patients in LEDCs.

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]
Statements of a strategy or organisation's aims with at least two aims
in detail with two fact/figures for 6 marks showing how the method
or strategy is helping or has helped improve the lives of people in
LEDCs.

e.g. The ONE campaign in the USA aims to increase public
awareness of poverty through the use of the internet; it aims to
improve child mortality because diseases such as measles and
malaria can be treated if help is made available to LEDCs to combat
easily treated diseases because nearly 10 million children under 5
die every year. The ONE campaign in the USA asks the government
to fight aids and poverty by putting more of its budget into life-saving
drugs to HIV-positive patients in LEDCs as over 2 million people die
every year from HIV/AIDS.

or

e.g. Some MEDCs have agreed on targets to decrease poverty and
disease; these are called the Millennium Development Goals to be
achieved by 2015. An example is by cancelling African debt which will
save money and allow more access for children in Africa to education
at primary school [as 72% of children in the world do not attend
school yet]. Another example is that over 1 billion people in the world
have no access to clean water and so sanitation and water supplies
must be improved.   [6]

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.

25

3 **(a) (i)** State the name of the graphical technique used to display this data.

Pie Chart/Exploded Pie Chart [1]

(ii) State the percentage to which public and private transport contributes to a person's Carbon Footprint on **Fig. 8**.

13% [1]

(iii) State the meaning of the term **carbon footprint**.

Level 1 [1]
Candidates give a limited definition.
e.g. the total amount of pollution/carbon caused by a person or an event.

Level [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]

(b) (i) Using **Fig. 9** to help you, explain **one** reason why tourism has grown globally.

The candidate can get a number of reasons why tourism has grown from the resource. They include

● Low prices/Cheap flights through the internet
● Internet holidays
● Most locations are accessible in the world
● Global vacations

If candidates don't use the resource then max level 1.

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

Level 1 [1]
A basic statement.
e.g. It is easy to book holidays/people have more time off.
Places are more accessible now.

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.
This creates competition and pushes the price of the holiday lower. People take advantage of these low prices and this has encouraged more people to travel.
or
Holidays have become cheaper as people can book their holidays in a variety of ways. Cheap air travel has brought once faraway destinations into the reach of many people. The internet has allowed customers to view different holiday destinations. Customers can compare prices easily and book their own holidays on-line. [3]

(ii) Describe **one** negative cultural impact of tourism. You should refer to a place in your answer.

If no appropriate place or example mentioned then max Level 2.

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

Level 1 [1]
A basic statement.
e.g. Tourism damages local culture/way of life changes.

Level 2 [2]
A statement and a consequence.
e.g. Tourism damages local culture, as young people may see different ways of life that are more pleasing than their own.
They abandon their local values to pursue these different ways of life.

Level 3 [3]
A statement, consequence and elaboration. For Level 3 look for a reference to a place.
e.g. Tourism damages local culture, as young people may see different ways of life that are more pleasing than their own. They abandon their local values to pursue these different ways of life. In some cases what is left of the culture is so geared towards tourism that most of the traditional meaning is lost.
e.g. tribes such as the Maasai in Kenya are seen as tourist objects rather than real people. [3]

(c) (i) Complete **Fig. 10** by inserting the correct value for waste to go to landfill by 2015.

67%. [1]

(ii) Describe and explain how waste management is becoming more sustainable in the U.K.
No use of **Fig. 10** max L1

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

Level 1 [1–2]
A basic statement that either describes or explains why waste management is more sustainable. Figures are not used.
e.g. More waste is being recycled. [1]
More waste is being recycled. This means that less is going to landfill which is good for the environment. [2]

Level 2 [3–4]
A statement that attempts to describe and explain why waste management is more sustainable. Figures are used.
e.g. The amount of waste that is being recycled has increased to 33%. This means that less is going to landfill which is good for the environment as fewer areas of land need to be found to bury the waste. [3]

The amount of waste that is being recycled has increased from 25% to 33%. This is an increase of 8%. This means that the amount going to landfill has decreased from 75% to 67%. This is good for the environment as materials can be reused again and less pressure is put on land for landfill sites. [4]

Level 3 [5]
A statement that fully describes and explains why waste management is more sustainable. Figures are used. To access Level 3 sustainability must be addressed.
e.g. The amount of waste that is being recycled has increased from 25% to 33%. This is an increase of 8%. This means that the amount going to landfill has decreased from 75% to 67%. This is good for the environment as materials can be reused again thus not using up valuable natural resources and less pressure is put on land for landfill sites. People recycle a variety of products in different coloured bins to reduce the amount of waste going to landfill. This means that future generations will not be left with the waste that we produce now. [5]

(d) (i) Name of the country that borders Costa Rica to the south east.

Panama [1]

(ii) Name **one** eco-lodge in Costa Rica as shown on **Fig. 11**.

Lapas Rios or Selva Bananito   [1]

(iii) State the meaning of the term **ecotourism**.

Level 1 [1]
A basic definition.
e.g. Tourism that doesn't harm the environment.

Level 2 [2]
A full definition.
e.g. A sustainable form of tourism which involves protecting the environment and local way of life. This form of tourism is usually on a small scale.   [2]

(iv) Using one case study from either a LEDC or a MEDC explain how a sustainable tourism project benefits both environment and the local community.

Any valid tourism project e.g. Nam Ha Laos.

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

Level 1 [1]–[2]
An answer which doesn't name a sustainable tourist project or one that only deals with the local community and/or environment briefly.
e.g.
● Ecotourism brings jobs
● Ecotourism brings jobs and animals are protected from poachers.

Level 2 [3]–[4]
An answer which deals with the local community **and** environment. The answer may be unbalanced as it deals with one aspect more. Some elaboration should be evident. One specific fact/figure needed for Top Level 2. [4 marks]

Ecotourism brings jobs. It provides money for locals to invest in health and education projects. This can improve the people's quality of life. Animals are protected from poachers; this is a benefit to the environment.

It is an ecotourism project set up by UNESCO. Ecotourism brings jobs which provide 40% of the village's income. Locals can invest this money into health and education projects. This can improve the people's quality of life. Animals are protected from poachers as it is now a protected area; this is a benefit to the environment.

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Level 3 [5]
An answer which deals with the local community **and** environment with case study detail. Some elaboration should be evident. Two specific fact/figures needed for Level 3. [5 marks]

It is an ecotourism project set up by UNESCO. This project brings jobs to this area of Laos. It provides $34,400 per person which is 40% of the village's income. Locals can invest this money into health and education projects. This can improve the people's quality of life. Animals such as the rare clouded leopard, tigers and Asian elephants are protected from poachers as it is a protected area; this is a benefit to the environment.   [5]

	AVAILABLE MARKS
	25
Total	**100**

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