Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2019

# Geography

Unit 2

Living in Our World

**[GGY21]**

*GGY21*

**WEDNESDAY 5 JUNE, AFTERNOON**

**TIME**

1 hour 30 minutes.

**INSTRUCTIONS TO CANDIDATES**

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
**You must answer the questions in the spaces provided.**
**Do not write outside the boxed area on each page or on blank pages.**
Complete in black ink only. **Do not write with a gel pen.**
Answer **all four** questions.

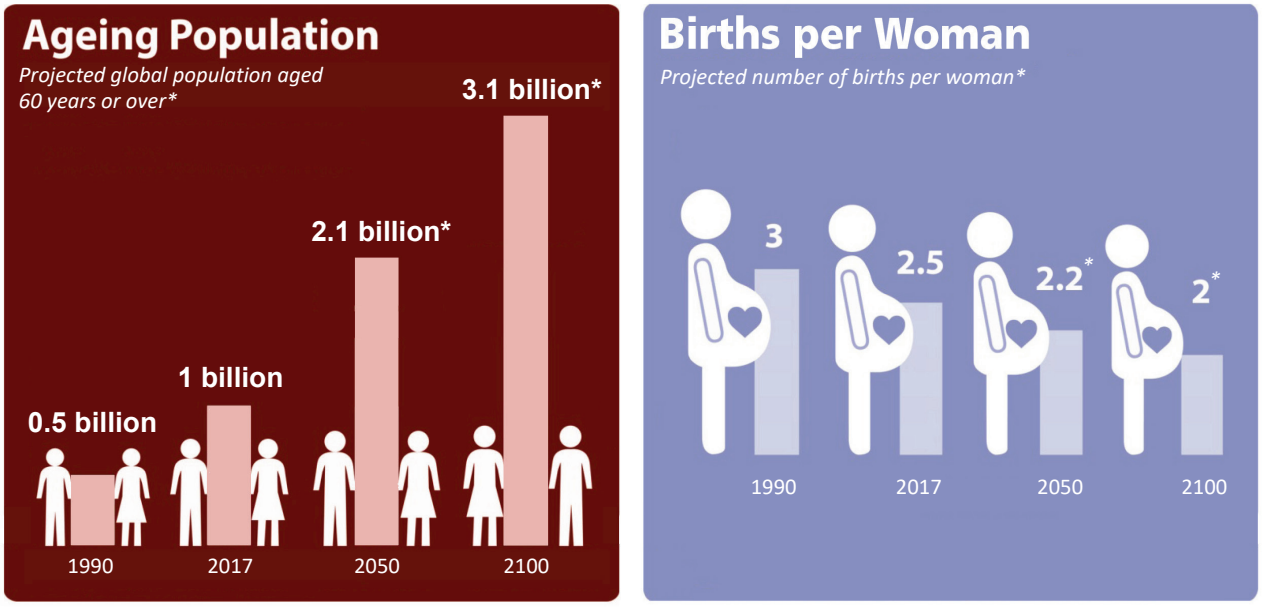
**INFORMATION FOR CANDIDATES**

The total mark for this paper is 100.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Quality of written communication will be assessed in questions **2(d), 3(e)** and **4(c)(iii)**.

11856.06**R**

## Theme A: Population and Migration

**1** **(a)** Study **Fig. 1** which illustrates information relating to global population changes. Answer the questions which follow.




*From "World population to hit 9.8 billion by 2050, despite nearly universal lower fertility rates – UN", by DPI: Department of Public Information, ©21/06/17 United Nations. Reprinted with the permission of the United Nations.*

**Fig. 1**

**(i)** Complete **Table 1** using information from **Fig. 1** by ticking the appropriate box to show whether the following statements are true or false. One has been completed for you.

**Table 1**

| Statements | True | False |
|---|---|---|
| Births per woman are decreasing. | ✔ | |
| The projected global population aged 60 years or over will be 3.1 million in 2100. | | |
| The projected number of births per woman in 2050 is 2.2. | | |
| Between 1990 and 2100 it is estimated there will be an additional 2.6 billion people aged 60 years or over. | | |

[3]

**(ii)** Explain why birth rates are decreasing globally.

_____

_____

_____

_____

_____

_____ [3]

**(iii)** Explain **one** social implication of an ageing population.

_____

_____

_____

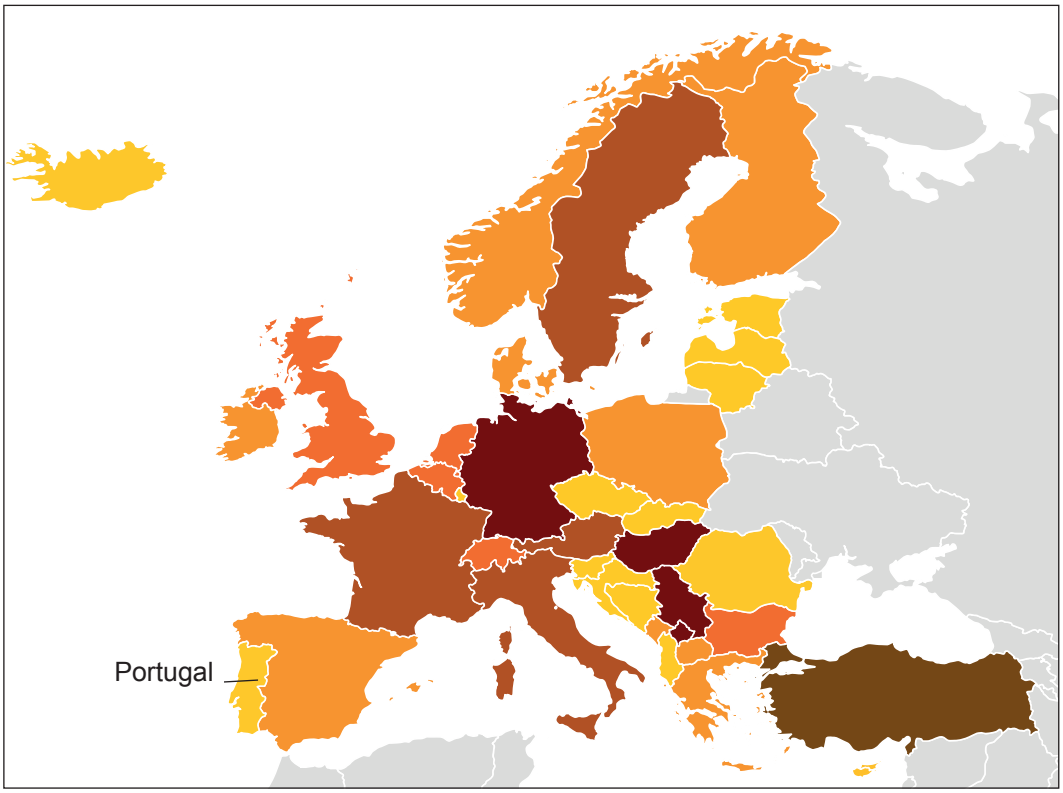
_____

_____

_____ [3]

**[Turn over**

**(b)** Study **Fig. 2** which shows where refugees sought asylum in Europe between January and August in 2015. Answer the question which follows.




**KEY**
Number of Refugees

- 0–999
- 1,000–9,999
- 10,000–24,999
- 25,000–49,999
- 50,000–99,999
- 100,000+

*© Statista and UNHCR, 'retrieved from The Huffington Post'*

**Fig. 2**

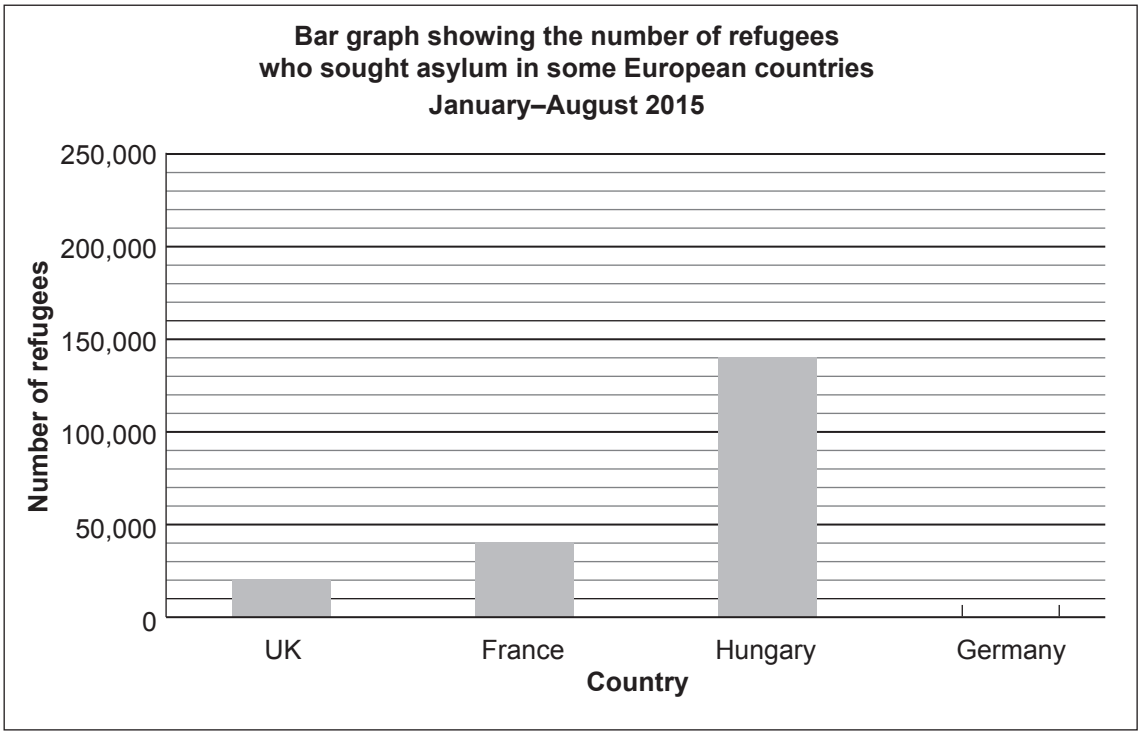
**(i)** State the range in the number of refugees who sought asylum in Portugal between January and August in 2015.

_____ [1]

**(ii)** Using the data presented in **Table 2**, complete **Fig. 3** to show the number of refugees who sought asylum in Germany.

**Table 2**

| Country | Number of refugees |
|---|---|
| UK | 20,000 |
| France | 40,000 |
| Hungary | 140,000 |
| Germany | 220,000 |




*© Statista and UNHCR, 'retrieved from The Huffington Post'*

[2]

**Fig. 3**

**[Turn over**

**(iii)** Describe the difference between an economic migrant and a refugee.

[4]

**(iv)** Describe how **one** physical feature may act as a barrier to migration.

[3]

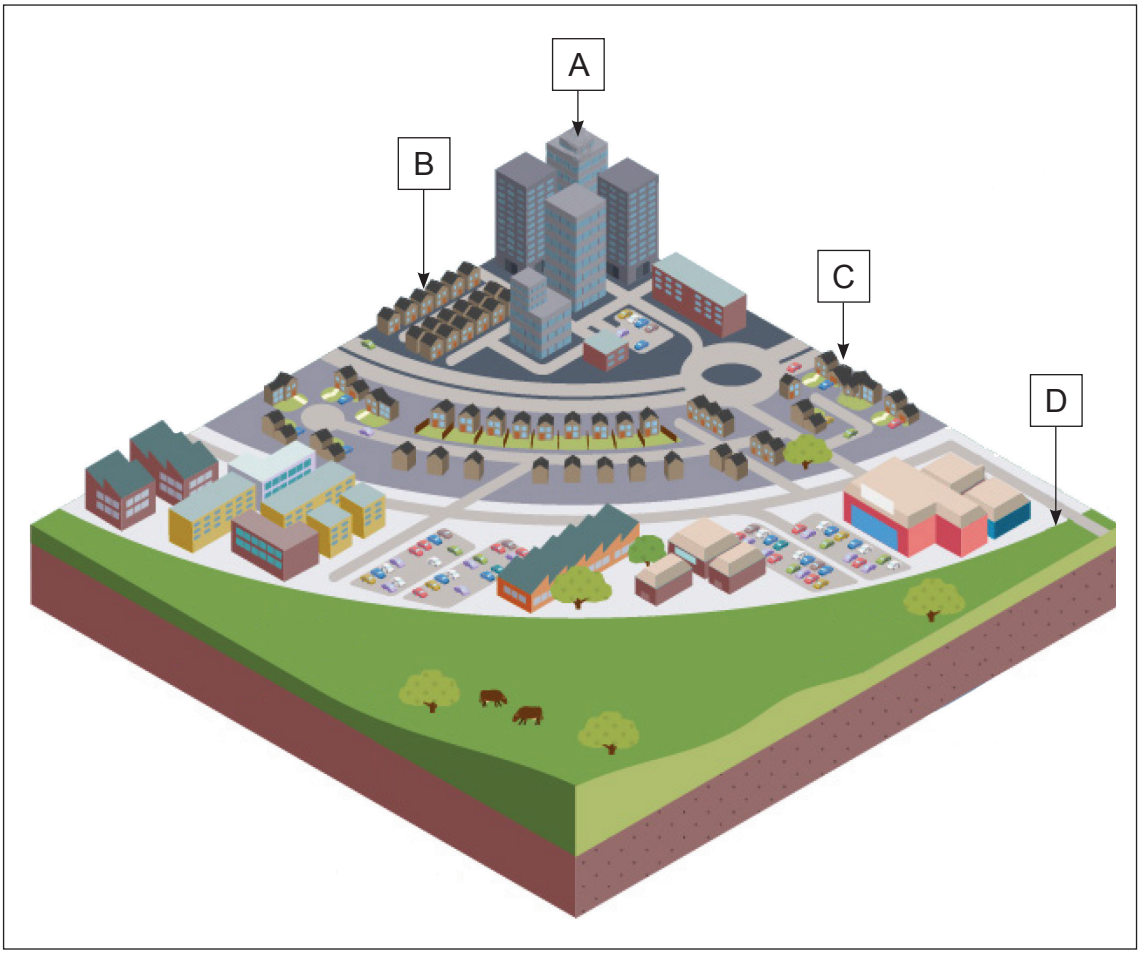
**(v)** With reference to an area you have studied, discuss the challenges faced by refugees and the destination country to which they travelled.

[6]

Extra Space:

## Theme B: Changing Urban Areas

**2** **(a)** Study **Fig. 4** which shows some land-use zones in a MEDC city. Answer the questions which follow.




*© BBC Bitesize. https://www.bbc.co.uk/bitesize/guides/zryqtfr/revision/10*

**Fig. 4**

**(i)** Name the land-use zones labelled in **Fig. 4**. Choose your answers from the list below. One has been completed for you.

**Inner City** **Shanty Town** **CBD** **Rural Urban Fringe**

| Letter | Land-use Zone |
|---|---|
| A | |
| B | |
| C | Suburbs |
| D | |

[3]

**(ii)** List **three** characteristics of the CBD.

1. _____

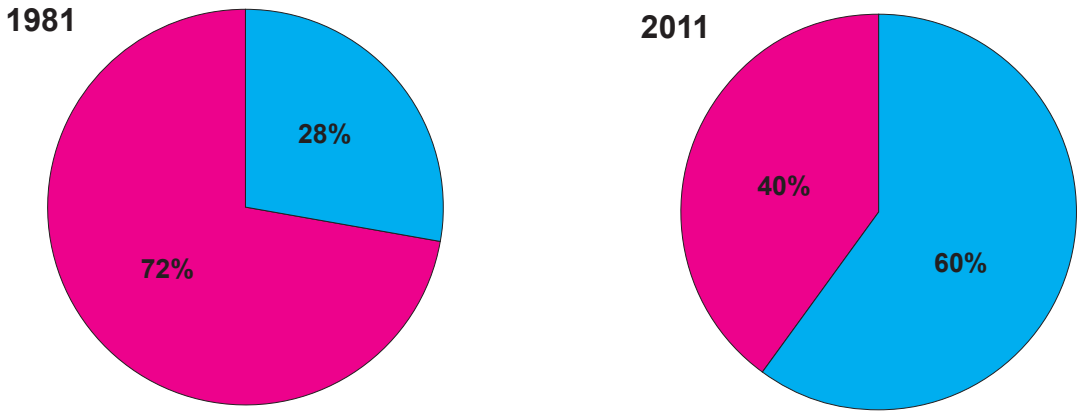
2. _____

3. _____ [3]

**[Turn over**

**(b)** Study **Fig. 5** which provides information about the number of shanty and non-shanty households in the city of Mumbai in 1981 and 2011. Answer the questions which follow.

Percentage of Mumbai's population living in Shanty and Non-Shanty households




Key ■ Shanty Town ■ Non-Shanty Town

© World Atlas. Used with permission.
*Graph source: Principal Examiner*

**Fig. 5**

Describe and explain the change in the percentage of people living in shanty town areas in Mumbai. Give **two** reasons in your answer.

[6]

**[Turn over**

**(c)** Inner cities in MEDCs face many issues. Describe the issues associated with cultural mix and housing in inner city areas. Refer to places to illustrate your answer.

Cultural mix:

[4]

Housing:

[4]

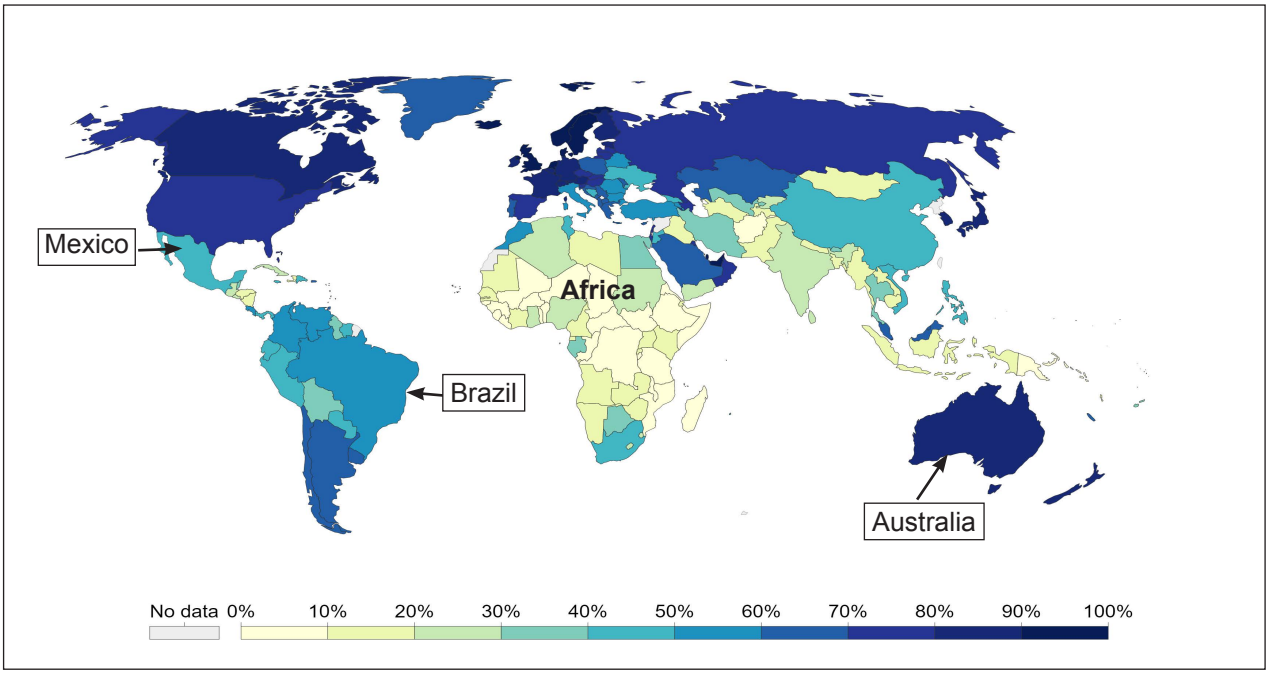
**(d)** With reference to **one** MEDC urban planning scheme you have studied, describe the improvements this scheme has made to transport and the environment.

[5]

Extra Space:

## Theme C: Contrasts in World Development

**3** **(a)** Study **Fig. 6** which shows the percentage of people who can afford to access the internet. Answer the questions which follow.




*© Our World in Data. Licensed under Creative Commons License. Attribution 4.0 International (CC BY 4.0) https://ourworldindata.org/grapher/share-of-individuals-using-the-internet?year=2014*

**Fig. 6**

**(i)** Underline the correct phrase in each of the following sentences about the distribution of people across the world who can afford to access the internet.

- The percentage of people who can access the internet in **Australia / Brazil** is over 80%
- The percentage of people who can access the internet in Mexico is **40–50% / 70–80%**
- The percentage of people in the continent of Africa who can access the internet is mainly **over / under** 30%
- A greater percentage of people can access the internet in **MEDCs / LEDCs** [4]

**(ii)** Access to the internet is an economic indicator of development. Explain why this may not be the most effective measure of development.

_____

_____

_____

_____

_____

_____ [3]

**[Turn over**

**(b)** There are many factors which hinder the development of LEDCs. Sort the statements below into environmental or historical factors by drawing an arrow for each. One has been completed for you.

| Historical | Factors hindering development | Environmental |
|---|---|---|
| | Land destroyed by mining for minerals → | |
| | Eruption of volcanoes | |
| | Resources removed for processing in Europe | |
| | People forced to work on plantations | |
| | Diseases spread by mosquitoes | |

[4]

**(c)** Sustainable Development Goals aim to reduce the development gap. Name two of these goals.

1. _____

2. _____ [2]

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

_____

_____

_____

_____ [2]

**(ii)** Name **one** appropriate technology product you have studied.

_____ [1]

**(e)** Outline how globalisation has changed a named BRICS country you have studied and discuss how globalisation has helped and hindered development in your named country.

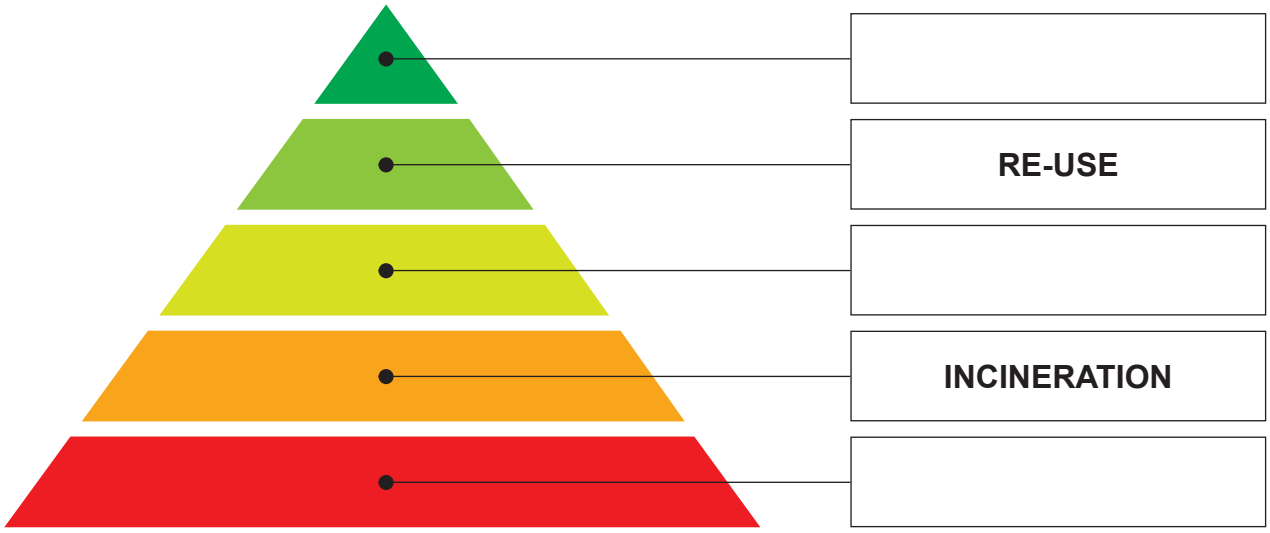
Name of BRICS country _____

_____ [9]

## Theme D: Managing Our Environment

**4** **(a)** Study **Fig. 7** which shows the waste hierarchy diagram. Answer the questions which follow.

**(i)** Complete **Fig. 7** by writing the missing waste management methods in the correct order in the hierarchy. Two have been completed for you.




© CCEA

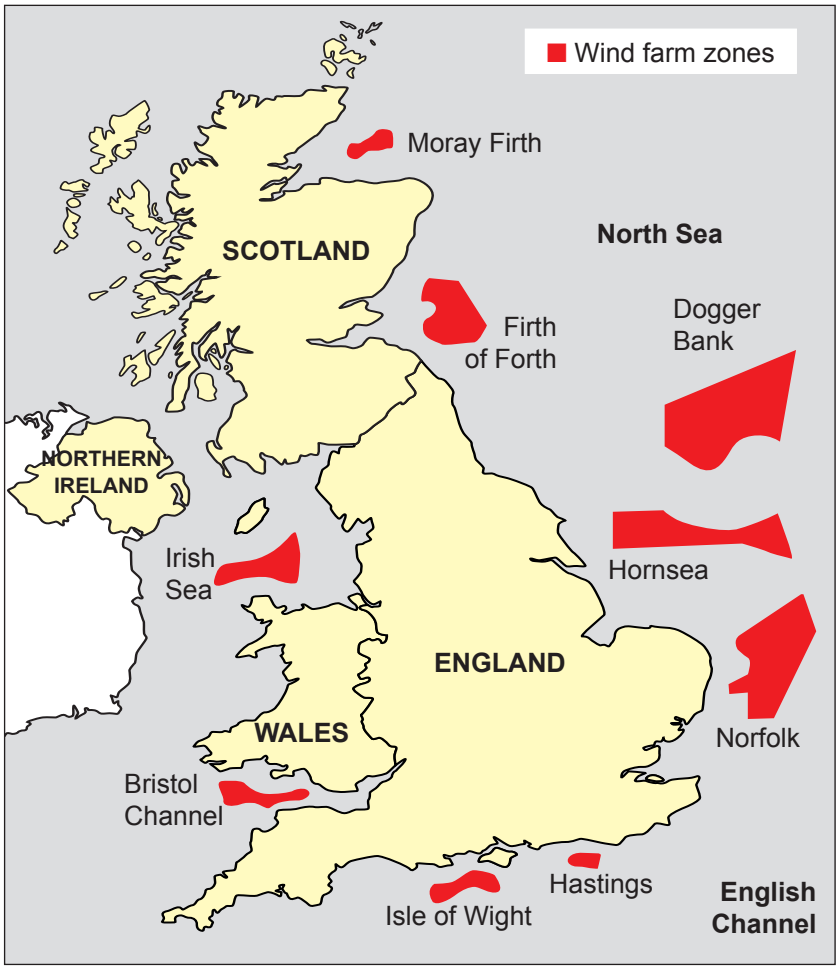
**Fig. 7**

[3]

**(ii)** Underline the correct word to complete the following statements about waste. One has been completed for you.

- The waste hierarchy diagram shows **how much waste is produced / <u>the methods used to deal with waste</u>**.
- Re-use is a **sustainable / unsustainable** form of waste management.
- Incineration means **dumping / burning** waste. [2]

**(b)** Study **Fig. 8** which shows the location of offshore wind farm zones around the UK. Answer the questions which follow.




© The Crown Estate

**Fig. 8**

**(i)** Name the smallest offshore wind farm zone in **Fig. 8**.

_____ [1]

**(ii)** Describe the distribution and number of offshore wind farm zones around the UK as shown in **Fig. 8**.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**(iii)** Explain **one** disadvantage of a chosen renewable energy source.

_____

_____

_____

_____

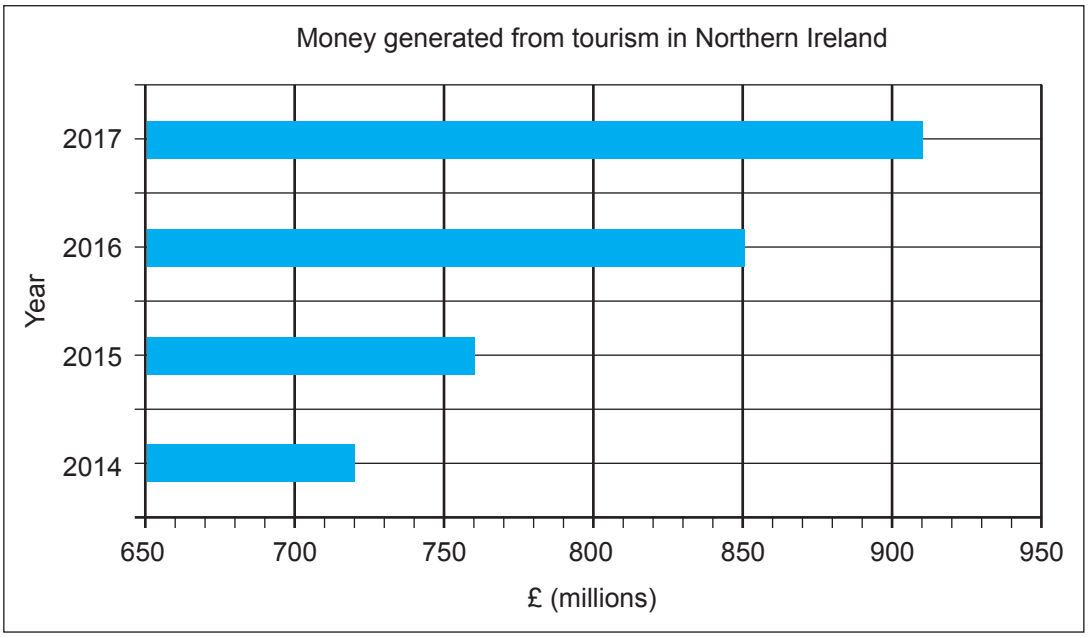
_____

_____

_____ [3]

**(c)** Tourism brings in money to an area.

Study **Fig. 9** which shows the amount of money generated from tourism in Northern Ireland over a number of years. Answer the questions which follow.




*© Data from: NISRA, Tourism NI, Failte Ireland, Central Statistics Office*

**Fig. 9**

**(i)** Describe the trend shown in **Fig. 9**.

_____

_____

_____

_____

_____

_____ [3]

**(ii)** Describe **one** way a person could act as a responsible tourist.

_____

_____

_____

_____ [2]

**(iii)** Evaluate the cultural and environmental impacts of mass tourism.
You should refer to places in your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ [7]

**DO NOT WRITE ON THIS PAGE**

| For Examiner's use only | |
|---|---|
| Question Number | Marks |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| Total Marks | |

Examiner Number

Permission to reproduce all copyright material has been applied for.
In some cases, efforts to contact copyright holders may have been unsuccessful and CCEA will be happy to rectify any omissions of acknowledgement in future if notified.

240379