



Rewarding Learning

**General Certificate of Secondary Education
2022**

Centre Number

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Candidate Number

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Geography

Unit 2

Living in Our World



[GGY21]

GGY21

WEDNESDAY 8 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.

You are provided with an O.S. map for use with Question 2.

Do not write your answers on this map.

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 **1(a)(iii)**, **2(e)** and **4(d)(ii)**.

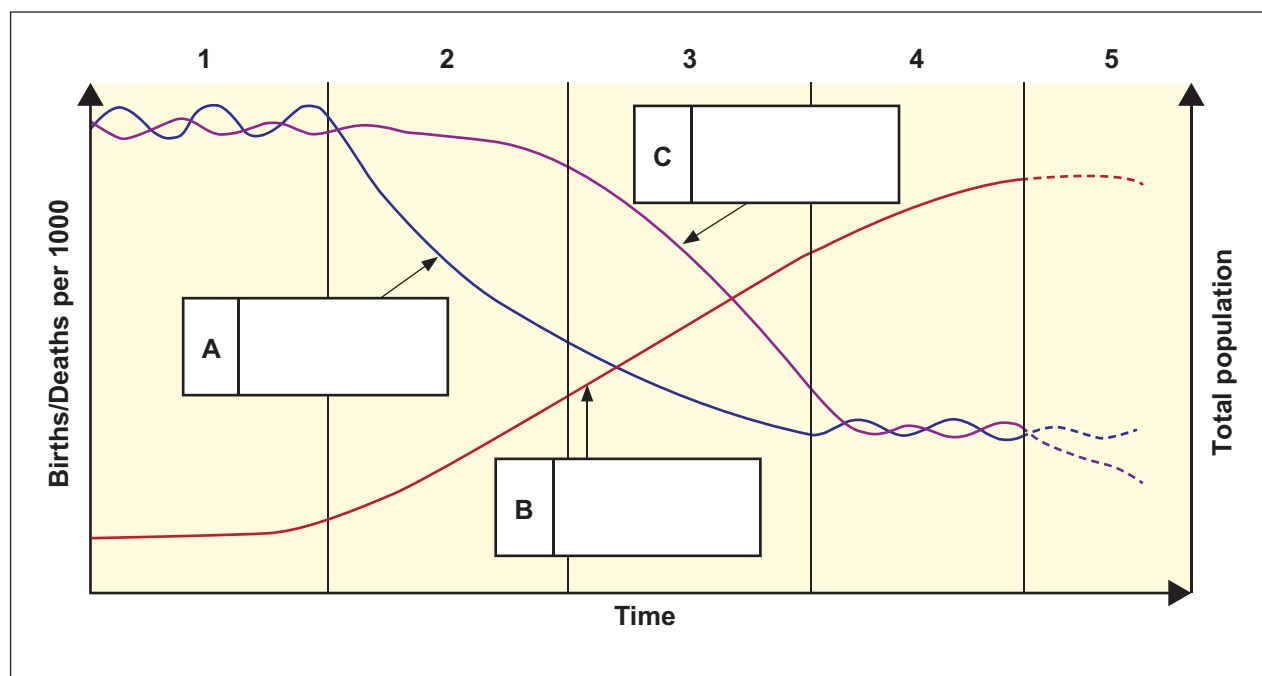
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28GGY2101

Theme A: Population and Migration

- 1 (a) Study **Fig. 1** which shows the five stages of the demographic transition model. Answer the questions which follow.



Source: This graph by Unknown Author is licensed under CC BY-SA-NC

Fig. 1

- (i) Complete **Fig. 1** by labelling the lines A, B and C on the demographic transition model. Choose your answers from the terms below.

Migration Birth rate Total population Death rate [3]

- (ii) State the meaning of the term **natural decrease**.

[2]

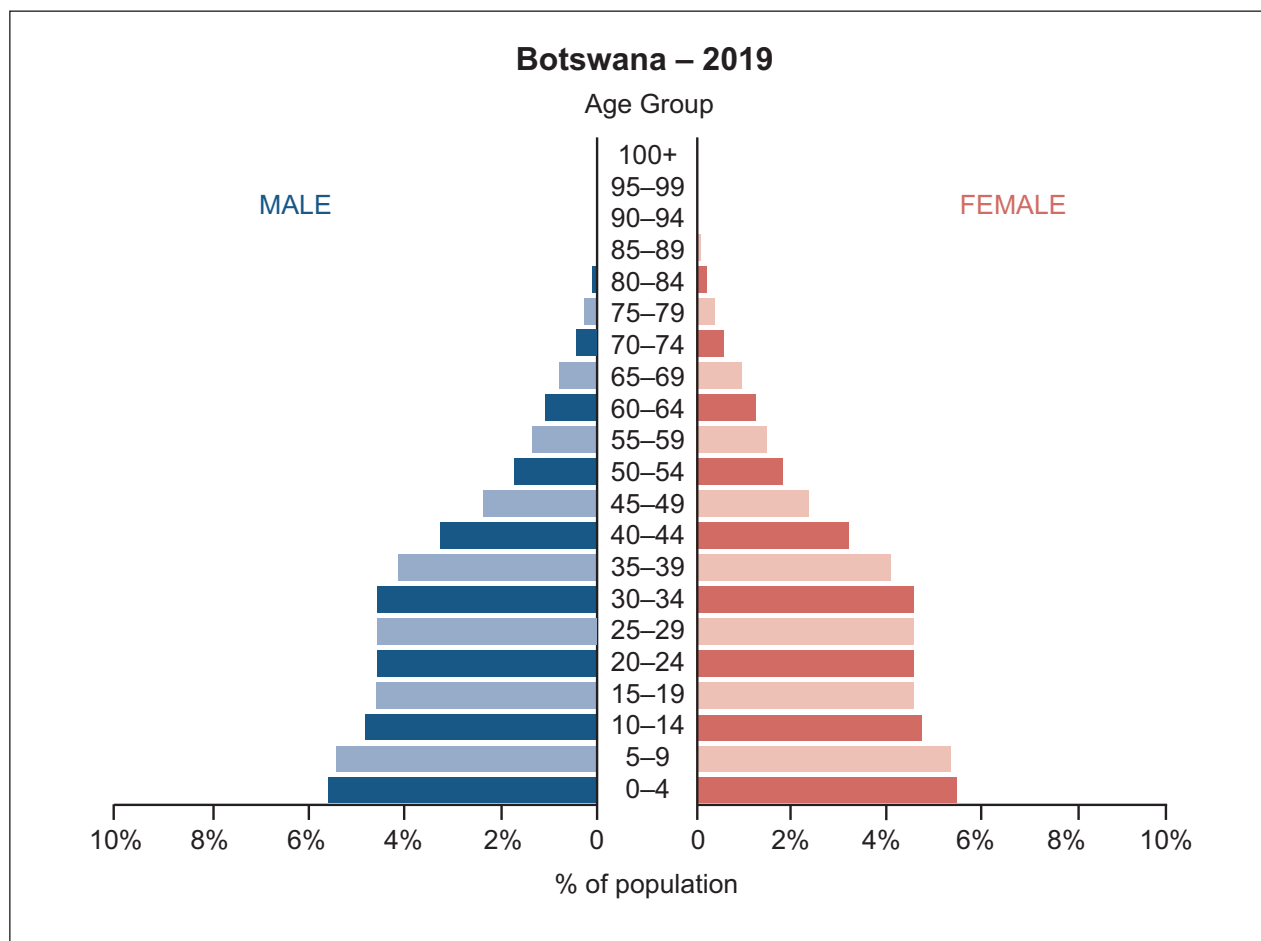


[6]

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(b) Study **Fig. 2** which shows a population pyramid for Botswana in Africa. Answer the questions which follow.



© December 2019 by PopulationPyramid.net, made available under a Creative Commons license CC BY 3.0 IGO: <http://creativecommons.org/licenses/by/3.0/igo/>

Fig. 2

(i) Underline the correct answer in the following statements about the population pyramid for Botswana. One has been completed for you.

- There are fewer **women** / men aged 65–69
- Elderly dependents are aged **0 – 14** / **65+** years
- Botswana has a **low** / **high** death rate
- The population pyramid for Botswana has a **triangular** / **rounded** shape

[3]



(ii) Using **Fig. 2**, underline the percentage of youth dependents living in Botswana.

11%

22%

31%

42%

[1]

(iii) Explain **one** economic implication of a youth dependent population.

[3]

[Turn over]

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28GGY2105

(c) Explain **one** human barrier to migration.

[3]

(d) With reference to your case study, discuss the challenges faced by the destination country to which refugees have travelled.

[4]





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[Turn over



28GGY2107

Theme B: Changing Urban Areas

- 2 (a) Study the Ordnance Survey extract for Coventry, England, and answer the questions which follow.

- (i) State the height of the land at the triangulation pillar at Allesley, GR 2881.

_____ m [1]

- (ii) State the straight line distance between the principal railway station located at GR 332782 and the railway station in the suburbs at GR 275775.

_____ km [2]

- (iii) State the direction of the Motor Works at GR 3476 from Motorway Junction 3 at GR 3485.

_____ [1]

- (iv) Estimate the approximate area of the Sewage Works found mainly in GR 3374. Underline your answer in the list below.

0.3 km² 1.0 km² 1.5 km² [1]

- (v) State **one** piece of map evidence that the area located inside the circular dual carriageway mainly in GR 3378 and GR 3379 is the CBD of Coventry.

_____ [1]





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[Turn over



28GGY2109

- (b) Study **Table 1** which gives information about some changes in the Earlsdon area of Coventry (GR 3277) between 2010 and 2020.

Table 1

	2010	2020
Percentage of working class residents	24%	17%
Average house price	£195,950	£300,000
Average annual earnings	£41,000	£43,500
Percentage of households living in poverty	28%	22%

Adapted from © Coventry's hipster hangouts - do you live in one of the most gentrified areas of the city? By Annie Gouk and Enda Mullen. Published by Coventry Telegraph, 21 December 2018



- (i) Using **Table 1**, explain how this information shows that the area of Earlsdon has undergone gentrification. Use at least **two** pieces of evidence from **Table 1** to support your answer.

[4]

- (ii) Using map evidence **only**, outline **one** reason why Earlsdon (GR3277) is an attractive area in which to live.

[2]

[Turn over]



- (c) Approximately 28 % of all people living in Coventry come from an ethnic minority group. Cities such as Coventry can face issues due to their cultural mix.

Complete **Table 2** by placing a tick (✓) in the appropriate box to sort the issues listed into ethnic tensions, religious tensions or language barriers. One has been completed for you.

Table 2

Issue	Ethnic tension	Religious tension	Language barriers
Patient may not understand the doctor			
People have different beliefs			
Some people do not get on with others with different customs and values			
Homes are attacked when people of a different race move in	✓		

[3]

- (d) Explain why there has been a rapid growth in shanty town areas in many LEDC cities. Give **one** reason in your answer.

[3]



Theme C: Contrasts in World Development

- 3 (a) Study **Fig. 3** and **Table 3** which show the Gross National Income (GNI) per capita (2017). Answer the questions which follow.

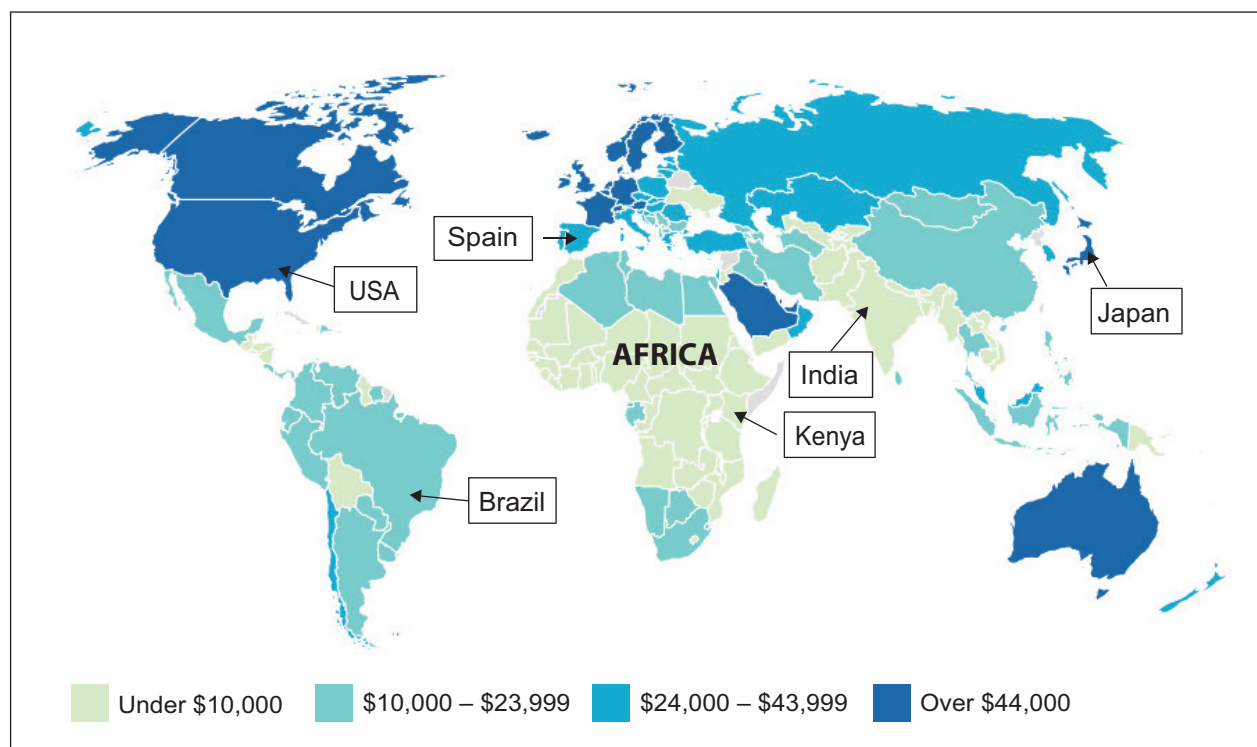


Figure from Population Reference Bureau, "International Data: Gross National Income per Capita PPP," <https://www.prb.org/international/indicator/gross-national-income/snapshot>. Reproduced with permission.

Fig. 3

Table 3

Country	GNI per capita	Country	GNI per capita
USA	\$63,390	India	\$7,680
Brazil	\$15,820	Kenya	\$3,430
Japan	\$45,000	Spain	\$40,840

Source: Principal Examiner



(i) Describe the distribution of GNI per capita in the continent of Africa.

[3]

(ii) Using **Table 3**, name **two** MEDC countries.

1. _____

2. _____

[2]

(b) (i) The GNI (per capita) is an economic indicator of development.
Explain why this may not be the most effective measure of development.

[3]

(ii) Name **one** social indicator of development.

[1]

[Turn over



(c) Name **one** of the Sustainable Development Goals and describe how it attempts to reduce the development gap.

Sustainable Development Goal: _____

[3]



(d) Fair trade aims to reduce the problem of unequal development.

(i) State the meaning of the term **fair trade**.

[2]

(ii) Describe **two** advantages that fair trade can bring to LEDCs. You should refer to places in your answer.

[4]

[Turn over



(e) Describe **one** appropriate technology product you have studied and evaluate its success.

[illegible]

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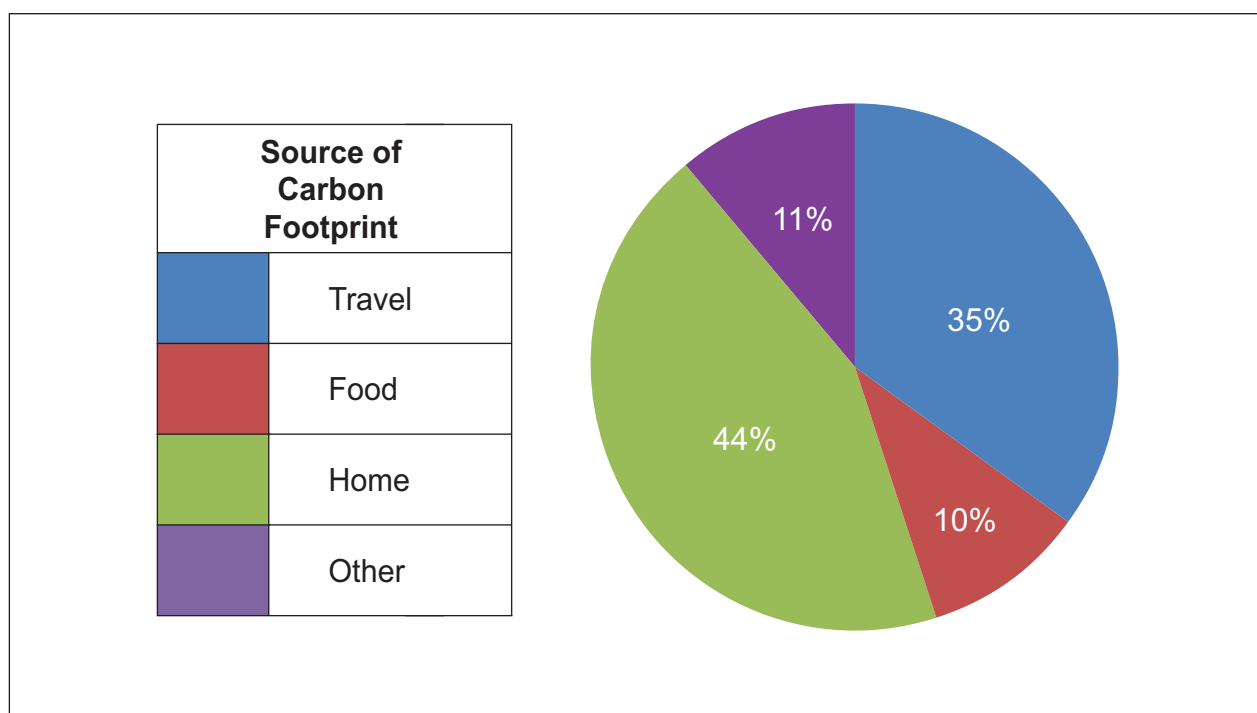
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28GGY2119

Theme D: Managing Our Environment

- 4 (a) Study **Fig. 4** which shows information about one family's carbon footprint. Answer the questions which follow.



Source: Adapted from <https://footprint.wwf.org.uk/#/results/>

Fig. 4

- (i) Using **Fig. 4**, name the source which contributes the most to this family's carbon footprint.

_____ [1]

- (ii) Outline how **food** could add to this family's carbon footprint.

_____ [2]



(iii) This family is producing 19.6 tonnes of carbon compared to the UK government's target of 10.5 tonnes of carbon for a family of this size.

Explain how this family's carbon footprint is contributing to climate change.

[3]

[Turn over

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28GGY2121

(b) Study **Fig. 5** which shows two effects of climate change. Answer the questions which follow.

(i) Match the correct word provided below to each photograph.

Environment

Economy

Crop failure



© Getty Images

Effect on the

Ice sheets melt



© Getty Images

Effect on the

Fig. 5

[1]



[5]

[Turn over



28GGY2123

(c) Outline **one** benefit and **one** disadvantage of a renewable energy source which you have studied.

Renewable energy source _____

Benefit

_____ [2]

Disadvantage

_____ [2]





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[Turn over



28GGY2125

(d) (i) **Table 4** lists how a tourist may behave when visiting another country.

Complete **Table 4** by using a tick (✓) to show three ways a tourist could behave in a responsible way when visiting another country.

Table 4

How a tourist may behave when visiting another country	Tick (✓) if this person is a responsible tourist
Buys imported food in a hotel	
Learns some phrases such as 'please' and 'thank you' in the local language	
Follows the local dress code	
Takes photographs without asking permission from the local people	
Buys locally-made handicrafts as souvenirs	

[3]



[6]

THIS IS THE END OF THE QUESTION PAPER



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Question Number	Marks
1	
2	
3	
4	

Total Marks	
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Examiner Number

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ROADS AND PATHS

Not necessarily rights of way

	Junction number		Elevated
			Dual carriageway
			Main road
			Secondary road
			Road generally more than 4m wide
			Path / Other road, drive or track
			Gates, Road tunnel
			Ferry (passenger), Ferry (vehicle)

RAILWAYS

		Bridges, footbridge
		Level crossing
		Viaduct, embankment
		Station, (a) principal
		Light rail station

WATER FEATURES

HEIGHTS

1 metre = 3.2808 feet

Contours are at 10 metres vertical interval

Heights are to the nearest metre above mean sea level

Where two heights are shown, the first is the height of the natural ground in the location of the triangulation pillar, and the second (in brackets) to a separate point which is the natural summit.

PUBLIC RIGHTS OF WAY

		Other route with public access (not normally shown in urban areas). Alignments are based on the best information available. These routes are not shown on maps of Scotland.
		Restricted byway (not for use by mechanically propelled vehicles)
		Byway open to all traffic

The symbols show the defined route so far as the scale of mapping will allow.

The representation on this map of any other road, track or path is no evidence of the existence of a right of way. Not shown on maps of Scotland

Danger Area Firing and Test Ranges in the area. Danger! Observe warning notices.

BOUNDARIES

	National
	District
	County, Unitary Authority, Metropolitan District or London Borough
	National Park

ANTIQUITIES

	Site of antiquity
	Site of Battle (with date)
	Visible earthwork
	Roman
	Non-Roman

TOURIST INFORMATION

	Camp site / caravan site
	Garden/aboretum
	Golf course or links
	Information centre (all year / seasonal)
	Nature reserve
	Parking, Park and ride (all year / seasonal)
	Picnic site
	Recreation / leisure / sports centre
	Selected places of tourist interest
	Phone, public / emergency
	Viewpoint
	Visitor centre
	Walks / Trails
	World Heritage site or area
	Youth hostel

LAND FEATURES

	Electricity transmission line (pylons shown at standard spacing)
	Pipe line (arrow indicates direction of flow)
	Buildings
	Important building (selected)
	Bus or coach station
	Current or former place of worship (with tower, with spire, minaret or dome)
	Place of worship
	Glass structure
	Heliport
	Triangulation pillar
	Mast
	Wind pump, Wind turbine
	Windmill with or without sails
	Graticule intersection at 5' intervals
	Cutting, embankment
	Landfill site or slag/spoil heap
	Coniferous wood
	Non-coniferous wood
	Mixed wood
	Orchard
	Park or ornamental ground
	Access land (symbols indicate owner or agency - see below)
	Forestry and Land Scotland, Forestry England
	Natural Resources Wales
	National Trust; always open, limited access - observe local signs
	National Trust for Scotland; always open, limited access - observe local signs

ABBREVIATIONS

Br	Bridge	MS	Milestone
Cem	Cemetery	Mus	Museum
CG	Cattle grid	P	Post office
CH	Clubhouse	PC	Public convenience (in rural areas)
Fm	Farm	PH	Public house
Hospl	Hospital	Sch	School
Ho	House	TH	Town Hall, Guildhall or equivalent
MP	Milepost	Univ	University

