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| Surname | Centre Number | Candidate Number |
| Other Names | | 0 |



GCSE

4242/03

**GEOGRAPHY
SPECIFICATION B
HIGHER TIER
UNIT 2
SECTION A**

A.M. MONDAY, 18 June 2012

30 minutes

| | |
|--------------------------------|----|
| For examiner's use only | |
| Question 1 | 30 |

This paper is to be collected in after 30 minutes.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** parts of this question in parts (*a*) to (*d*). There is a choice in (*e*).

Write your answers in the spaces provided in this booklet.

If additional space is required you should use the lined pages at the end of this booklet. The question number(s) should be clearly shown.

INFORMATION FOR CANDIDATES

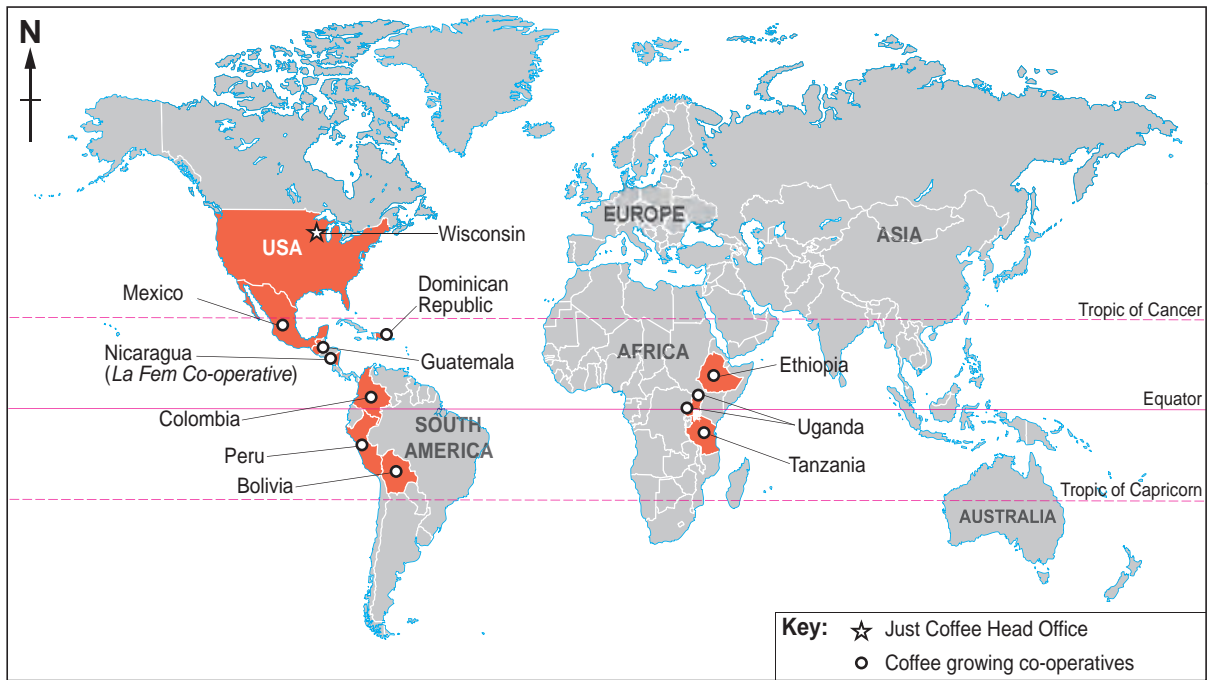
The number of marks is given in brackets [] at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in the case study question.

Theme 3: PEOPLE WORK AND DEVELOPMENT

Answer **all** parts of (a) to (d) in this question. There is a choice of question in (e).

- 1. (a) Study the map below. It shows the location of the ‘Just Coffee’ Head Office and farms that grow coffee for it. ‘Just Coffee’ is a fair trade organisation.



- (i) What is meant by *fair trade*? [1]

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- (ii) The Head Office of ‘Just Coffee’ is in the USA. Describe the distribution of ‘Just Coffee’s’ growers. [3]

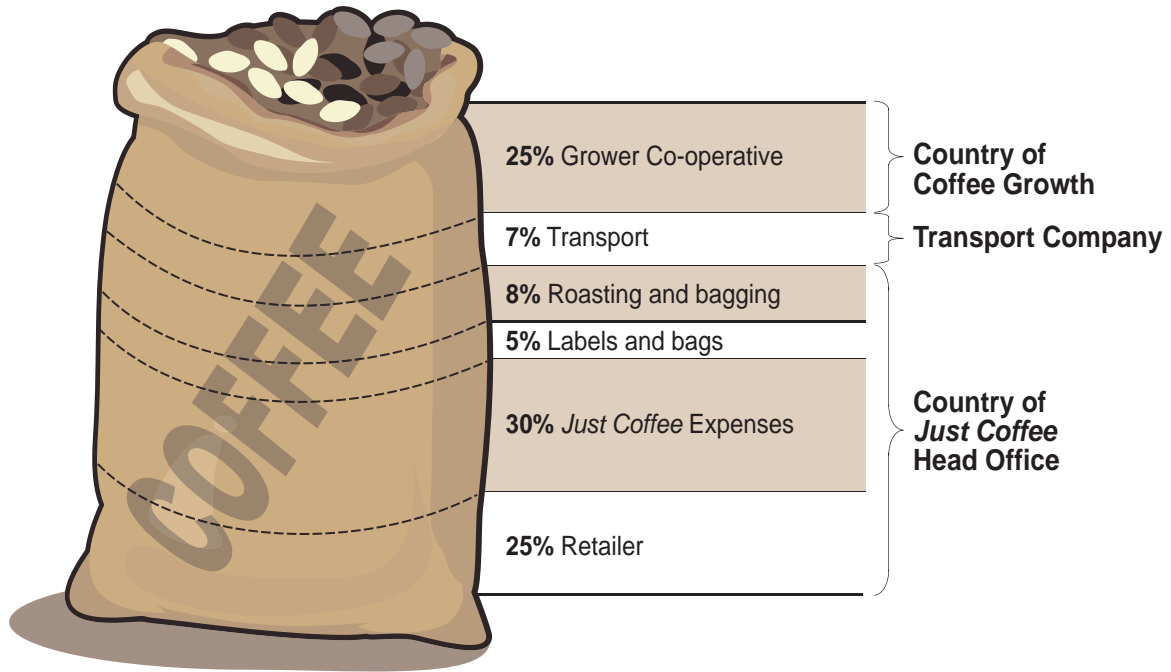
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(b) Study the information below. It shows where the money goes from the sale of a bag of 'Just Coffee'.



(i) Give **one** secondary and **one** tertiary job involved in the coffee industry. [2]

Secondary job:

Tertiary job:

(ii) What percentage of the cost of a bag of coffee goes to the country of the Head Office? [1]

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(iii) Suggest why, even with Fair Trade, only a small percentage of the money stays in the country where the coffee is grown. [2]

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(c) Study the table. It shows the status of women in Nicaragua and the UK.

| | Nicaragua | UK |
|------------------------------|-----------|----|
| | % women | |
| Members of Parliament | 18 | 22 |
| Finish a secondary education | 31 | 99 |
| In paid employment | 49 | 70 |

- (i) **Compare** the lives of women in Nicaragua with those in the UK.
Use the information from the table to help your answer.

[2]

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Study the information below. It shows how a women’s coffee growing co-operative in Nicaragua uses money it earns to help women in its local area.

NICARAGUA

LA FEM WOMENS GO-OPERATIVE

1 Started a school for young women to learn carpentry, construction and welding

2 Helps women in rural areas to own and farm land

3 Improves education level of women in rural areas

(ii) Choose **one** way in which the La FEM Co-operative tries to help local women. Explain how it may help the development of local women. [3]

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(d)

LA FEM Coffee growers affected by severe storm

Landslides destroyed roads and many homes and belongings were lost. 'Just Coffee' drinkers in the USA promised aid.

(i) How may **short term emergency aid** from 'Just Coffee' drinkers help people in the affected area? [3]

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(ii) Explain how **long term development aid** might be used to help people living in poorer countries. [5]

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Total = 30 marks

End of Theme 3