OCR
RECOGNISING ACHIEVEMENT

GCSE

# Geography A

General Certificate of Secondary Education

Unit **A674/02:** Issues in our Fast Changing World (Higher Tier)

# Mark Scheme for June 2011

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| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| 1 | (a) | | Q1 | **Study Resource 1.**<br>**Circle the correct statement from the options below.**<br><br>In the world as a whole there are <u>more than enough</u> calories available. | [1] | Point mark.<br>No annotation needed.<br><br>Do not credit the point if more than one answer is circled. |
| | (b) | | Q2 | **Study Resource 2.**<br><br>**Describe the distribution of world hunger. Use data to support your answer.**<br><br>LEDCs most hungry/MEDCs least hungry;<br>Above/ below Brandt Line;<br>North/ South;<br>In the Tropics.<br><br>Africa is mostly more than >20%;<br>Europe/ Oceania/ North America is mostly <5% hungry;<br>Asia 5-20% but Mongolia >20% and India > 20%. | [3] | Point marking. Annotate with ✓ for each valid point.<br><br>1 mark for identifying areas that have different levels of undernourishment. Up to two extra marks for map evidence to support this with one reserved for the use of data.<br><br>Do not credit statements such as the country of North America. However, credit the candidate's use of "America" as a country.<br><br>South of the Equator = 0 marks.<br><br>NOT looking for reasons. |
| | (c) | | Q3 | **Study Resources 3a and 3b.**<br>**Describe the relationship between calorie intake per day and GDP per person.**<br><br>As GDP increases so does calorie intake per day;<br>It is a positive relationship/ correlation;<br>Data to exemplify statements;<br>Anomalies such as Burundi. | [2] | Point marking. Annotate with ✓ for each valid point.<br><br>Credit data but need both GDP per person and calorie intake per day.<br><br>No credit for explanations.<br><br>Avoid double credit for instance as GDP gets higher so does calorie intake, and as GDP gets lower so does calorie intake. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | (d) | (i) and (ii) | Q4.1 and Q4.2 | **Study Resource 4.**<br><br>**Choose any <u>two</u> possible causes of hunger and explain how they cause food shortages and deaths.**<br><br>Answers below are indicative but not exhaustive:<br><br>**Poor government:** poor food distribution; spending money inappropriately; farmers encouraged to grow a certain crop, possibly for export.<br><br>**World trade patterns:** domination by MEDCs; export of primary goods; poorer countries do not have political muscle.<br><br>**Climate change:** failure of rains; no water for crops; high rates of evaporation; desertification.<br><br>**Inflation:** people can't afford staple crops; not getting fair price for goods.<br><br>**Landlessness:** no land to grow crops; can't afford rent.<br><br>**Poverty:** no money to buy food; can't afford to rent land.<br><br>**Colonialism:** concentration on certain crops; stuck in trading relationship.<br><br>**Extreme weather events:** crops fail; drought; lack of water for crops; farmland is flooded.<br><br>**War:** poor distribution; farmers away fighting; money spent on war not food; land damaged by weapons/ tanks/ land-mines. | **[3]+[3]** | Point mark but allow development.<br><br>Annotate with ✓ for each valid point.<br>Use ≈ to show repetition.<br><br>Credit answers based on valid ideas not from Resource 4.<br><br>When marking 1(d)(ii) refer to the previous answer to ensure that there is no credit for repetition between answers e.g. floods caused by extreme weather and floods caused by climate change |
| | | | | **Question Total** | **[12]** | |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| 2 | (a) | | Q5 | **Study Resources 5, 6 and 7.**<br><br>**In what ways does hunger affect people's quality of life?**<br><br>**0 marks** No evidence submitted or response does not address the question.<br><br>**Level 1 (1-2 marks)**<br>Simple undeveloped ideas about the different ways that hunger affects people's quality of life.<br><br>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.<br><br>**Level 2 (3-4 marks)**<br>One or more developed ideas about the different ways that hunger affects people's quality of life.<br><br>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.<br><br>**Level 3 (5-6 marks)**<br>One or more developed ideas about the different ways that hunger affects people's quality of life. There is a clear justified link to how the different ways affect people's quality of life.<br><br>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. | **[6]** | Levels marking.<br><br>Annotate with L1, L2 or L3 at the end of the answer.<br><br>Use DEV in the answer.<br><br>Indicative content could include:<br>Ability to work/ attend school;<br>Ability to fight off disease;<br>Ability to fetch water;<br>Poverty;<br>Impaired growth;<br>Hopelessness. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
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| | (b) | (i) | Q6.1 | **Study Resources 8, 9 and 10.**<br><br>**What message is the cartoon trying to convey?**<br><br>There is a huge discrepancy between food availability ✓ Food is in short supply in LEDCs some people have to beg ✓<br><br>Poor people in LEDCs go hungry whereas in MEDCs they can still afford to eat ✓ although the food is often unhealthy ✓ (development)<br><br>Poor people are obese in MEDCs, in LEDCs they are thin ✓ both of these can cause health problems ✓ (development)<br><br>Poor people in LEDCs are thin whereas poor people in MEDCs are obese ✓ Poor people in LEDCs don't have enough to eat whereas in MEDCs they have too much to eat. ✓ | [2] | Point marking.<br><br>Allow two simple ideas or one developed idea.<br><br>Annotate with ✓ for each valid point.<br><br>Do not credit opposites twice, e.g. LEDCs have little food available whereas MEDCs have lots of food available = 1 mark. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | | (ii) | Q6.2 | **In what ways could the cartoon be said to be misleading?**<br><br>Indicative answers:<br><br>Not every person in poverty in an MEDC is obese;<br>Not all obese people in an MEDC are in poverty;<br>Not every person in poverty in an LEDC is undernourished;<br>Not every person in poverty in an LEDC begs for food. | [2] | Point mark but allow development.<br><br>Annotate with ✓ for each valid point.<br><br>Audience and purpose can be credited.<br><br>Ideas about the quality of food can be credited. |
| | | (iii) | Q7 | **What are the social and economic consequences of obesity?**<br><br>Social consequences:<br>• Bullying/ name calling<br>• Diseases leading to death/ incapacity<br>• Effects on the family such as caring<br>• Difficulties in daily life such as travelling<br>• Lack of social interaction<br><br>Economic consequences:<br>• Cost to the health service/ individuals for emergency treatment<br>• Cost to the health service/ individuals for long term treatment<br>• Cost to government for extra benefits<br>• Individuals choose to spend more of their money on food<br>• Less able to work | [4] | Point marking but allow development.<br><br>Annotate with ✓ for each valid point.<br><br>Only award one mark for information lifted from the Resource Booklet such as a list of diseases.<br><br>Reserve one mark for each of social and economic consequences.<br><br>Avoid double credit for the same idea in both social and economic. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
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| | (c) | | Q8 | **'Health issues related to food supplies are a greater problem in LEDCs than MEDCs.' Do you support or oppose this view?**<br>**Give reasons for your answer.**<br><br>**0 marks** No evidence submitted or response does not address the question.<br><br>**Level 1 (1-2 marks)**<br>Simple undeveloped ideas that may describe the effects of health issues related to food supply but do not develop the idea of why one is a greater problem than the other.<br><br>Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.<br><br>**Level 2 (3-4 marks)**<br>One or more developed ideas that either support or oppose the view that health issues are a greater problem in LEDCs.<br><br>May only address one side of the argument.<br><br>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.<br><br>**Level 3 (5-6 marks)**<br>Two or more well developed ideas that develop both sides of the view that health issues are a greater problem in LEDCs.<br><br>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. | **[6]** | Levels marking.<br><br>Answer can either support or oppose the statement.<br><br>Annotate with , or at the end of the answer.<br><br>Use in the answer.<br><br>Indicative content:<br>LEDC issues are more of a problem because:<br>the person suffering may have little control over their diet;<br>LEDC governments are more corrupt;<br>LEDCs are more likely to suffer from war or conflict;<br>LEDCs have poorer medical facilities.<br><br>MEDC issues likely to be the opposite of LEDC issues.<br><br>Do not credit – smaller percentage of people in LEDCs affected or more/ more dangerous diseases in LEDCs.<br><br>Level 3 (5 marks) maximum if no explicit reference to either supporting or opposing the statement. |
| | | | | **Question Total** | **[20]** | |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| 3 | (a) | | Q9 | **Study Resources 11a, 11b, 11c and 11d. They show different ways in which hunger can be reduced.**<br><br>**Choose <u>one</u> of the ways and explain how it helps to reduce hunger.**<br><br>Indicative ideas:<br><br><u>Farm Africa</u><br><br>Farm Africa provides goats for milk and meat to eat and drink ✓ The milk is high in protein and can reduce hunger related diseases ✓ The extra milk produced by the goat can be sold and the money used to buy food ✓ The extra money can be used to send children to school to learn new farming techniques ✓<br><br><u>Drop the debt</u><br><br>"Drop the debt" increases the amount of money a country has to spend on farming education schemes ✓ and providing farming supplies ✓ such as drought resistant seeds ✓ They could also invest in more sustainable farming schemes such as Farm Africa ✓ | [4] | Point marking but allow development.<br><br>Annotate with ✓<br><br>Ensure that every point is directly linked to the idea of reducing hunger e.g. Family planning reducing the population = 0 marks.<br>Family planning reducing the population so there is more food for each person = 1 mark.<br><br>Milk and meat should be given 1 mark without any further development. The goats provide milk and meat = 1 mark.<br><br>If the candidate writes about more than one way then only credit their best answer. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | | | | <u>Family Planning</u><br><br>Family Planning reduces the amount of babies born and there is more food available per person ✓ Subsistence farmers have more food for their smaller family ✓ Better nutrition will allow more people to help on the farm and produce more food ✓ If there is a smaller population then less money could be spent on medication and more money spent on food. ✓<br><br><u>Alternative food sources</u><br><br>Using an alternative food source can increase the level of nutrition ✓ such as algae providing higher levels of protein, fat, vitamins and mineral compounds ✓ Where it is difficult to farm, such as arid areas, other crops such as Buffalo gourd could be grown to provide food ✓ If more crops are grown then they could be sold for money and different types of food bought ✓ | | |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | (b) | | Q10 | **An LEDC has asked for advice about reducing its hunger problem. Suggest any one method that will help in the short-term and any one method that will help in the long-term. Give reasons for your suggestions.**<br><br>**0 marks** No evidence submitted or response does not address the question.<br><br>**Level 1 (1-2 marks)**<br>Simple undeveloped ideas about a method to reduce hunger in the short **or** long term.<br><br>Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.<br><br>**Level 2 (3-4 marks)**<br>Developed ideas about how a method reduces hunger in the short **or** long term.<br><br>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.<br><br>**Level 3 (5-6 marks)**<br>Developed ideas about how both methods reduce hunger in the short **and** long term.<br><br>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. | **[6]** | Levels marking.<br><br>Highlight the terms long-term and short-term.<br><br>Annotate with , or at the end of the answer.<br><br>Use in the answer to show development.<br><br>If the candidate does not make it clear whether the method is long-term or short-term then they are limited to Level 1.<br><br>The same method can be long or short-term e.g. goats can be used for milk and meat in the short-term as well as being sold for profit to provide money for education on farming techniques in the long-term.<br><br>Credit answers that do not use Resource 11 if the ideas are valid. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | (c) | | Q11 | **'There is enough food in the world but it is not all of the right kind or in the right places.' Explain why these problems are difficult to solve.**<br><br>**0 marks** No evidence submitted or response does not address the question.<br><br>**Level 1 (1-3 marks)**<br>One or more simple undeveloped ideas.<br>Problems or solutions are described but there is limited reference to why these problems are hard to solve.<br><br>Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.<br><br>**Level 2 (4-6 marks)**<br>One or more developed ideas that explain why the problem of food being of the right kind **and/or** in the right places is difficult to solve.<br><br>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.<br><br>**Level 3 (7-8 marks)**<br>One or more well developed ideas that clearly explain why the problem of food being of the right kind **and** in the right places is difficult to solve.<br><br>There is a clearly identifiable reference to food being not of the right kind and not in the right places.<br><br>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. | **[8]** | Levels marking.<br><br>Highlighting should be used to indicate the difficulty in solving the problem.<br><br>Annotate with , or at the end of the answer.<br><br>Use in the answer to show development.<br><br>Indicative content:<br><br><u>Right place:</u><br><br>Climate change;<br>Lack of infrastructure;<br>Trading bloc/ unfair trading practices;<br>Transportation costs;<br>Tax;<br>Globalisation;<br>Poverty/ cannot afford food;<br>War;<br>Lack of education;<br>Lack of technology;<br>Crop type;<br>Corrupt government;<br>Debt. |

| Question | | | CBT | Expected Answers | Marks | Rationale |
|---|---|---|---|---|---|---|
| | | | | | | <u>Right kind:</u><br><br>Business interests of fast food outlets;<br>Lack of education;<br>Climate change;<br>Organic food is expensive;<br>Lack of technology;<br>Crop type;<br>Lack of infrastructure;<br>Trading bloc/ unfair trading practices;<br>Poverty/ cannot afford it;<br>Debt;<br>Climatic conditions/ terrain. |
| | | | | **Question Total** | **[18]** | |
| | | | | **Paper Total** | **[50]** | |

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