

Geography A

General Certificate of Secondary Education

Unit **A674/01**: Issues in our Fast Changing World (Foundation Tier)

Mark Scheme for June 2011

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Question			CBT	Expected Answers	Marks	Rationale
1	(a)		Q1	<p>Study Resources 1 and 2.</p> <p>Circle the correct answers to complete the paragraph below.</p> <p>842, Africa, less than 5, more than enough.</p>	[4]	<p>Point marking. Annotate each correct point with </p> <p>Do not credit the point if more than one answer is circled.</p>
	(b)	(i)	Q2.1	<p>Study Resource 3a in the Resource Booklet and the graph below.</p> <p>Identify the country labelled with an arrow.</p> <p>Belgium.</p>	[1]	<p>Point marking. No annotation needed.</p> <p>Do not credit the point if more than one answer is given.</p>
	(b)	(ii)	Q2.2	<p>What happens to the number of calories consumed per day, as GDP increases?</p> <p>They increase or similar statement.</p>	[1]	Point marking. No annotation needed.







Question		CBT	Expected Answers	Marks	Rationale
	(c)	(i) and (ii)	<p>Q3.1 and Q3.2</p> <p>Study Resource 4.</p> <p>Choose any <u>two</u> possible causes of hunger and explain how they cause food shortages and deaths.</p> <p>Answers below are indicative but not exhaustive in nature.</p> <p>Poor government: poor food distribution; spending money inappropriately; farmers encouraged to grow a certain crop, possibly for export.</p> <p>World trade patterns: domination by MEDCs; export of primary goods; poorer countries do not have political muscle.</p> <p>Climate change: failure of rains; no water for crops; high rates of evaporation; desertification.</p> <p>Inflation: people can't afford staple crops; not getting fair price for goods.</p> <p>Landlessness: no land to grow crops; can't afford rent.</p> <p>Poverty: no money to buy food; can't afford to rent land.</p> <p>Colonialism: concentration on certain crops; stuck in trading relationship.</p> <p>Extreme weather events: crops fail; drought; lack of water for crops; farmland is flooded.</p> <p>War: poor distribution; farmers away fighting; money spent on war not food; land damaged by weapons/ tanks/ land-mines.</p>	[3 + 3]	<p>Point mark but allow development of the statement.</p> <p>Annotate with  for each valid point, using  for the final mark leading to food shortages.</p> <p>Use  to show repetition.</p> <p>Reserve 1 mark for a direct explanation on how the idea leads to food shortages or death.</p> <p>Credit answers based on valid ideas not from Resource 4.</p> <p>When marking 1(c)(ii) refer to the previous answer to ensure that there is no credit for repetition between answers.</p>
			Question Total	[12]	




Question			CBT	Expected Answers	Marks	Rationale
2	(a)	(i)	Q4	<p>Study Resources 5, 6 and 7.</p> <p>Select the second part of each sentence from the options lettered below. Insert the correct letter into each box to match up the two parts of the sentence. One has been done for you.</p> <p>B: If people do not eat enough – they are more vulnerable to disease D: Kwashiorkor – gives children swollen stomachs A: Marasmus – affects children under one year of age.</p>	[3]	<p>1 mark for each correct point.</p> <p>No annotation is needed.</p> <p>Do not credit the point if more than one answer is given.</p>
	(a)	(ii)	Q5	<p>How could money improve the life of Simeon and his family?</p> <p>Point mark, but allow development.</p> <p>Indicative content:</p> <p>They could buy food ✓ this would make them healthier ✓ (development) if Simeon was healthier he may be able to go to work ✓ (development)</p> <p>They could buy medicines ✓ therefore the children could survive longer ✓ (development) and work to help the family ✓ (development)</p> <p>They can afford to send their children to school ✓ this means they can get qualifications ✓ (development) and get a better job ✓ (development)</p>	[3]	<p>Point mark. Annotate with ✓ only, for each valid point. The development in the mark scheme is for illustration only.</p> <p>Accept three simple points or development of one or two points.</p> <p>Ensure that the answer could reasonably relate to Simeon and his family and not wider issues such as the environment.</p> <p>Food and drink should be considered as one point unless there is further development i.e. safe drinking water.</p> <p>Do not credit vague statements such as better life.</p>

Question		CBT	Expected Answers	Marks	Rationale
	(b)	(i)	<p>Q6.1 Study Resources 8, 9 and 10.</p> <p>Select (✓) the two statements which are correct.</p> <ul style="list-style-type: none"> • In the UK less than 5% of people are obese • <u>Obesity numbers are increasing</u> • Asia has the highest % of obese adults • In 2005 700 million adults were obese • <u>Obesity is an issue in MEDCs.</u> 	[2]	<p>Point marking. No annotation needed.</p> <p>If two correct answers and one wrong answer are given = 1 mark.</p> <p>If more than three answers are given = 0 marks.</p>
	(b)	(ii)	<p>Q6.2 What is the cartoon saying about poverty in some LEDCs and MEDCs?</p> <p>There is a huge discrepancy between food availability ✓ Food is in short supply in LEDCs some people have to beg ✓</p> <p>Poor people in LEDCs go hungry whereas in MEDCS they can still afford to eat ✓ although the food is often unhealthy ✓ (development)</p> <p>Poor people are obese in MEDCs, in LEDCs they are thin ✓ both of these can cause health problems ✓ (development)</p>	[2]	<p>Point marking.</p> <p>Annotate with ✓ only, for each valid point. The development in the mark scheme is for illustration only.</p> <p>Allow two simple ideas or one developed idea.</p> <p>Don't credit opposites twice, e.g. LEDCs have little food available whereas MEDCs have lots of food available = 1 mark.</p>

Question		CBT	Expected Answers	Marks	Rationale
	(b)	(iii)	Q7	[4]	
			<p>What are the social and economic consequences of obesity?</p> <p>Indicative content:</p> <p>Social consequences:</p> <ul style="list-style-type: none"> • Bullying/ name calling • Diseases leading to death/ incapacity • Effects on the family such as caring • Difficulties in daily life such as travelling <p>Economic consequences:</p> <ul style="list-style-type: none"> • Cost to the health service for emergency treatment • Cost to the health service for long term treatment • Cost to government for extra benefits • Individuals choose to spend more of their money on food 		<p>Point marking but allow development.</p> <p>Annotate with </p> <p>Only award one mark for information lifted from the Resource Booklet such as a list of diseases.</p> <p>Up to three marks can be awarded for just valid social or just valid economic answers.</p> <p>Avoid double credit for the same idea in both social and economic.</p>

Question		CBT	Expected Answers	Marks	Rationale
	(c)	Q8	<p>Write an article for a webpage to encourage people to support charities who are working to reduce food shortages in LEDCs. Include a suitable headline for your article. You may use any of the Resources to help you.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 (1-2 marks) Simple undeveloped ideas about encouraging people to support charities or an awareness of food shortages or the work the charities do to reduce food shortages.</p> <p>Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication.</p> <p>Level 2 (3-4 marks) One or more developed ideas about encouraging people to support charities or an awareness of food shortages or the work the charities do to reduce food shortages.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5-6 marks) One or more persuasive developed ideas about encouraging people to support charities and a clear awareness of food shortages using evidence or the work the charities do to reduce food shortages.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>A developed idea must go further than direct copying from the resource.</p> <p>Use DEV in the answer.</p> <p>Annotate with 11, 12 or 13 at the end of the answer.</p>
			Question Total	[20]	

Question		CBT	Expected Answers	Marks	Rationale
3	(a)	Q9	Study Resources 11a, 11b and 11c. Show how each method given below could help to reduce hunger in LEDCs.		
		(i)	Q9.1 Goat Project: Provide milk and meat  sell the milk and get money for schooling to learn how to farm  (development)	[2]	Point mark. Annotate with  only, for each valid point. The development in the mark scheme is for illustration only. Allow two simple ideas or one developed idea. Reserve the second mark for a direct link to reducing hunger e.g. milk or meat is produced. Allow direct lift from the resource.
		(ii)	Q9.2 Drop the debt: Countries have more money  to spend on more food  (development)	[2]	Point mark. Annotate with  only, for each valid point. The development in the mark scheme is for illustration only. Allow two simple ideas or one developed idea. Look for the benefit of debt relief. No credit for describing what debt relief is. Reserve the second mark for a direct link to reducing hunger. Allow direct lift from the resource.

Question		CBT	Expected Answers	Marks	Rationale
	(iii)	Q9.3	Family planning: Fewer babies are born  so more food to go around  (development)	[2]	Point mark. Annotate with  only, for each valid point. The development in the mark scheme is for illustration only. Allow two simple ideas or one developed idea. Reserve the second mark for a direct link to reducing hunger. Allow direct lift from the resource.

Question	CBT	Expected Answers	Marks	Rationale
(b)	Q10	<p>Study Resources 11a, 11b, 11c and 11d.</p> <p>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.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 (1-2 marks) Simple undeveloped statement(s) about a method to reduce hunger in the short or long term.</p> <p>Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p>Level 2 (3-4 marks) Developed statement(s) about how a method reduces hunger in the short or long term.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5-6 marks) Developed statements about how both methods reduce hunger in the short and long term.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>Highlight the terms long term and short term.</p> <p>Use DEV in the answer to show development.</p> <p>Annotate with [1], [2] or [3] at the end of the answer.</p> <p>If the candidate does not make it clear whether the scheme is a long term or short term scheme then they are limited to Level 1.</p> <p>The same method can be used for long and short term. 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.</p> <p>Credit answers that don't use the resource if the ideas are valid.</p>

Question		CBT	Expected Answers	Marks	Rationale
	(c)	Q11	<p>The Resource Booklet explores many issues related to food supply. Do you think that these issues will get better or worse in the future? Explain your answer.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 (1-2 marks) Simple undeveloped statement(s) about whether food supply issues in the future will get better or worse.</p> <p>Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p>Level 2 (3-4 marks) Developed statement(s) about whether food supply issues in the future will get better or worse. There may be some explanation of how this may happen.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5-6 marks) Developed statements about whether food supply issues in the future will get better or worse. Full explanation with clear justification of how this may happen.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>An answer that chooses either “better” or “worse” or is balanced is equally valid.</p> <p>Answers that deal with food supply to LEDCs (starvation) or MEDCs (obesity) are equally valid.</p> <p>Highlight the terms better or worse.</p> <p>Use DEV in the answer.</p> <p>Annotate with L1, L2 or L3 at the end of the answer.</p>
			Question Total	[18]	
			Paper Total	[50]	

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