

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	



General Certificate of Secondary Education
Higher Tier
June 2013

Geography (Specification A)

Unit 2 Human Geography

Wednesday 12 June 2013 9.00 am to 10.30 am

40302H

H

For this paper you must have:

- the colour insert (enclosed)
 - a pencil
 - a rubber
 - a ruler.
- You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- **Answer THREE questions:**
 - **one** question from **Section A (Questions 1–3)**
 - **one** question from **Section B (Questions 4–6)**
 - **one** other question from **either** Section A **or** Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use case studies to support your answers where appropriate.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 84.
- You are reminded of the need for good English and clear presentation in your answers. Where applicable, questions should be answered in continuous prose. Quality of written communication will be assessed in all answers.
- Spelling, Punctuation and Grammar will be assessed in Questions 1(b)(ii), 2(c)(iii) and 3(b) in Section A and in Questions 4(d), 5(c) and 6(c) in Section B. The marks for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.

Advice

- Where appropriate, credit will be given for the use of diagrams to illustrate answers and where reference is made to your personal investigative work. You are advised to allocate your time carefully.



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Section A

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B.

Use case studies to support your answers where appropriate.

Total for this question: 28 marks

1 Population Change

1 (a) Study **Figure 1** on the insert, a map showing the annual population change for all countries of the world in 2009.

1 (a) (i) Which continent had the highest rate of annual population change in 2009?

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(1 mark)

1 (a) (ii) What was the rate of annual population change in Germany in 2009?

..... %
(1 mark)

1 (a) (iii) Describe the world pattern of population change shown in **Figure 1**.

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(3 marks)



1 (b) Study **Figure 2** on the insert, photographs showing some results of rapid population growth.

1 (b) (i) Choose **one or more** of the results of rapid population growth shown in **Figure 2**, or others that you have studied.

Outline how your chosen result(s) can be caused by rapid population growth.

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(4 marks)

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Question 1 continues on the next page

Turn over ►



1 (c) Study **Figure 3** on the insert, a diagram showing the population structure of the UK in 2009 and 2050 (predicted).

1 (c) (i) Describe the changes in the UK population structure shown in **Figure 3**.

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Question 1 continues on the next page

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1 (c) (ii) The following is a list of some problems linked to an ageing population.

- 1. More healthcare services are needed.
- 2. Fewer people are paying taxes.
- 3. More pensions need to be paid.

Choose **two** of the problems listed, or others that you have studied.

Explain how **each** of your chosen problems can affect the future economic development of a country.

Problem

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Problem

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(4 marks)

Extra space

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Total for this question: 28 marks

2 Changing Urban Environments

2 (a) Study **Figure 4** on the insert, a 1:50 000 Ordnance Survey map extract of part of Dundee, a city in Scotland.

2 (a) (i) Give **two** pieces of map evidence that suggest Dundee's CBD (Central Business District) is in grid square 4030.

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(2 marks)

2 (a) (ii) Part of Dundee's rural-urban fringe is shown as **Area X** on **Figure 4**.

Use **Figure 4** to describe the land use in **Area X**.

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(4 marks)

Extra space

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Question 2 continues on the next page

Turn over ►



2 (b) Study **Figure 5** on the insert, a photograph showing a brownfield site in New Islington, Manchester.

2 (b) (i) Describe disadvantages of building new housing on brownfield sites.

Use **Figure 5** and your own knowledge.

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(4 marks)

Extra space

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2 (b) (ii) The following are strategies that planners use to make urban living more sustainable.

1. Conserve the historic and natural environment.
2. Provide adequate open space.
3. Include local people in the decision-making process.

Choose **two** of the strategies listed.

Explain how **each** of your chosen strategies makes urban living more sustainable.

Strategy number

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Strategy number

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(4 marks)

Extra space

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Question 2 continues on the next page

Turn over ►



2 (c) Study **Figure 6**, a report of an interview with a resident of a squatter settlement in Manila, a city in the Philippines.

Figure 6

Marina Lupina and her two children live in Apelo, one of Manila’s largest squatter settlements. She lives in a shack built from wood and cardboard with a rusty piece of corrugated iron for a roof, next to a canal blocked with rubbish. Marina has no running water, no electricity and not much furniture – a bed where all three sleep, a table and three chairs.

By selling recycled cloth, Marina earns just enough to buy rice, fish and clothing. Marina believes that she and her children have more opportunities in the city than if they had stayed in the countryside.

“I can earn two to three dollars a day selling recycled cloth,” she says with a big smile. “In the rural village I come from, I would be lucky to earn fifty cents a day as a farm labourer.”

2 (c) (i) In which sector of the economy does Marina work?

Circle the correct answer.

Formal Primary Informal

(1 mark)

2 (c) (ii) Suggest how Marina’s life has been improved by living in a squatter settlement.

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(2 marks)



Total for this question: 28 marks

3 Changing Rural Environments

3 (a) (i) What is a 'commuter village'?

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(1 mark)

3 (a) (ii) Study **Figure 7** on the insert, a 1:50 000 Ordnance Survey map extract of Shenstone, a village in Staffordshire.

Use **Figure 7** to suggest why the village of Shenstone has expanded in size in recent years.

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(4 marks)

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3 (a) (iii) Study **Figures 8a, 8b and 8c** on the insert, photographs taken in expanding villages.

Use **Figures 8a, 8b and 8c** to outline why the features shown in the photographs are typical of expanding villages.

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(4 marks)

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Question 3 continues on the next page

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3 (c) (i) What is 'cash crop cultivation'?

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(1 mark)

3 (c) (ii) Describe the benefits to a poorer country of changing from subsistence farming to cash crops.

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(3 marks)

Question 3 continues on the next page

Turn over ►



3 (c) (iii) The following is a list of some impacts caused by changing from subsistence farming to cash crops.

1. Incomes can be uncertain.
2. More food may need to be imported.
3. There are increased health risks for agricultural workers.

Choose **two** of the impacts listed, or others that you have studied.

Explain how **each** of your chosen impacts is caused by the change to cash crops.

Impact

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Impact

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(4 marks)

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28

End of Section A



Turn over for Section B

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ANSWER IN THE SPACES PROVIDED**

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Section B

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B.

Use case studies to support your answers where appropriate.

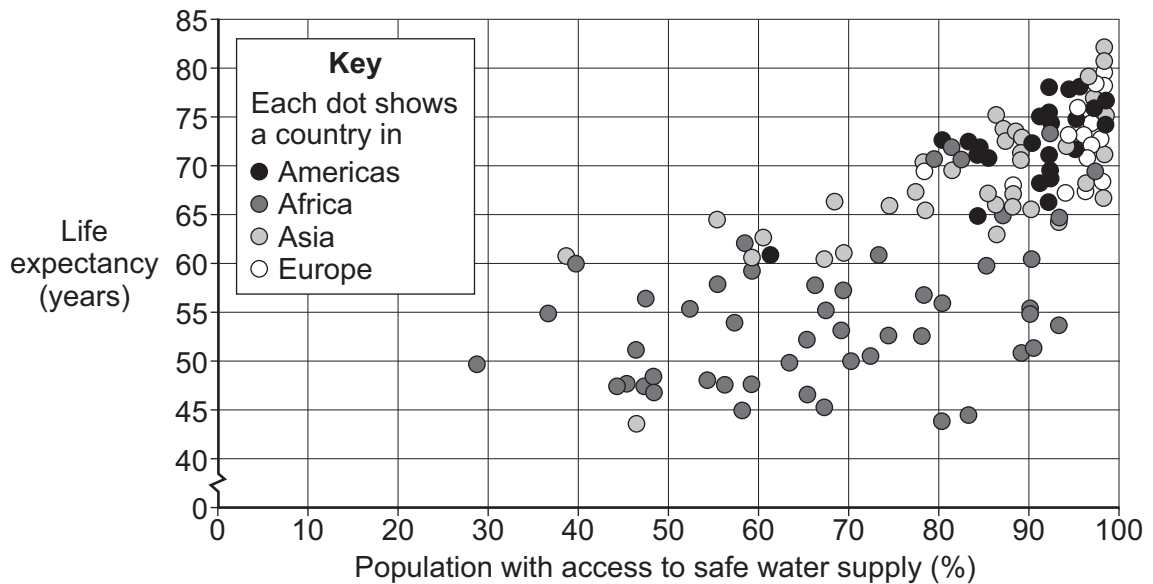
Total for this question: 28 marks

4 The Development Gap

4 (a) Study **Figure 9** on the insert, a scattergraph showing the link between life expectancy and the percentage of the population with access to safe water supply.

Figure 10 is a black and white copy of **Figure 9**.

Figure 10



4 (a) (i) Draw a best fit line on **Figure 10**.

(1 mark)

4 (a) (ii) Describe how improvements in the quality and quantity of water can change people's lives.

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4 (a) (iii) Explain the disadvantages of using a single measure of development.

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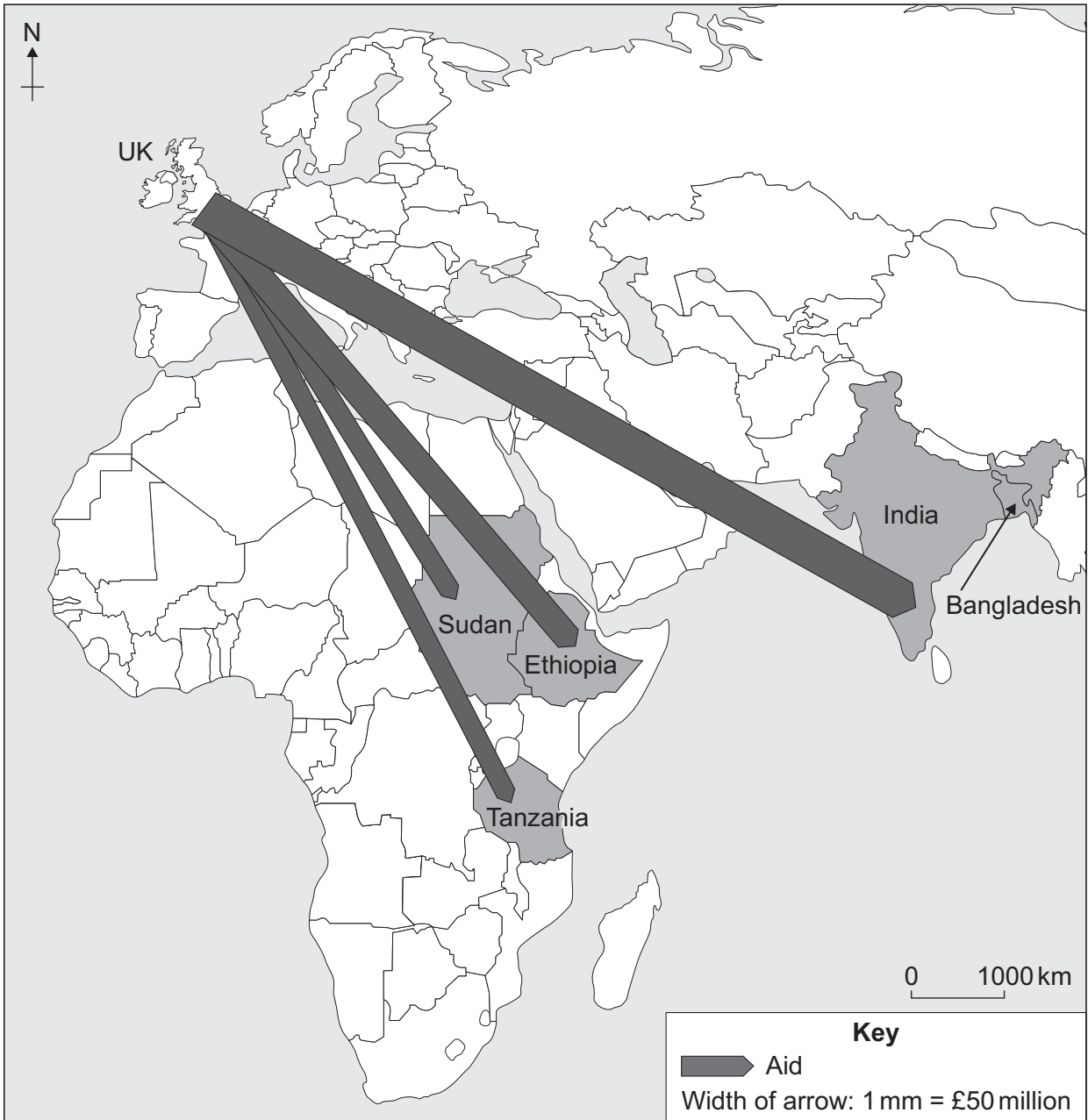
Question 4 continues on the next page

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4 (b) Study **Figure 11**, a map showing the top five recipients of aid from the UK Government in 2010.

Figure 11



4 (b) (i) Use the following information to complete **Figure 11**.

Aid from UK to Bangladesh	£150 million
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(1 mark)

4 (b) (ii) Suggest some advantages to the UK of donating aid.

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(3 marks)

Question 4 continues on the next page

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4 (c) Study **Figure 12**, a newspaper extract about the impact of unstable government in Ivory Coast, West Africa.

Figure 12

Health ‘catastrophe’ for children in Ivory Coast

The charity Save the Children warns that thousands of children are at risk of deadly diseases in Ivory Coast. The children and their families have been forced into crowded camps after fighting broke out five months ago. The fighting continues because there is no agreement about who won the election and who should run the country.

The families in the camps do not have enough shelter to protect them from heavy rains and they are living and sleeping out in the open. The camps have no clean drinking water so people are at high risk of developing respiratory infections as well as diseases spread by mosquitoes and polluted water.

“It’s not fair because children should have a house and a school,” said Kevin, 14, living in a camp in Duékoué. “There is a lot of rubbish in the places where we eat and where we sleep. The rubbish makes us sick.”

A retired school teacher in one of the camps said: “My worst fear is that the children of Ivory Coast are going to suffer. The children do not feel safe and they are not getting an education.”

Using **Figure 12**, explain how an unstable government can affect the development of a country.

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(4 marks)

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Total for this question: 28 marks

5 Globalisation

5 (a) (i) What is 'globalisation'?

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(2 marks)

5 (a) (ii) Study **Figure 13** on the insert, a world map showing an index of globalisation in 2008. The higher the number, the more globalised the country.

Suggest reasons for the pattern shown in **Figure 13**.

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(4 marks)

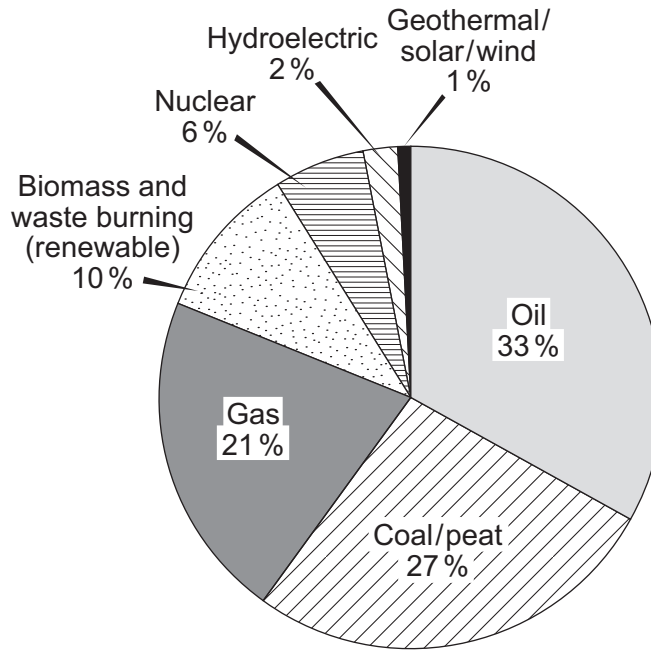
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5 (b) Study **Figure 14**, a pie chart showing current world energy sources.

Figure 14



5 (b) (i) What is the total percentage of renewable energy sources shown in **Figure 14**?

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(1 mark)

5 (b) (ii) Outline **one** social impact and **one** economic impact of increased energy use.

Social impact

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Economic impact

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(4 marks)

Extra space

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Question 5 continues on the next page

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5 (d) Study **Figures 15a** and **15b** on the insert.
Figure 15a is a photograph of a sign in a farm shop in Lincolnshire.
Figure 15b is a map of the area around this farm shop.

5 (d) (i) Use **Figures 15a** and **15b** to describe the source area of the food for sale in this farm shop.

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(2 marks)

5 (d) (ii) Explain the benefits of the increasing use of locally produced food.

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Total for this question: 28 marks

6 Tourism

6 (a) Study **Figure 16** on the insert, a 1:25 000 Ordnance Survey map extract of Cromer, a coastal resort in Norfolk.

6 (a) (i) Use **Figure 16** to describe the attractions of the area for tourists.

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6 (a) (ii) Draw and label the tourist area/resort life cycle model (Butler's model) to show how a resort such as Cromer changes over time.

(4 marks)

Question 6 continues on the next page

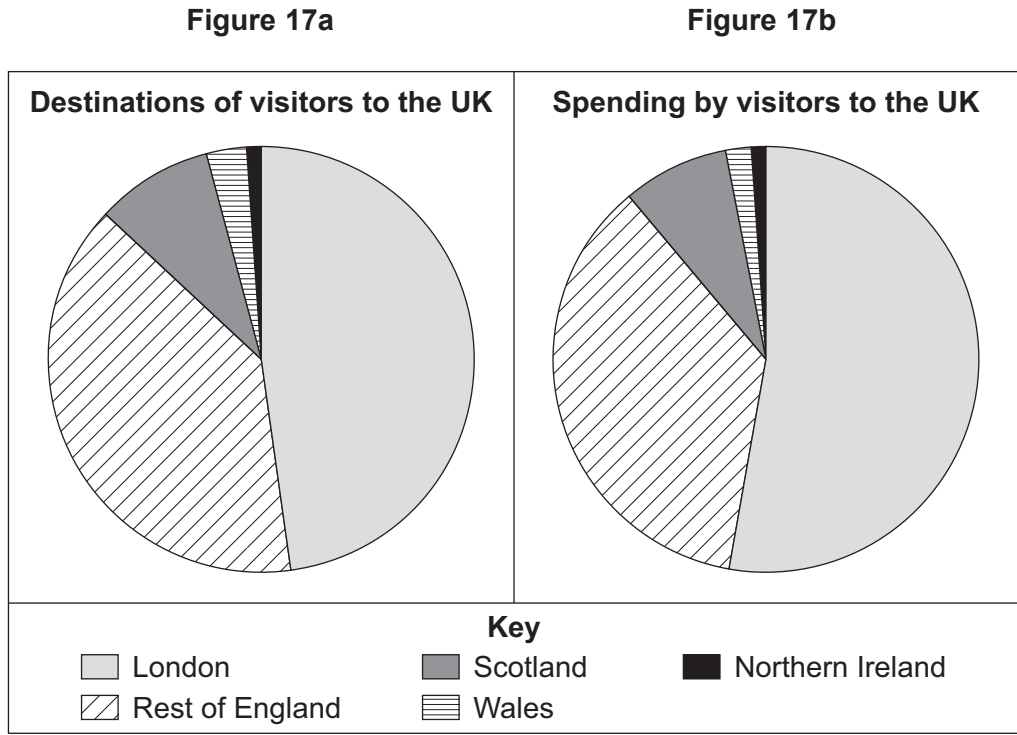
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6 (b) Study Figures 17a and 17b.

Figure 17a shows the destinations of visitors to the UK.

Figure 17b shows the spending by visitors to the UK.



6 (b) (i) In which part of the UK is spending by visitors the greatest?

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(1 mark)

6 (b) (ii) Suggest **two** ways in which the number of people who visit the UK can be influenced by external factors.

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6 (b) (iii) Explain how mass tourism contributes to the economy of a country.

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6 (c) Use a case study to explain how ecotourism has contributed to sustainable development.

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Question 6 continues on the next page

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