

Centre Number						Candidate Number				
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
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TOTAL	



General Certificate of Secondary Education  
Higher Tier  
June 2015

# Geography (Specification A)

90302H

H

## Unit 2 Human Geography

Wednesday 3 June 2015 1.30 pm to 3.00 pm

### 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(d), 2(d), 3(c)(iii) in Section A and in Questions 4(d), 5(c), 6(c)(ii) in Section B. The marks available 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.

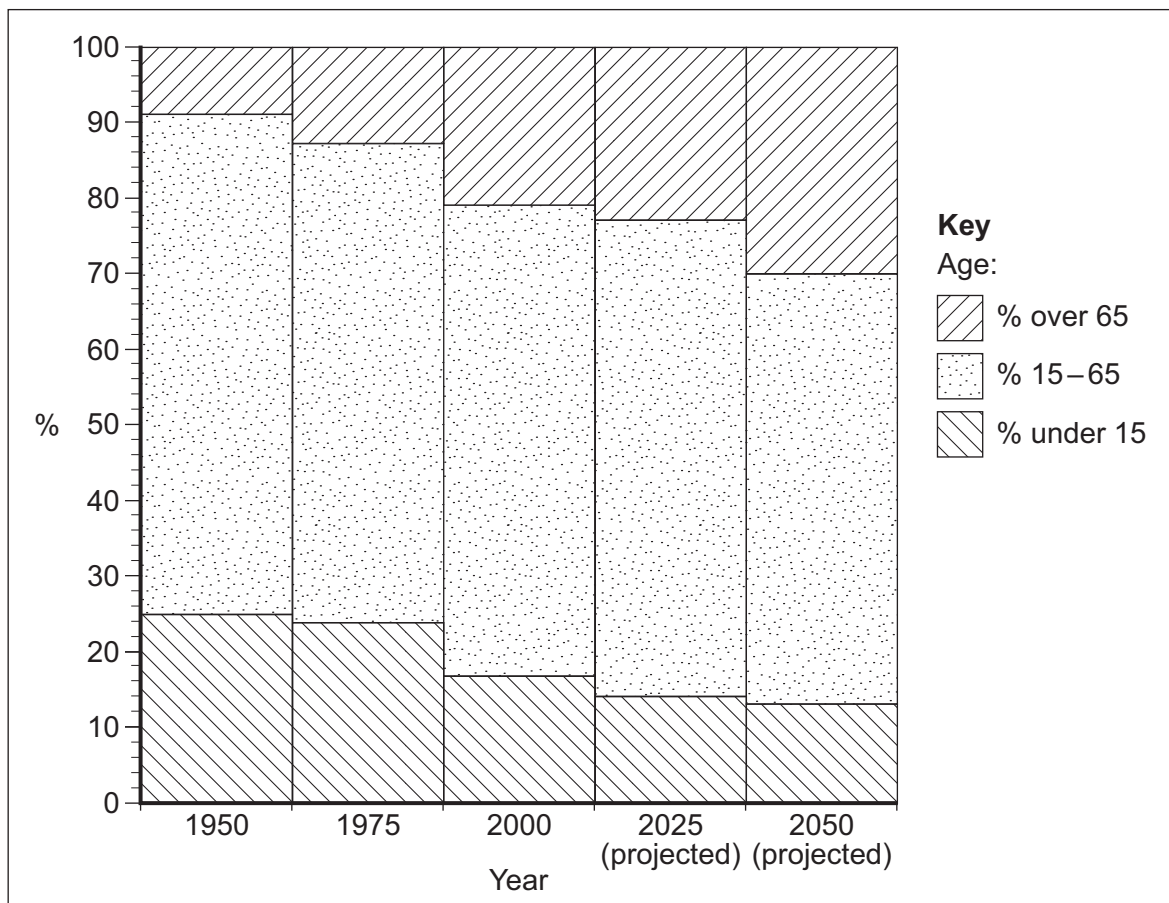
Use case studies to support your answers where appropriate.

**Total for this question: 28 marks**

### 1 Population Change

- 1 (a) Study **Figure 1**, a graph showing changes in population structure in the European Union (EU), 1950–2050.

**Figure 1**



1 (a) (i) Describe the changes in population structure shown in **Figure 1**.

**[3 marks]**

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1 (a) (ii) Suggest reasons for the changes in the EU population structure shown in **Figure 1**.

**[4 marks]**

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1 (b) (i) In which stage of the Demographic Transition Model does total population steadily decline?

[1 mark]

Stage: .....

1 (b) (ii) Explain the impact of population decline at this stage of the Demographic Transition Model (DTM) on economic development.

[4 marks]

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**1 (c)** Study **Figure 2**, some statements about the benefits of educating women in poorer parts of the world.

**Figure 2**

If a mother has received five years of education, her children are 40% more likely to live beyond the age of 5.

Every 1% increase in the number of women with a secondary education increases a country's income growth rate per head by 0.3%.

Educated girls marry later and have fewer children, leading to better levels of health care. They are also more likely to send their own children to school.

A Bangladeshi study found educated women were three times more likely to take part in political meetings than those without an education.

Crop yields in Kenya could increase by up to 22% if women were better educated about farming methods.

**1 (c) (i)** Use **Figure 2** to state **one** benefit to children and **one** benefit to the community of educating women.

**[2 marks]**

Benefit to children .....

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Benefit to the community .....

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**1 (c) (ii)** Outline how educating women affects population growth.

**[3 marks]**

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**Total for this question: 28 marks**

**2 Changing Urban Environments**

**2 (a) (i)** Outline **one** impact on the environment of the increased use of road transport.

**[2 marks]**

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**2 (a) (ii)** Study **Figure 3** on the insert, part of a map showing traffic-free cycle routes in Edinburgh, a city in Scotland.

What type of map is shown in **Figure 3**?

Circle the correct answer.

**[1 mark]**

**choropleth                      isoline                      topological**

**2 (a) (iii)** Use **Figure 3** and your own knowledge to explain how the impact of road traffic on the environment can be reduced.

**[4 marks]**

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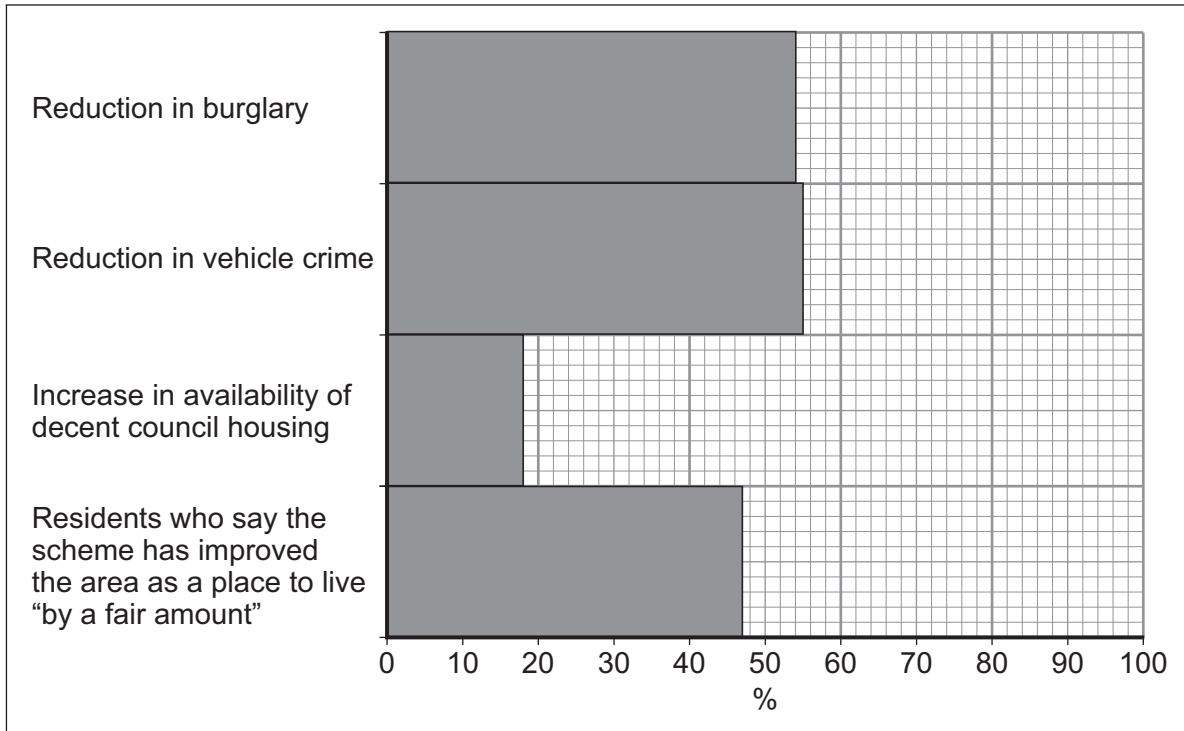
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2 (b) Study **Figure 4**, a graph showing some improvements resulting from one government inner city scheme.

**Figure 4**



Use **Figure 4** to explain how residents have benefited from the scheme.

**[3 marks]**

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2 (c) Study **Figure 5** on the insert, a photograph showing part of a squatter settlement.

**Figure 6** is a black and white copy of **Figure 5**.

**Figure 6**



2 (c) (i) On **Figure 6**, mark with an arrow and label **three** characteristics of this squatter settlement.

**[3 marks]**



**2 (c) (ii)** Suggest how **one or more** of the conditions shown in **Figure 5** affects the lives of the people living there.

**[4 marks]**

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**2 (d)** Explain how urban living can be made more sustainable.

**[8 marks]  
[SPaG 3 marks]**

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**Total for this question: 28 marks**

**3 Changing Rural Environments**

**3 (a) (i)** Describe the negative effects of modern farming practices on the environment.

**[4 marks]**

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**3 (a) (ii)** Outline **one** reason why there has been an increase in organic farming.

**[2 marks]**

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**3 (b)** Describe the impacts of out-of-town retail outlets on the rural–urban fringe. **[3 marks]**

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**3 (c)** Study **Figure 7** on the insert, a 1:50 000 Ordnance Survey map extract of part of Anglesey, a rural area in Wales.

**3 (c) (i)** Give the **four figure** grid reference for the nature reserve east of Llanddona. **[1 mark]**

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**3 (c) (ii)** Use **Figure 7** to suggest why there has been a growth in the ownership of second homes in this area. **[3 marks]**

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3 (c) (iii) Study **Figure 8**, a newspaper headline about rural areas.

**Figure 8**

**Village life “will die within a generation” as costs force young people to cities**

Use **Figure 8** and a case study to explain the causes of decline in remote rural areas.

**[8 marks]**

**[SPaG 3 marks]**

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**3 (d)** Study **Figure 9** on the insert, extracts from a leaflet about a community shop in Rutland, a rural area in the UK.

Use **Figure 9** and your own knowledge to explain how rural living can be supported.

**[4 marks]**

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**End of Section A**





**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 **Figures 10a** and **10b** on the insert, maps showing two ways of classifying the countries of the world.

**4 (a) (i)** With the help of **Figures 10a** and **10b**, explain the problems of using different development measures to classify the countries of the world.

**[6 marks]**

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**4 (a) (ii)** Suggest why ideas of acceptable quality of life vary between different parts of the world. **[3 marks]**

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4 (b) Study **Figure 11**, part of a newspaper article about conservation swaps.

**Figure 11**

**World pays Ecuador not to drill for oil in rainforest**

An international alliance of people and governments have stepped in to prevent oil companies extracting 900 million barrels of crude oil from one of the world's most biologically rich areas of land. The Yasuni National Park is thought to have more animal and plant species than any other spot on earth.

Ecuador agreed to halt plans to drill the oilfield if it could raise 50% of the US\$7.6 billion of earnings being lost by not mining the oil.

Critics have dismissed the idea as holding the world to ransom, but supporters argue that the scheme could be a model for change in the way the world protects important places.

The money raised is guaranteed to be used only for nature protection and renewable energy projects. Other countries have investigated setting up such schemes as an alternative to traditional aid.

Use **Figure 11** and your own knowledge to explain how conservation swaps can help poorer countries to develop.

**[4 marks]**

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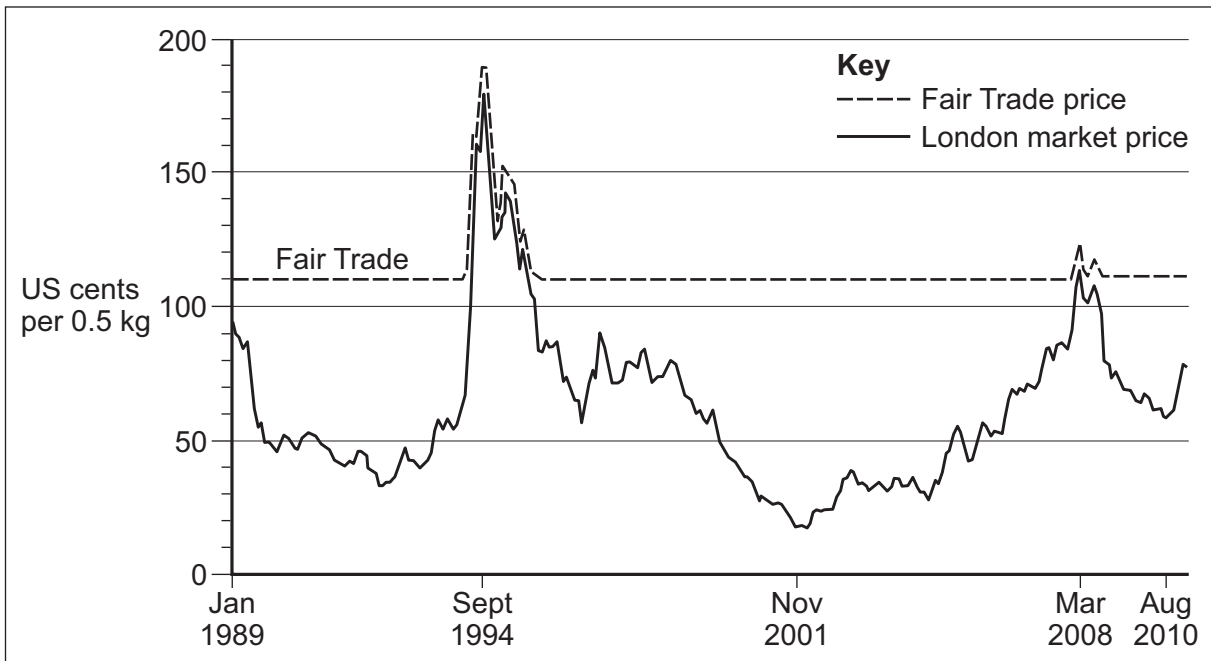
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4 (c) Study **Figure 12**, a graph showing the Fair Trade price and the London market price for one type of coffee, 1989–2010.

**Figure 12**



4 (c) (i) Use **Figure 12** to describe the link between the Fair Trade price and the London market price of coffee.

[2 marks]

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4 (c) (ii) Describe **one** way a poorer country benefits from being part of a trading group.

[2 marks]

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Total for this question: 28 marks

5 Globalisation

5 (a) Study Figures 13a and 13b on the insert.

Figure 13a is a map showing some of the effects of climate change.

Figure 13b is a map showing countries sized according to their carbon emissions.

5 (a) (i) Use Figures 13a and 13b and your own knowledge to explain why international directives are needed to reduce carbon emissions.

[6 marks]

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**5 (a) (ii)** Outline how **one** local action can help reduce the costs of globalisation.

**[3 marks]**

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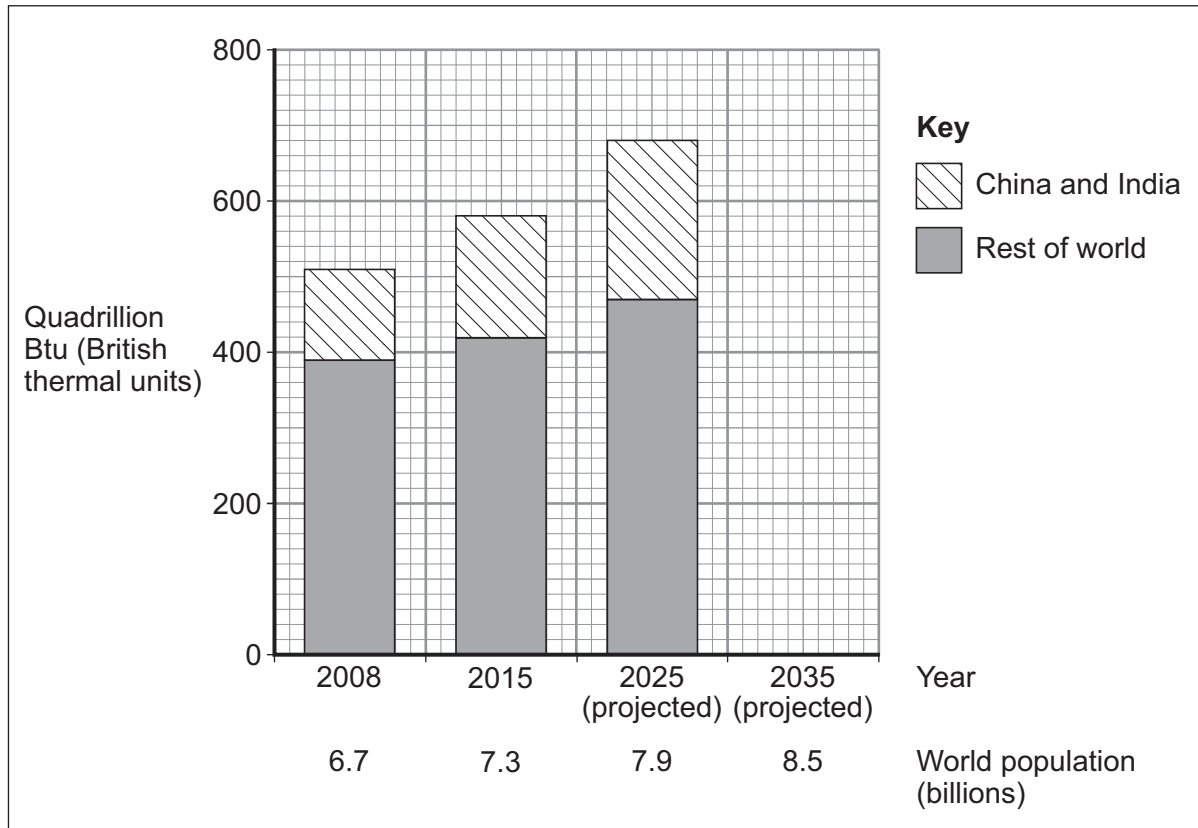
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5 (b) Study **Figure 14**, a graph showing global energy consumption, 2008–2035.

**Figure 14**



5 (b) (i) Use the following data to complete **Figure 14**.

[2 marks]

Energy consumption in quadrillion Btu, 2035	
Rest of world	520
China and India	240

5 (b) (ii) Use **Figure 14** to suggest how world population growth can lead to a rise in the global demand for energy.

[2 marks]

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**5 (b) (iii)** Explain how technological advances and increased wealth have led to a rise in the global demand for energy.

**[4 marks]**

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**5 (c)** Use a case study of a Transnational Corporation (TNC) to discuss the advantages and disadvantages for a country or countries where the TNC operates.

**[8 marks]**  
**[SPaG 3 marks]**

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**Total for this question: 28 marks**

**6 Tourism**

**6 (a)** Study **Figure 15** on the insert, a map showing earnings from tourism worldwide in 2008.

Use **Figure 15** and your own knowledge to describe the contrasting economic importance of tourism in different parts of the world.

**[6 marks]**

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6 (b) (i) What is stewardship?

[2 marks]

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6 (b) (ii) Study **Figure 16** on the insert, a photograph showing a tourist development in Namibia, a country in Africa.

**Figure 17** is a black and white copy of **Figure 16**.

**Figure 17**



Annotate **Figure 17** to suggest why this might be a good example of ecotourism.

[3 marks]



**6 (b) (iii)** Outline **one** positive effect on the economy of tourism in areas such as that shown in **Figure 16**.

**[2 marks]**

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**6 (c)** Study **Figure 18** on the insert, a 1:50 000 Ordnance Survey map extract of Eastbourne and part of the South Downs National Park on the south coast of England.

**6 (c) (i)** Use **Figure 18** to suggest **either** why the National Park to the west of Eastbourne has grown as a tourist destination **or** why Eastbourne has developed as a coastal resort.

Circle your choice.

**[4 marks]**

South Downs (**National Park**)

Eastbourne (**coastal resort**)

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**6 (c) (ii)** 'Effective management strategies are the key to the continuing prosperity of tourist areas in the UK.'

Use a case study of **either** a UK National Park **or** a UK coastal resort to explain this statement.

**[8 marks]**  
**[SPaG 3 marks]**

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**END OF QUESTIONS**



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