

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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TOTAL	



General Certificate of Secondary Education  
Higher Tier  
June 2011

# Geography (Specification A)

40302H

H

Unit 2 Human Geography

Friday 17 June 2011 9.00 am to 10.30 am

**For this paper you must have:**

- the colour insert
  - pencil
  - rubber
  - 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.
- Answer **one** question from **Section A** and **one** question from **Section B**, and **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 75.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

**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.



J U N 1 1 4 0 3 0 2 H 0 1

**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.

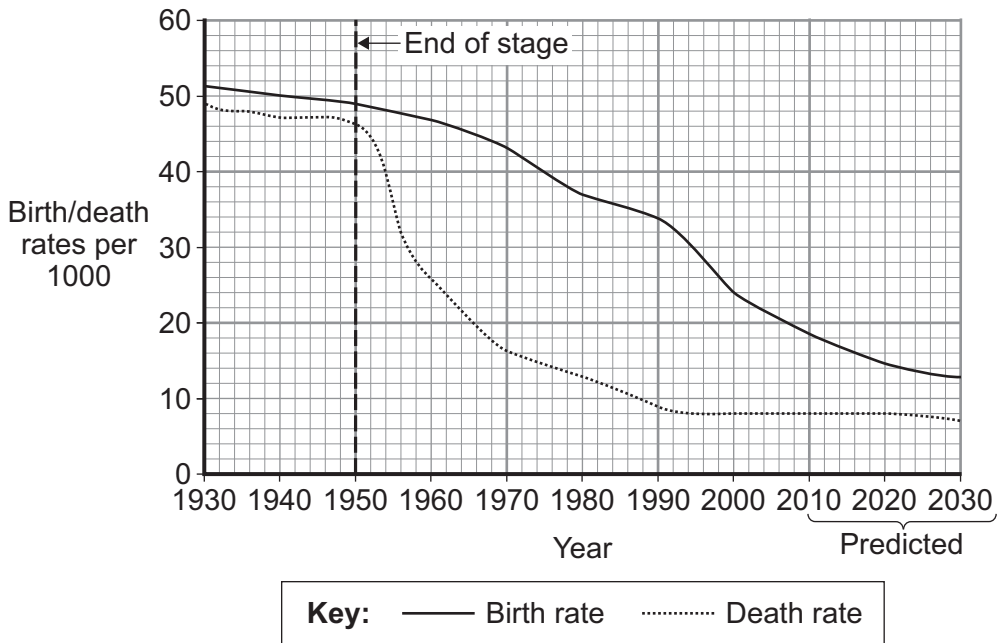
Use case studies to support your answers where appropriate.

**Total for this question: 25 marks**

**1 Population Change**

**1 (a)** Study **Figure 1** which shows the birth rates and death rates for the poor country of Indonesia between 1930 and 2030.

**Figure 1**



**1 (a) (i)** The Demographic Transition model (DTM) shows how the population of a country changes over time. Which stage of the model shown in **Figure 1** ended in 1950?

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(1 mark)

**1 (a) (ii)** Explain why the rate of natural increase in poor countries such as Indonesia is falling.

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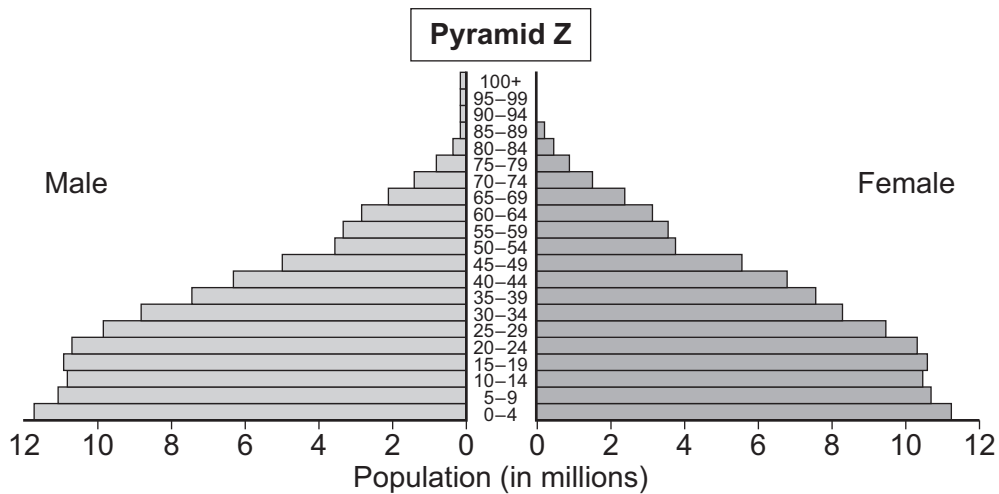
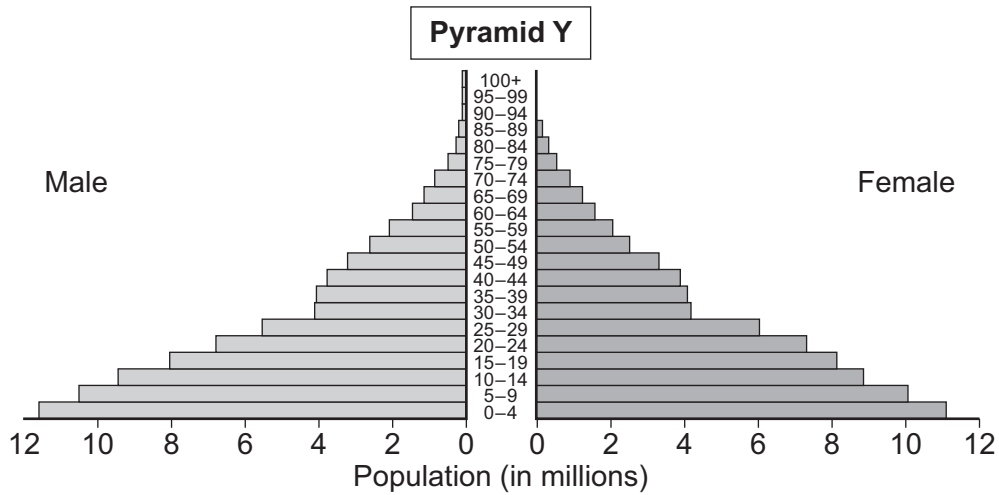
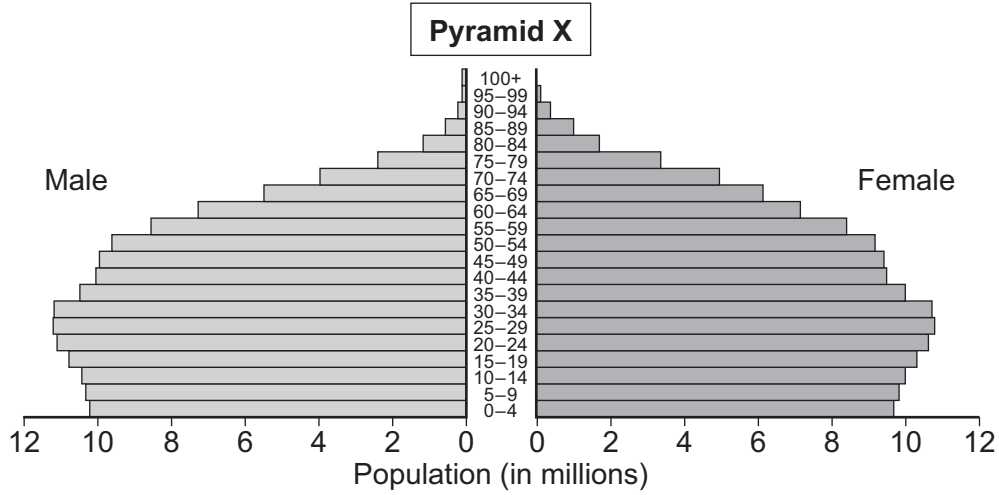
**Question 1 continues on the next page**

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1 (a) (iii) Figure 2 shows population pyramids for Indonesia in 1980, 2000 and 2030 (projected). The pyramids are not shown in the correct order.

Figure 2



Use **Figure 2** and your own knowledge of the DTM to write the correct year for each population pyramid in the table below.

Pyramid	Year
X	
Y	
Z	

(2 marks)

**1 (a) (iv)** What features of your 2030 population pyramid are typical of a country in the later stages of the DTM.

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(2 marks)

**Question 1 continues on the next page**

**Turn over ►**



1 (b) Study **Figure 3a** which is a population density map of Indonesia and **Figure 3b** which shows some newspaper headlines.

**Figure 3a**



**Figure 3b**

**3 million people added to Java's population each year**

Rice farm now very small after being divided up among dead man's sons

Large areas of the city of Jakarta destroyed by flooding

Squatter settlements on Java grow by over 100 000 people a year

**There are over 20 active volcanoes on Java**



**1 (b) (i)** The Indonesian government has a policy to encourage people to move from Java and Bali to different islands.  
Use **Figures 3a and 3b** to suggest why the Indonesian government decided on this policy.

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**1 (b) (ii)** Suggest why this policy is not popular.

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(2 marks)

**Question 1 continues on the next page**

**Turn over ►**



**1 (c)** Many countries now have an ageing population.  
Describe how a country may try to encourage an increase in the birth rate.

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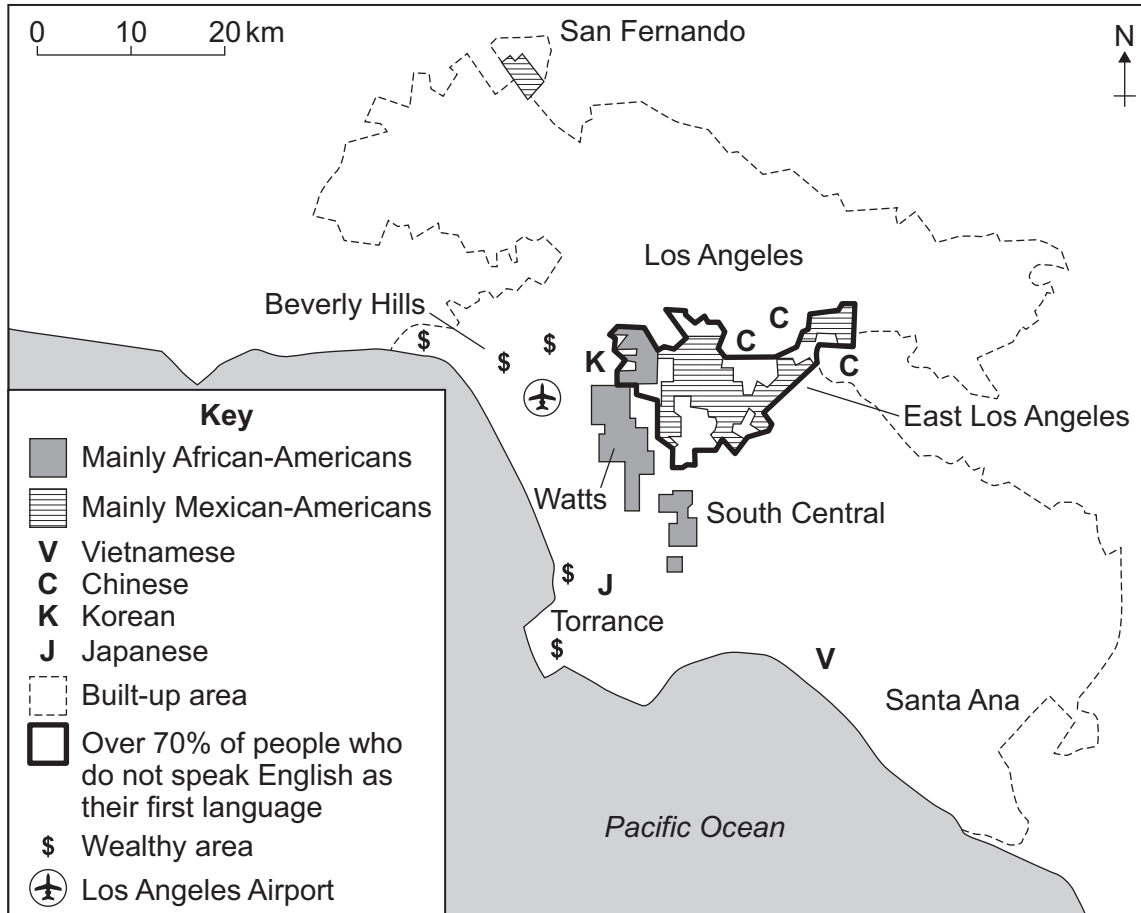


Total for this question: 25 marks

2 Changing Urban Environments

2 (a) Study **Figure 4** which shows the distribution of the different ethnic groups living in Los Angeles, a city in the United States.

Figure 4



2 (a) (i) Which group of people live in Watts?

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 (1 mark)

2 (a) (ii) Describe the location of the part of Los Angeles where over 70% of people do not speak English as their first language.

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**2 (a) (iii)** Explain why people of the same ethnic group often live near to each other.

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**2 (a) (iv)** Describe **one** strategy that tries to support multicultural communities in urban areas.

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(2 marks)

**2 (b)** Planners have to make decisions about the problems of inner cities.

Choose **one** of the following government strategies:

- 1 Health and Education Action Zone
- 2 City challenge
- 3 Urban Development Corporation
- 4 Single Regeneration Budget

Number of strategy chosen .....

Outline how your chosen government strategy has tried to improve inner cities.

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(2 marks)



**2 (c)** Study **Figure 5** on the insert, which shows part of a squatter settlement in South Africa. Use an example to describe how problems of squatter settlements in the poor world can be reduced.

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**2 (d)** Use a **named** case study to describe the features of sustainable urban living.

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**Total for this question: 25 marks**

**3 Changing Rural Environments**

**3 (a)** Rhyd is a small village in the Snowdonia National Park in North Wales.  
Study **Figure 6** which shows changes in the village between 1891 and 2007.

**Figure 6**

	<b>1891</b>	<b>1944</b>	<b>2007</b>
Number of houses	22	18	15
Population	90	44	37
People over 70	0	0	3
Second homes	0	1	5
Ruins	0	7	7
Quarrymen	22	3	3
Carpenters	0	1	1
Farmers	11	7	7

**3 (a) (i)** Use **Figure 6** to describe how Rhyd has changed between 1891 and 2007.

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**3 (a) (ii)** Study **Figure 7** on the insert, the Ordnance Survey map extract of the area around Rhyd (grid squares 6341 and 6342). Use **Figure 7** to suggest the physical factors and human factors that may have caused difficulties for the people living in Rhyd.

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*Human* .....

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**3 (b)** Irrigation is bringing many changes to tropical farming areas. Describe the disadvantages of using irrigation methods in a tropical farming area.

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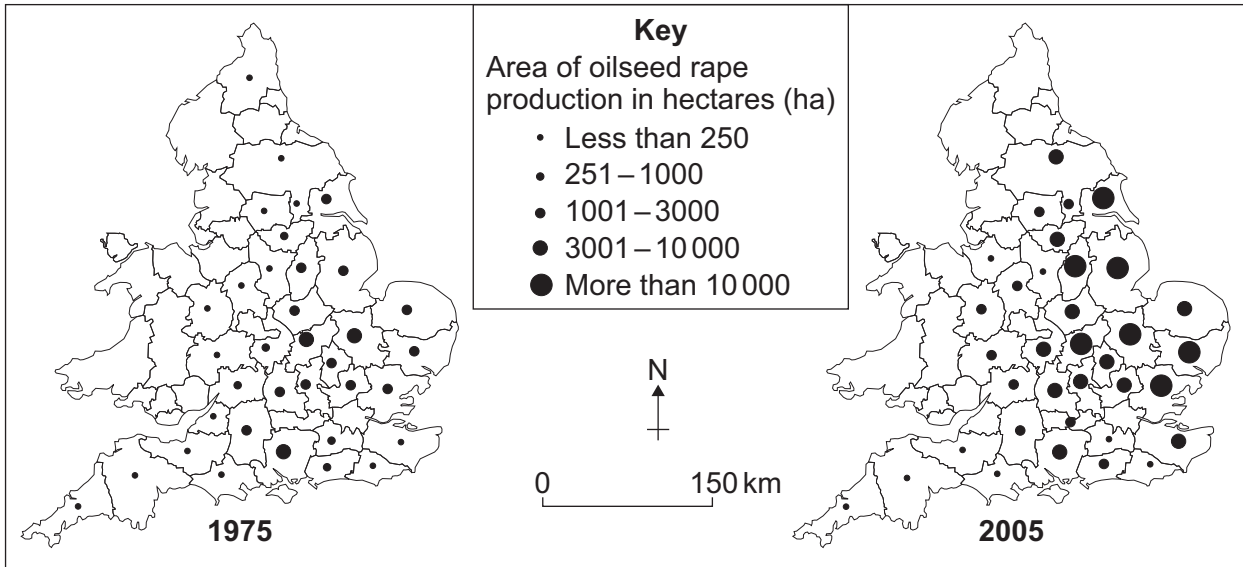
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**3 (c)** Commercial farming in the UK has introduced new crops and farming has become more intensive.

Study **Figure 8** which shows the distribution of oilseed rape production in England and Wales in 1975 and 2005.

**Figure 8**



**3 (c) (i)** Give **two** facts about changes in oilseed rape production between 1975 and 2005.

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(2 marks)

**3 (c) (ii)** Suggest **one** reason why competition from global markets may have encouraged farmers to introduce new crops such as oilseed rape.

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(1 mark)



**3 (c) (iii)** Intensive farming has caused negative effects on the environment.  
Describe ways that these effects can be reduced.

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**End of Section A**

**Turn over for Section B**

**Turn over ▶**



### 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: 25 marks**

#### 4 The Development Gap

- 4 (a)** Study **Figures 9a** and **9b**, opposite, which show two ways of classifying the different countries of the world.

Explain why a simple division of the world into the rich north and the poor south is no longer valid.

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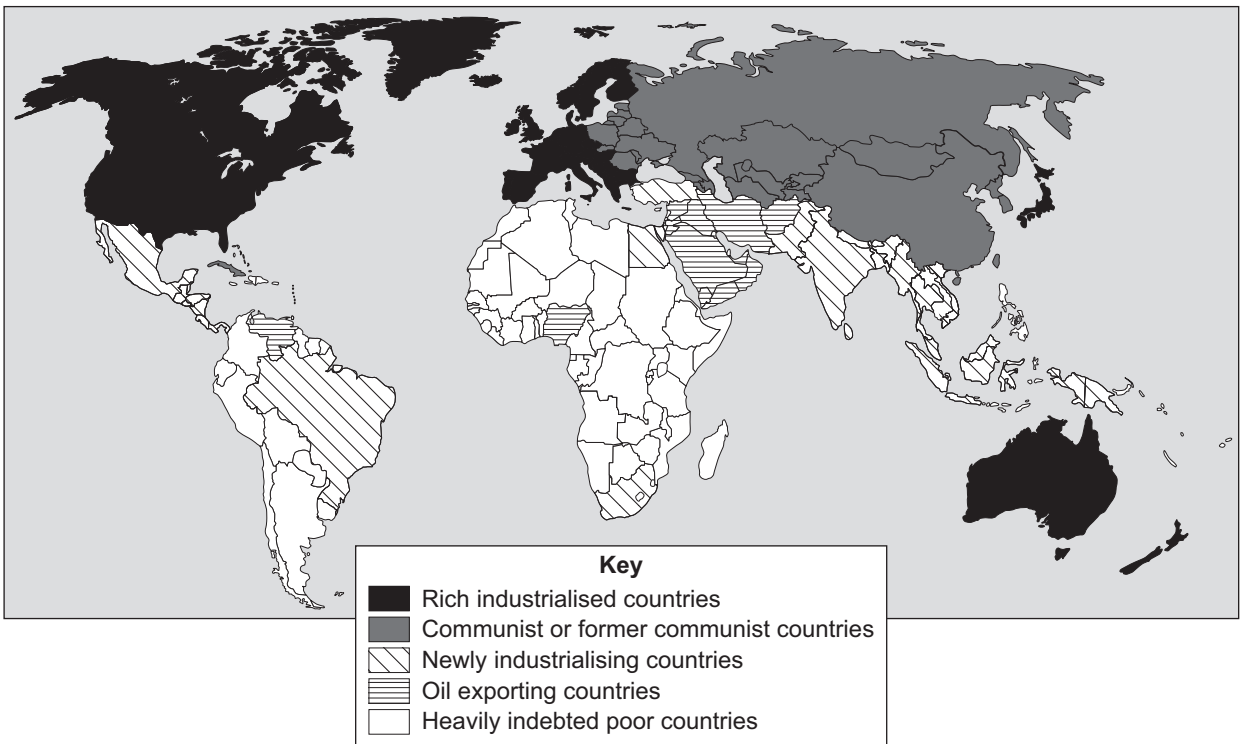
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Figure 9a



Figure 9b



Question 4 continues on the next page

Turn over ►



4 (b) Study **Figure 10**, a charity advert about a Bangladeshi woman.

**Figure 10**



**Juleka has only two possessions in the whole world. So why is she smiling?**

She is smiling because she can use a sewing machine and because she is learning to read. She is smiling because her children are going to school and because for the first time in her life Juleka is beginning to have confidence in her own abilities.

Deserted by her husband, Juleka lives with her three children in one of the poorest areas of Dhaka, Bangladesh. All she owns are her clothes and a cooking pot.

4 (b) (i) Use **Figure 10** and your own knowledge to suggest why Juleka is smiling.

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**4 (b) (ii)** Explain the *difference* between standard of living and quality of life.

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(2 marks)

**4 (b) (iii)** Juleka is happy with her quality of life.

Why might people in rich countries not agree with Juleka about her quality of life?

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(2 marks)

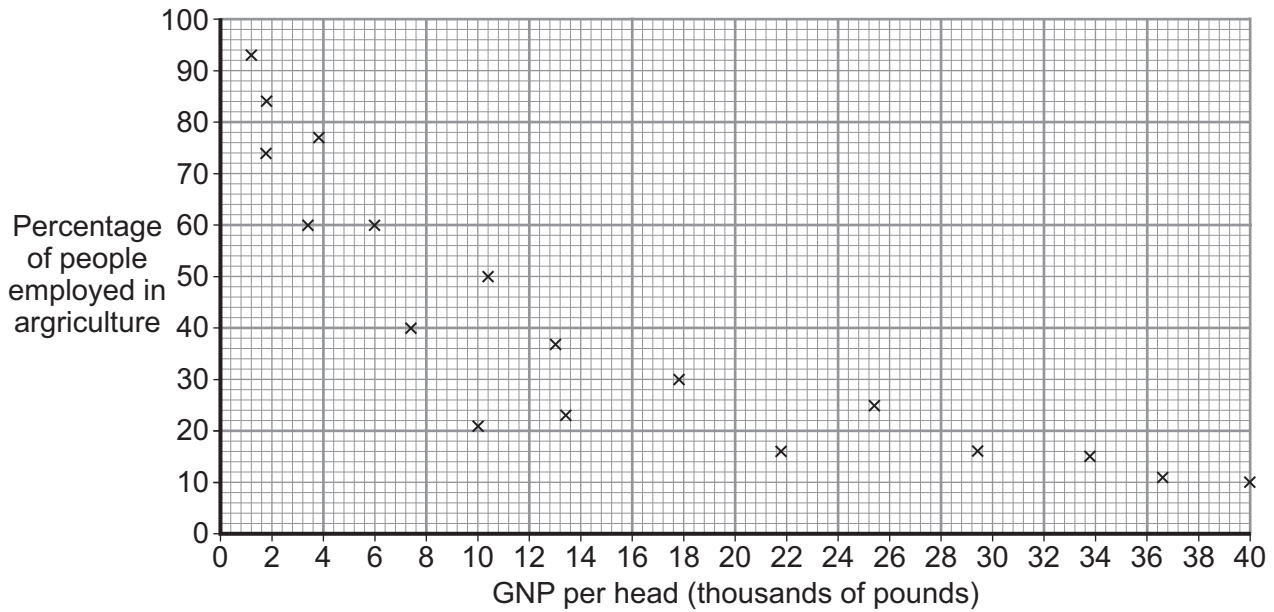
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4 (c) Study **Figure 11**, a scattergraph showing the link between GNP per head and the percentage of people employed in agriculture in selected countries.

**Figure 11**



4 (c) (i) What is the relationship between GNP per head and the percentage of people employed in agriculture shown in **Figure 11**?

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4 (c) (ii) Why is GNP per head not a good indicator of a country's level of development?

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4 (d) Explain why the countries of the EU show a great difference in their levels of development. Use evidence from **two** contrasting EU countries in your answer.

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**Total for this question: 25 marks**

**5 Globalisation**

**5 (a) (i)** Explain why the number of food miles is increasing.

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**5 (a) (ii)** Study **Figure 12** on the insert, which shows one way strawberries are grown. Give **two** pieces of evidence from **Figure 12** that show that these strawberries are intensively grown.

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(2 marks)

**5 (a) (iii)** Explain how intensive farming production can affect climate change.

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**Question 5 continues on the next page**

**Turn over ►**



**5 (a) (iv)** Outline how carbon credits may help to reduce the costs of globalisation.

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*(2 marks)*

**5 (b) (i)** What is the meaning of the letters 'TNC'?

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*(1 mark)*



**5 (b) (ii)** Use a case study to describe the advantages and disadvantages of the development of a TNC.

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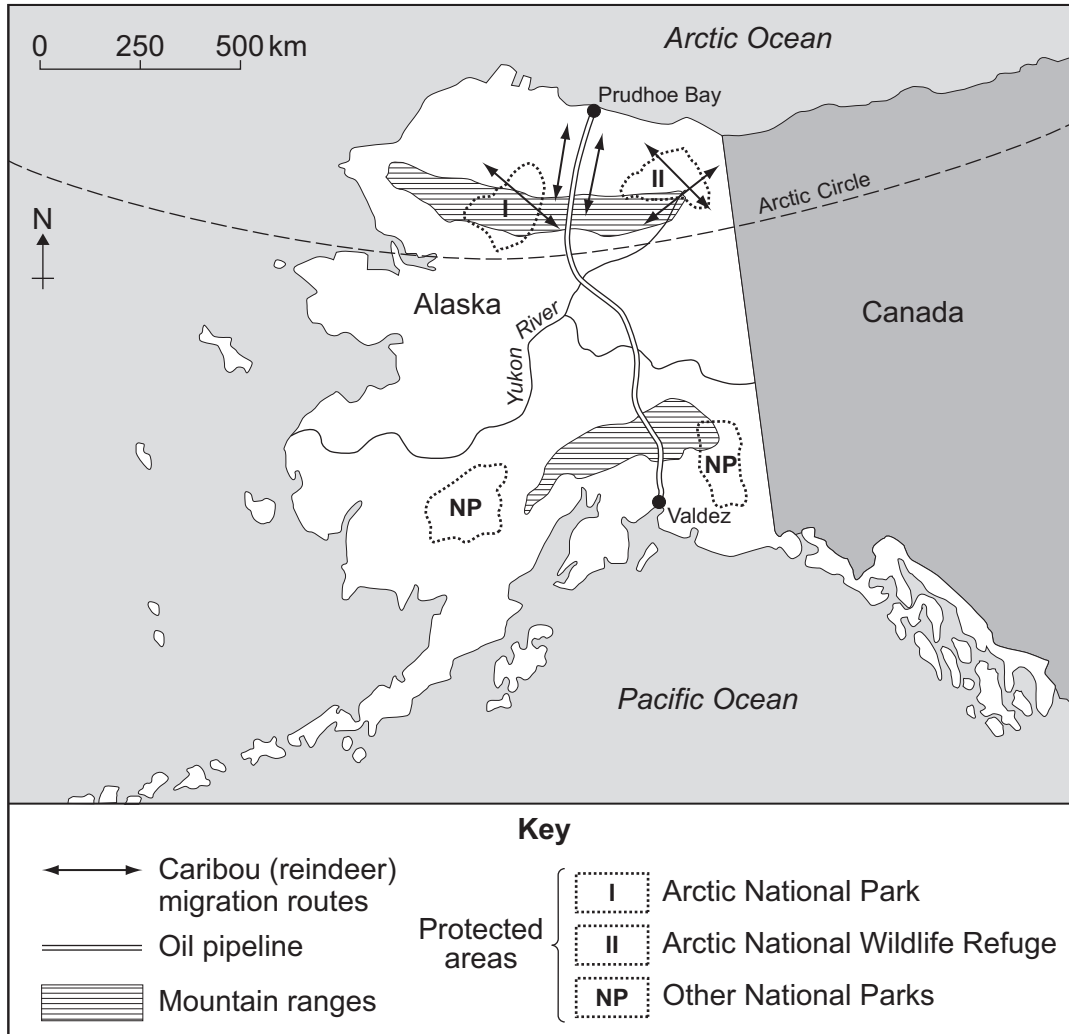
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5 (c) Study **Figure 13a** below, and **Figure 13b** on the insert.  
**Figure 13a** shows the Alaskan oil pipeline. This was built to carry oil from the frozen coast of the Arctic Ocean to the ice-free port of Valdez.

**Figure 13b** shows the effects of an oil spillage near Valdez.

**Figure 13a**



Use **Figures 13a** and **13b** and your own knowledge to describe how the increased demand for energy can have serious environmental effects.

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**Turn over for the next question**

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**Total for this question: 25 marks**

**6 Tourism**

**6 (a) (i)** Choose **either** a National Park **or** a coastal resort in the UK

Name of National Park or coastal resort .....

Describe **one** or **more** strategies that your chosen area has used to maintain a successful tourism industry.

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**6 (a) (ii)** Give **two** reasons why your chosen tourist area may become less popular over time.

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(2 marks)

**Question 6 continues on the next page**

**Turn over ►**



**6 (b)** The coast of Kenya is a tropical area which attracts many tourists.  
Study **Figure 14** on the insert, a cross-section through the coast of Kenya.

**6 (b) (i)** Use **Figure 14** to suggest why many tourists visit the coast of Kenya.

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**6 (b) (ii)** Explain how mass tourism may damage the environment of areas such as the coast of Kenya.

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**6 (b) (iii)** Outline the positive effects of mass tourism on the environment of a tropical area.

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(2 marks)

**6 (c) (i)** What is 'stewardship'?

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(1 mark)

**6 (c) (ii)** Study **Figure 15** on the insert, which shows an ecotourism development in the Seychelles in the Indian Ocean. Describe how an ecotourism development can benefit future generations.

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**END OF QUESTIONS**



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Figure 8: Global Environmental Education Programme, United Kingdom Agriculture, Unit 4, Richard Publishing Co.

Figure 10: Text: G. Cambers & S. Currie, People Work & Development Pearson Education/Photo: World Concern

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