

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
Foundation Tier
June 2013

Geography (Specification A)

Unit 2 Human Geography

Wednesday 12 June 2013 9.00 am to 10.30 am

40302F

F

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)(iii), 2(c)(iii) and 3(b) in Section A and in Questions 4(d), 5(c) and 6(d) 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?

.....
(1 mark)

1 (a) (ii) Using **Figure 1**, name a country with negative annual population change in 2009.

.....
(1 mark)

1 (a) (iii) Complete the paragraph below to describe the pattern of population change shown in **Figure 1**.

Choose the correct words from this list.

- | | | |
|-----------------|-----------------|---------------|
| Northern | even | lower |
| higher | Southern | uneven |

The rate of population change around the world is The poorer countries generally have the rates of population growth. The countries with negative population change are found in the Hemisphere.

(3 marks)



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

1 (b) (i) Using **Figure 2**, state **two** results of rapid population growth.

1

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(2 marks)

1 (b) (ii) 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) (iii) Suggest **one** way in which the UK's population structure is changing.

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(2 marks)

1 (c) (iv) 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)

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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) Urban areas such as Dundee have several different parts.

Complete the following table to show which part of the urban area best describes each of the grid squares listed.

Choose from this list.

**Central Business
District (CBD)**

Inner city

Suburbs

Rural–urban fringe

Grid square	Part of urban area
3933	
4030	
4031	

(3 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)

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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) What is a 'brownfield site'?

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(1 mark)

2 (b) (ii) Use **Figure 5** to state **one** advantage of brownfield sites for building housing.

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(1 mark)

2 (b) (iii) Use **Figure 5** to state **one** disadvantage of brownfield sites for building housing.

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(1 mark)

2 (b) (iv) Suggest **two** ways new housing developments on the edge of a city are likely to be different from brownfield housing developments towards the centre of a city.

1

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2

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(2 marks)



2 (b) (v) 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)

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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) State **one** positive effect and **one** negative effect on Marina’s life of living in a squatter settlement.

Positive effect

Negative effect

(2 marks)

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

Circle the correct answer.

Formal

Primary

Informal

(1 mark)



2 (c) (iii) Describe how local residents try to improve squatter settlements over time.

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(6 marks)
SPaG: 3 marks

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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.

Complete the paragraph below to describe the characteristics of Shenstone.

Circle the correct answer in **each** case.

Shenstone is mainly **east / west** of the railway line. This village is approximately **1.5km / 2.5km** from north to south. **Many / Few** of the smallest streets in the village are cul-de-sacs (dead ends).

(3 marks)

3 (a) (iii) 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 (c) (i) What is 'subsistence farming'?

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(2 marks)

3 (c) (ii) State **one** way in which cash crop farming is different from subsistence farming.

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(1 mark)

3 (c) (iii) Suggest how a poorer country can benefit from producing cash crops.

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(2 marks)



3 (c) (iv) 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)

Extra space

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28

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: 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.

4 (a) (i) In which continent is the access to safe water supply lowest?

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(1 mark)

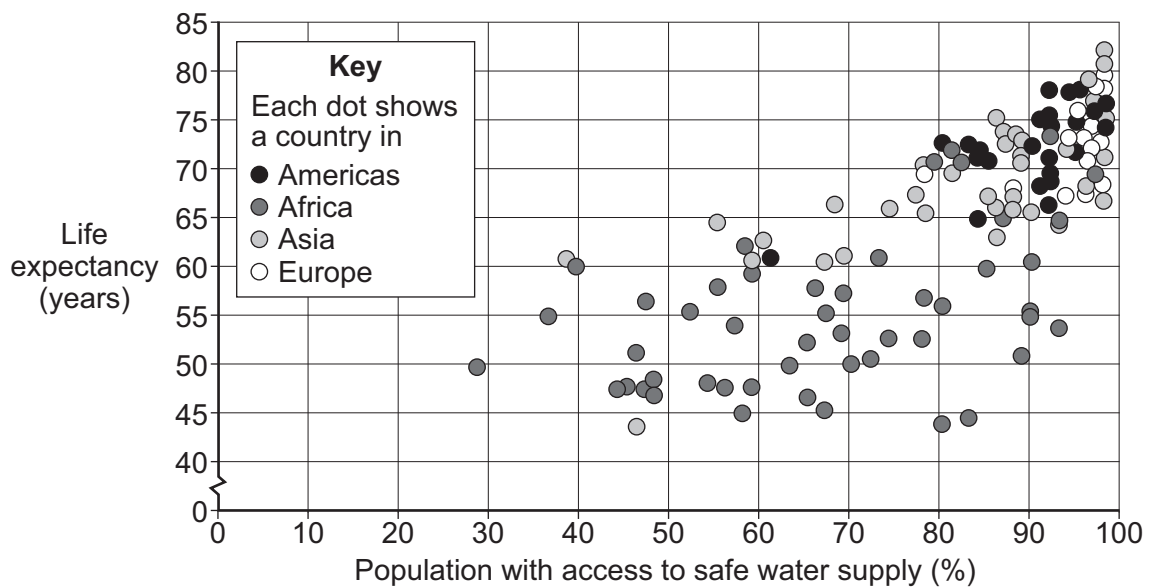
4 (a) (ii) **Figure 10** is a black and white copy of **Figure 9**.

Use the following information to plot the data for South Africa on **Figure 10**. Mark the plot **with a cross**.

Country	Population with access to safe water supply (%)	Life expectancy (years)
South Africa	91	52

(1 mark)

Figure 10



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

(1 mark)

4 (a) (iv) Describe the link between life expectancy and the percentage of the population with access to safe water supply shown in **Figure 10**.

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(1 mark)

4 (a) (v) Suggest why people in a country such as South Africa might have good access to safe water supply but a low life expectancy.

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(2 marks)

Question 4 continues on the next page

Turn over ►



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

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(4 marks)

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4 (b) Different types of aid have advantages and disadvantages.

4 (b) (i) Draw a line to link each feature of charitable (voluntary) aid to the correct advantage.

One has been done for you.

Feature	Advantage
Experts work with local people to identify their needs	This saves money on salaries so more can be spent on the projects
Many of the workers are volunteers	There are no conditions attached
Projects tend to be low cost and use simple technology	What the local community wants is most important
Charities do not expect anything in return for their work	Those most in need are helped
The main priority is to help poorer people improve their lives	These are likely to be more sustainable

(3 marks)

4 (b) (ii) Suggest **one** disadvantage of charitable (voluntary) aid.

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(2 marks)

Question 4 continues on the next page

Turn over ►



4 (c) Study **Figure 11**, a newspaper extract about the impact of unstable government in Ivory Coast, West Africa.

Figure 11

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 11**, explain how an unstable government can affect the development of a country.

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4 (d) Describe how a natural hazard that you have studied has affected development in **one or more** countries.

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(6 marks)
SPaG: 3 marks

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Total for this question: 28 marks

5 Globalisation**5 (a) (i)** Give **one** feature of globalisation.

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(1 mark)

5 (a) (ii) Study **Figure 12** on the insert, a world map showing an index of globalisation in 2008. The higher the number, the more globalised the country.Are the following statements about the map **true** or **false**?

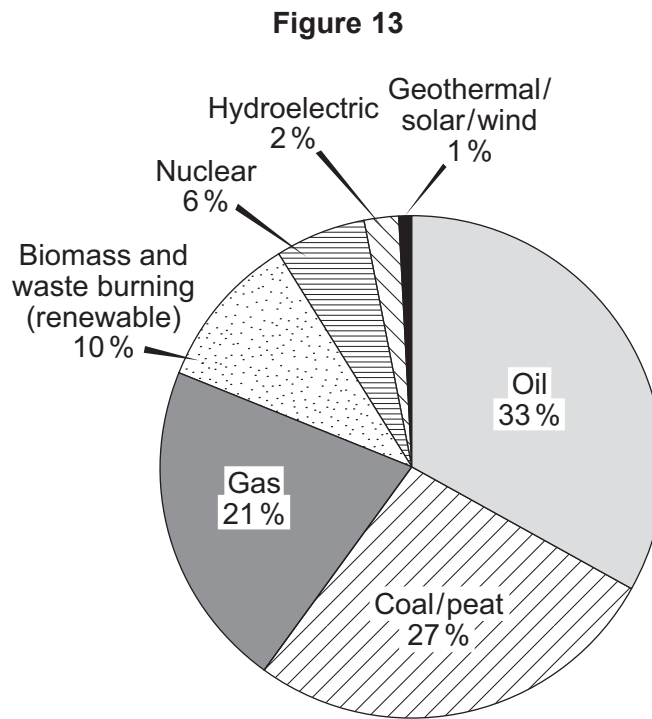
Tick the correct boxes.

Statement	True	False
The most globalised countries are richer countries.	<input type="checkbox"/>	<input type="checkbox"/>
All countries near the equator have low globalisation scores.	<input type="checkbox"/>	<input type="checkbox"/>
All countries in the Southern Hemisphere have high globalisation scores.	<input type="checkbox"/>	<input type="checkbox"/>
The majority of countries in Africa have low globalisation scores.	<input type="checkbox"/>	<input type="checkbox"/>

(4 marks)



5 (b) Study **Figure 13**, a pie chart showing current world energy sources.



5 (b) (i) What is the total percentage of renewable energy sources shown in **Figure 13**?

..... %

(1 mark)

5 (b) (ii) Suggest why current world energy production is not sustainable.

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(2 marks)

Question 5 continues on the next page

Turn over ►



5 (b) (iii) 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)

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5 (c) Describe the advantages and disadvantages of **one** type of renewable energy that you have studied.

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(6 marks)
SPaG: 3 marks

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Question 5 continues on the next page

Turn over ►



5 (d) (i) What are 'food miles'?

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(1 mark)

5 (d) (ii) Study **Figure 14** on the insert, a photograph of a sign in a farm shop in Lincolnshire.

What does the photograph suggest about the food miles of items sold in this shop?

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(2 marks)

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

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(4 marks)

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Total for this question: 28 marks

6 Tourism

6 (a) Study **Figure 15** on the insert, a 1:25 000 Ordnance Survey map extract of Cromer, a coastal resort in Norfolk.

6 (a) (i) Measure the straight line distance from the railway station at 214421 labelled **A** to the railway station at 219407 labelled **B**.

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(2 marks)

6 (a) (ii) Use **Figure 15** to describe the attractions of the area for tourists.

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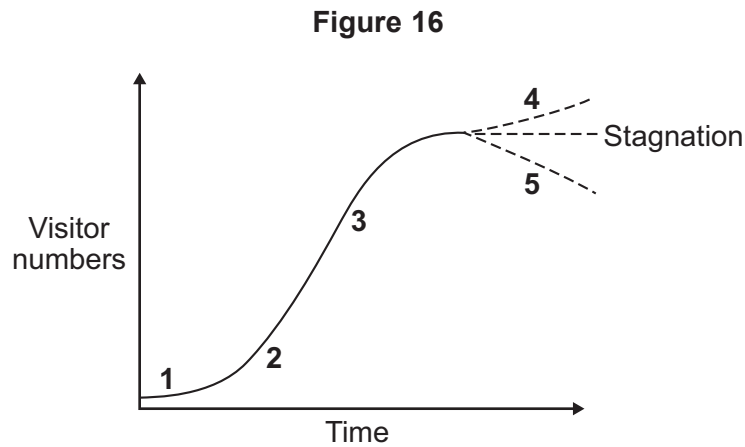
Question 6 continues on the next page

Turn over ►



6 (b) Many tourist resorts such as Cromer have changed over time.

Study **Figure 16**, a model showing how a tourist resort or tourist area changes over time.



6 (b) (i) What is the name for this model?

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(1 mark)

6 (b) (ii) Match the following statements to the correct numbers in **Figure 16**.

One has been done for you.

Statement	Number
The resort might become more popular again.	4
Tourism becomes very important to the economy.	
There are a small number of visitors.	
The resort might begin to decline.	
More facilities are provided as the number of visitors rises quickly.	

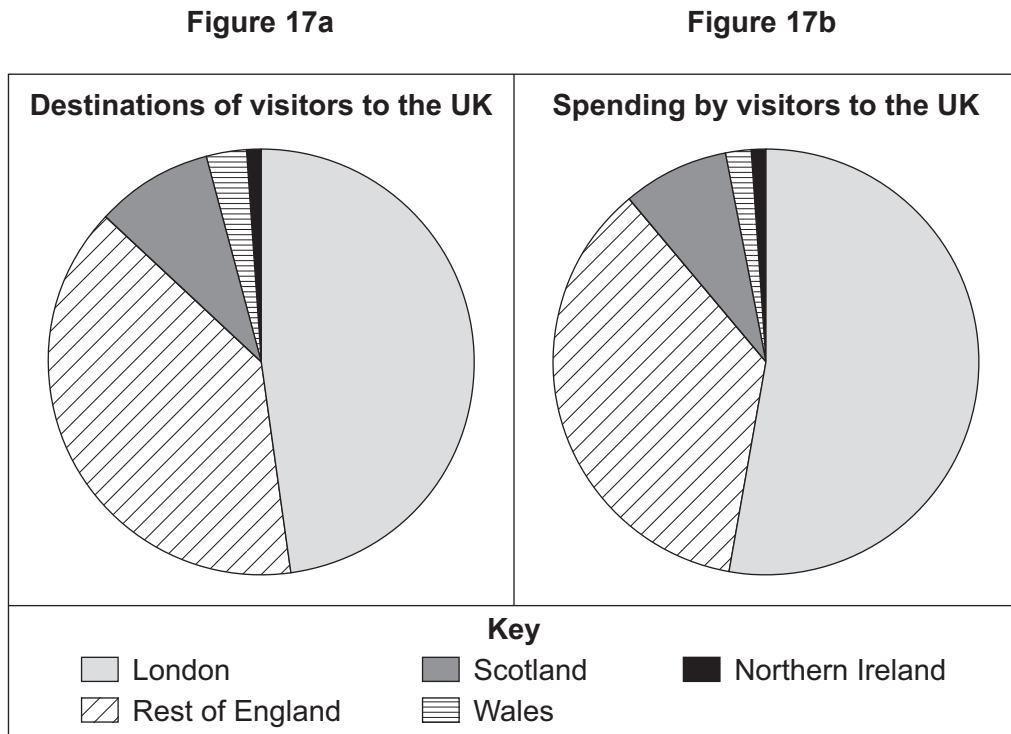
(3 marks)

6 (b) (iii) Give **one** way in which a tourist resort or tourist area could ensure that tourism continues to be successful.

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(1 mark)



- 6 (c)** 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 (c) (i)** What percentage of visitors to the UK go to Scotland?

Circle the correct answer.

9% **18%** **30%**

(1 mark)

- 6 (c) (ii)** In which part of the UK is spending by visitors the greatest?

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(1 mark)

- 6 (c) (iii)** Describe **one** way in which tourism contributes to the UK economy.

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(2 marks)

Question 6 continues on the next page

Turn over ►



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

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6 (d) For an ecotourism area or scheme that you have studied, describe the features that make it sustainable.

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(6 marks)
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END OF QUESTIONS



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