

Centre Number						Candidate Number				
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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5	
6	
TOTAL	



General Certificate of Secondary Education
Foundation Tier
June 2011

Geography (Specification A)

40304F

F

SHORT COURSE

Monday 13 June 2011 9.00 am to 10.00 am

For this paper you must have:

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

Time allowed

- 1 hour

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **TWO** questions: **one** question from **Section A** and **one** question from **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 50.
- 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 4 F 0 1

Section A

Answer **ONE** question in this section.

Use case studies to support your answers where appropriate.

Total for this question: 25 marks

1 The Restless Earth

- 1 (a)** Are the following statements about continental crust and oceanic crust **true** or **false**?
Tick the correct boxes.

	True	False
Oceanic crust can be destroyed.	<input type="checkbox"/>	<input type="checkbox"/>
Oceanic crust is generally lighter than continental crust.	<input type="checkbox"/>	<input type="checkbox"/>
Continental crust is generally older than oceanic crust.	<input type="checkbox"/>	<input type="checkbox"/>

(3 marks)

- 1 (b) (i)** Study **Figure 1** on the insert, a photograph of Mount Vesuvius, a volcano in Italy. Three characteristics of the volcano are shown by **X**, **Y** and **Z** on **Figure 1**. Write labels for **X**, **Y** and **Z**.

X

Y

Z

(3 marks)

- 1 (b) (ii)** Is the volcano shown in **Figure 1** a composite volcano or a shield volcano?
Circle the correct answer.

Composite

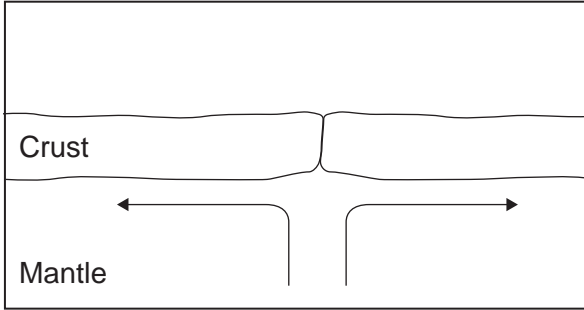
Shield

(1 mark)



1 (b) (iii) **Figure 2** shows that volcanoes are formed at constructive plate boundaries. Write a sentence in each box to explain why volcanoes occur at constructive plate boundaries.

Figure 2

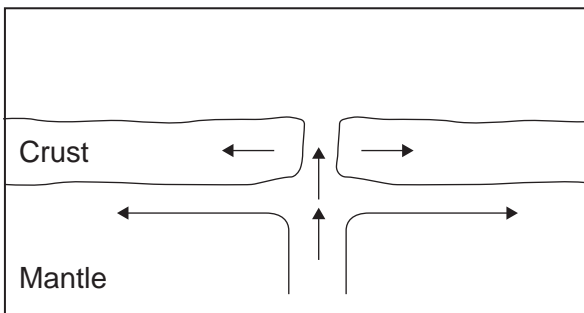


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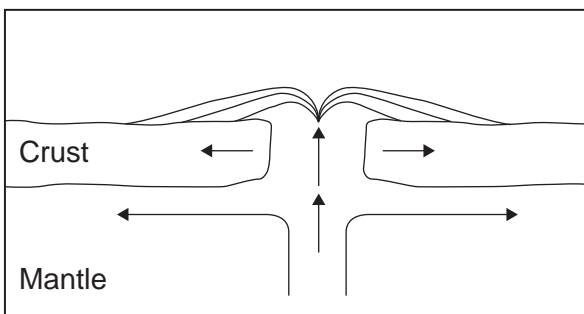


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(3 marks)

1 (c) (i) Describe the size and shape of a supervolcano.

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(2 marks)

Question 1 continues on the next page

Turn over ►



1 (d) (ii) Fold mountain areas suffer from limited communications, steep slopes and poor soils.

Describe how people have coped with **one or more** of these problems.

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(4 marks)

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Turn over for the next question

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Total for this question: 25 marks**2 Water on the Land**

- 2 (a)** River channels are affected by different erosion processes.
Draw a line to link each of the statements to the correct erosion process.

Erosion process**Statement**

Hydraulic action

occurs when some types of rock are dissolved in the river

Abrasion

occurs when material carried by the river knocks into other pieces of load

Attrition

occurs when the force of the water hits the bed and banks

Solution

occurs when the load carried by the river hits the bed and banks

(3 marks)

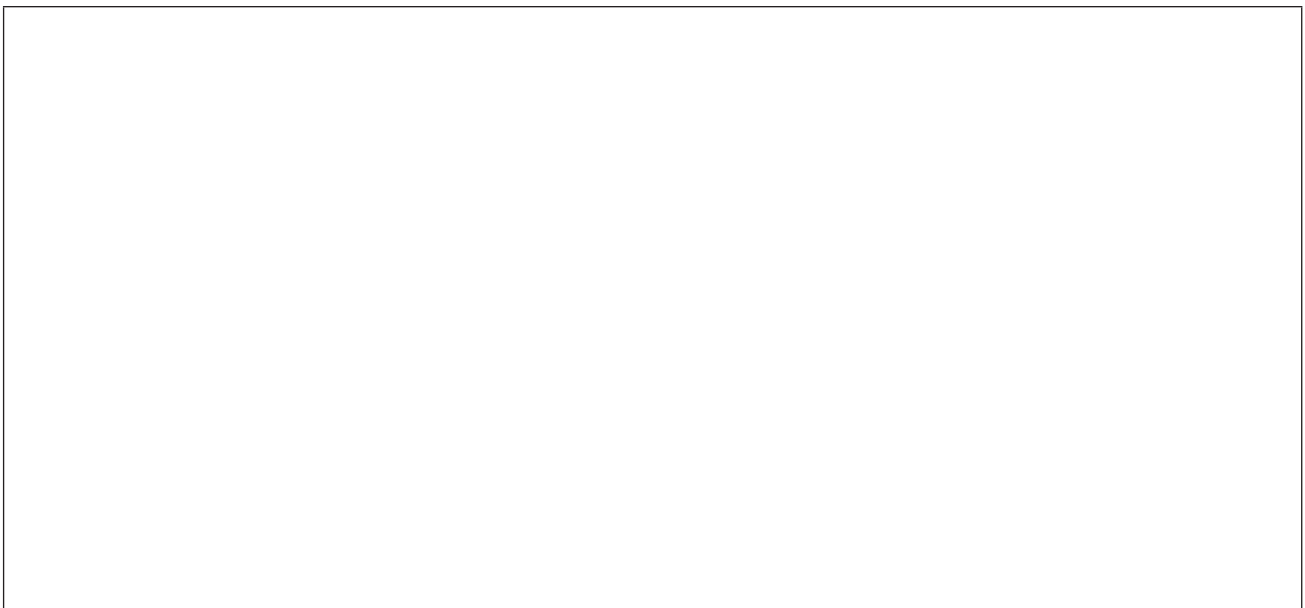
- 2 (b) (i)** Study **Figure 4** on the insert, a photograph of the River Tees in its middle course. **Figure 5** is a black and white copy of **Figure 4**. Label **Figure 5** to show **three** characteristics of the channel and the valley.

Figure 5



(3 marks)

- 2 (b) (ii)** Draw a labelled cross-section to show how the inside bend of a meander is different from the outside bend of a meander.



(4 marks)

Question 2 continues on the next page

Turn over ►



2 (b) (iii) Complete the paragraph below to explain the formation of an ox-bow lake. Circle the correct answer in each set of brackets.

The fastest flow of water is on the [**inside** / **outside**] bend of the river.

This results in [**erosion** / **deposition**]. The outside bends move closer together as the meander neck becomes narrower. When there is a

very [**high** / **low**] discharge, the river cuts across the neck and takes a straight course. The former meander is left as a

[**long straight** / **horseshoe shaped**] ox-bow lake.

(4 marks)

2 (c) (i) Study **Figure 6**, newspaper cuttings about the causes of flooding.

Figure 6



Using **Figure 6**, give **one physical** cause and **one human** cause of flooding.

Physical

Human

(2 marks)



2 (c) (ii) Explain how snowmelt can cause rivers to flood.

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(3 marks)

2 (d) Explain how flooding can be managed using hard engineering strategies.

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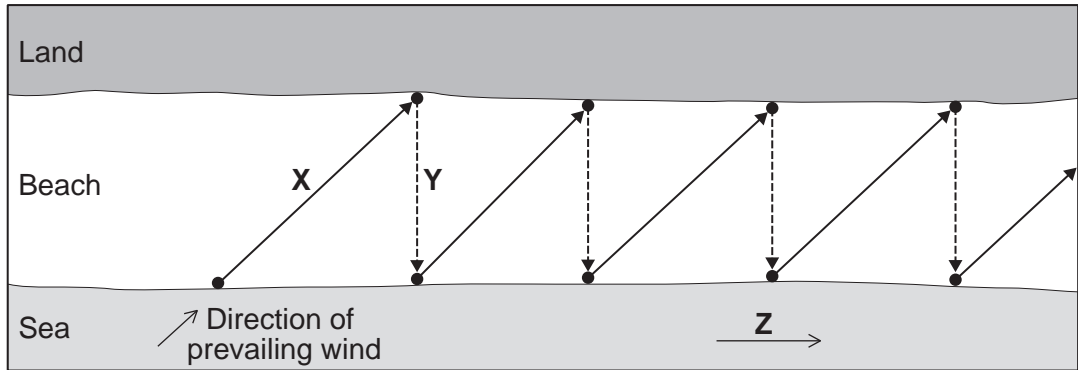


Total for this question: 25 marks

3 The Coastal Zone

3 (a) (i) Figure 7 shows the process of longshore drift.

Figure 7



Write labels for X, Y and Z.

X

Y

Z

(3 marks)

3 (a) (ii) Give two landforms that result from longshore drift.

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(2 marks)

3 (b) (i) Study Figure 8 on the insert, a photograph of part of the UK coastline. Describe the landforms shown in Figure 8.

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(3 marks)



3 (b) (ii) Key phrases in the formation of headlands and bays are given below.
Using the key phrases, write a short paragraph to explain the formation of headlands and bays.

- land juts out into sea
- erosion occurs at different rates
- inlets, often with beaches, form in sheltered areas
- hard rock and soft rock

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(4 marks)

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Question 3 continues on the next page

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3 (d) Study **Figure 9** on the insert, which shows coastal management along the Holderness coastline.
Explain the predicted changes to the coastline.

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End of Section A
Turn over for Section B

Turn over ▶



Section B

Answer **ONE** question in this section.

Use case studies to support your answers where appropriate.

Total for this question: 25 marks

4 Changing Urban Environments

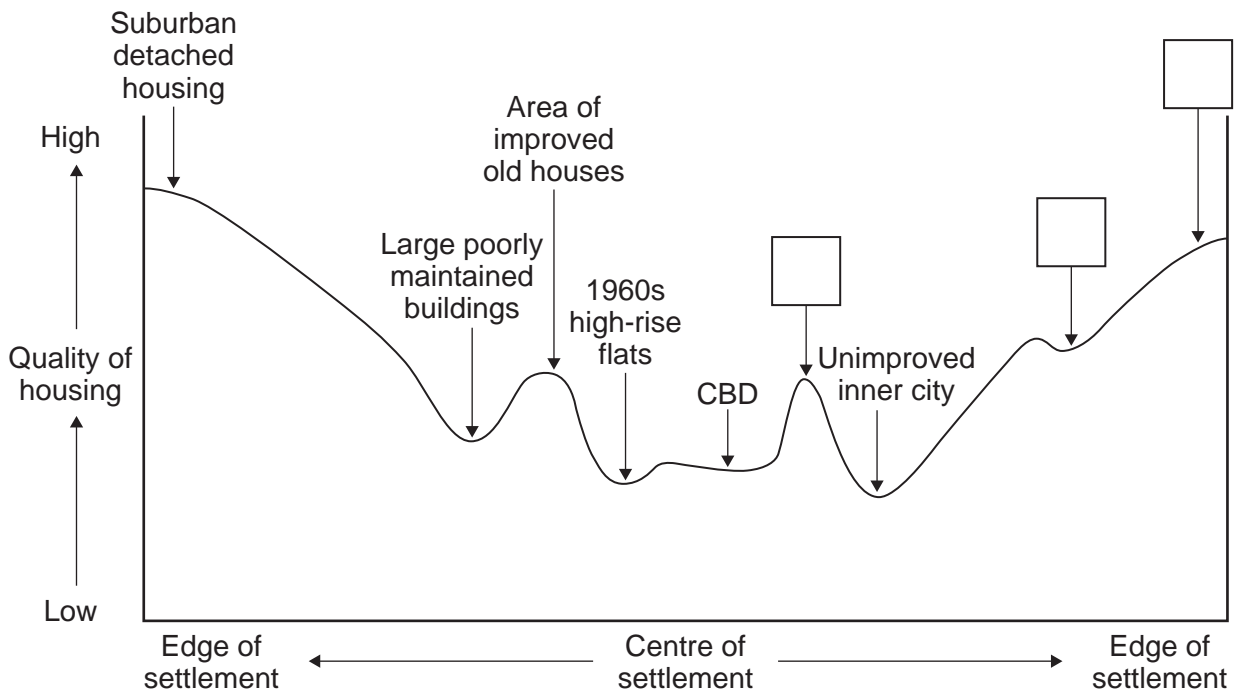
4 (a) (i) Study **Figure 10** which shows how the quality of housing varies across a settlement.

Use the table below to complete **Figure 10** by writing **X, Y** and **Z** in the correct boxes.

Outer council estates	X
Owner occupied housing estates	Y
Area of inner city renovation	Z

(2 marks)

Figure 10



- 4 (a) (ii)** The following are plans for improving the housing in a large city in the north of England. Draw a line from each plan to the reason why the plan could help to improve housing in different parts of the city. One has been done for you.

Plan	Reason
High-rise flats pulled down and replaced by low-rise houses	because more people are buying their own home
Improving council estates built near the edge of the city	instead of large houses subdivided into bedsits and flats
Building new suburban estates	because they may not have modern facilities such as central heating and bathrooms
Renovating 19th century terrace housing	so that the centre of the city is less deserted at night
Opening up places to live over shops	because the lifts were unpopular with older people and families with young children
Providing better and more affordable accommodation	because they were built quickly and cheaply when people were moved because of slum clearance

(4 marks)

- 4 (b) (i)** Study **Figure 11** on the insert, which is a computer-generated image of the planned sustainable city of Dongtan in China. The following table shows features of a sustainable city.

Use **Figure 11** to complete the table to show how these features have been included in the plans for Dongtan.

Feature of sustainable city	Feature of Dongtan
Keeping the natural environment	
Getting rid of waste	
Encouraging self-sufficiency	
Having enough open space	

(4 marks)

Question 4 continues on the next page

Turn over ►



4 (b) (ii) Choose **two** different features of a sustainable city.
For **each** feature, describe how it can contribute to sustainable urban living.

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(4 marks)

4 (c) (i) What is 'urbanisation'?

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(1 mark)



4 (c) (ii) Explain why there is a rapid rate of urbanisation in many countries in the poor world.

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Question 4 continues on the next page

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4 (d) Many people in the poor world live in squatter settlements.
Describe the effects on the lives of the people of living in squatter settlements.

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ANSWER IN THE SPACES PROVIDED**

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Total for this question: 25 marks

5 Changing Rural Environments

5 (a) Study Figure 12, a cartoon.

Figure 12



5 (a) (i) What is the message of the cartoon?

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(1 mark)

5 (a) (ii) Name the area where the 'Home Sweet Home' is built
Circle the correct answer in the following list.

Commuter village

Declining village

Rural–urban fringe

(1 mark)



5 (a) (iii) Explain why out-of-town retail outlets such as supermarkets are built in the area shown on the cartoon.

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5 (a) (iv) Name **one** different development that might be built in this area.

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(1 mark)

Question 5 continues on the next page

Turn over ▶



5 (b) (i) Rural depopulation happens in some remote areas.
Give **two** causes of rural depopulation.

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(2 marks)

5 (b) (ii) Describe **two** effects of rural depopulation on an area.

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(4 marks)

5 (b) (iii) Describe how the government tries to help rural areas.

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(2 marks)



5 (c) Study the following statements about commercial farming. Tick the **four** correct statements.

Commercial farmers only produce crops for their families.	
The single farm payment scheme has replaced quotas and subsidies.	
Crops such as oil seed rape and linseed are grown to reduce the amount of imported edible oils from tropical countries.	
The only aim of government farming policies is to increase the production of food as much as possible.	
Agribusiness is large-scale capital intensive farming.	
Organic farming does not use chemical fertilisers.	
Commercial farms do not use large machines.	

(4 marks)

5 (d) Study **Figure 13** on the insert, photographs of different types of irrigation. Describe the advantages of irrigation for tropical agriculture.

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Total for this question: 25 marks

6 Tourism

6 (a) Study **Figure 14**, the Ordnance Survey map extract of the area near the town of Montrose in Scotland.

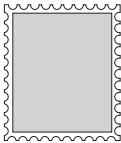
The extract from OS Explorer map 382 (Eastings: 67–74, Northings: 56–60) is not enclosed due to third-party copyright constraints.

6 (a) (i) Mary sent a postcard when she was on holiday in Montrose. Use **Figure 14** to complete the blanks in the postcard.

Dear All,

Having a great time! The first day was sunny so we spent time on the
at 7359. Dad got bored so he left us to play
at 7258. Luckily we were staying at the camping and caravanning site. The 6 figure grid reference of the site is Mum is interested in historic buildings, so next day we visited the House of Dun at 671598. The owns the House of Dun. Rain is forecast tomorrow so I do not know what we shall do but it will have to be indoors.

Love Mary



Mr and Mrs H Jones
27 Montague Avenue
Llanfenisian
North Wales

(4 marks)

6 (a) (ii) Using map evidence from **Figure 14** only, suggest something the family could do indoors on a wet day in the Montrose area.

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(1 mark)

6 (b) Study **Figure 15** on the insert, a photograph showing Everest Base Camp, an extreme environment in the Himalayas.



6 (b) (i) Outline **two** reasons why tourists visit extreme environments.

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6 (b) (ii) Describe **two** pieces of evidence from **Figure 15** which show that the growth of tourism can have a negative effect on the environment.

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(2 marks)

Question 6 continues on the next page

Turn over ►



6 (b) (iii) Give **one** piece of evidence from **Figure 15** which suggests that the growth of tourism in this extreme environment has benefited the local people.

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(1 mark)

6 (b) (iv) Describe how a **named** area with an extreme environment has tried to control the growth of the tourist trade.

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6 (c) Study **Figure 16** which describes an area of ecotourism in South America.

Figure 16

The Cuyabeno Nature Reserve in Ecuador is several hours' drive or a short flight from the capital Quito, and then a motorboat journey down a river. Jungle lodges have been built out of local materials. People from outside the area own the lodges, but local Indians are employed. Food and drinking water are brought from outside the area. Visitors must not hunt, fish, frighten the wildlife or pick plants in the reserve and can only travel around the reserve on foot or in a canoe.

6 (c) (i) Why is ecotourism a form of sustainable development?

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(1 mark)

6 (c) (ii) Give **two** features of the Cuyabeno Reserve which are **not** features of ecotourism.

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(2 marks)

Question 6 continues on the next page

Turn over ▶



6 (c) (iii) Explain why the development of mass tourism in areas such as the Cuyabeno Reserve would not be a good idea.

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END OF QUESTIONS

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Figure 12: windowsonourworld.com

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