

Centre Number						Candidate Number				
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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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4	
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6	
TOTAL	



General Certificate of Secondary Education  
Foundation Tier  
Specimen Paper for Modular Specification 2013

# Geography (Specification A)

**40302F**

**F**

## Unit 2: Human Geography

Date: Time:

<p><b>You will need no other materials:</b></p> <ul style="list-style-type: none"> <li>the insert ( enclosed)</li> <li>a ruler</li> </ul> <p>You may use a calculator.</p>
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### 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** from **Section A**, **one** from **Section B**, and **one** further question from **either** Section.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use your case studies to support your answers where appropriate.

### Information

- The maximum mark for this paper is 84.
- The marks for questions are shown in brackets
- You will be marked on your ability to:
  - use an appropriate form and style of writing
  - organise relevant information clearly and coherently
  - use specialist vocabulary where appropriate
- Spelling Punctuation and Grammar will be assessed in Questions 1biv, 2biv, 3bii in Section A and in Questions 4biii, 5bii, 6cii in Section B. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.



**SECTION A**

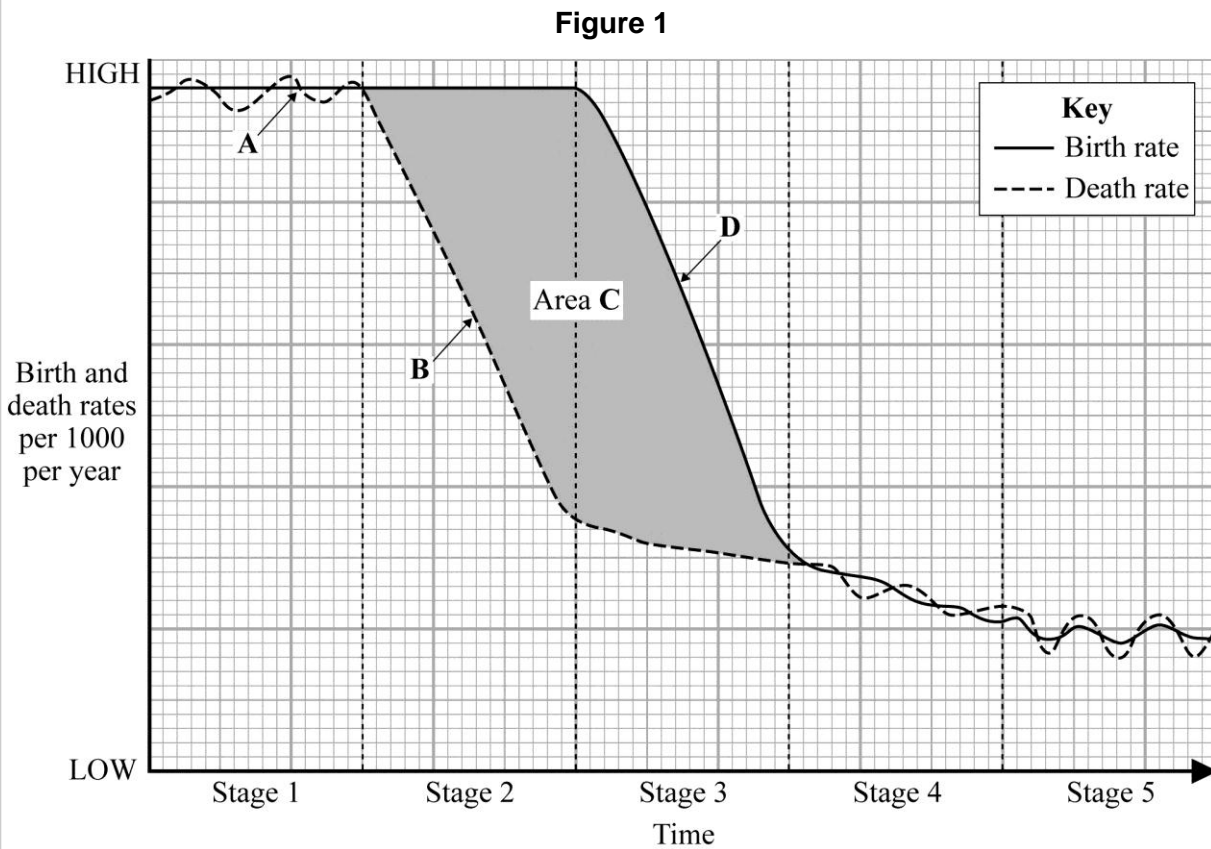
You must answer at least **one** but **not more than two** questions from this section.

Use your case studies to support your answers where appropriate.

**Total for this question: 28 marks**

**1 Population Change**

1 (a) Study **Figure 1** which shows how birth and death rates change over time.



1 (a) (i) What is the name of the model shown in **Figure 1**? Tick the correct box.

Push/Pull Model

Demographic Transition Model

(1 mark)



- 1 (a) (ii) The letters **A** to **D** are labelled on the model.

Complete the table below by writing **one** of the letters **A** to **D** against the correct statement. One box will be left empty.

Statement	Letter
Contraception becomes more common so that the birth rate falls rapidly.	
People have many children because the infant death rate is high.	
Birth and death rates increase at the same time.	
Medical advances in curing diseases reduce the death rate.	
The rate of natural increase is very high.	

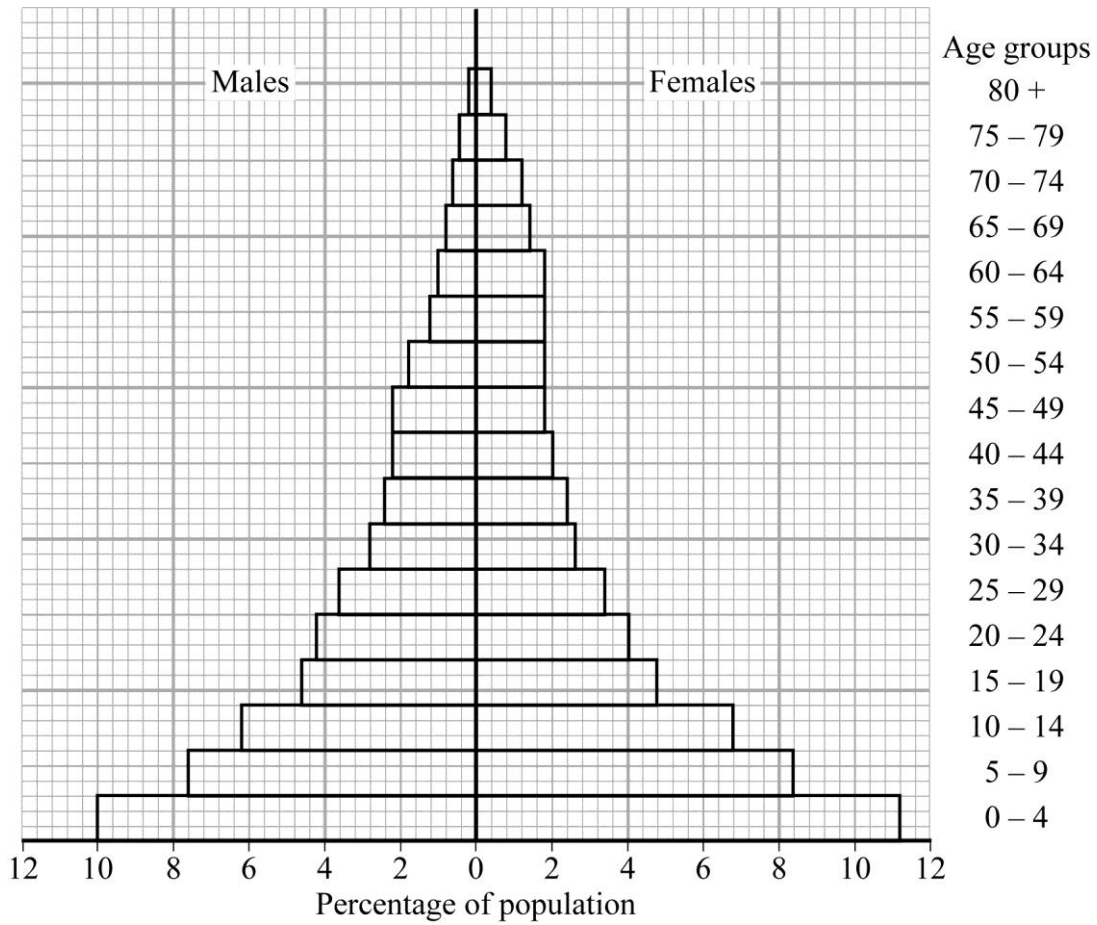
(4 marks)

Question 1 continues on the next page



1 (a) (iii) Study **Figure 2**, a population pyramid for one country.

**Figure 2**



Which stage of the model does this country appear to be in?

.....  
 ..... (1 mark)

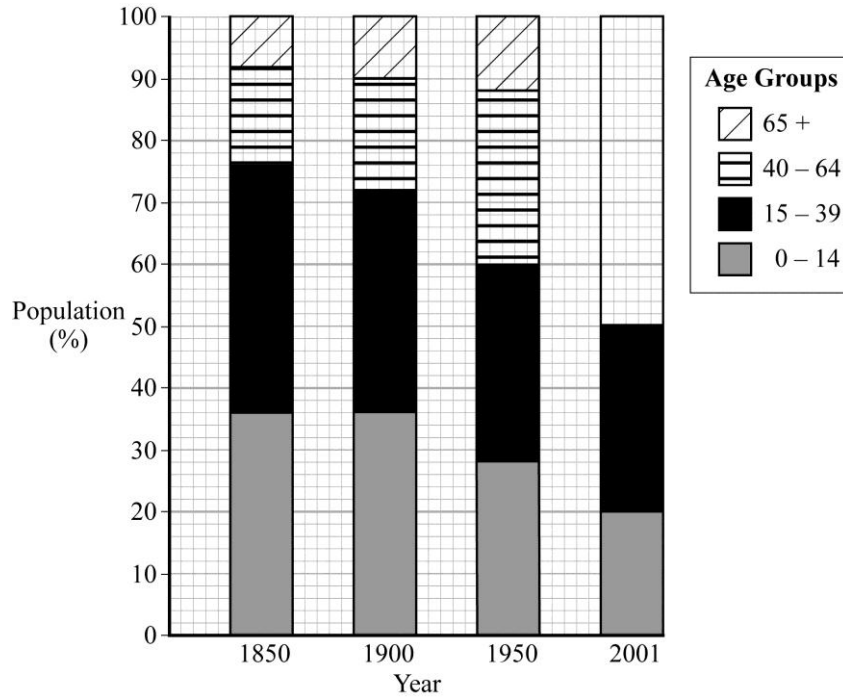
1 (a) (iv) Give **two** reasons for your answer to part (a)(iii).

1 .....  
 .....  
 2 .....  
 ..... (2 marks)



- 1 (b) Study **Figure 3** which shows the changing population structure of Sweden, a rich European country.

**Figure 3**



- 1 (b) (i) What percentage of the population was aged between 0 and 14 in 1900?  
 .....%

(1 mark)

- 1 (b) (ii) Use the following figures to complete the bar for 2001.

Age	Percentage
40-64	24
65+	26

(2 marks)

- 1 (b) (iii) Give **two** ways the population of Sweden has changed since 1850.

1 .....

.....

2 .....

.....

(2 marks)



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- 1 (c) Read **Figure 4**, a newspaper article.

**Figure 4**

**Immigration into rural Lincolnshire**

The streets of Boston in Lincolnshire are busy before dawn as people from Eastern Europe wait for vans to take them to pick or pack fruit and vegetables in the fields and factories. They can work for 12 hours a day, seven days a week for very little money.

Schools and hospitals are all planned and funded on the official population of Boston being 54 000. It is estimated that there are about 12 000 migrants from countries like Poland and Lithuania living in the Boston Area.

- 1 (c) (i) Suggest why so many immigrants move to places like Boston.

.....

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.....

(2 marks)

**Question 1 continues on the next page**



1 (c) (ii) Use **Figure 4** and your own knowledge to suggest the effects of large numbers of immigrants moving to an area like Boston.

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(4 marks)

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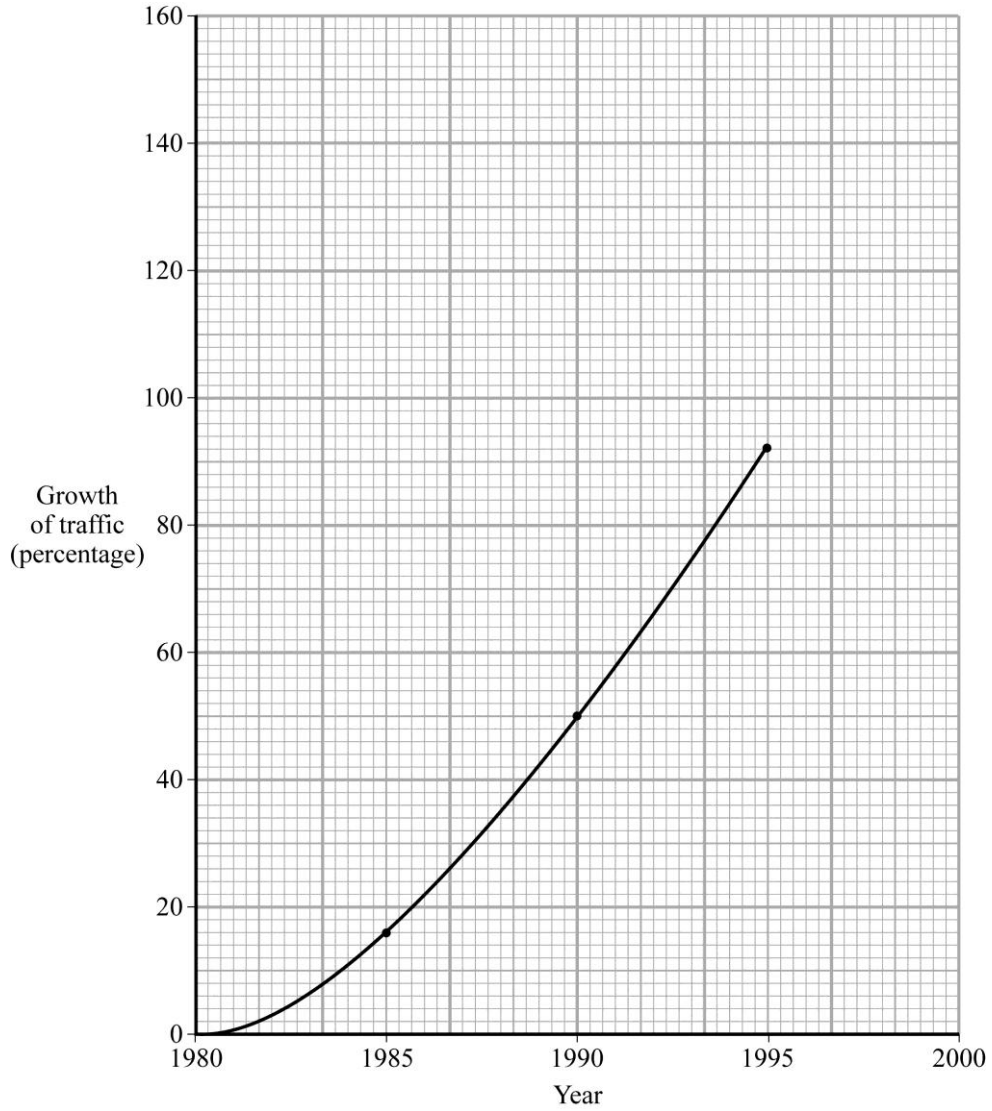


**Total for this question: 28 marks**

**2 Changing Urban Environments**

- 2 (a) Study **Figure 5** which shows the growth of traffic in Cambridge, a large city in the UK.

**Figure 5**



- 2 (a) (i) Complete the graph by plotting the 2000 figure of 145%. (1 mark)

- 2 (a) (ii) What was the percentage growth between 1990 and 2000?  
 ..... % (1 mark)



**2 (a) (iii)** Describe **two** possible solutions to the problem of traffic in towns.

Solution 1 .....

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Solution 2 .....

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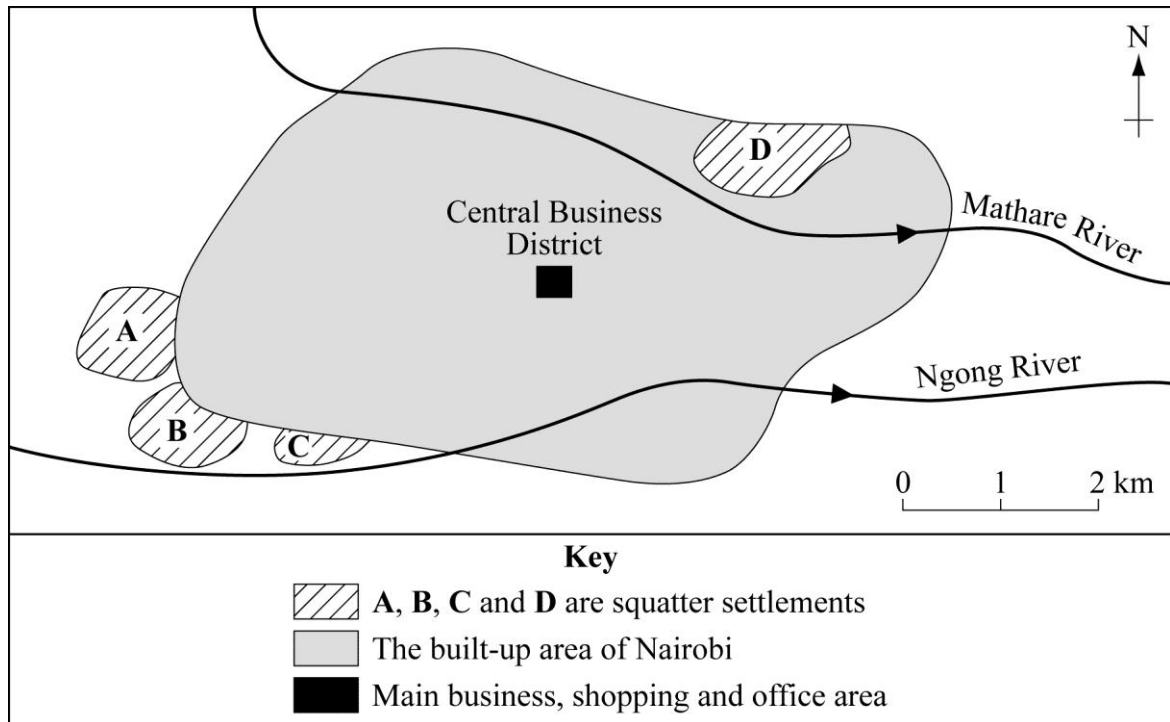
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*(4 marks)*



- 2 (b) Study **Figure 6** which shows the position of squatter settlements in the city of Nairobi in Kenya, a poor country in Africa.

**Figure 6**



- 2 (b) (i) Which sentence best describes the location of the squatter settlements, **A, B, C** and **D**? Tick the correct box.

They are on the edge of the built up area.

They are less than 1km from the Central Business District.

They are in the Central Business District.

(1 mark)

**Question 2 continues on the next page**



- 2 (b) (ii) Complete the sentences below to describe some features of squatter settlements. Choose the correct words from the following list.

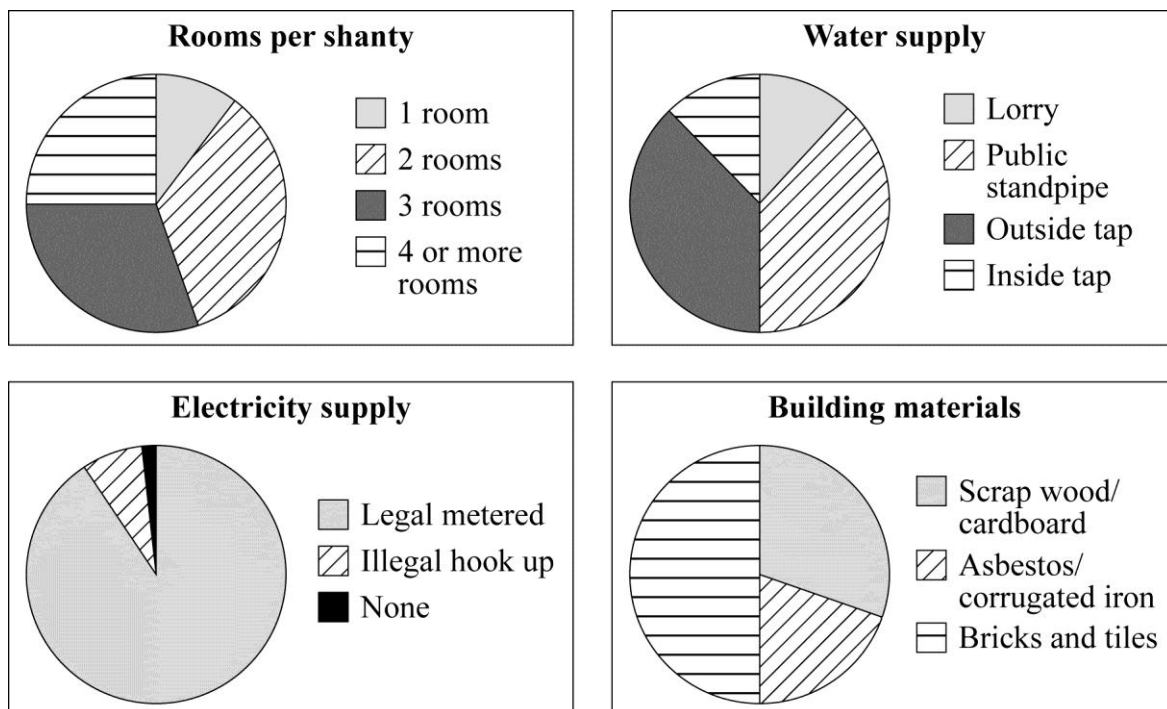
**planned**      **unplanned**      **disease**      **expensive**  
**food**      **migrant**      **wealthy**      **scrap**

Squatter settlements are \_\_\_\_\_. They house \_\_\_\_\_ families who come from the countryside. The houses are built out of \_\_\_\_\_ materials. The problem of \_\_\_\_\_ is often made worse by open sewers.

(4 marks)

- 2 (b) (iii) Study **Figure 7** which shows features of a squatter settlement after it has been in existence for ten years.

**Figure 7**



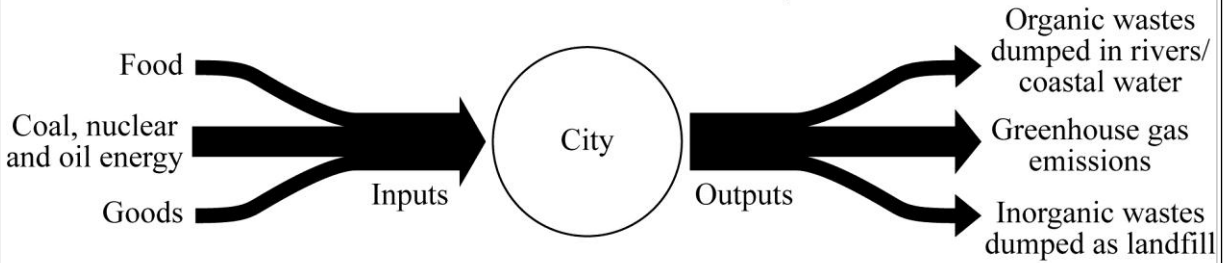
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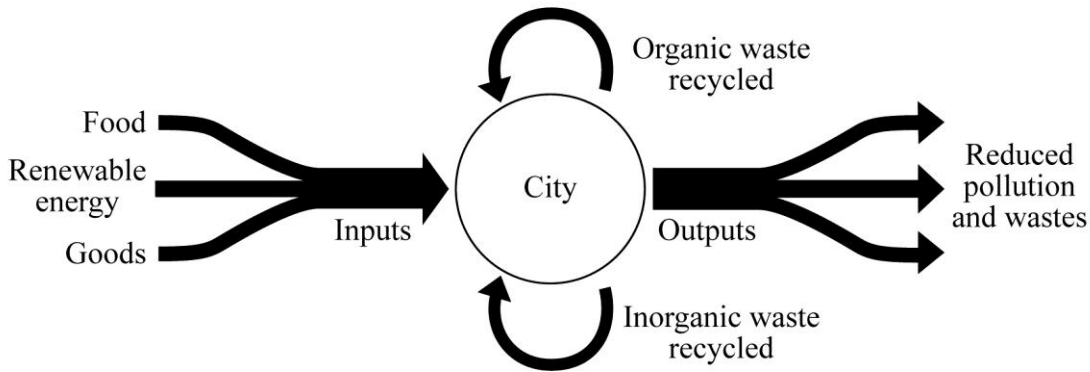
2 (c) Study **Figure 8** which shows models of an unsustainable and a sustainable city.

**Figure 8**

**Model A – an unsustainable city**



**Model B – a sustainable city**



2 (c) (i) Use **Figure 8** to show why a sustainable city will be less damaging to the local environment and less damaging to the global environment.

Less damaging to the local environment .....

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.....

Less damaging to the global environment .....

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(2 marks)



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**2** (c) (ii) Describe the main features of a sustainable settlement.

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(4 marks)

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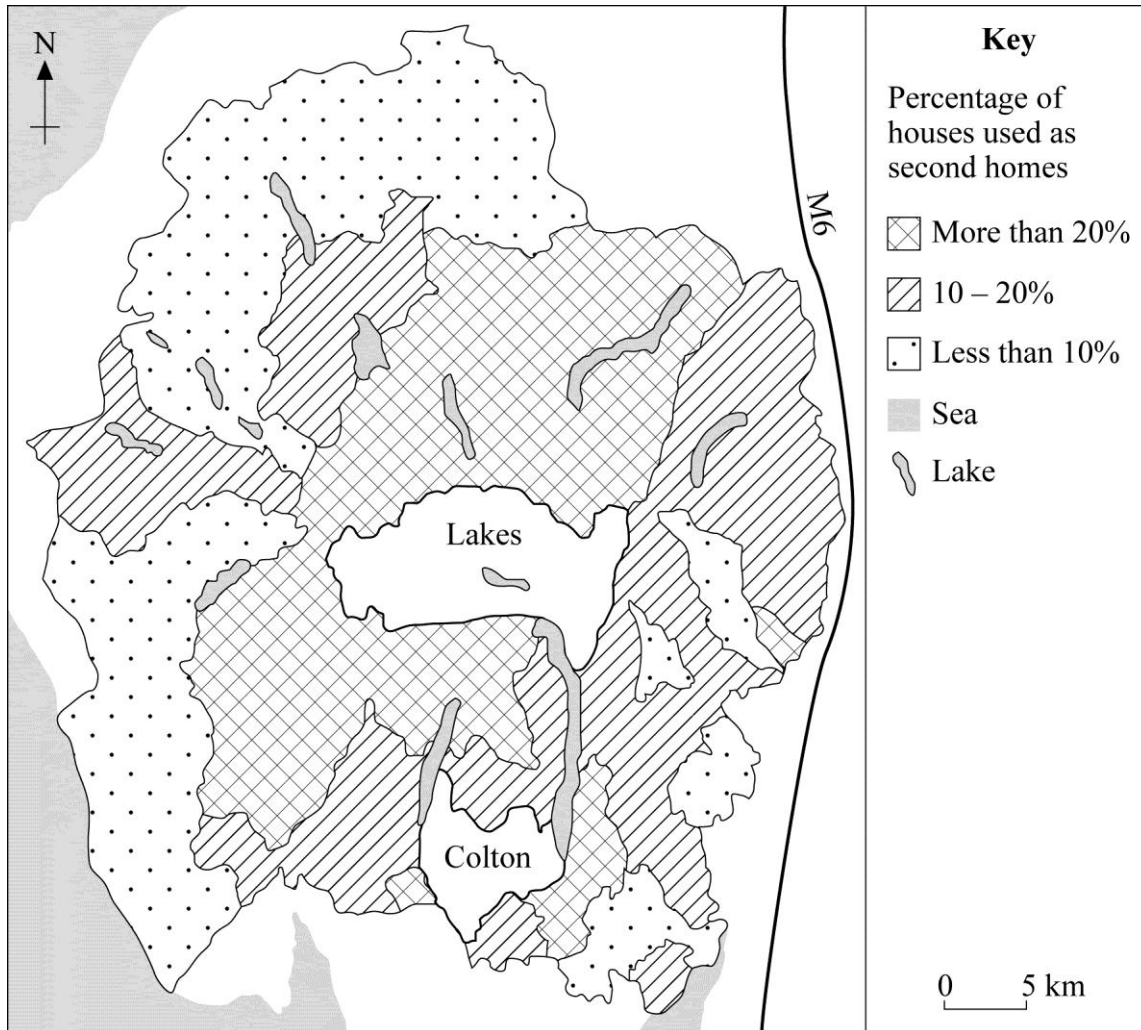
28

**Turn over for the next question**



**Total for this question: 28 marks****3 Changing Rural Environments**

- 3 (a)** Study **Figure 9** which shows the percentage of houses which are second homes in the Lake District National Park.

**Figure 9**

- 3 (a) (i)** What is a second home?

.....  
(1 mark)

- 3 (a) (ii)** Complete the shading on **Figure 9** by using the information below for the parishes of Colton and Lakes.

Colton 11.8%

Lakes 21.3%

(2 marks)





3 (a) (iii) Using **Figure 9**, give **two** facts about the distribution of second homes in the Lake District National Park.

1 .....

.....

2 .....

.....

(2 marks)

3 (a) (iv) Describe **one** problem a high percentage of second homes in a village can cause.

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(2 marks)

**Question 3 continues on the next page**



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3 (b) (iii) Name **one** group of people who would be against these developments.

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(1 mark)

3 (b) (iv) Give **one** reason why this group of people is against developments in the rural-urban fringe.

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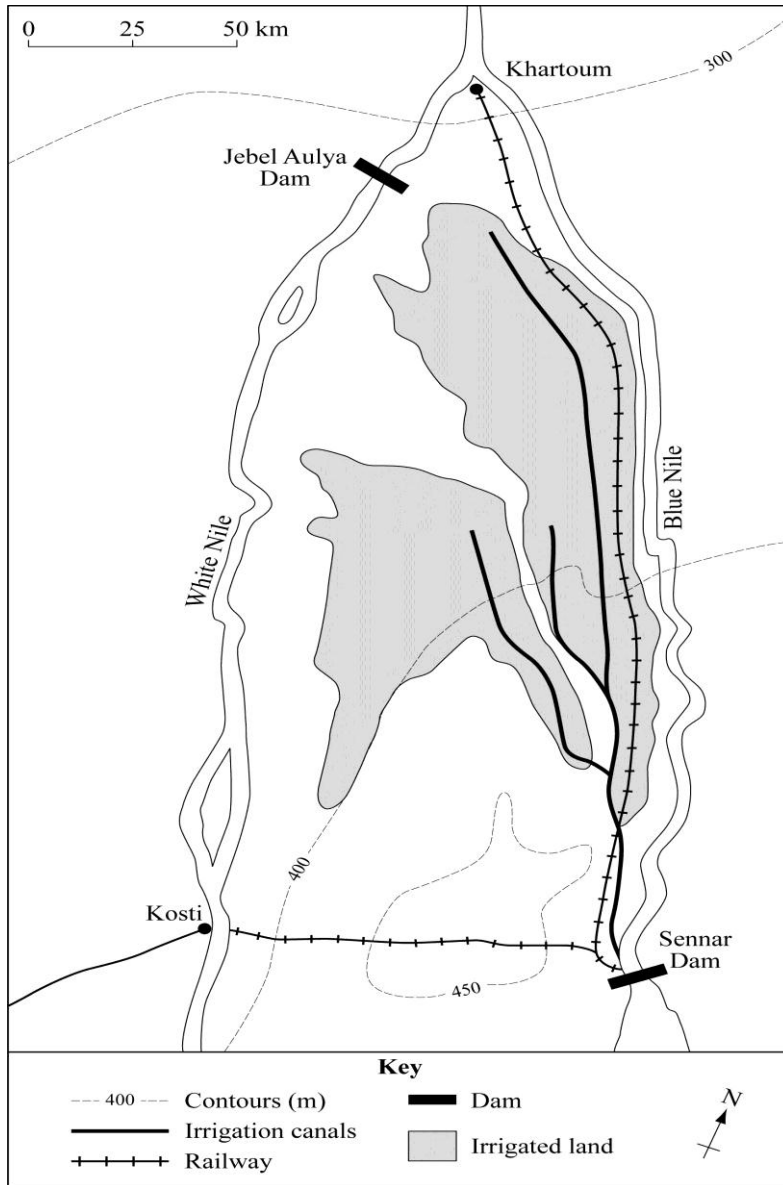
(2 marks)

**Question 3 continues on the next page**



- 3 (c) Study **Figure 10** which shows an irrigation scheme in the poor African country of Sudan.

**Figure 10**



- 3 (c) (i) Use **Figure 10** to describe how the irrigation scheme has made use of the physical geography of the area.

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(1 mark)



Barcode

- 3 (c) (ii) Explain why the irrigation scheme may bring disadvantages to an area such as that shown on **Figure 10**.

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(4 marks)

(Extra space) .....

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28

**END OF SECTION A**

**Turn over for Section B**



**SECTION B**

You must answer at least **one** but **not more than two** questions from this section.

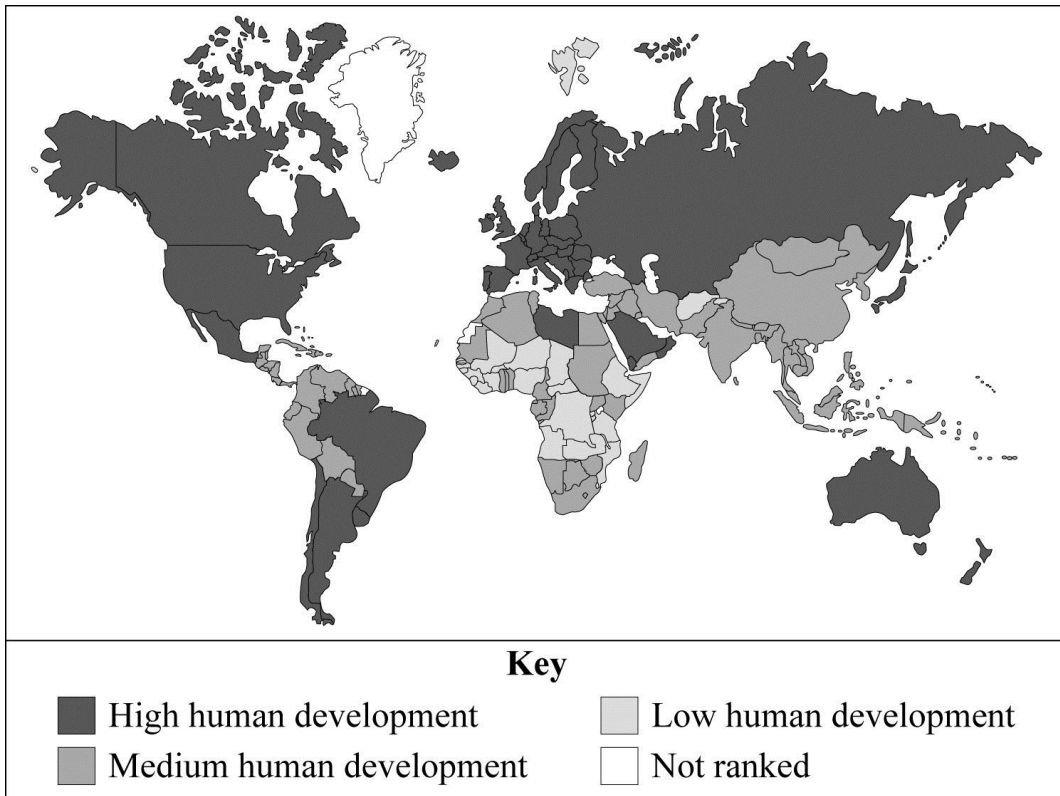
Use your case studies to support your answers where appropriate.

**Total for this question: 28 marks**

**4 The Development Gap**

- 4 (a) Study **Figure 11**, which shows how the world could be subdivided according to the Human Development Index (HDI)

**Figure 11**



- 4 (a) (i) Name **one** measure of development used to determine the HDI.

..... (1 mark)

- 4 (a) (ii) Which continent has the lowest HDI value overall?

..... (1 mark)



4 (a) (iii) Name **one** country with a high HDI value.

.....

(1 mark)

4 (a) (iv) Explain why a simple division of the world into Less Economically Developing Countries (LEDCs) and More Economically Developing Countries (MEDCs) is no longer acceptable.

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(4 marks)

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**Question 4 continues on the next page**

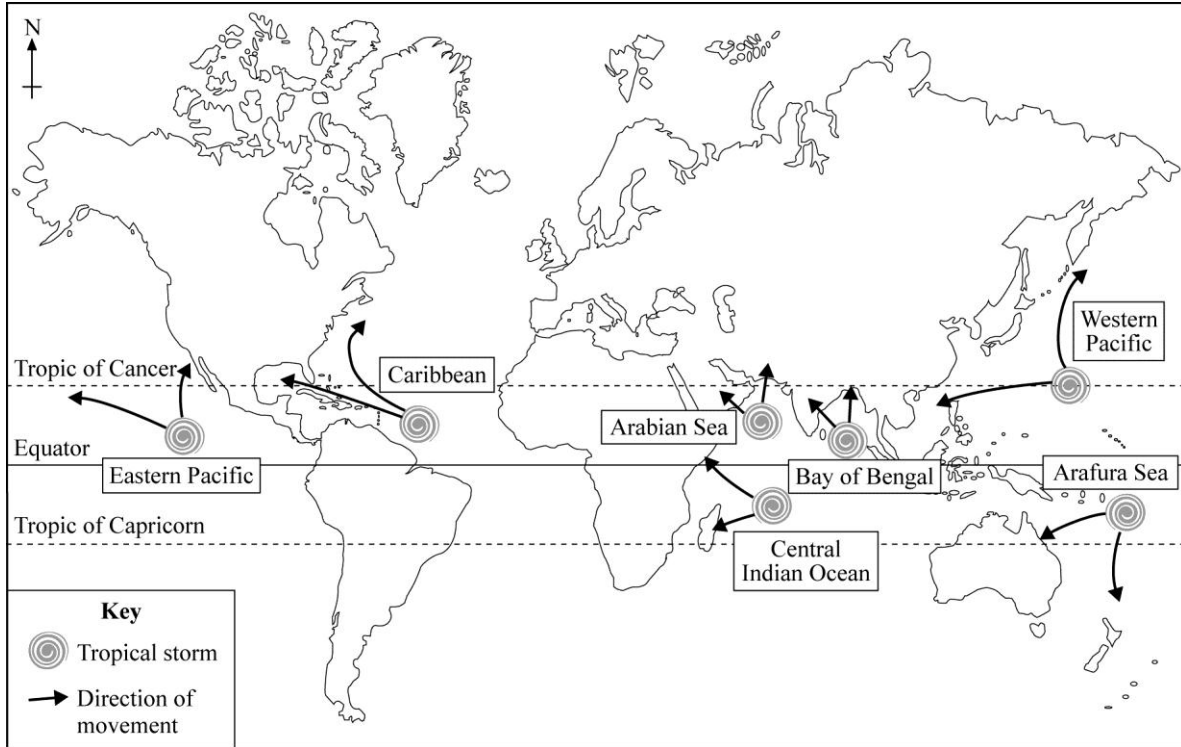


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4 (b) Many parts of the world are affected by natural hazards.

Study **Figure 12** which shows the world distribution of tropical storms.

**Figure 12**



4 (b) (i) What is the meaning of the term natural hazard?

..... (1 mark)

4 (b) (ii) Using **Figure 12**, tick the correct box to show whether each of the following statements is **True** or **False**.

	True	False
All continents are affected by tropical storms.		
All tropical storms start over the sea.		
All tropical storms move away from the Equator.		
Tropical storms affect areas only within the tropics.		

(4 marks)







4 (c) (i) Choose **two** countries in the EU, **one** of which is rich and **one** that is poor.

For each country give **two** reasons why it is rich or poor.

Name of rich country.....

1 .....

2 .....

Name of poor country .....

1 .....

2 .....

(4 marks)

4 (c) (ii) Describe how the EU has attempted to reduce the differences in the level of development within Europe.

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(3 marks)



Total for this question: 28 marks

5 Globalisation

5 (a) What is the meaning of the term globalisation?

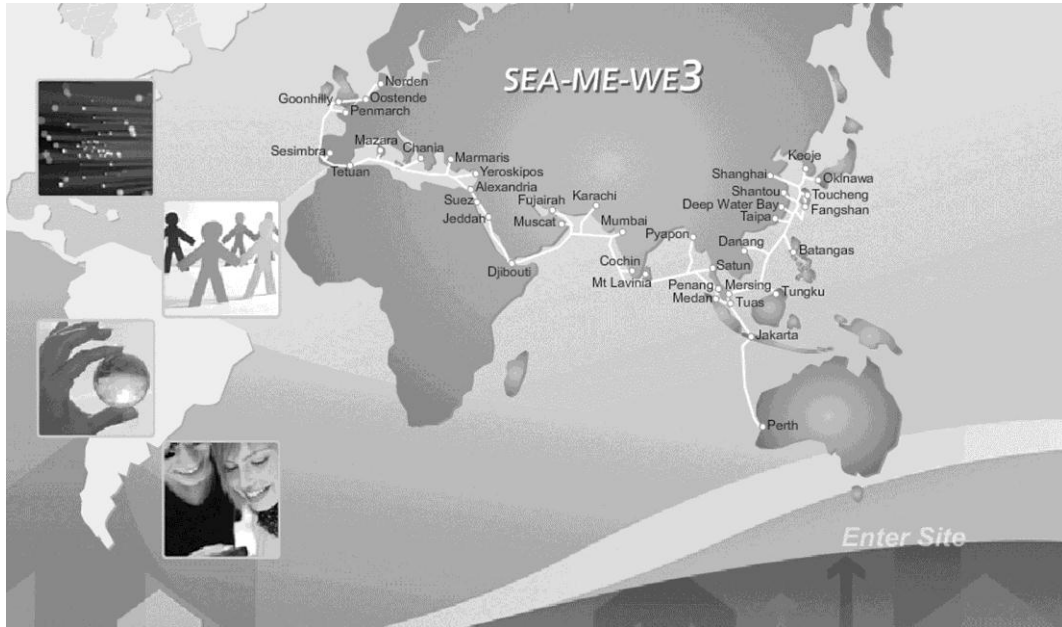
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(1 mark)

5 (b) The increased ease of communication around the world is one reason for increasing globalisation.

Study **Figure 13** which shows the route of the SEA-ME-WE 3 fibre optic cable, which can carry 120 000 telephone messages at the same time.

Figure 13



5 (b) (i) Use **Figure 13** to complete the names of the regions of the world linked by this cable.

South East A.....

Western E.....

M..... East

(3 marks)

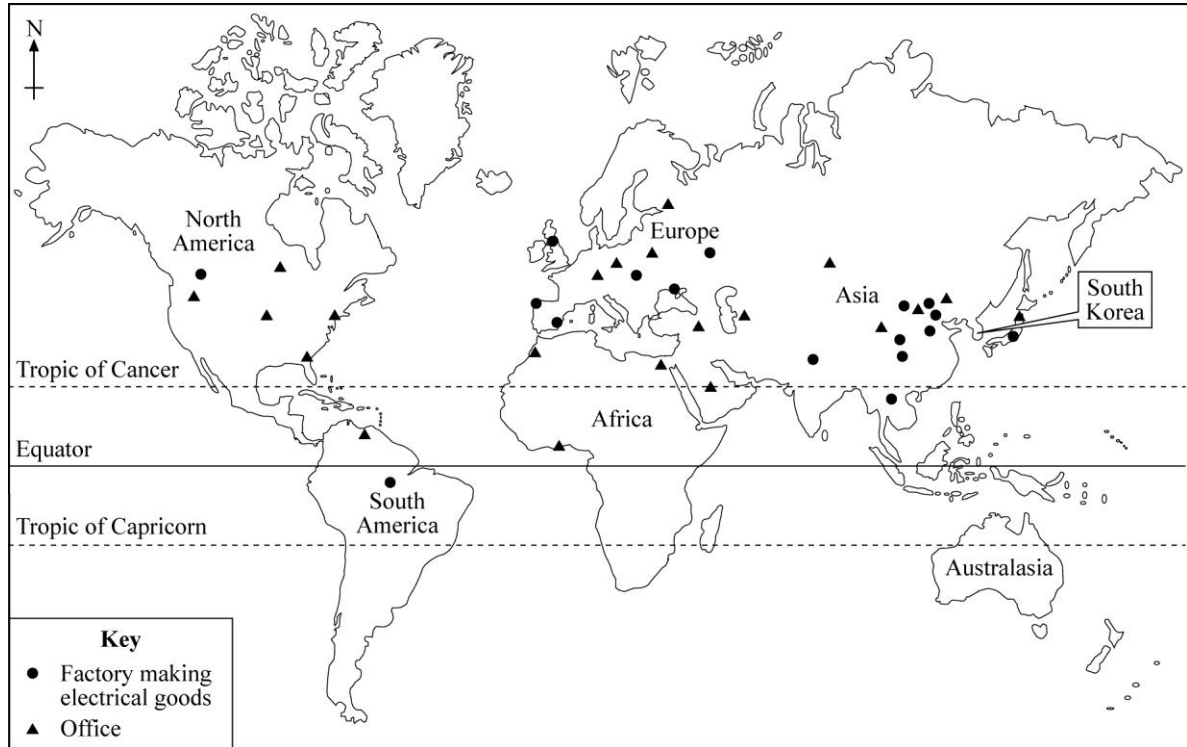




- 5 (c) In recent years there has been a growth of Transnational Corporations (TNCs) across the world. Samsung is a TNC based in Korea.

Study **Figure 14** which shows the distribution of Samsung factories and offices.

**Figure 14**



- 5 (c) (i) Using **Figure 14**, tick the correct box to show whether each of the following statements is **True** or **False**.

	True	False
All Samsung offices are in poor countries.		
North America has more Samsung offices than factories.		
Most Samsung factories are in Asia.		
Africa is the only continent without any Samsung offices.		

(4 marks)

**Question 5 continues on the next page**

5 (c) (ii) Suggest **two** reasons for the distribution of Samsung factories.

1 .....

.....

2 .....

.....

(2 marks)

5 (c) (iii) In what way(s) is the distribution of Samsung factories and offices, as shown on **Figure 14**, an example of the globalisation of industry?

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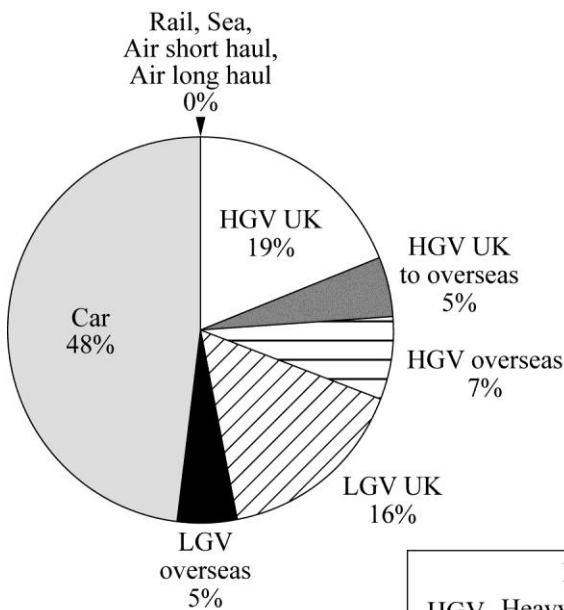
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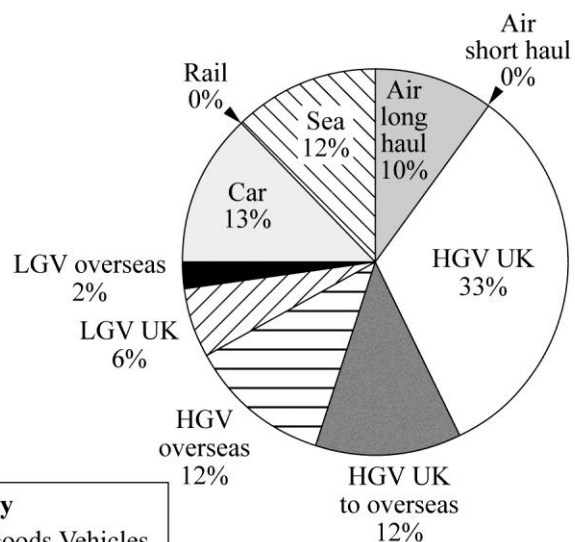
(2 marks)

5 (d) Study **Figures 15a** and **15b**. **Figure 15a** shows the food-miles carried by different forms of transport. **Figure 15b** shows the carbon dioxide emissions created by different forms of transport.

**Figure 15a**



**Figure 15b**



**Key**  
 HGV Heavy Goods Vehicles  
 LGV Light Goods Vehicles



5 (d) (i) What is the meaning of the term food-miles?

.....  
.....

(1 mark)

5 (d) (ii) What percentage of the total food-miles are carried by Heavy Goods Vehicles (HGVs) in the UK?

.....%

(1 mark)

5 (d) (iii) Which form of transport appears to create the largest amount of carbon dioxide emissions compared with its percentage of UK food-miles travelled?

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(1 mark)

5 (d) (iv) Explain how the number of food-miles travelled may be reduced.

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(4 marks)

(Extra space) .....

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**Total for this question: 28 marks**

**6 Tourism**

**6 (a)** Study **Figure 16**, on the insert, which shows part of Italy that has developed an important tourist industry.

**6 (a) (i)** Which of the following has encouraged the growth of a tourist industry in the area shown in the photograph?

Circle the correct answer.

**Physical factors**

**Human factors**

*(1 mark)*

**6 (a) (ii)** Using **Figure 16**, give **two** reasons why tourists are attracted to this part of Italy.

1 .....

.....

2 .....

.....

*(2 marks)*





- 6 (b) Choose **either** a UK National Park **or** a UK coastal resort that you have studied.

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

- 6 (b) (i) Describe the attractions of your chosen location that have led to its development as an important tourist destination.

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(4 marks)

(Extra space) .....

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- 6 (b) (ii) Describe how the area chosen aims to ensure that it remains popular with tourists.

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(2 marks)

**Question 6 continues on the next page**



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- 6 (c) Study **Figure 17** which is part of a newspaper article.

**Figure 17**

**Tourism threatens polar environments**

More than anywhere else on Earth, the polar regions are most affected by global warming. Yet it is this threat to their existence that is attracting more tourists to the region than ever before.

The World Tourist Organisation puts the number of annual visitors to the Arctic at more than one million. There has been a 5% growth in the numbers visiting Antarctica, which is causing concern for environmentalists.

© *The Times*, June 2007

- 6 (c) (i) Give **one** reason why more tourists are going to extreme environments like the Arctic and Antarctica.

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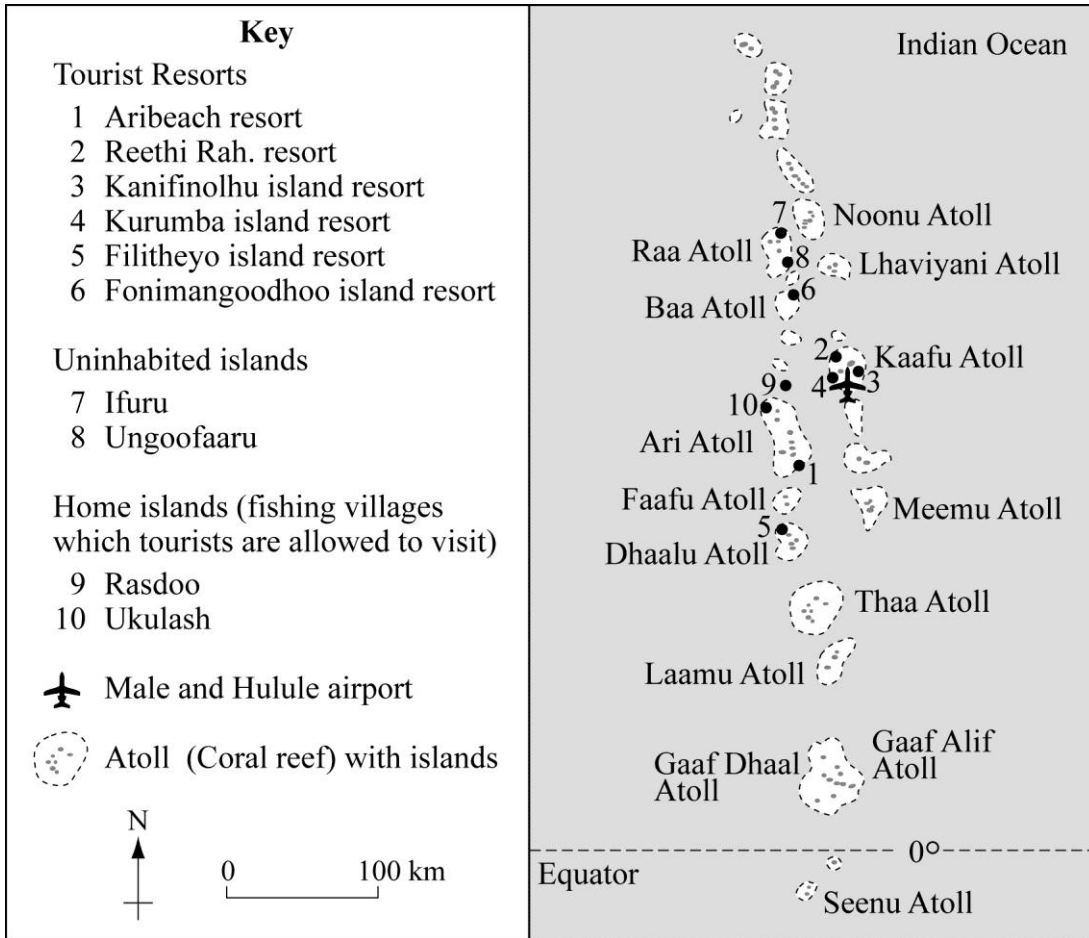
(1 mark)





6 (d) Study **Figure 18**, a map of the Maldives, a country in the Indian Ocean.

**Figure 18**



6 (d) (i) Use **Figure 18** to suggest **two** reasons why tourists visit the Maldives.

1 .....

.....

2 .....

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(2 marks)



6 (d) (ii) What is the meaning of the term eco-tourism?

.....  
.....

(1 mark)

6 (d) (iii) Since 1970, the government of the Maldives has made rules that have to be followed when building any new tourist development.

<b>Rules</b>
1. Resorts are to use recycled water in the gardens.
2. No buildings are to be taller than the tree-tops.
3. No more than 20% of any island to be built on.
4. Each island is to have its own solar-powered generator for producing electricity.

Choose **three** of these rules, and suggest why each was felt to be important.

Rule number .....

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Rule number .....

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Rule number .....

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(6 marks)

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**END OF QUESTIONS****ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS**

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- |            |           |   |
|------------|-----------|---|
| Question 1 | Figure 4  | COLE MORETON, Immigration: In the town where the gangmaster is king, <i>The Independent</i> , Sunday 4 November 2007.                   |
| Question 2 | Figure 5  | from <i>People, Places and Themes</i> by BILHAM-BOULT, BLADES, HANCOCK, RIDOUT. Reprinted by permission of Pearson Education.           |
| Question 2 | Figure 8  | S WARN, <i>Student Unit Guide AS Geography Edexcel B, Unit 2</i> , Philip Allan Updates, 2001.  |
| Question 3 | Figure 9  | S WARN AND M NAISH, <i>Changing Environments</i> , Pearson Education Ltd.   |
| Question 3 | Figure 10 | N.I. ROWLES AND R. BATEMAN  |
| Question 4 | Figure 11 | UNITED NATIONS DEVELOPMENT PROGRAM, <i>Human Development Report 2007/2008</i> , 2007, reproduced with permission of Palgrave Macmillan. |
| Question 4 | Figure 12 | N PUNNETT, P WEBBER, S MURRAY.  |
| Question 6 | Figure 17 | T HOLLY DAVIS, <i>Tourism Threatens Antarctica</i> , © <i>The Times</i> , 5 June 2007   |

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