

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Secondary Education  
 Foundation Tier  
 Specimen Paper for Linear Specification  
 (2014 Onwards)

# Geography (Specification A)

## Unit 2: Human Geography

90302F  
**F**

Date: Time:

<p><b>For this paper you must have:</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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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	

**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 4dii, 5biii, 6bi in Section B. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.



**SECTION A**

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

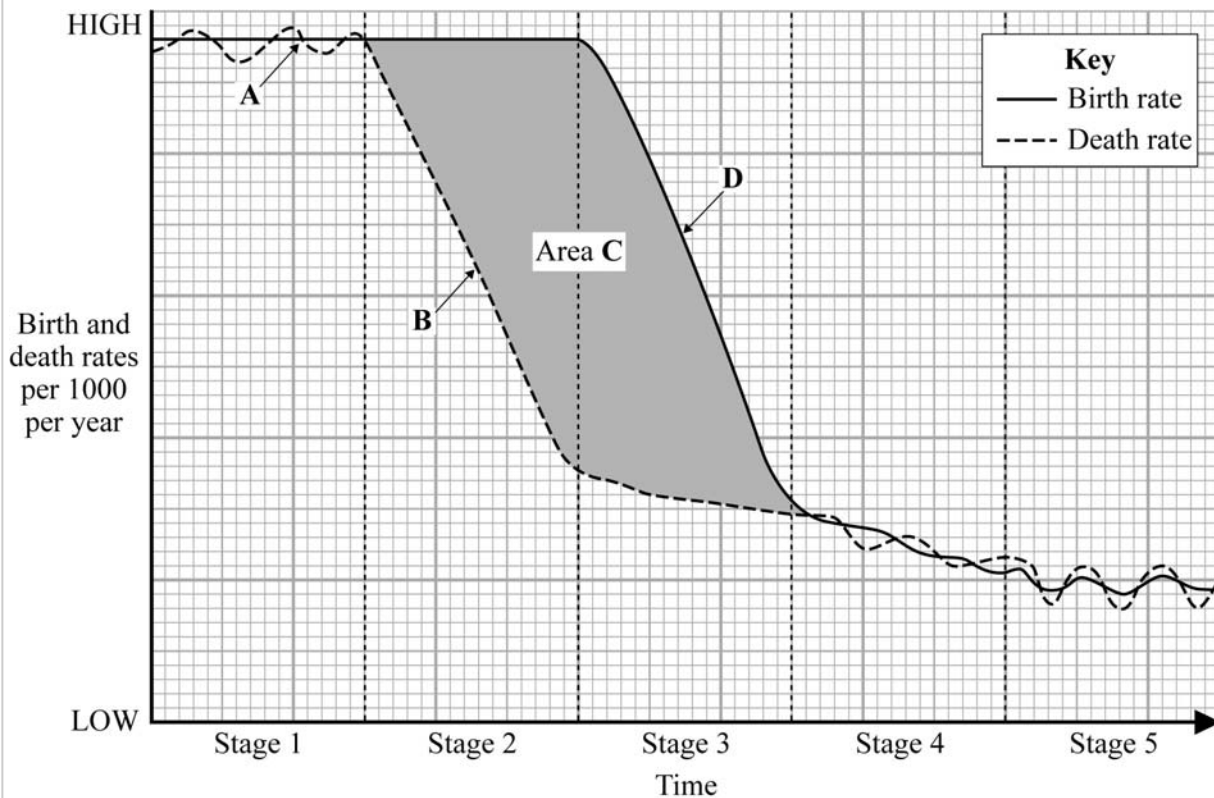
Use your case studies to support your answers where appropriate.

**Total for this question: 28 marks**

**1 Population Change**

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

**Figure 1**



**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.	

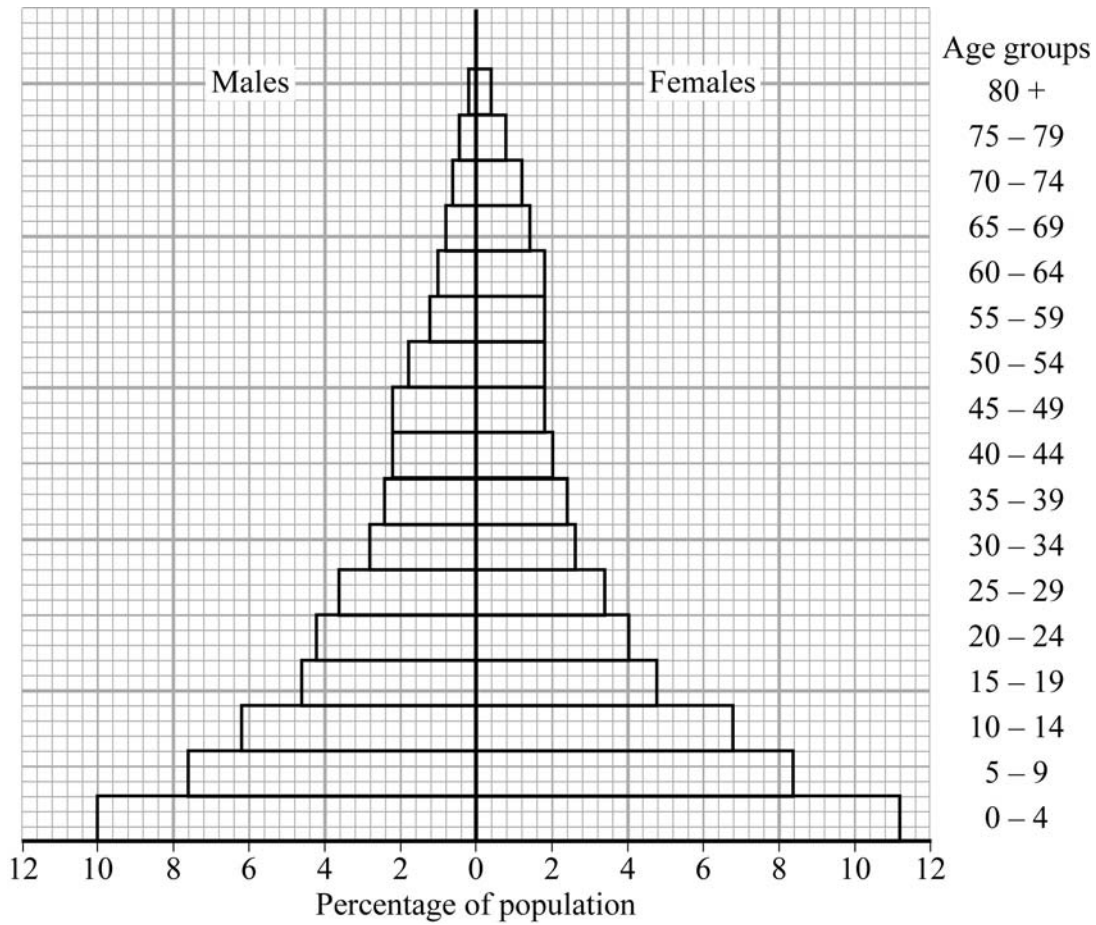
(4 marks)

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?

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(1 mark)

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

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2 .....

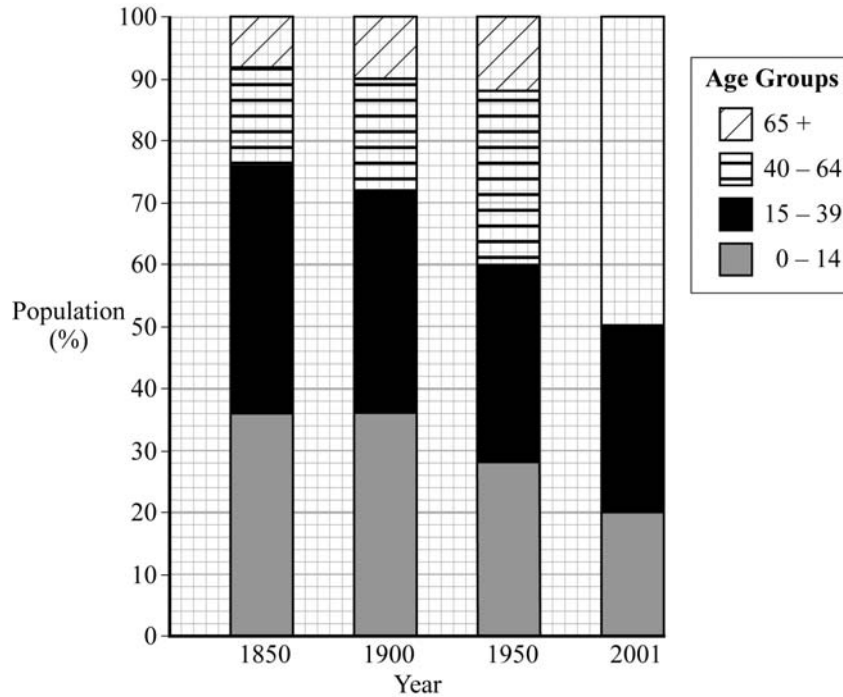
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(2 marks)



- 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 .....

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2 .....

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(2 marks)



Barcode

1 (b) (iv) Describe how governments of richer countries have tried to cope with changes in population structure.

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(6 marks)  
SPaG: 3 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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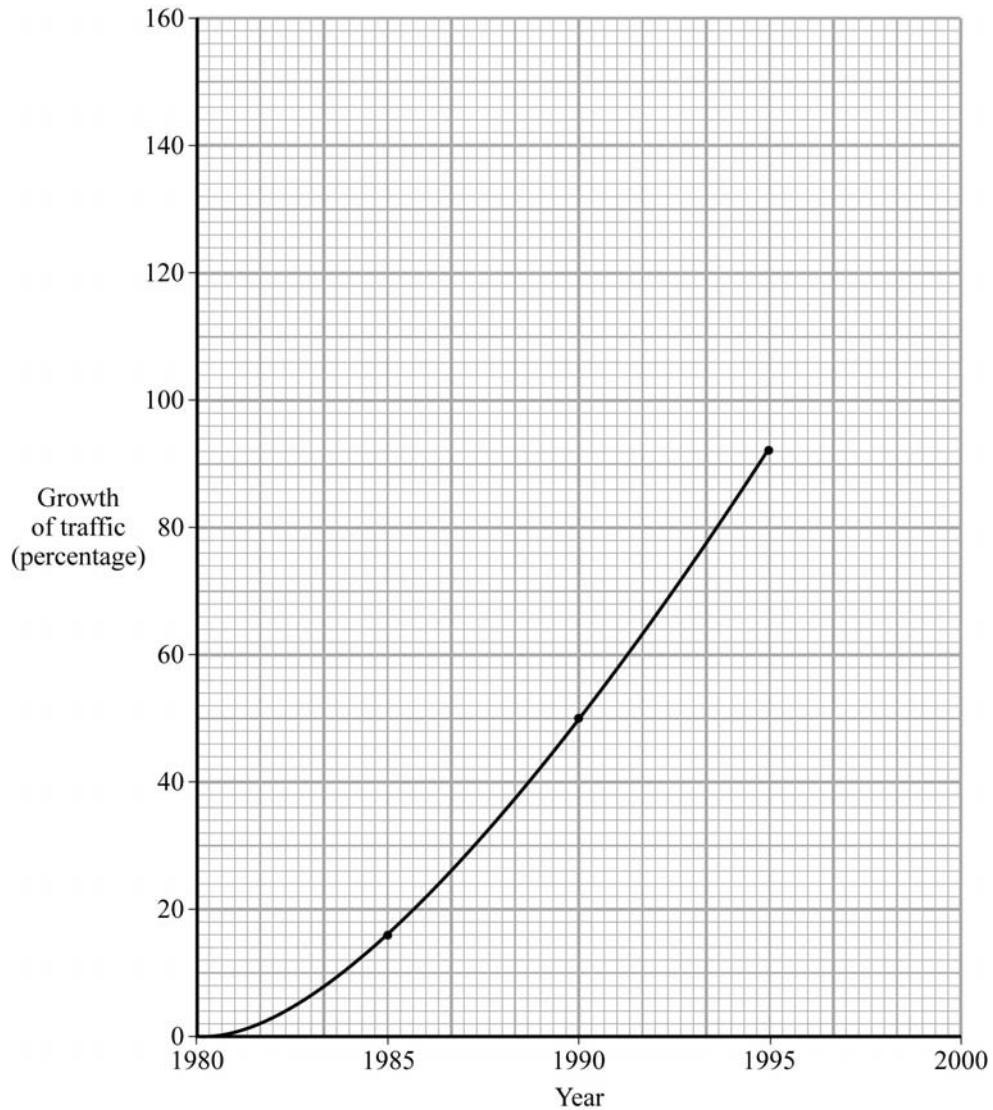
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**Total for this question: 28 marks****2 Changing Urban Environments**

- 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)*

Barcode

**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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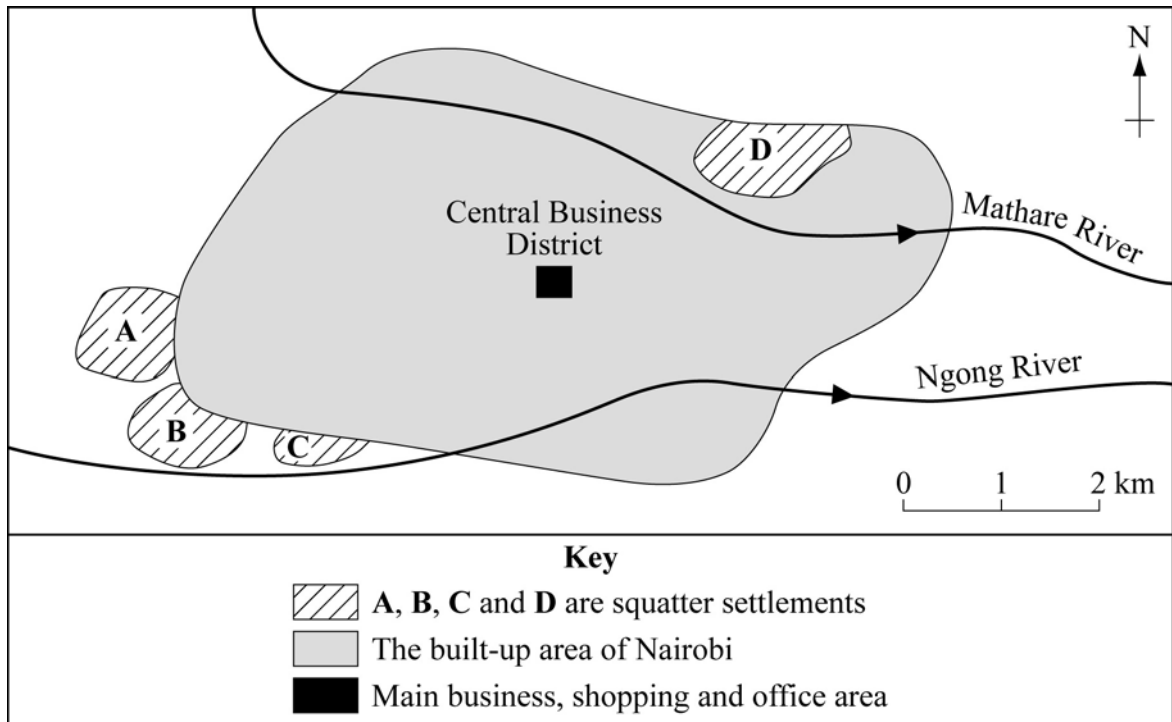
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(4 marks)



- 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.

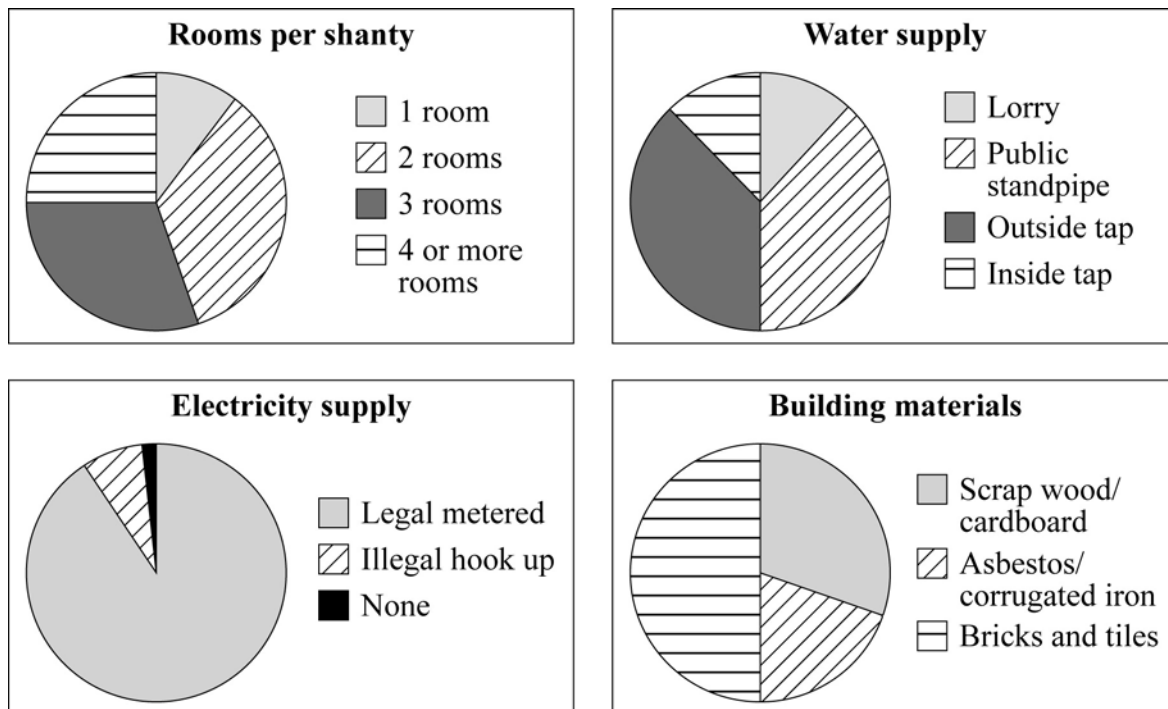
**planned**      **unplanned**      **disease**      **expensive**  
**food**      **migrant**      **wealthy**      **scrap**

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**



Barcode

Suggest **two** ways the squatter settlement shown in **Figure 7** is likely to have been improved since it was established.

1 .....

2 .....

(2 marks)

**2 (b) (iv)** Describe how local people living in squatter settlements have tried to improve their own lives.

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(6 marks)  
SPaG: 3 marks

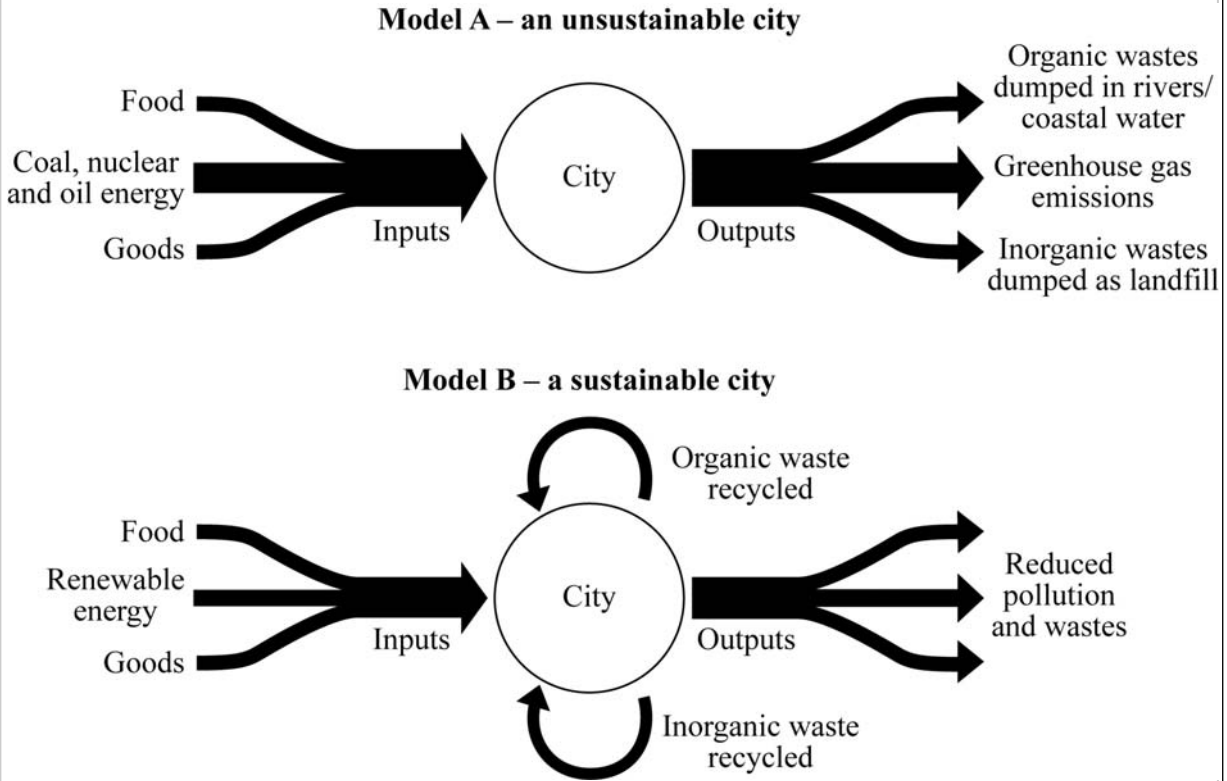
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2 (c) Study **Figure 8** which shows models of an unsustainable and a sustainable city.

**Figure 8**



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)



Barcode

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

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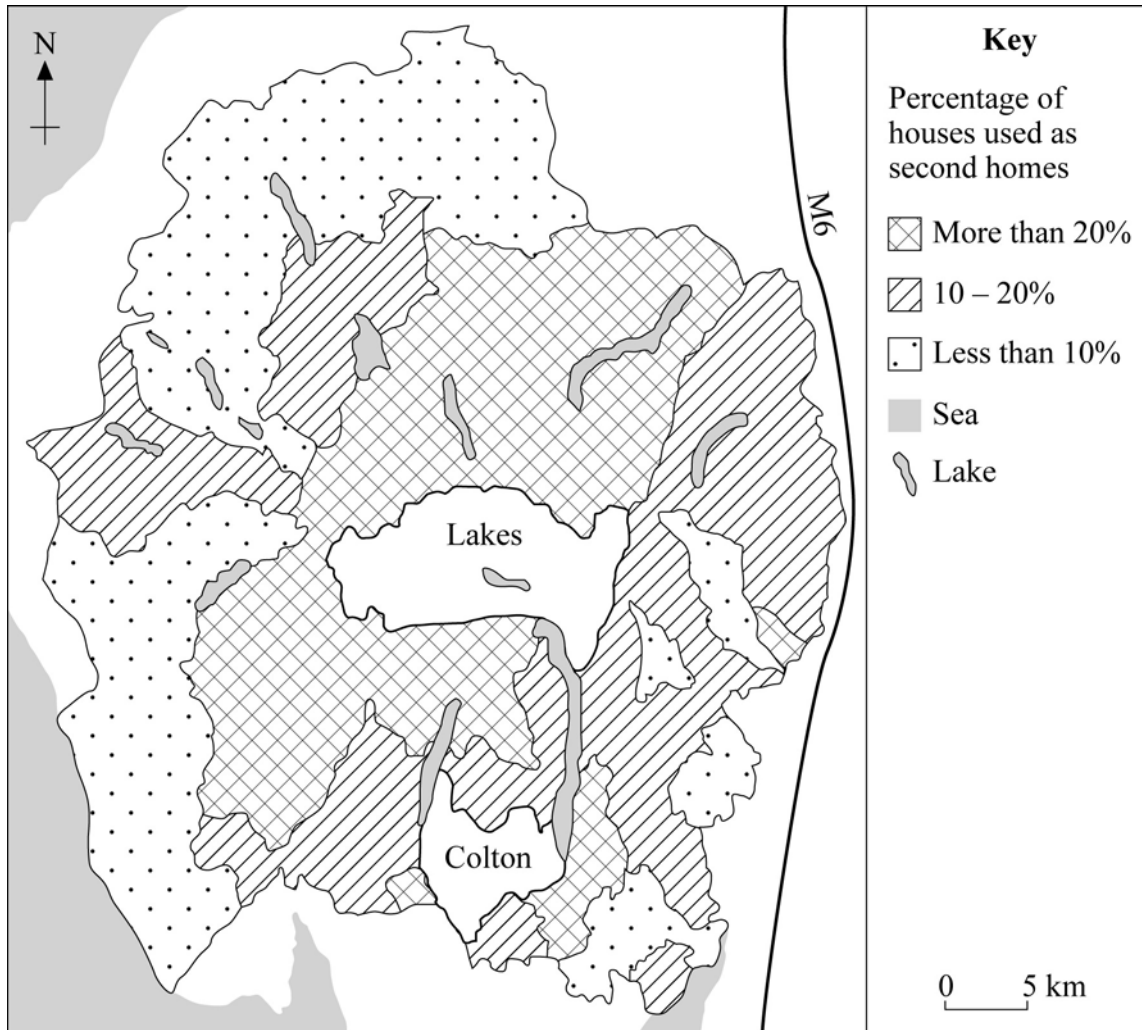
28

**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.

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*(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**



Barcode

3 (b) (i) Study the following statements about the rural-urban fringe of a settlement.

Complete the table by ticking the correct box to show whether each statement is **True** or **False**.

Statement	True	False
Many houses are being built.		
Land is more expensive than the city centre and so is left as open space.		
It is a very attractive area so no industry can be set up there.		
The area may be a green belt to stop the city growing any further into the countryside.		

(4 marks)

3 (b) (ii) The rural-urban fringe is under increasing pressure. Explain why many developments are taking place on the rural-urban fringe.

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(6 marks)

SPaG: 3 marks



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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)*

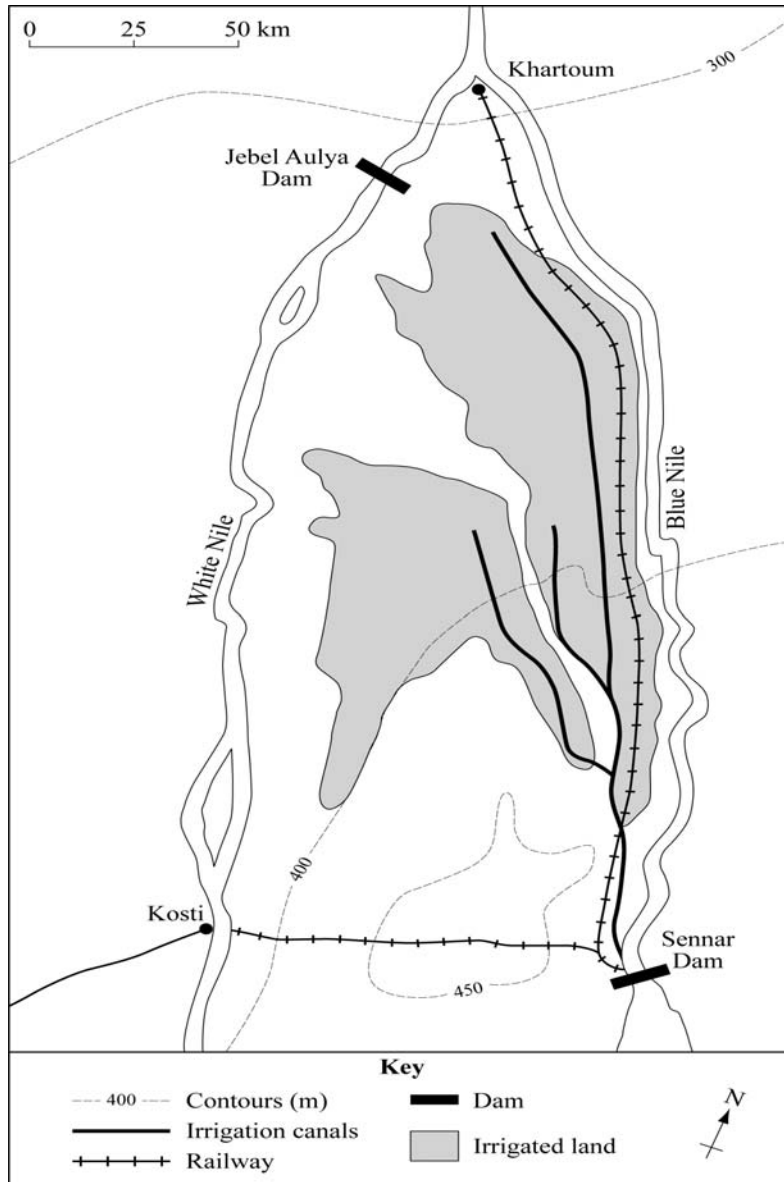
**Question 3 continues on the next page**



Barcode

- 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)



**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)

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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.

**4 The Development Gap****Total for this question: 28 marks**

**4 (a)** Study **Figures 11a** and **11b**, opposite, which show two ways of classifying the different countries of the world.

**4 (a) (i)** Use the maps and keys in **Figures 11a** and **11b** to complete the following table using the correct letters or numbers. Two have been done for you.

Country	Classification in Figure 11a	Classification in Figure 11b
Saudi Arabia	Y	4
Russia	X	2
Brazil		
Kenya		
Australia		

*(3 marks)*

**4 (a) (ii)** Explain why the classification of countries shown in **Figure 11a** is no longer valid.

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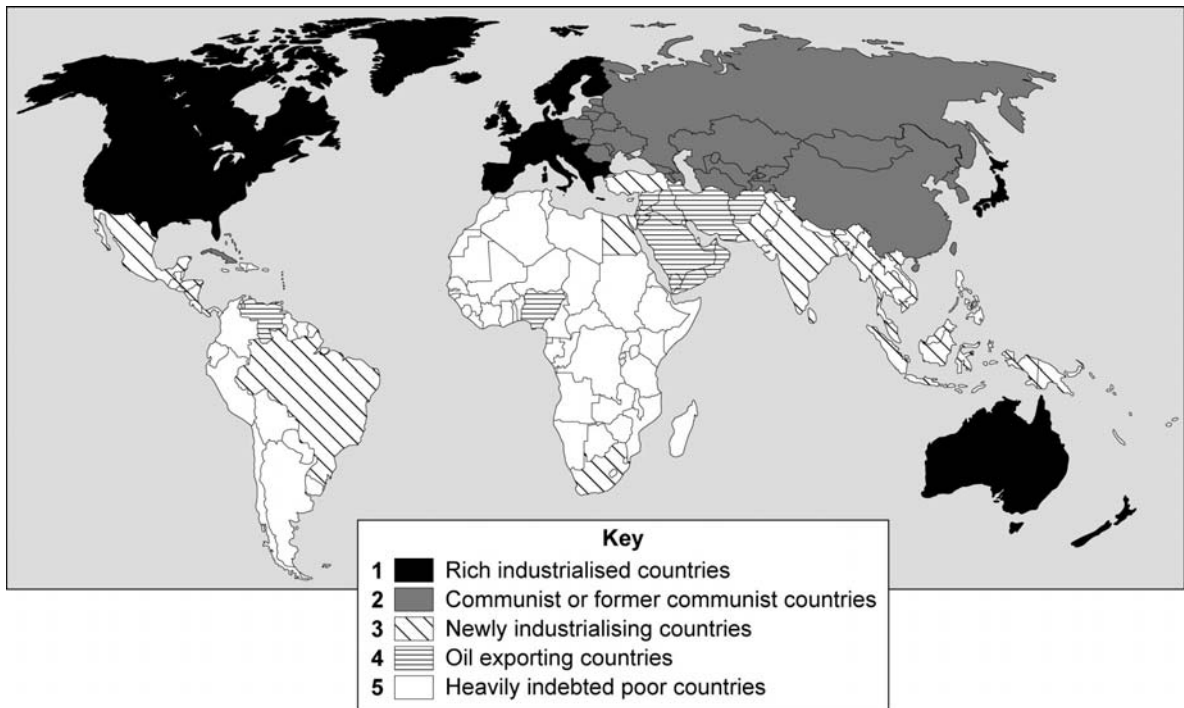
*(2 marks)*

Barcode

**Figure 11a**



**Figure 11b**



**Question 4 continues on the next page**



- 4 (b)** Study **Figure 12**, a charity advert about a Bangladeshi woman.

**Figure 12**



**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 12** and your own knowledge to suggest why Juleka is smiling.

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Barcode



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

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**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?

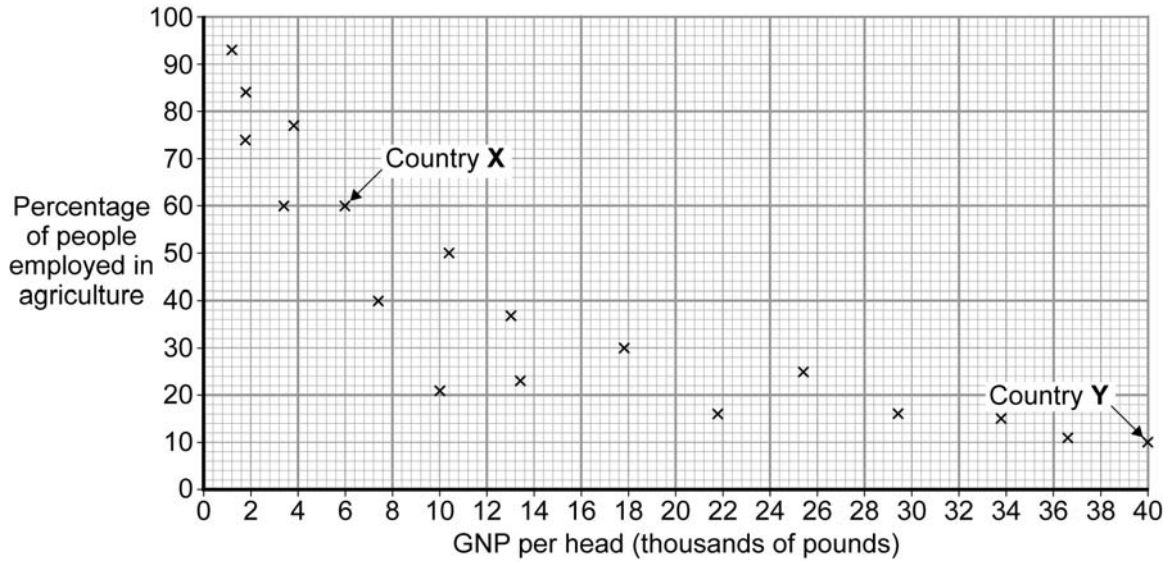
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**Question 4 continues on the next page**



**4 (c)** Study **Figure 13**, a scattergraph showing the link between GNP per head and the percentage of people employed in agriculture in selected countries.

**Figure 13**



**4 (c) (i)** Plot the following statistics on **Figure 13**.

GNP per head ( £ 000s)	Percentage of people employed in agriculture
2	80

(1 mark)

**4 (c) (ii)** What is the relationship between GNP per head and the percentage of people employed in agriculture shown in **Figure 13**?

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(1 mark)

**4 (c) (iii)** Why is the use of a single development measure such as GNP per head not a good way of measuring a country's level of development?

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(2 marks)



**4 (d) (i)** Country **X** and Country **Y** on **Figure 13** are both members of the European Union (EU).

Name **two** countries in the EU that **X** and **Y** could represent.

Country **X** .....

Country **Y** .....

(2 marks)

**4 (d) (ii)** Describe **one or more** ways the EU has tried to reduce the difference in the levels of development across countries within the EU.

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(6 marks)  
SPaG: 3 marks

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**5 Globalisation****Total for this question: 28 marks**

- 5 (a) (i)** Complete the paragraph below by choosing the correct words from the following list.

**exported****oxygen****factory****imported****carbon dioxide****farm**

'Food miles' is the measure of distance food travels from the .....  
to the consumer. This transport adds to the ..... emissions that  
are contributing to climate change. Half the vegetables and ninety-five per cent  
of the fruit in the UK are .....

*(3 marks)*

- 5 (a) (ii)** Give **one** way shopping for food may add to the number of food miles travelled.

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*(1 mark)*

- 5 (a) (iii)** Why has the number of food miles increased recently?

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*(1 mark)*

Barcode

**5 (a) (iv)** Study **Figure 14** on the insert, which shows one way strawberries are grown. Give **two** pieces of evidence from **Figure 14** that show that these strawberries are intensively grown.

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*(2 marks)*

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

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*(2 marks)*

**5 (a) (vi)** Describe **one** economic effect of an increasing demand for food.

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*(2 marks)*

**Question 5 continues on the next page**





**5 (c) (i)** Give **two** reasons why there has been an increasing global demand for energy.

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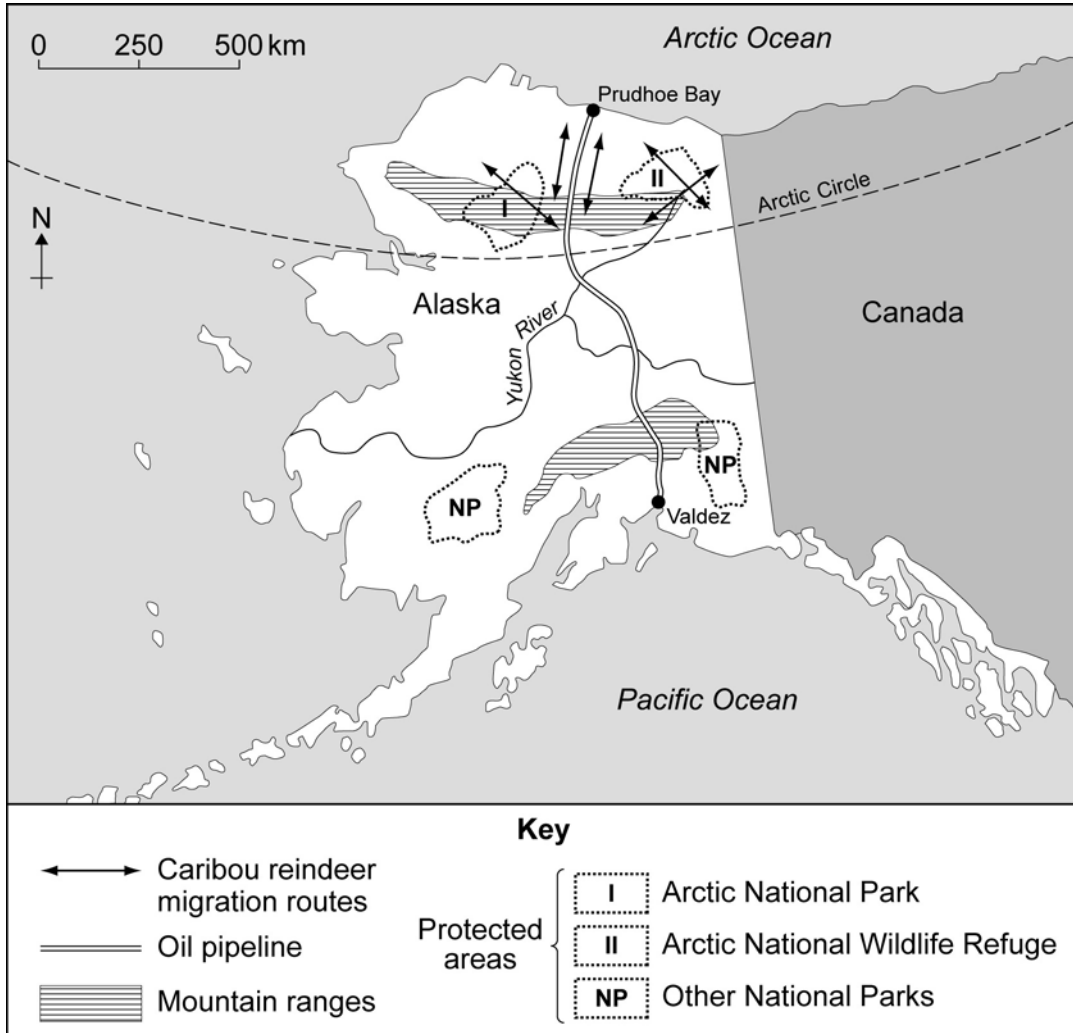
(2 marks)

**Question 5 continues on the next page**



**5 (c) (ii)** Study **Figure 15a** below, and **Figure 15b** on the insert.  
**Figure 15a** 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 15b** shows the effects of an oil spillage near Valdez.

**Figure 15a**



Use **Figures 15a and 15b** 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**



Barcode

**6 Tourism**

**Total for this question: 28 marks**

**6 (a)** The following is a list of different types of tourist activity numbered 1 to 6.

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|--|
| 1. Visiting large museums<br>2. Skiing<br>3. Going to international football matches<br>4. Visiting amusement arcades at the end of a pier<br>5. Trekking and fell walking<br>6. Surfing |
|--|

Complete the table below by writing the number of each tourist activity under the correct heading.

Write each number only **once**.

CITIES	COASTAL AREAS	MOUNTAINS

(3 marks)

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

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

**6 (b) (i)** Explain why your chosen area attracts many tourists.

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(6 marks)  
SPaG: 3 marks

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**6 (b) (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**



**6 (b) (iii)** The following is a list of some strategies National Parks and coastal resorts in the UK have used to maintain a successful tourism industry.

National Parks	Coastal resorts
1. Farms offering tourist activities 2. Managing the effects of footpath erosion 3. Zoning of the area into honeypots and wilder more remote areas	4. Building conference centres 5. Concentrating on the luxury end of the market 6. Developing a wider range of attractions including those indoors

Choose either **two** National Park strategies (1-3) or **two** coastal resort strategies (4-6).

For **each**, explain how the chosen strategy may make sure of the continuing success of the tourist industry in **either** a coastal resort **or** a National Park.

Strategy number.....

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Strategy number.....

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(4 marks)

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**6 (c)** The coast of Kenya is a tropical area which attracts many tourists. Study **Figure 16** on the insert, a cross-section through the coast of Kenya.

**6 (c) (i)** Use **Figure 16** to suggest why many tourists visit the coast of Kenya.

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*(2 marks)*

**6 (c) (ii)** Outline how tourists can easily damage the environment of this area.

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*(2 marks)*

**6 (d) (i)** What is the meaning of **each** of the following words?

Conservation .....

.....

Stewardship .....

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*(2 marks)*

**Question 6 continues on the next page**



Barcode

**6 (d) (ii)** Study **Figure 17** 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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(4 marks)

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**END OF QUESTIONS**

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Figure 4: COLE MORETON, Immigration: In the town where the gangmaster is king, *The Independent*, Sunday 4 November 2007

Figure 5: from *People, Places and Themes* by BILHAM-BOULT, BLADES, HANCOCK, RIDOUT. Reprinted by permission of Pearson Education

Figure 8: S.WARN, *Student Unit Guide AS Geography Edexcel B, Unit 2*, Philip Allan Updates, 2001

Figure 9: S.WARN and M NAISH, *Changing Environments*, Pearson Education Ltd

Figure 10: N. I. ROWLES and R. BATEMAN

Figure 12: World Concern

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