



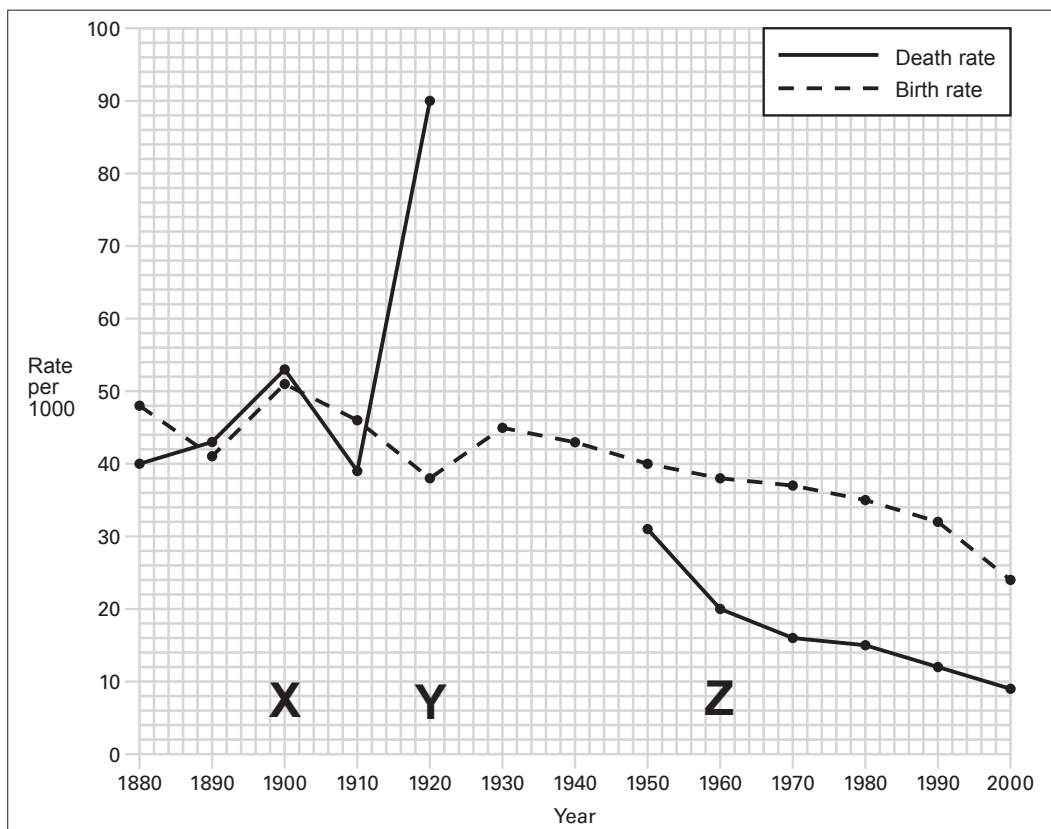
Leave blank

**SECTION A**

**Answer BOTH questions in this section**

**Providing for Population Change**

**A1** (a) Look at Figure 1 below. It shows changes in birth and death rates in India, an **LEDC** in Asia.



**Figure 1**

(i) What does the term **birth rate** mean?

.....

.....

.....

.....

**(2)**

(ii) **Complete the graph** (Figure 1 above) for death rates.

Use the data below.

Year	Death Rate (per 1000)
1930	38
1940	36

**(3)**



Leave blank

(b) (i) In which year did India have its **highest death** rate?

.....

(1)

(ii) What was India's **birth** rate in 2000?

.....

(1)

(c) Find the letters X, Y and Z on Figure 1.

**Write X, Y and Z** in the correct boxes in the table below.

	<b>X, Y or Z</b>
India's population was <b>decreasing quickly</b>	
India's population was <b>increasing quickly</b>	
India's population was quite <b>stable</b>	

(2)

(d) (i) India's death rate fell quickly after 1950.

Suggest why.

.....  
.....  
.....  
.....

(2)

(ii) India's birth rate has been high since 1950.

Suggest why.

.....  
.....  
.....  
.....  
.....  
.....

(3)



Leave blank

(iii) India's population growth causes problems for its government.

Suggest some of these problems. Use evidence from Figure 1.

.....  
.....  
.....  
.....  
.....  
.....

(3)

(e) Look at Figure 2 below.

It shows international migration for the United Kingdom in 2001.

	Number
<b>Immigrants into UK</b>	480,000
<b>Emigrants from UK</b>	308,000

Figure 2

(i) What does the term **international migration** mean?

.....  
.....

(1)

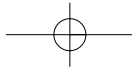
(ii) International migration affects the size of a country's population.

How would the **size** of the United Kingdom's population change as a result of the migration shown in Figure 2? Use data in your answer.

.....  
.....

(1)





Leave blank

(iii) In 2003, 18% of immigrants to the United Kingdom came from European Union (EU) countries. Name **two** EU countries that the immigrants may have come from.

1 .....

2 .....

(2)

(iv) An **MEDC** such as the United Kingdom can **benefit** from immigration.

Explain how.

.....

.....

.....

.....

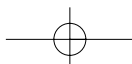
.....

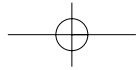
.....

(3)



M 2 1 2 2 8 A 0 5 3 2





Leave blank

(f) You have studied energy resources.

Name a **thermal** energy source that you have studied in an **MEDC**.

Thermal energy source .....

Name of **MEDC** .....

Describe the effects of that energy source on the **environment**.

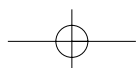
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(6)

QA1

(Total 30 marks)

--	--



Leave blank

**Planning for Change**

**A2** (a) Look at the 1:50,000 Ordnance Survey (OS) map of Cambridge.

**Complete** the table by:

- (i) naming the economic activity found in each grid square
- (ii) stating if the activity is **primary (P)**, **secondary (S)** or **tertiary (T)**.

<b>Grid Square</b>	<b>Economic Activity</b>	<b>P, S or T</b>
4665		
5066		
5059		

**(6)**

(b) The Central Business District (CBD) of Cambridge is located in grid squares 4458 and 4558.

Give **two** pieces of map evidence which suggest this.

- 1 .....
- .....
- 2 .....
- .....

**(2)**



Leave blank

(c) Increasing road traffic causes problems in Cambridge.

The council have pedestrianised some streets in the city centre to reduce the problems.

(i) What is a **pedestrianised** street?

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

(ii) Pedestrianised streets have advantages for shoppers in a city centre.

Give **two** advantages.

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

(iii) Give **one** disadvantage of pedestrianised streets as a way of controlling traffic.

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

(d) Another method of controlling traffic used in Cambridge is **park and ride**.

Cambridge has five park and ride sites.

Three of the sites are located in grid squares 4761, 4959 and 4754.

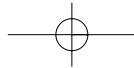
(i) Find **one other** park and ride site on the OS map.

Give its **four-figure** grid reference.

..... (1)







Leave blank

(ii) Explain what a park and ride scheme is.

.....  
.....  
.....  
.....

(2)

(iii) Explain the purpose of park and ride schemes.

.....  
.....

(1)

(e) A **science park** is a planned estate of high tech industries (such as computer software design).

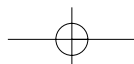
Look at the OS map.

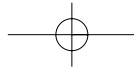
Find the science park at grid reference 4661.

Give **two** advantages of this location for a science park.

1 .....  
.....  
2 .....  
.....

(2)





Leave blank

(f) More homes need to be built in the Cambridge area.

Look at the OS map.

Find the old barracks at Waterbeach at grid reference 4966.

There is a plan to build 4,000 houses on this site.

(i) Explain the **advantages** of the site for building new houses.

.....  
.....  
.....  
.....  
.....  
.....

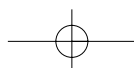
**(3)**

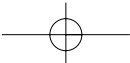
(ii) Many residents of Waterbeach are against this plan.

Suggest why.

.....  
.....  
.....  
.....  
.....  
.....

**(3)**





Leave blank

(g) Name a rapidly growing city in an **LEDC** that you have studied.

Name of city ..... Name of **LEDC** .....

(i) Explain why that city is growing so fast.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(ii) Explain how the quality of life in its squatter settlements is being improved.

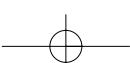
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(6)

QA2

(Total 30 marks)

**TOTAL FOR SECTION A: 60 MARKS**



Leave blank

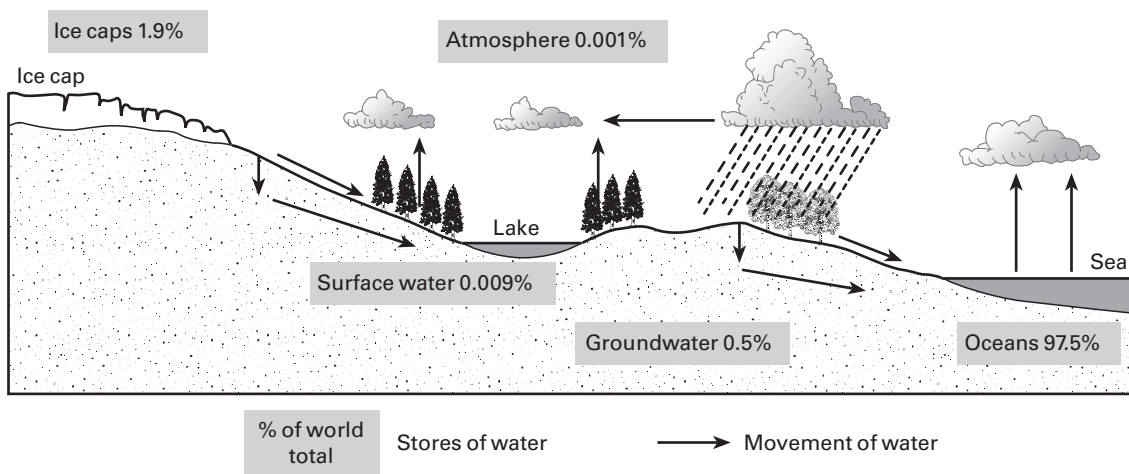
**SECTION B**

**Answer EITHER Question B3 OR Question B4.**

**If you answer Question B3 put a cross in this box**

**Use and Abuse of the Environment (Water)**

**B3 (a)** Look at Figure 3 below. It is a diagram of the global water cycle.



**Figure 3**

(i) Figure 3 shows five stores of water.

Write the stores in rank order.

Start with the store that holds the biggest percentage of water.

The first one has been done for you.

1. Oceans
2. ....
3. ....
4. ....
5. ....

**(2)**



Leave blank

(ii) People usually get their water supply from surface water or from groundwater.

Give **one** advantage of using groundwater.

.....  
.....

(1)

(iii) People usually do **not** get their water supply from the oceans.

Explain why.

.....  
.....

(1)

(b) Look at Figure 4 below. It is a map of a rural area in Scotland in 2000.

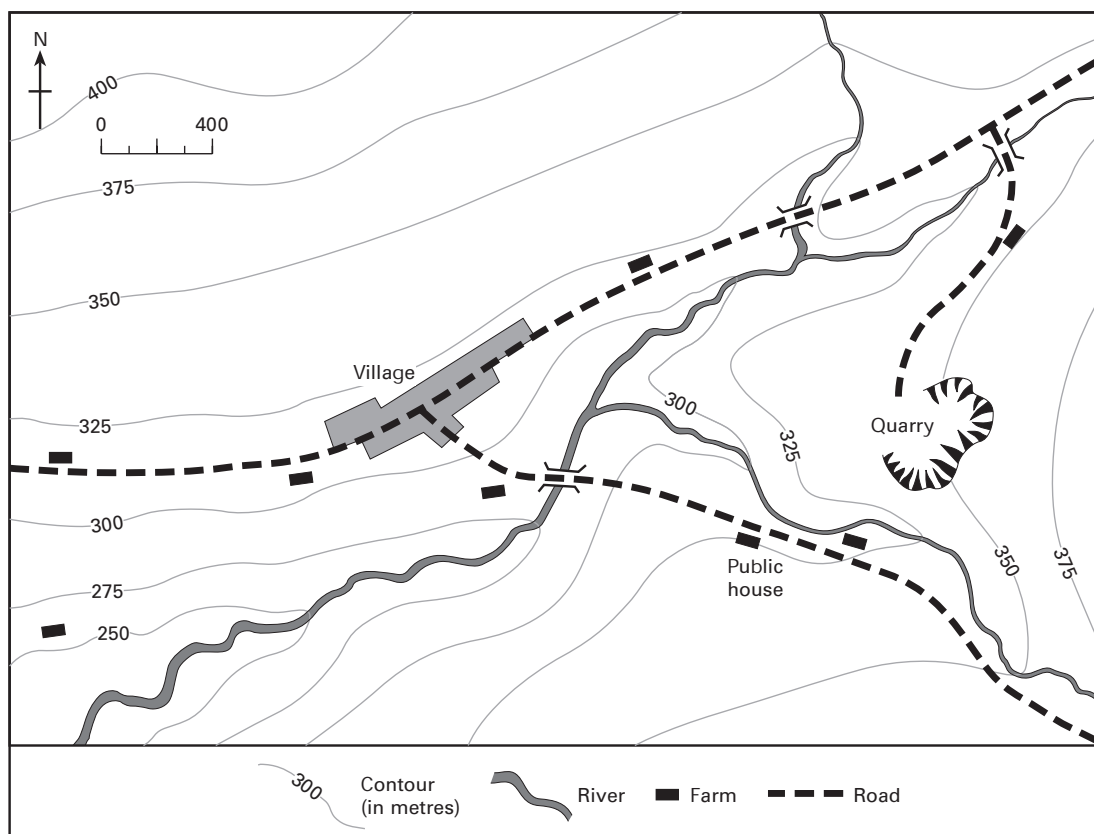


Figure 4

(i) What is the altitude (height above sea level) of the public house?

..... metres

(1)



Leave blank

(ii) How far is it by road from the public house to the road junction in the centre of the village?

..... metres

(1)

(c) Look at Figure 5 below. It is a map of the same area in 2004.

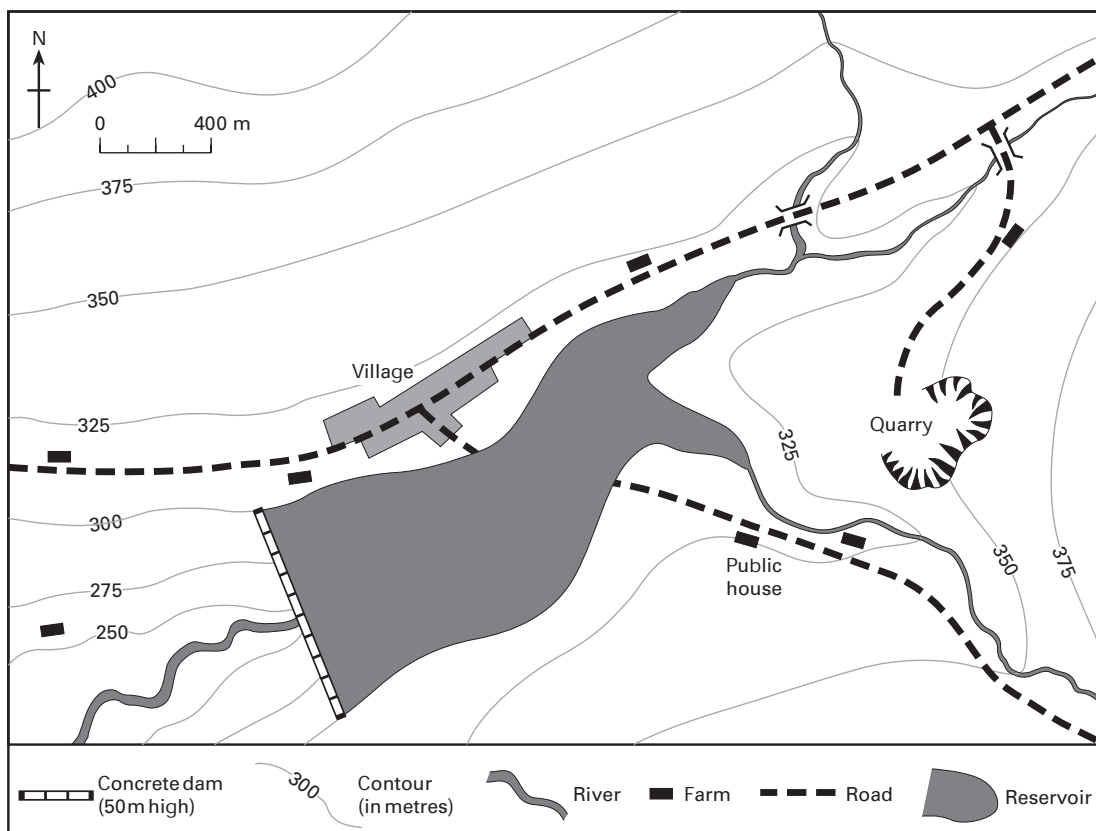


Figure 5

A dam and reservoir have been built. The reservoir supplies water to a nearby town.

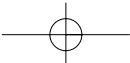
(i) What is the dam made of?

..... (1)

(ii) How high is the dam?

..... (1)





Leave blank

(iii) Some local people were **against** the building of the dam and reservoir.

Suggest **four** reasons why.

Use information from Figure 4 and Figure 5 only.

- 1 .....
  - .....
  - 2 .....
  - .....
  - 3 .....
  - .....
  - 4 .....
  - .....
- (4)**

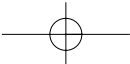
(iv) The villagers could **benefit** now the reservoir is built.

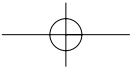
How could they benefit?

- .....
  - .....
  - .....
  - .....
- (2)**



M 2 1 2 2 8 A 0 1 5 3 2





Leave  
blank

(d) **MEDCs** use much more water than **LEDCs**.

Use your own knowledge to explain why.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

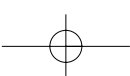
.....

(6)

QB3

**(Total 20 marks)**

--	--





Leave  
blank

If you answer Question B4 put a cross in this box

**Use and Abuse of the Environment (Weather and Climate)**

**B4** (a) The terms **weather** and **climate** have different meanings.

Look at the meanings **A**, **B** and **C** in the table below.

<b>A</b>	Average temperature, rainfall and other atmospheric conditions recorded over a long period, e.g. 30 years
<b>B</b>	Average temperature, rainfall and other atmospheric conditions recorded over a short period, e.g. 1 year
<b>C</b>	Temperature, rainfall and other atmospheric conditions at a particular time, e.g. 8 April 2005

Circle the **correct** letter in each sentence below.

The meaning of **weather** is **A** / **B** / **C**.

The meaning of **climate** is **A** / **B** / **C**.

(2)



M 2 1 2 2 8 A 0 1 7 3 2

Leave blank

(b) Look at Figure 6 below. It is a map showing acid rain in northern Europe.

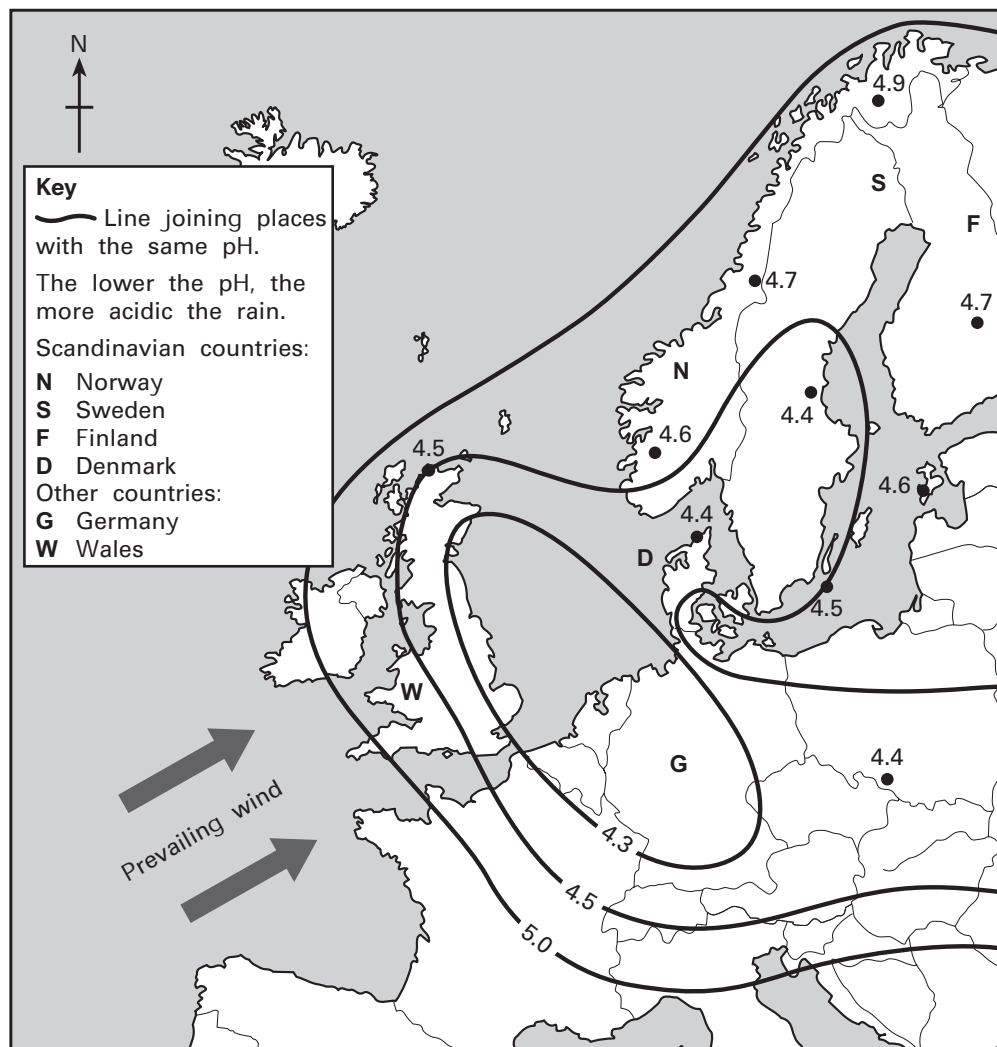


Figure 6

(i) What does the term **acid rain** mean?

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

(ii) On the map, **lightly shade in the area** receiving rain with a pH of **less than 4.5**. (2)

(iii) What is the direction of the prevailing wind marked on the map?

**Circle** the correct answer.

- south easterly      north easterly      south westerly      north westerly** (1)



Leave blank

(c) Look at Figure 6 again.

(i) Read the sentences in the table below.

Tick (✓) the **three** sentences that are **true**.

	✓
Acid rain does not fall in the United Kingdom	
The rain in Wales is less acidic than the rain in eastern England	
The most highly acidic rain falls in Norway	
Northern Denmark receives acid rain with a pH of less than 4.5	
Acid rain with a pH of 3.0 falls in Norway	
Acid rain with a pH of 4.3 falls in Germany	

(3)

(ii) Acid rain is an **international** problem.

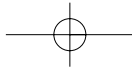
Explain why. Use Figure 6 to help you.

.....

.....

(1)





(d) Look at Figure 7. It is a diagram showing how the United Kingdom causes acid rain in Scandinavia.

Leave blank

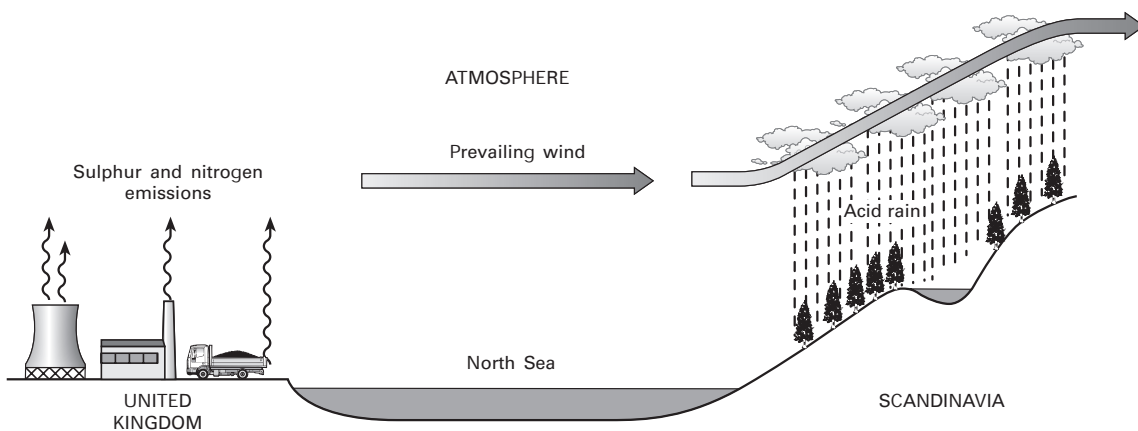


Figure 7

**Explain** how the United Kingdom causes acid rain in Scandinavia.

Use Figure 7 to help you.

.....

.....

.....

.....

.....

.....

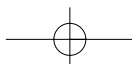
.....

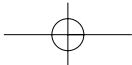
.....

.....

.....

(4)





Leave blank

(e) Weather and climate influence farming.

Use your own knowledge to **explain** how weather **and** climate influence **farming**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

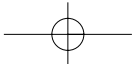
.....

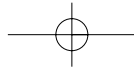
(6)

**(Total 20 marks)**

<b>QB4</b>	

**TOTAL FOR SECTION B: 20 MARKS**





Leave blank

### SECTION C

Answer EITHER Question C5 OR Question C6

If you answer Question C5 put a cross in this box

#### Use and Abuse of the Environment (Farming)

**C5** (a) Look at Photograph A in the Photograph Booklet. It shows the landscape in a farming area in Derbyshire, England.

Cross out the **wrong** words in the following sentences.

It is an upland area.  
**lowland**

The fields are used for crops .  
**grass**

The animals in the fields are cattle .  
**sheep**

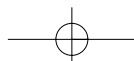
**(3)**

(b) Look at Photograph B in the Photograph Booklet. It shows the landscape in a farming area in Tuscany, Italy.

(i) Describe fully the farming landscape shown in Photograph B.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**(4)**



Leave blank

(ii) The farming in Photograph B has a **greater** impact (effect) on the **environment** than the farming in Photograph A.

**Explain** why. Use only evidence from the photographs.

.....  
.....  
.....  
.....  
.....  
.....

**(3)**

(c) Look at Figure 8 below. It is about the EU Common Agricultural Policy (CAP).

### The EU Common Agricultural Policy

1. The Common Agricultural Policy (CAP) means farmers in the European Union get guaranteed prices for what they grow.
2. The main aims of the CAP are:
  - to make sure European people have enough to eat
  - to make sure European farmers have a fair standard of living.
3. The more the farmers grow, the more money they get from the EU. Some people say the guaranteed prices lead to farm practices that damage the environment.
4. In 2003, the EU changed the CAP. The EU still pays farmers money. The money is based on the farmers' past income, not on how much they produce.

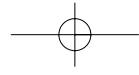
**Figure 8**

(i) Give **one** advantage of the CAP for people in the EU.

.....  
.....

**(1)**





Leave blank

(ii) The CAP led to some farm practices that damaged the environment.

Explain why.

In your answer suggest examples of damaging farm practices.

.....

.....

.....

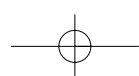
.....

.....

.....

.....

**(3)**





Leave blank

(d) Name an area you have studied in an **LEDC** where **either** desertification **or** deforestation has happened.

Name of area ..... Name of **LEDC** .....

Explain how the environment has been changed.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**(6)**

**QC5**

**(Total 20 marks)**

--	--



Leave blank

**If you answer Question C6 put a cross in this box**

**Use and Abuse of the Environment (Recreation and Tourism)**

**C6 (a)** Look at Photograph C in the Photograph Booklet. It shows part of the Posada Amazonas Tourist Lodge in the tropical rainforest of Peru.

Cross out the **wrong** words in the following sentences.

The building has a steep roof  
gently sloping roof

The roof is tiled  
thatched

The platform and steps are made from timber  
steel

The footpath is made from gravel  
sections of tree trunk

**(4)**

**(b)** Look at Figure 9 opposite. It is a map and fact-file about the Posada Amazonas Tourist Lodge.

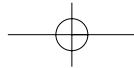
**(i)** Some European tourists may be attracted to Posada Amazonas.

Give **four** reasons why. Use only information from Figure 9.

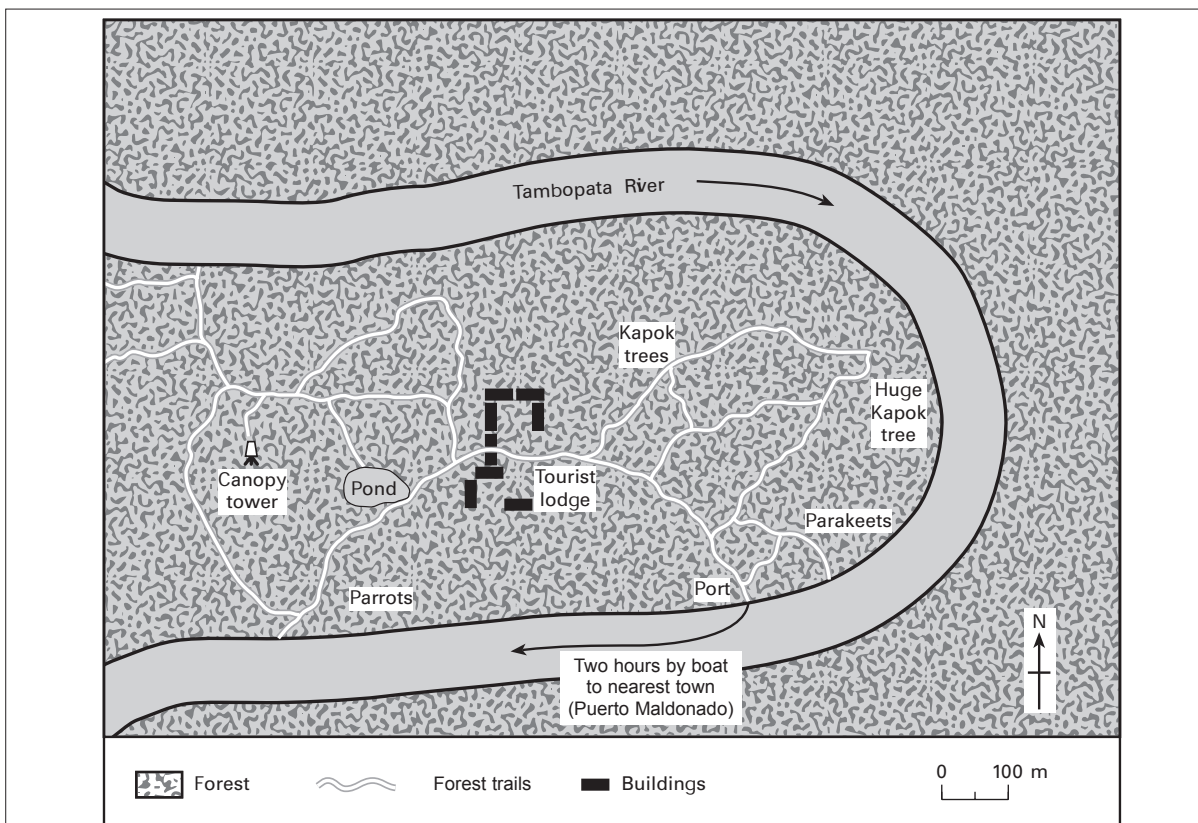
- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....
- 4 .....
- .....

**(4)**



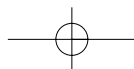


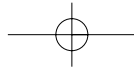
Leave blank



<b>Lodge</b>	<ul style="list-style-type: none"> <li>• 24 tourist rooms</li> <li>• Dining room, bar and library</li> </ul>
<b>Natural environment</b>	<ul style="list-style-type: none"> <li>• Tropical forest, e.g. kapok trees and creepers</li> <li>• Wild birds, e.g. parrots and parakeets</li> <li>• Wild animals, e.g. monkeys in forest; crocodiles and piranha fish in river</li> <li>• Insects, e.g. butterflies and soldier ants</li> </ul>
<b>Services provided at the Lodge</b>	<ul style="list-style-type: none"> <li>• Cooked meals made from local farm produce</li> <li>• Energy – mainly propane gas for cooking; no electricity</li> <li>• Water from local spring for washing</li> <li>• Laundry – hand-washed with biodegradable soap</li> <li>• No telephone</li> </ul>
<b>Workers at the Lodge</b>	<ul style="list-style-type: none"> <li>• Guides, housekeepers, cooks, waiters, bar and office staff</li> <li>• 18 people from the local community work there</li> </ul>
<b>Each tourist room has:</b>	<ul style="list-style-type: none"> <li>• Two beds with mosquito nets</li> <li>• Lighting by candles</li> <li>• Flush toilet</li> <li>• Shower – biodegradable shampoo; no hot water</li> </ul>
<b>Local trips by boat</b>	<ul style="list-style-type: none"> <li>• Lake with wild otters and birds</li> <li>• Farm in a forest clearing, e.g. bananas, pineapples, lemons</li> <li>• Research centre – local plants used to make medicines</li> </ul>

Figure 9





Leave blank

(ii) Other European tourists might not like a holiday there.

Give **two** reasons why.

1 .....

2 .....

(2)

(c) The Posada Amazonas Tourist Lodge is an example of **eco-tourism**. It tries to protect the natural environment.

(i) Explain **two** pieces of evidence from Figure 9 that show this.

1 .....

2 .....

(2)

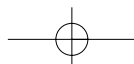
(ii) Posada Amazonas also tries to help the local people.

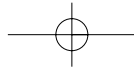
Explain **two** pieces of evidence from Figure 9 that show this.

1 .....

2 .....

(2)





Leave blank

(d) Name a National Park in an EU country that you have studied.

Name of National Park .....

Name of EU country .....

(i) Describe **two** contrasting (different) landscapes in the National Park. (For example, you may write about rocks, relief, vegetation, etc.)

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(ii) **Show** how people can use these contrasting landscapes for different leisure activities.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(6)

QC6

(Total 20 marks)

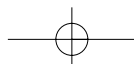
**TOTAL FOR SECTION C: 20 MARKS**

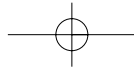
**TOTAL FOR PAPER: 100 MARKS**

**END**

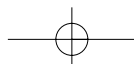


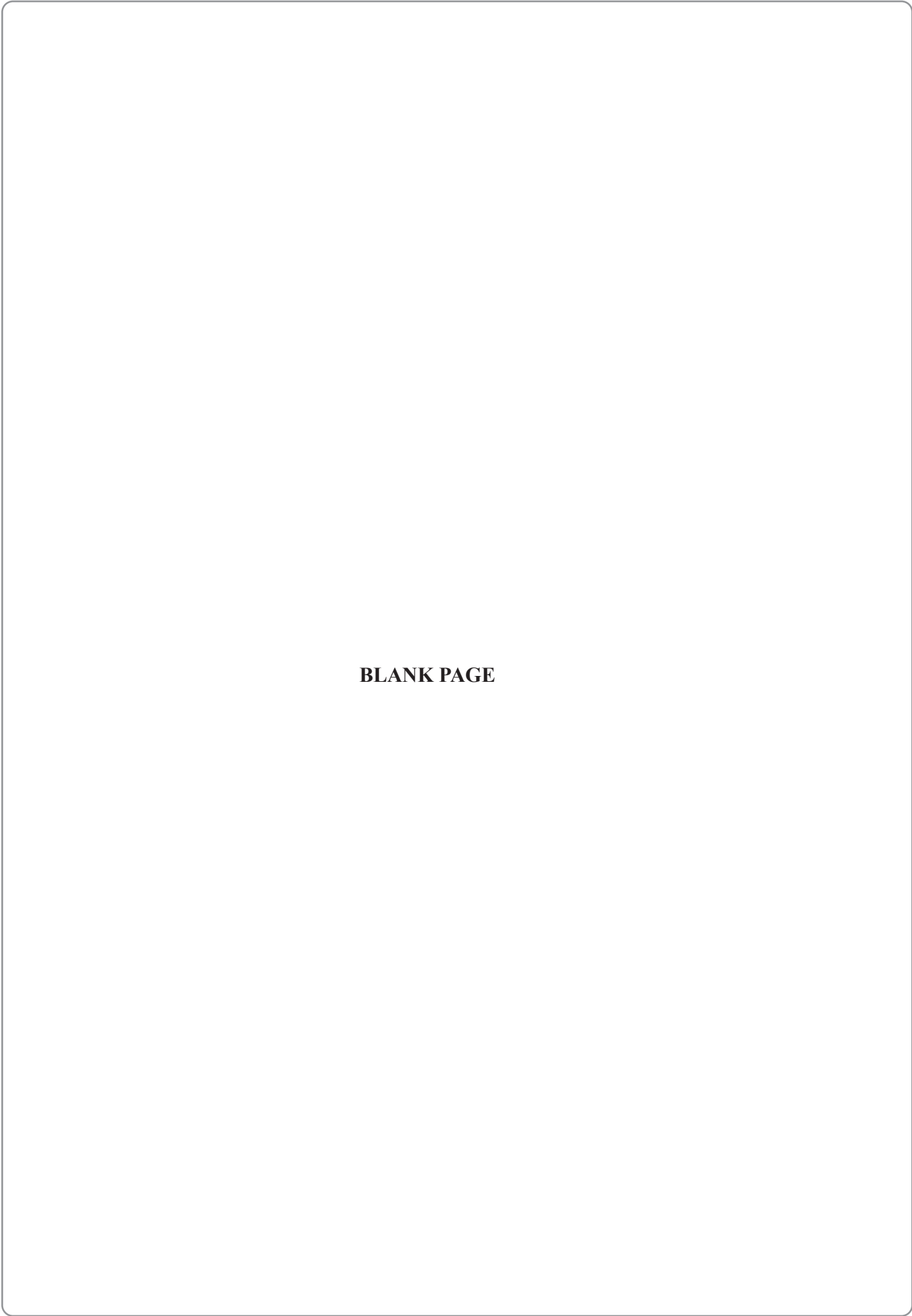
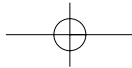
M 2 1 2 2 8 A 0 2 9 3 2





**BLANK PAGE**

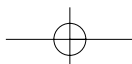


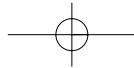


**BLANK PAGE**



M 2 1 2 2 8 A 0 3 1 3 2





**BLANK PAGE**

