

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
GEOGRAPHY A**

1986/2

Paper 2 (Higher Tier)

WEDNESDAY 4 JUNE 2008

Morning
Time: 2 hours

Additional materials (enclosed): Resource Booklet (1986/1086/1, 2/RB)

Additional materials (required): Answer booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Answer **four** questions, **one** from each Unit, on the separate answer booklet provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks for the quality of written communication.
- The following initials are used throughout this paper:
 - EU – European Union
 - LEDC – Less Economically Developed Country
 - MEDC – More Economically Developed Country.

This document consists of **14** printed pages, **2** blank pages and an inserted Resource Booklet.

UNIT 1 PEOPLE AND THE PHYSICAL WORLD

Answer **EITHER** Question 1 **OR** Question 2.

1 (a) Study Fig. 1a.

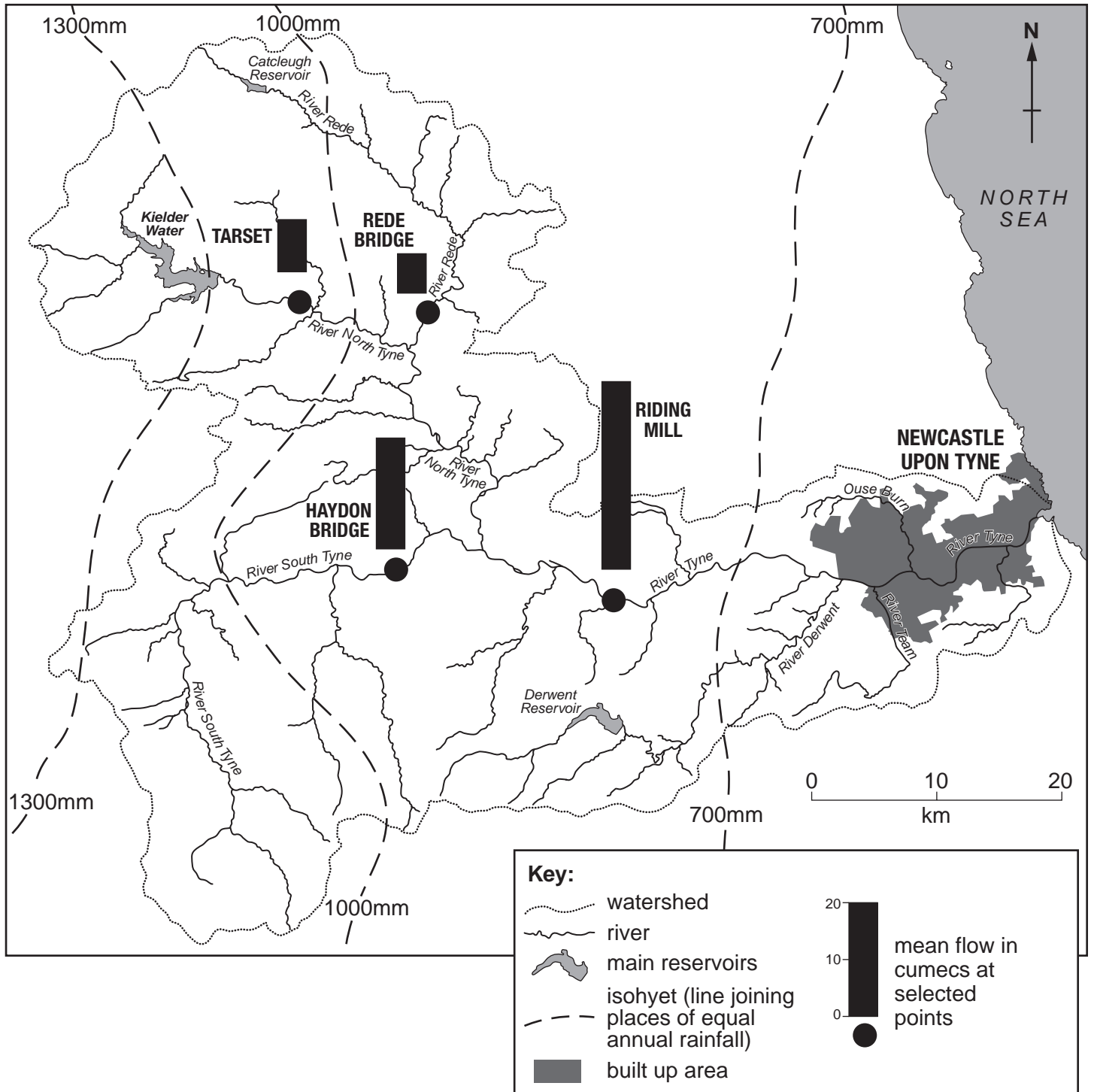


Fig. 1a Drainage basin of the River Tyne

- (i) What is the mean flow (in cumecs) of the River Tyne at Riding Mill? [1]
- (ii) Suggest reasons why the mean flow is lower at Rede Bridge than it is at Haydon Bridge. [2]

- (iii) Kielder Water is a reservoir which was completed in 1982 to supply water to cities such as Newcastle Upon Tyne. It is the largest reservoir in Europe and can hold up to 200 billion litres of water.

Suggest **two** ways in which Kielder Water is likely to have affected the flow of water at Tarsset. [2]

- (b) Study Fig. 1b.

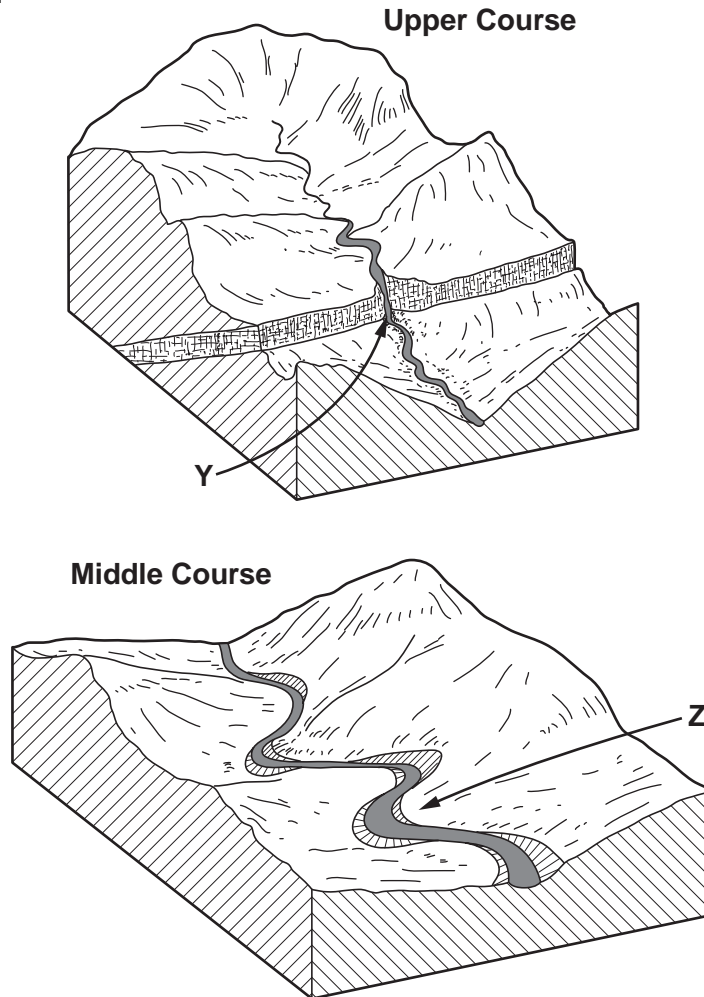


Fig. 1b Block diagrams showing the upper and middle courses of a river

- (i) Identify the erosional feature **Y** and depositional feature **Z**. [2]
- (ii) How does the cross section of a river valley change between the upper and middle course? Explain why these changes occur. You may use diagrams in your answer. [5]
- (c) The following are found in the lower course of a river:

Flood Plain
Oxbow Lake
Levéé.

Choose **one** of these and, with the aid of a labelled diagram or series of diagrams, explain how it has been formed. [7]

[Total: 19]

- 2 (a) Study Photograph A in the Resource Booklet.
- (i) Identify the coastal landforms labelled **X** and **Y**. [2]
 - (ii) Explain how processes of coastal erosion have formed landform **Y**. You may use diagrams in your answer. [4]
- (b) Study Photograph B in the Resource Booklet.
- (i) Give **two** pieces of evidence that the cliffs shown in the photograph are eroding rapidly. [2]
 - (ii) Describe the impacts of coastal erosion on people and communities along coasts which are being rapidly eroded. [4]
- (c) For an area which you have studied, describe how coastal management reduces the effects of rapid erosion. [7]
- [Total: 19]

UNIT 2 PEOPLE AND PLACES TO LIVE

Answer **EITHER** Question 3 **OR** Question 4.

3 (a) Study Fig. 3 below.

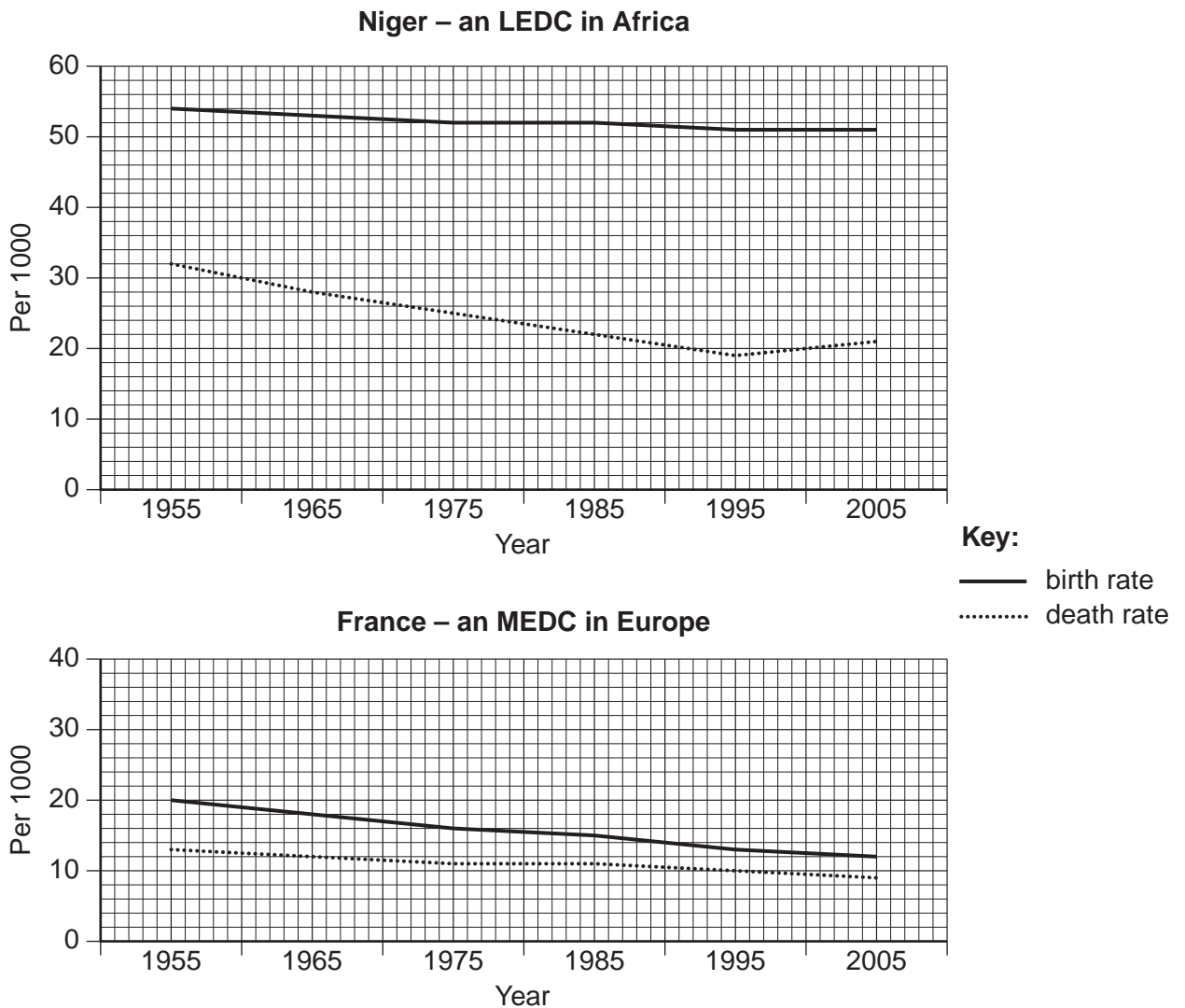


Fig. 3 Birth rates and death rates in two countries

- (i) Compare the change in **death rate** in Niger and France between 1955 and 1995. [2]
- (ii) Suggest why the death rate decreased between 1955 and 1995 in LEDCs such as Niger. [5]
- (iii) Suggest **two** reasons for the increase in the death rate between 1995 and 2005 in LEDCs such as Niger. [2]
- (iv) Why is it difficult to bring down the high **birth rate** in LEDCs such as Niger? [3]
- (b) With reference to one named country which you have studied, describe attempts to control the birth rate. You should include reference to attempts made by the government. [7]

[Total: 19]

- 4 (a) (i) Give **three** 'push' factors which encourage many people to migrate to cities from rural areas in LEDCs. [3]
- (ii) What are the likely impacts of this migration on **rural** areas? [4]
- (b) Many migrants to cities in LEDCs have to live in squatter settlements. Study Fig. 4 below.

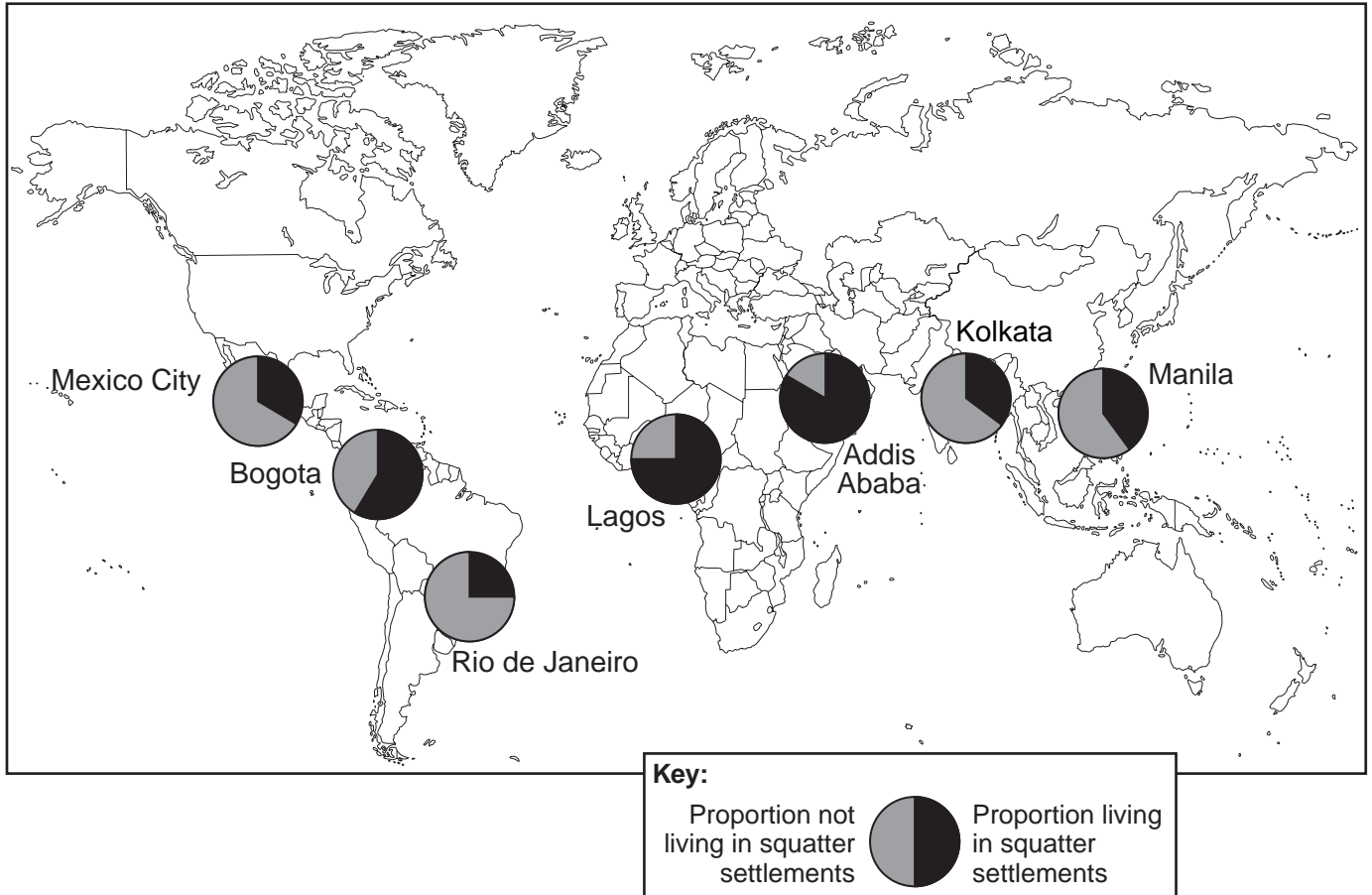


Fig. 4 Proportion of population living in squatter settlements

- In which city is the biggest proportion of the population living in squatter settlements? [1]
- (c) Look at Photographs C and D in the Resource Booklet. They show parts of squatter settlements.
- Describe the problems of living in settlements like the ones in Photographs C and D. [4]
- (d) For a named city in an LEDC which you have studied, describe attempts to improve the quality of life in the squatter settlements. [7]

[Total: 19]

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UNIT 3 PEOPLE AND THEIR NEEDS

Answer **EITHER** Question 5 **OR** Question 6.

5 (a) Study Fig. 5 below.

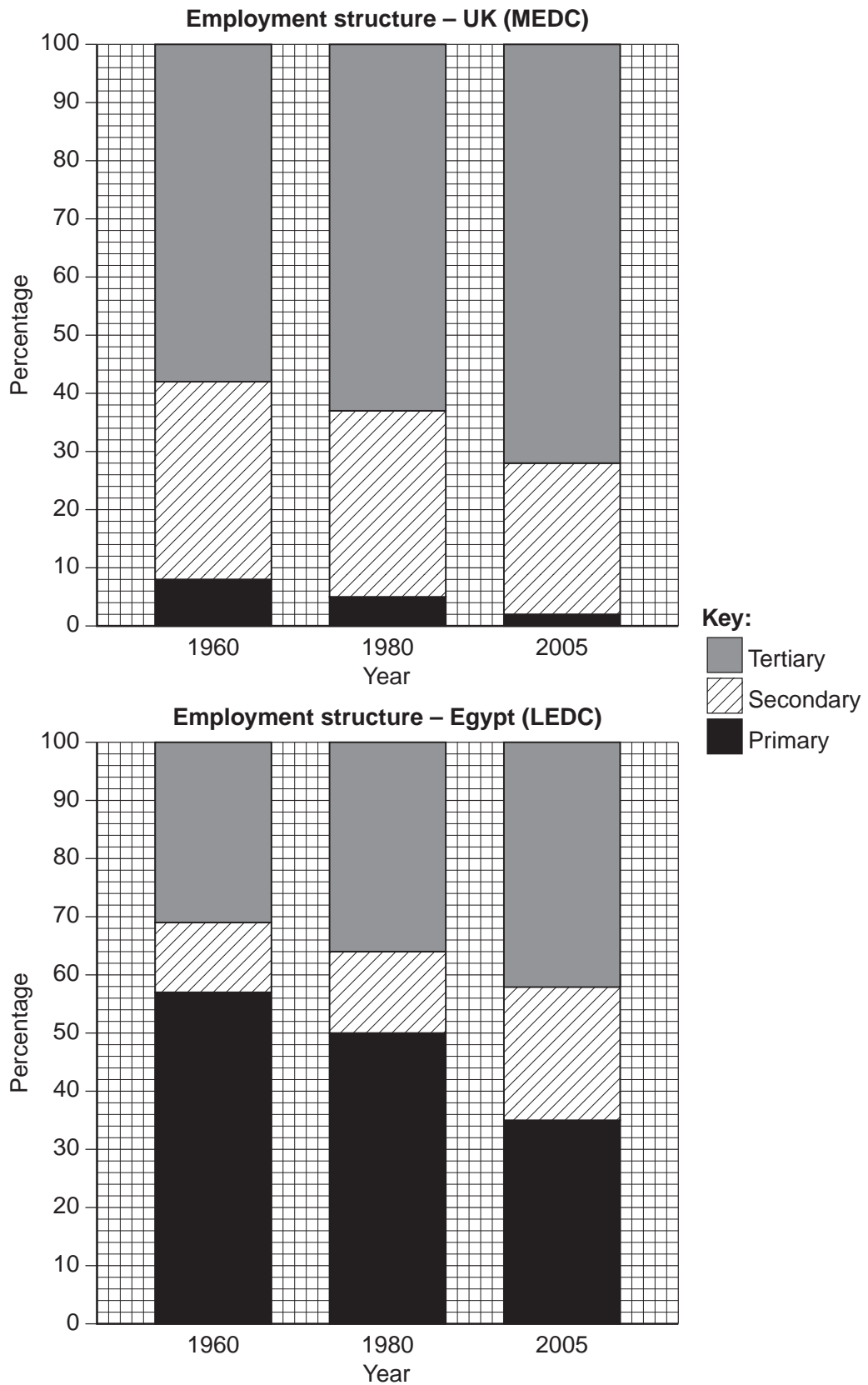


Fig. 5 Employment structure of two countries

- (i) Identify **one** difference and **one** similarity in the change in the employment structure of the two countries between 1960 and 2005. [2]
- (ii) Suggest why the employment structure has changed in MEDCs such as the UK, as shown on Fig. 5. [6]
- (b) Look at Photograph E in the Resource Booklet. It shows people working in a city in an LEDC.
- Why do many people in LEDCs do this type of job to earn money? [4]
- (c) Describe the impacts of rapid industrialisation in a named LEDC which you have studied. [7]
- [Total: 19]

6 (a) Study Fig. 6a.

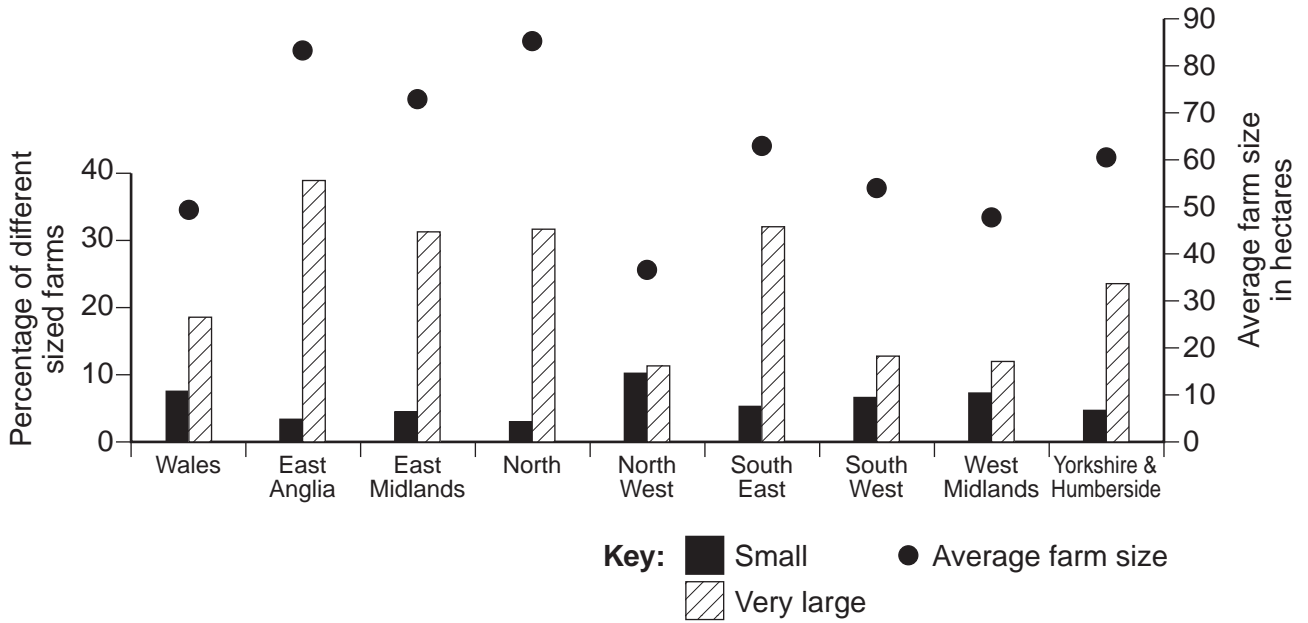


Fig. 6a Average farm size in England and Wales

- (i) Rank the following regions in order of average farm size in hectares. Rank from highest to lowest.

North
North West
South East
West Midlands

[1]

- (ii) Compare the percentage of very large and small farms in Wales and East Anglia.

[2]

- (iii) Suggest **two** reasons why farm sizes vary from region to region.

[2]

(b) Study Fig. 6b.

Direct Marketing	Leisure and Recreation	Tourism	Crops	Animals
Farm shop	Farm tours	Bed and Breakfast	Organic crops	Deer
Pick your own	Farm zoos	Camping and caravan sites	Herbs	Dairy goats
Cheese making	Paintballing	Holiday cottages	Wildflowers	Bees
Farmers' markets	Farmhouse teas			Ostriches

Fig. 6b Types of farm diversification

- (i) What is meant by *farm diversification*? [1]
- (ii) Suggest reasons why farmers might set up businesses such as those listed in Fig. 6b. [3]
- (iii) Describe and explain **one** other way in which farming has changed in EU countries, including the UK, in recent years. [3]
- (c) For a named area which you have studied in an **LEDC**, describe and explain how the farming system operates. [7]

[Total: 19]

UNIT 4 PEOPLE AND THEIR ENVIRONMENT

Answer **EITHER** Question 7 **OR** Question 8.

- 7 (a)** What is a National Park? [2]
- (b)** Study Map F in the Resource Booklet. It shows part of the Peak District National Park. Also look at Photograph G which shows Tunstead limestone quarry which is marked on Map F.
- (i)** Use Map F to describe the location of Tunstead quarry. [2]
- (ii)** The quarry company has been given permission to expand the quarry.
Describe the likely benefits and problems for local people of this expansion. [5]
- (iii)** Suggest ways by which the natural environment of the area could be restored after quarrying has taken place. [3]
- (c)** For a named example which you have studied, describe the conflicts between tourism and land uses other than quarrying, in a National Park in the UK. [7]

[Total: 19]

- 8 (a) The greenhouse effect is a cause of global warming.
Study Fig. 8a below.

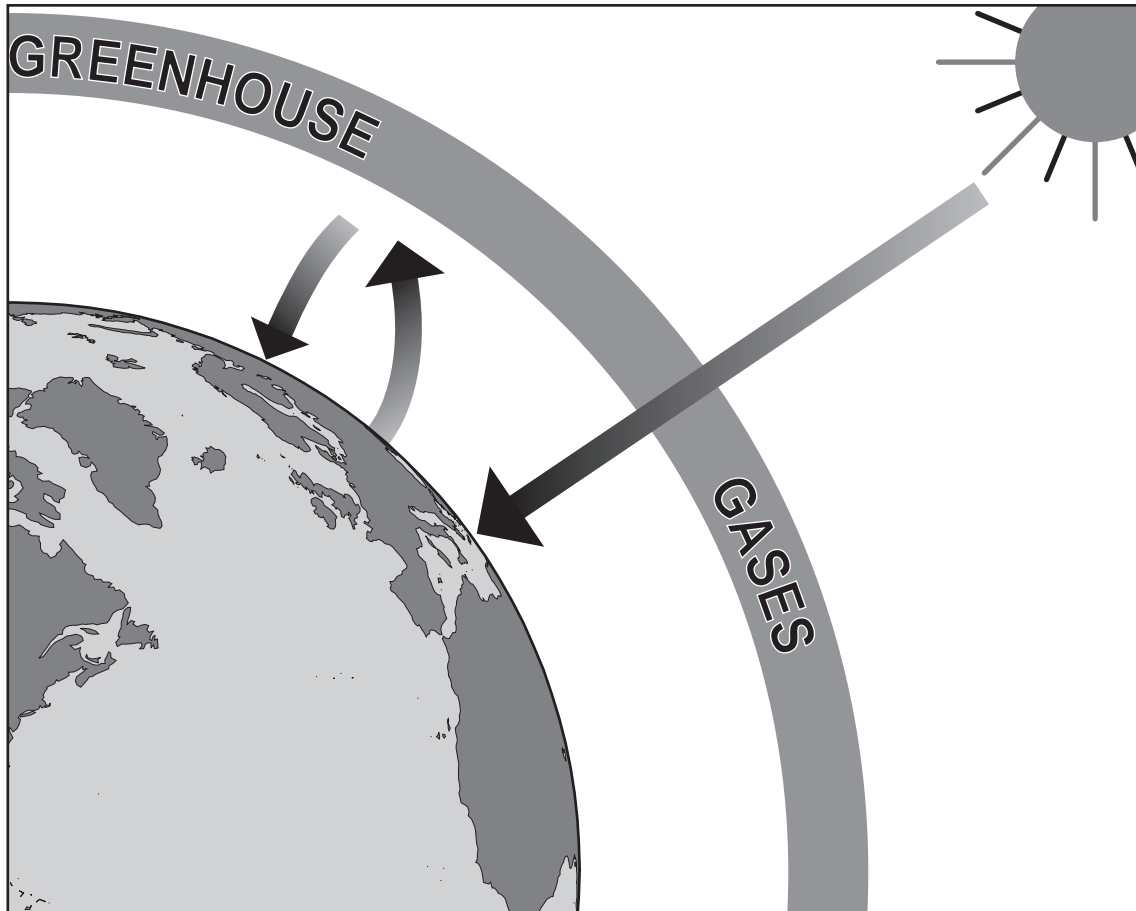


Fig. 8a The greenhouse effect

Describe the natural processes involved in the greenhouse effect shown in Fig. 8a.

[4]

(b) Study Fig. 8b below.

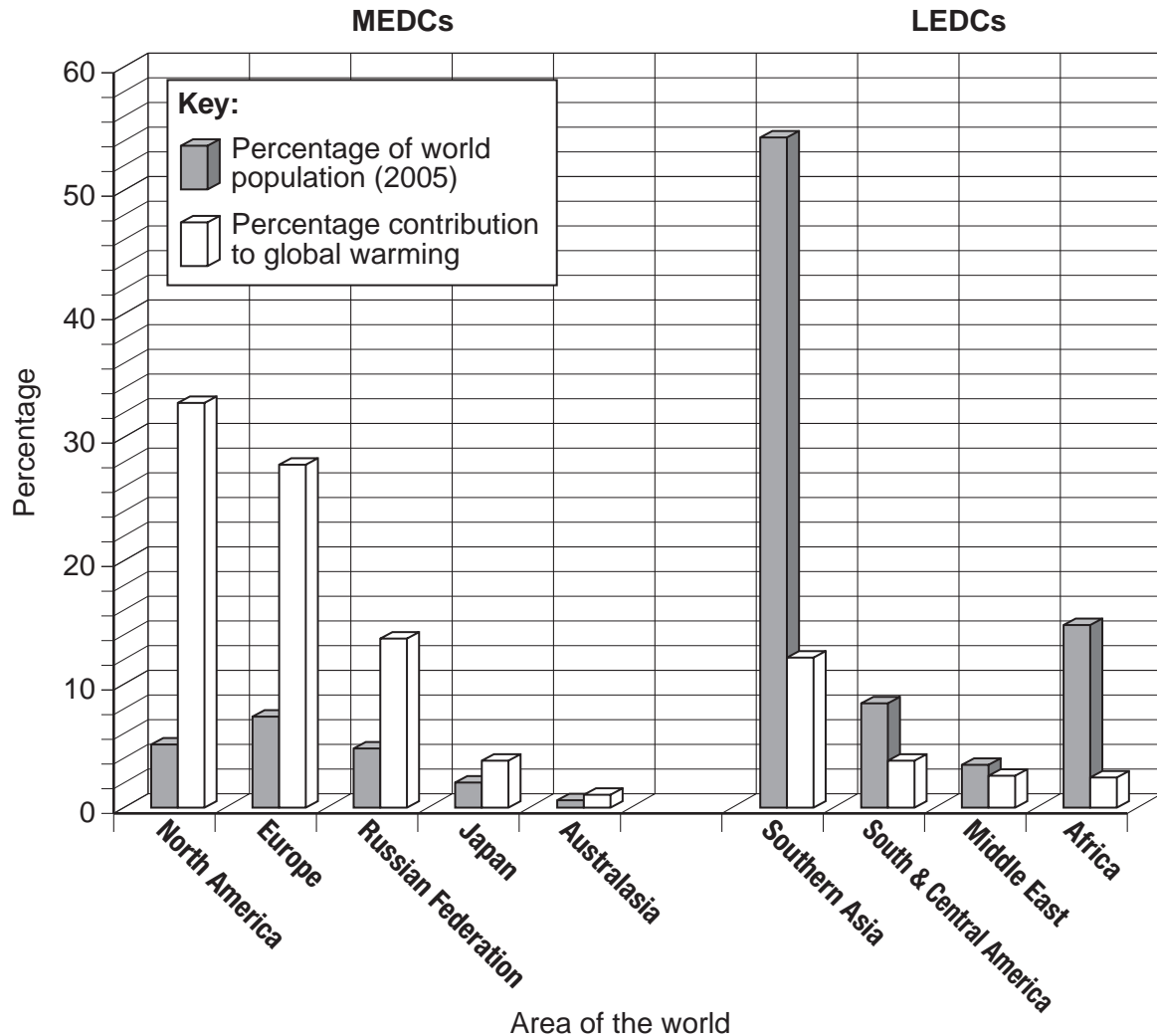


Fig. 8b Population and global warming

- (i) Compare the percentage share of world population and contribution to global warming between North America and Southern Asia. Refer to figures in your answer. [2]
- (ii) Suggest why the contribution of MEDCs to global warming is different from that of LEDCs. [3]
- (iii) How can countries reduce the causes of global warming? [3]
- (c) Impacts of people on the environment can be local as well as global. For a named area of tropical rain forest, describe why people have destroyed the forest. What are the impacts on the **local** natural environment? [7]

[Total: 19]

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