GENERAL CERTIFICATE OF SECONDARY EDUCATION

H   **1987/2**

GEOGRAPHY SPECIFICATION B (Avery Hill)

PAPER 2

MONDAY 4 JUNE 2007

Morning

Time: 1 hour 30 minutes

Additional materials: Answer Booklet (16 pages)
Resource Booklet (1987/1,2/RB) – inserted

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre Number and Candidate Number in the spaces at the top of the separate Answer Booklet.
- This question paper is in three sections (Sections A, B and C). Each section contains two questions. Answer only **one** question from each section.
- Answer **all** parts of the question in your Answer Booklet. Make sure each answer is clearly numbered.
- **At the end of the examination complete the grid on the front of your Answer Booklet.**

INFORMATION FOR CANDIDATES

- You are strongly advised to read through each section carefully before answering a question.
- The number of marks is given in brackets [ ] at the end of each question or part question.
- You will be awarded marks for the quality of written communication.
- The total number of marks for this paper is 90.

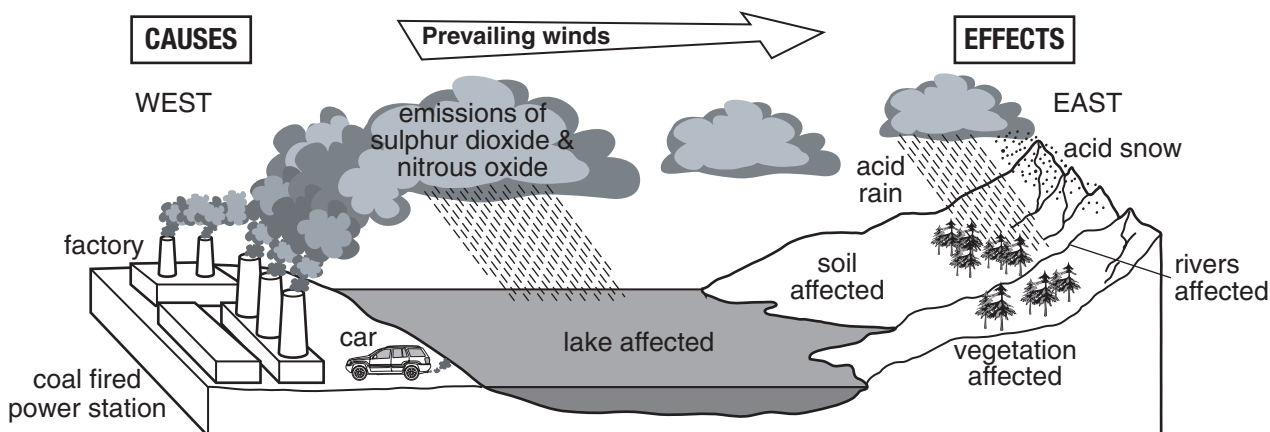This document consists of **12** printed pages and a Resource Booklet.

SECTION A

CLIMATE, THE ENVIRONMENT AND PEOPLE

Answer **EITHER** Question A1 **OR** Question A2.

Question A1

(a) Study the diagram below; It shows acid rain.

(i) What are the **two main gases** that contribute to acid rain? [2]

(ii) From the diagram **suggest two human activities** that cause acid rain. **Explain** how each contributes to acid rain. [4]

(b) Study Map 1 in the separate Resource Booklet. Parts of Poland are badly affected by acid rain.

(i) **Describe** the location of Poland within Europe. [3]

(ii) **Explain** how a prevailing westerly wind may contribute to the problems of acid rain in Poland. [4]

(c) Study the pie chart below.
Poland's Energy Consumption – 2005
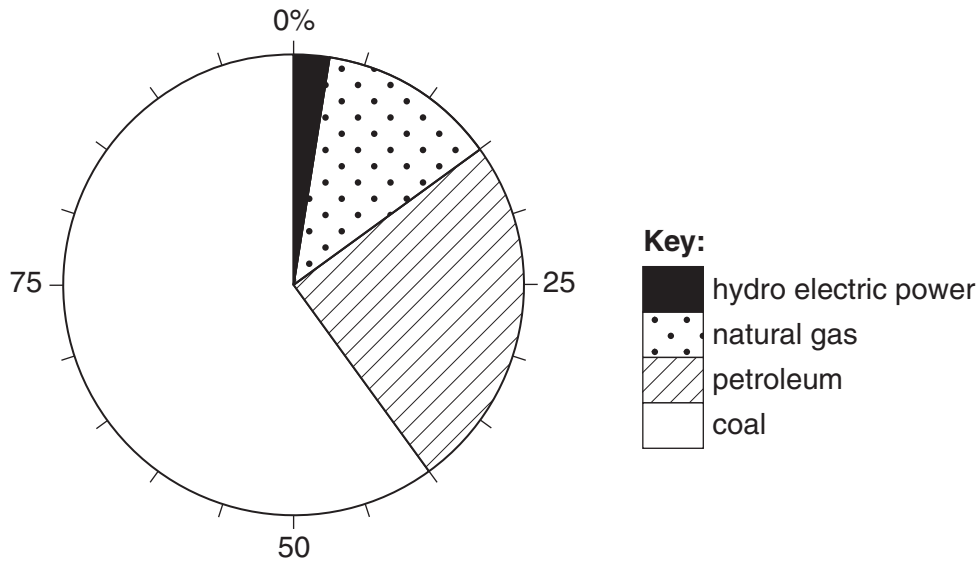
(i) What % of Poland's energy comes from non-renewable sources? [1]

(ii) **Suggest two different ways** that acid rain could be reduced in Poland. **Explain** how each way would work. [4]

(iii) Other than acid rain **suggest two ways** the activities of people affect the natural environment. [4]

(d) CASE STUDY: Consequences of changes in ecosystems.

(i) **Name** and **locate** an ecosystem you have studied.

(ii) **Describe** the main features of this ecosystem.

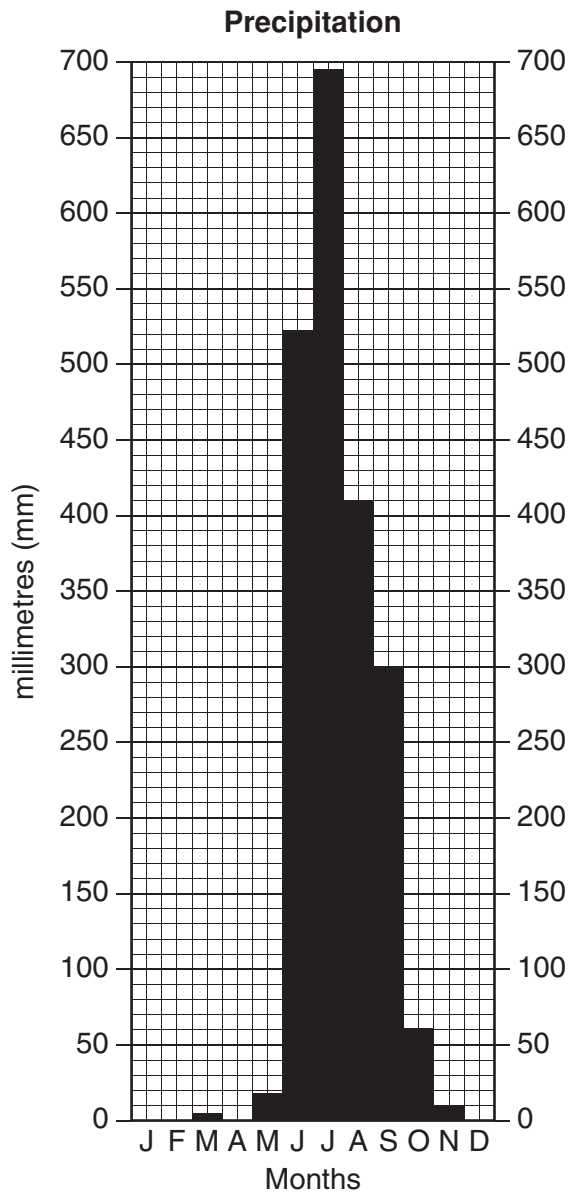**(iii)** **Explain** how this ecosystem affects the lives of different groups of people.

[8]

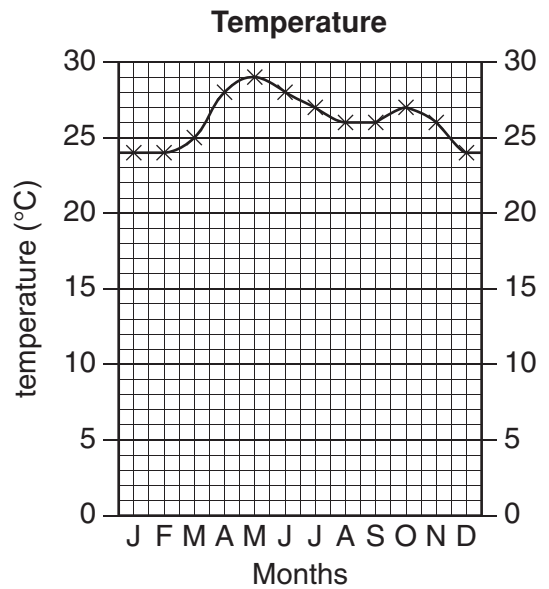**Total mark: 30**

End of Question A1

Question A2

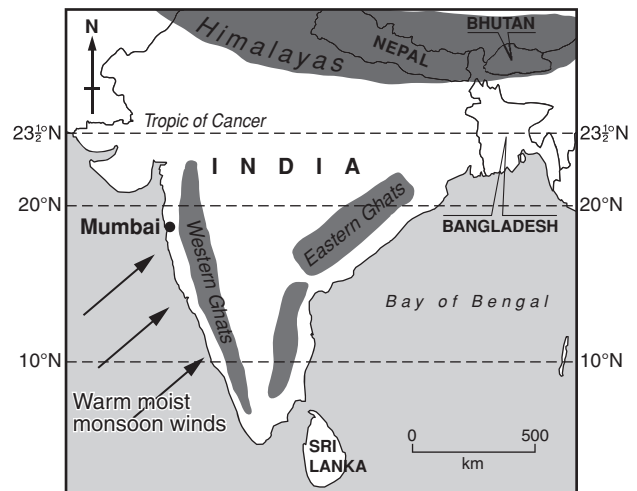**(a)** Study the climate graphs and map below.

MUMBAI (INDIA): MONSOON CLIMATE

Precipitation

millimetres (mm)

J F M A M J J A S O N D
Months

Total precipitation = 2021mm

Temperature

temperature (°C)

J F M A M J J A S O N D
Months

The location of Mumbai

N

Himalayas NEPAL BHUTAN

Tropic of Cancer

23½°N

I N D I A

20°N

Mumbai Western Ghats Eastern Ghats BANGLADESH 20°N

Bay of Bengal

10°N

Warm moist monsoon winds

SRI LANKA

0 500
km

10°N

key:

mountains

(i) **Describe** the patterns of precipitation and temperature at Mumbai. [4]

(ii) **Explain** the temperature pattern at Mumbai using the map above to help you. [2]

(iii) Mumbai receives relief rainfall. **Explain** how this occurs. [2]

(b) Study the map below. It shows the direction of the Monsoon winds in June.
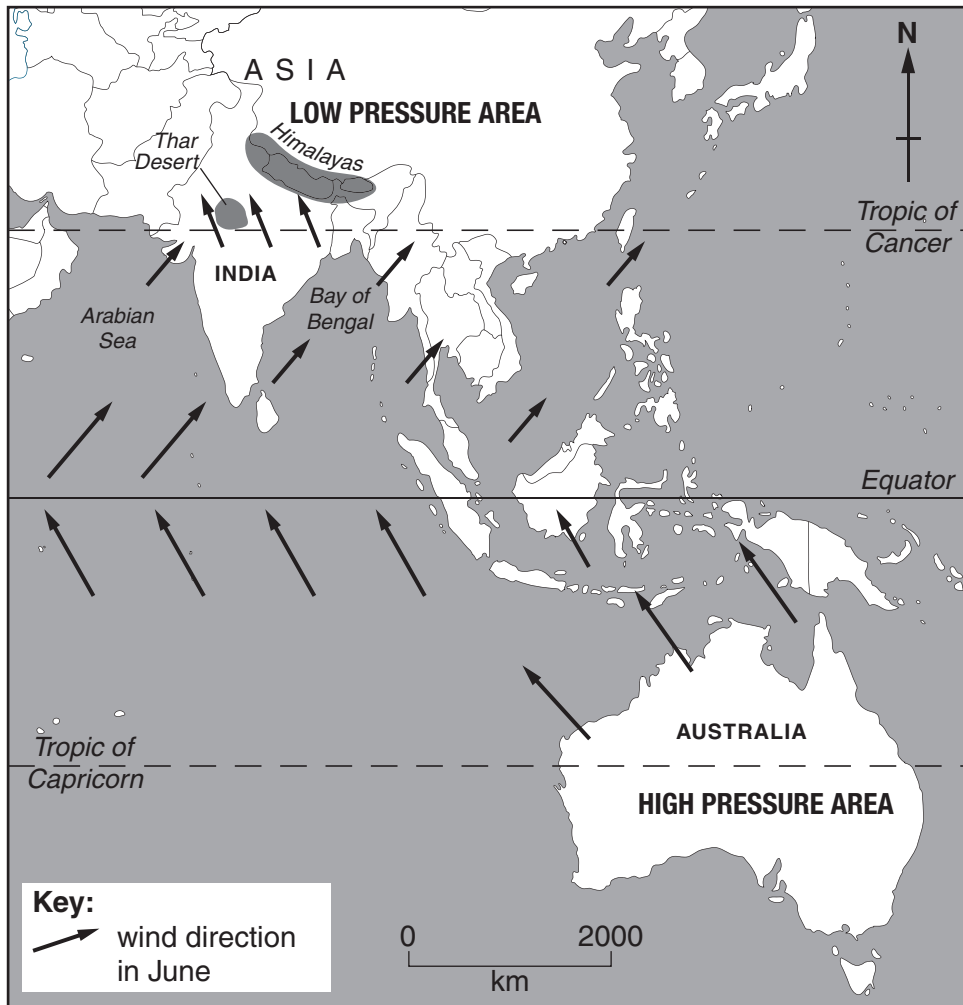
(i) **Describe** and **explain** the movement of the wind in June. [4]

(ii) **Suggest** ways in which the Monsoon rainfall may help the people of India and Bangladesh. [4]

(c) Read the article below

Tuesday 2nd August 2005.

942 DEAD AND MANY MISSING IN THE MUMBAI AREA.

Monsoon rains have been the heaviest for a century. Over 1000 mm. of rain fell last Thursday 28th July, and more has continued to fall. This has caused floods and landslides. The Prime Minister has said that the Mumbai area will get an immediate aid package of 7 billion rupees (£90 million).

(i) **Explain** how the problems mentioned in the article could have affected people living in the Mumbai area. [2]

(ii) **Suggest** how the aid money could help relieve the immediate problems. [4]

(d) CASE STUDY: A weather event caused by high pressure.

   (i) **Name** and **locate** a weather event that has been caused by a high pressure system.

  (ii) **Describe** the weather event.

 (iii) **Explain** how the weather event affected people and the environment.

[8]

Total mark: 30

End of Question A2

SECTION B

WATER, LANDFORMS AND PEOPLE

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

Question B3

(a) Study the map below.
Describe the course of the Ebro River. [3]

The Ebro River in Spain

(b) **Study** the information below.

EBRO RIVER PROJECT TO SOLVE SOUTHERN SPAIN'S WATER PROBLEMS

In the late 1990s plans were drawn up to transfer large amounts of water each year from the Ebro River basin in Spain's rainy north to its dry south. The Ebro Transfer, a network of dams and pipes, would send water to Granada and the southern holiday coast.

(i) How will the water be transferred to southern Spain? [1]

(ii) **Give and explain one reason** why there is a large demand for water in southern Spain. [2]

(iii) **Give and explain two reasons** why water transfer from the rainy north of Spain may solve the problems of drought in southern Spain. [4]

 [Turn over

(c) Study the graph below. It shows reserves of water in Spanish reservoirs.
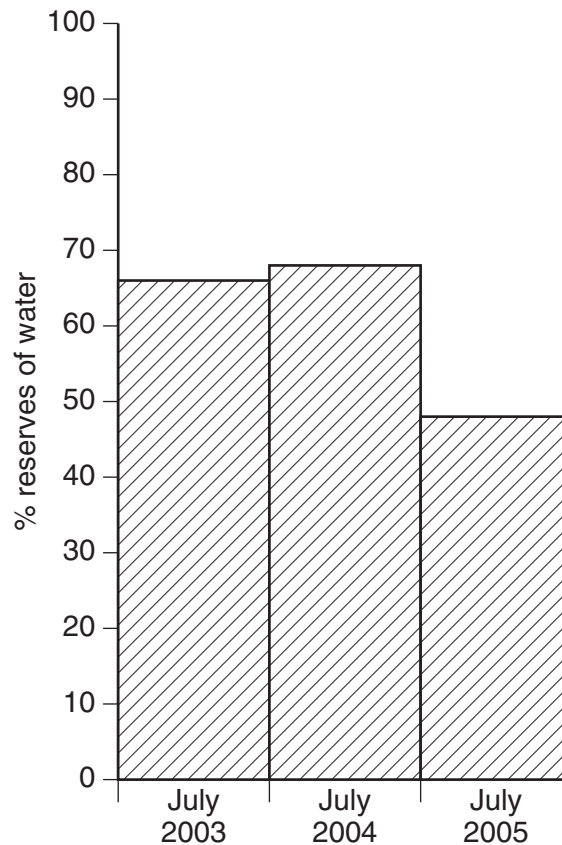
(i) **Describe** how the level of reserves changed between 2003 and 2005. **Refer to figures** in your answer. [2]

(ii) **Give two** possible **reasons** for these changes. [2]

(d) Study Map 2 in the separate Resource Booklet. It is a 1:50 000 map extract of part of southern Spain.

(i) Using map evidence, **explain** why this area was a good site for a reservoir. [4]

(ii) **Explain two ways** other than water transfer that Spain may use to solve the problem of water shortage in the south. [4]

(e) **CASE STUDY: The effects of a flood on people in a More Economically Developed Country (MEDC).**

(i) **Name** and **locate** an area of an **MEDC** where flooding has taken place.

(ii) **Describe** how the flood affected different groups of people.

(iii) **Explain** the causes of the flood.
[8]

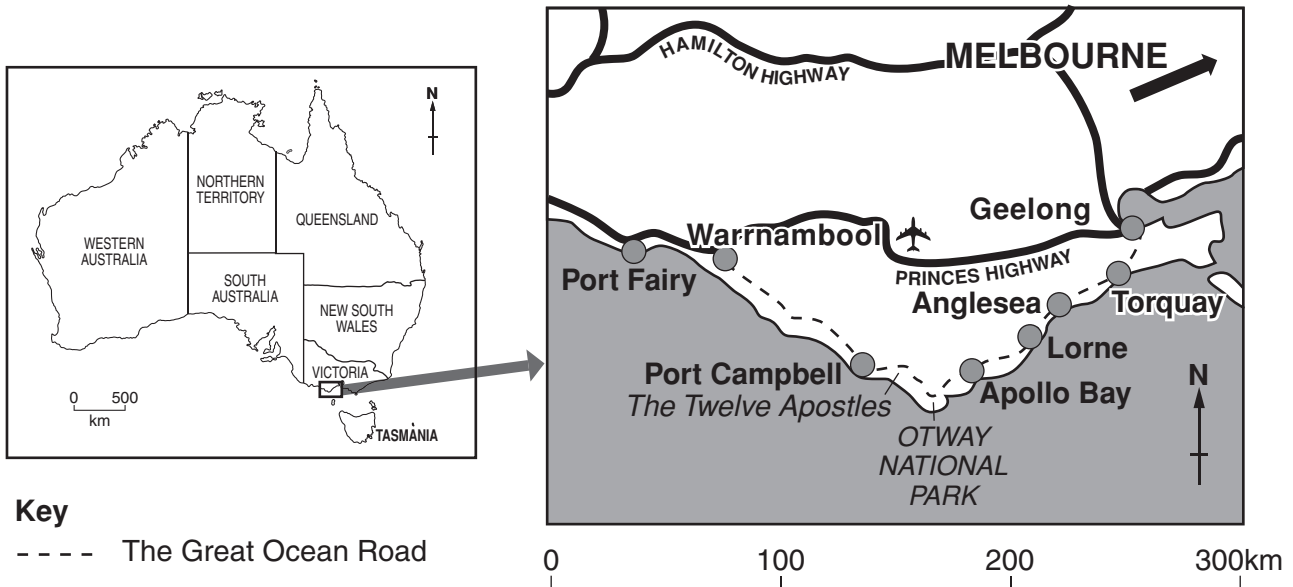**Total mark: 30**

End of Question B3

Question B4

(a) Study the map below.

   Describe the location of The Great Ocean Road. [3]

The location of The Great Ocean Road in Australia.

Key

---- The Great Ocean Road

(b) Study Photograph 1 in the separate Resource Booklet. The photograph shows a coastal landform along The Great Ocean Road.

   Explain how this coastal landform may have been formed. You may use diagrams if you wish. [4]

(c) Study Photograph 2 in the separate Resource Booklet. It shows another place along The Great Ocean Road.

   (i) **Give and explain two reasons** why visitors are attracted to coastal areas like The Great Ocean Road. [4]

   (ii) **Explain two consequences** of a large number of visitors to such areas. [4]

   (iii) What is meant by the term 'sustainable development'? [2]

   (iv) **Explain** how setting up the Otway National Park along The Great Ocean Road will allow the area to be developed in a sustainable way. [5]

(d) **CASE STUDY: A river landform.**

   (i) **Name** and **locate** a river landform you have studied.

   (ii) **Describe** the main features of the landform.

   (iii) **Explain** how the landform was formed.

[8]

Total mark: 30

End of Question B4

SECTION C

PEOPLE, WORK AND DEVELOPMENT
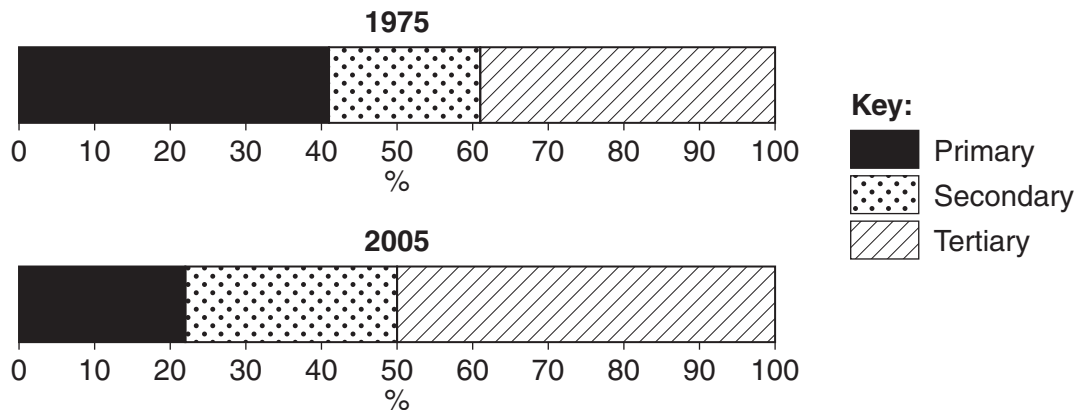
Answer **EITHER** Question C5 **OR** C6.

Question C5

(a) Study Map 3 in the separate Resource Booklet.

    (i) **Describe** the distribution of **high** income countries. Refer to the Brandt Line in your answer. [3]

   (ii) The Brandt Line was first used to divide the world into More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs) in 1980. To what extent is the Brandt Line still an appropriate way to do this? **Explain** your answer. [3]

  (iii) Use evidence from the table below to **explain** why Mexico has a **higher life expectancy** than Kenya.

Development Indicators	Mexico	Kenya
GNP per person ($)	8500	330
Life expectancy (years)	73	52
% population with access to safe water	91	62
Doctors per 100,000 people	107	15

[2]

(b) Study the graphs below. They show the employment structure in Mexico in 1975 and 2005.

1975

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
%

2005

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
%

Key:
■ Primary
▨ Secondary
▧ Tertiary

    (i) **Compare** the changes shown by employment in primary and secondary economic activity in Mexico between 1975 and 2005. [3]

    (ii) **Suggest** reasons for the changes in employment structure in Mexico since 1975. [3]

(c) The North American Free Trade Agreement (NAFTA) was signed between the USA, Canada and Mexico. This has led to many USA companies opening labour intensive branch factories in Mexico.

Below are **two** statements about factories in Mexico.

70% of workers are women and many work night shifts so they can look after their children during the day.	There is a problem with unsafe use of chemicals. Many factories dump poisonous waste in rivers.

    (i) **Suggest** why companies from the USA choose to build these factories in Mexico. [2]

    (ii) **Suggest** how **one** of the statements above could affect people who work in, or live near to the factories. [2]

    (iii) **Suggest** and **explain** other ways in which these USA companies may bring disadvantages to Mexico and similar countries. [4]

(d) **CASE STUDY: A country that trades with other countries.**

    (i) **Name** a country that trades with other countries.

    (ii) **Describe** this country's main imports and exports.

    (iii) **Explain** the advantages **and** disadvantages of the trade for this country.

[8]

Total mark: 30

End of Question C5

Question C6

(a) Study Map 4 in the separate Resource Booklet.

    (i) Which BMW car **production** factory has the most workers? [1]

    (ii) BMW is a multi-national company. What is meant by a multi-national company? [2]

    (iii) **Describe** the distribution of BMW car **production** factories. Refer to the Brandt Line in your answer. [3]

    (iv) How does the distribution of BMW car **assembly** factories **differ** from the distribution of car **production** factories? [2]

    (v) **Suggest** and **explain one** reason for these differences. [2]

(b) Read the following web page extract.

> The BMW Group took the decision to build a new car production factory in the Leipzig region. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system.

    (i) **Explain two** reasons why this is a good site for a new car production factory. [2]

    (ii) **Suggest two** ways in which the new car factory may have affected the environment. [2]

(c) Read the article below

> News report April 2005
> **THE BITTER END AT LONGBRIDGE**
> The MG. Rover car factory at Longbridge Birmingham closed yesterday. There was anger and tears as 5,000 of Rover's 6,000 workers were made redundant.
>   A further 18,000 workers who supply MG. Rover with car parts and work in sales also face the same fate across the West Midlands and Britain.

    (i) **Suggest** and **explain** two ways that the loss of jobs at the Longbridge car factory may have affected the workers and their families. [4]

    (ii) **Explain** how the closure of the car factory may have affected the local and regional economy. [4]

(d) **CASE STUDY: The location of an economic activity.**

    (i) **Name** and **locate** an economic activity.

    (ii) **Describe** the location of the economic activity. You may draw a sketch map.

    (iii) **Explain** the advantages and disadvantages of the location of this economic activity. [8]

Total mark: 30]

End of Question C6