| Surname | Centre <br> Number | Candidate <br> Number |
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| Other Names |  |  |
| 0 |  |  |

## GCSE

## 4231/02

## GEOGRAPHY <br> (Specification A) <br> HIGHER TIER <br> UNIT 1 Core Geography

P.M. TUESDAY, 4 June 2013

1 hour 45 minutes

| For Examiner's use only |  |
| :---: | :---: |
| Question 1 |  |
| Question 2 |  |
| Question 3 | 15 |
| Question 4 |  |
| Question 5 |  |
| Question 6 |  |
| TOTAL |  |
| MARKS |  |

## INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.
Write your name, centre number and candidate number in the spaces at the top of this page.
Answer all the questions.
Write your answers in the spaces provided in this booklet. Where the space is not sufficient for your answer, continue the answer at the back of the book, taking care to number the continuation correctly.

## INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.
You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

## Answer all questions.

1. (a) Study the map below.

## Map of the Conwy Valley


(i) In what general direction does the Afon (River) Conwy flow?
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(ii) Give a six figure grid reference for Llyn Grafnant.
(iii) What is the distance along the Afon Grafnant from its source in Llyn Grafnant to its confluence with Afon Conwy?

Study the map opposite and photograph below.
A photograph of the Conwy Valley in flood

(iv) Describe the relief of the catchment area of the Afon Conwy.
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(v) Suggest why villages in the Conwy Valley are at risk of flooding.
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## (b) Study the following news article.

BBC News:
Should we change our approach to floodplain management?

A government study says the cost of flood damage in England and Wales could rise from about $£ 1$ bn a year to $£ 20$ bn by 2080.

Planners say a new sustainable approach to flood prevention must replace the old, "expensive and unsustainable high walls" approach where "everything stays dry".

Explain why many people believe that planners should change their approach to river and floodplain management in the future.
Use examples to help your answer.

## Theme 2 - Climate Change

2. (a) Study the graph below.

(i) Describe the change in global temperature since 1850 .
(I)
(ii) Explain how one piece of evidence, other than the change in global temperature, supports the idea that climate change is taking place.
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(b) Study the world map below.

Predicted change in average surface temperature by 2100


Describe the distribution of areas of the world that are predicted to have a $+5^{\circ} \mathrm{C}$ increase in average surface temperature.
(c) Explain how governments and individuals can take actions to reduce carbon dioxide emissions and help create a low carbon future. Use examples to help your answer.

## Theme 3 - Living in an Active Zone

3. (a) Study the satellite photograph and map below.

Satellite photograph of Sicily

(i) Describe the location of Mt Etna on the island of Sicily.
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(ii) Name two primary hazards faced by people living near an active volcano.
(iii) Explain why some people choose to live close to active volcanoes despite the risks.
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Explain how the effects of volcanic eruptions may be reduced.
Use examples to help your answer.

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## Theme 4 - Changing Populations

4. (a) Study the population pyramids below.

(i) Compare the population pyramids for Tanzania and the United Kingdom.
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(ii) Explain how the population structure of the UK, or any other Western European country, is likely to cause problems for the country in the future.
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(b) Study the map below.

Total fertility rate (2009)

(i) Give the average number of children per family for Tanzania.
...an*
(ii) Compare total fertility rate in South Asia to that in Europe.
(c) Describe the changes in birth rates in South Asia in recent years. Explain why these changes have occurred. Use examples to help your answer.

## Theme 5: Globalisation

5. (a) Study the line graph and text box below.

Polish born people in employment in the UK

(i) Calculate the increase in Polish born people in employment in the UK between 2004 and 2010.
$\qquad$ thousands
(ii) Explain the benefits of migrant workers to receiving countries such as the UK.[4]
(b) Study the diagram below.

Trade between the European Union (EU) and the rest of the world

(i) The European Union (EU) is an example of a trading bloc. What is a trading bloc?
(ii) Use the diagram to describe the trade between the European Union (EU) and the rest of the world.
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(iii) Explain how patterns of global trade have hindered economic development in the least developed countries.
Use examples to help your answer.

## Theme 6: Development

6. (a) Study the maps below.

Standard of living in Pakistan (measured using HDI)

(i) In which continent is Pakistan?
(ii) Give the latitude and longitude of Karachi.

|  | Latitude | Longitude |
| :---: | :---: | :---: |
| Karachi | $\ldots$ |  |

(iii) Calculate the distance from Karachi to Islamabad.
(iv) Describe the distribution of places within Pakistan that have the highest standard of living (where HDI is greater than 0.7).
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(b) Study the graph and table below.

## Countries receiving UK government aid 2009/10



| Country | Aid <br> f(millions) |
| :--- | :---: |
| India | 295 |
| Ethiopia | 214 |
| Bangladesh | 149 |
| Tanzania | 144 |
| Pakistan | 140 |
| Ghana | 90 |

(i) Complete the graph showing aid given to Ethiopia in 2009/10.
(ii) Calculate the total aid given to South Asian countries in the table.
£ $\qquad$ millions
(iii) Describe one way in which government aid could help long term development. [2]
(c) Compare the progress in development made in recent years by South Asian countries such as India, with sub-Saharan countries such as Tanzania. Use examples to help your answer.

## For continuation only

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