

Centre Number	Candidate Number	Name
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CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**NATURAL ECONOMY**

**0670/01**

Paper 1

October/November 2003

**1 hour 45 minutes**

Candidates answer on the Question Paper.  
Additional Materials: Ruler (cm/mm)

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen in the spaces provided on the Question Paper.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.  
At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

If you have been given a label, look at the details. If any details are incorrect or missing, please fill in your correct details in the space given at the top of this page.

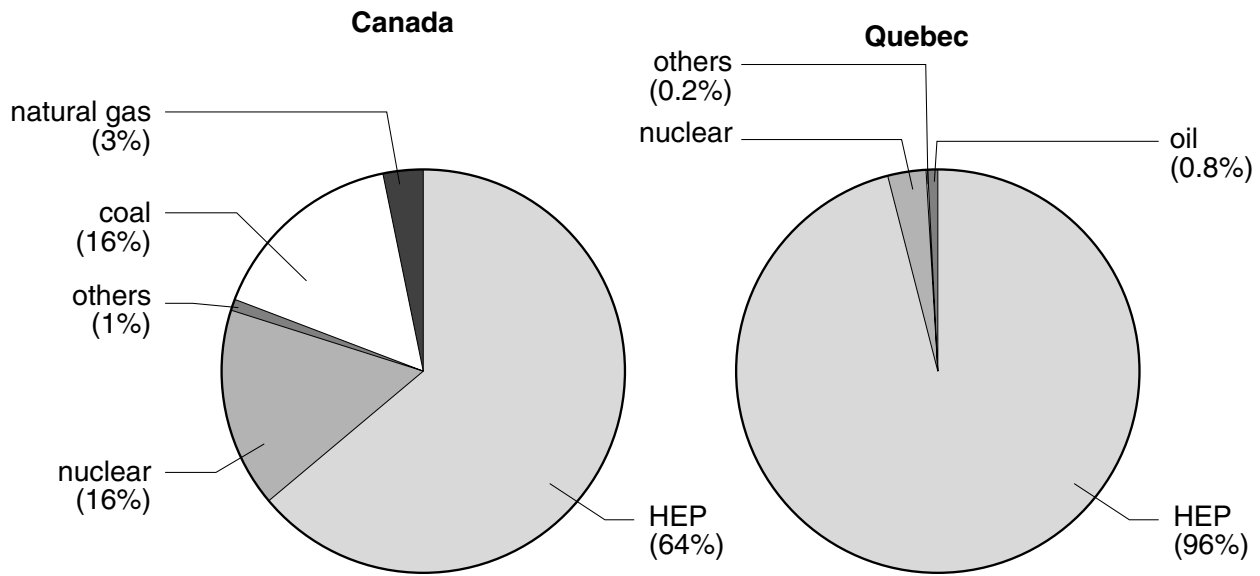
Stick your personal label here, if provided.

FOR EXAMINER'S USE	
1	
2	
3	
4	
<b>TOTAL</b>	

This document consists of **10** printed pages and **2** blank pages.



1 The pie charts below show the significance of hydro electric power to Canada, a developed country – and Quebec, a region within Canada.



(a) (i) Which fossil fuel is of greater importance to Quebec than to Canada?

.....[1]

(ii) What is the percentage of Canada's energy sources that comes from fossil fuels? (Show your working.)

.....  
.....[2]

(iii) What percentage of Quebec's energy sources comes from nuclear energy?

.....[1]

(b) (i) State and explain **one** environmental advantage of using HEP as a source of energy, compared with other energy sources.

.....  
.....  
.....  
.....[3]

(ii) State **one** environmental disadvantage of using HEP as a source of energy and explain your answer.

.....  
.....  
.....  
.....[2]

(iii) What are the economic advantages of using HEP as a source of energy?

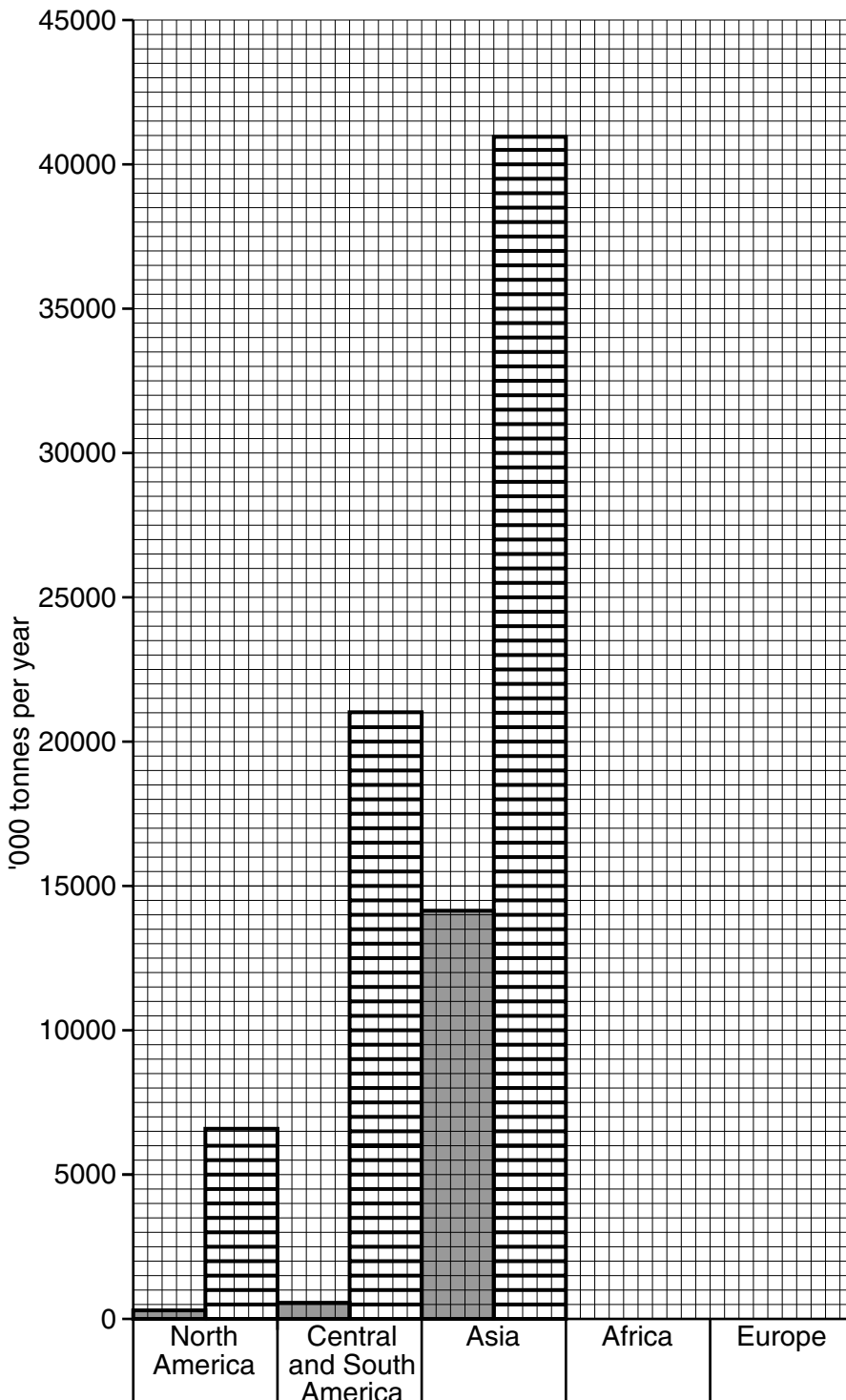
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.....[3]

(c) Suggest strategies for conserving environments damaged by the extraction of minerals and fossil fuels.



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.....[3]

[Total : 15]

2 The table below shows the total freshwater and marine fish catches for different regions of the world.



	fresh water catch ('000 tonnes/yr)	marine catch ('000 tonnes/yr)
Africa	1 373	3 917
Europe	544	17 507
North America	289	6 575
Central and South America	593	21 263
Asia	14 337	40 905

 fresh water catch  
 marine catch

(a) (i) Complete the bar chart for Africa and Europe using the figures in the table. [2]

(ii) Which area of the world has the largest total fish catch?

.....[1]

(iii) Calculate the total fish catch for North America.

.....[1]

(b) (i) Why are some ocean areas more important for fishing than others?

.....  
.....  
.....  
.....[2]

(ii) What is over-fishing?

.....  
.....  
.....[2]

(iii) State **one** other factor that reduces fish numbers, and explain how it does so.

.....  
.....  
.....  
.....[2]

(iv) Many countries have introduced quotas to reduce over-fishing. Explain what is meant by a fishing quota.

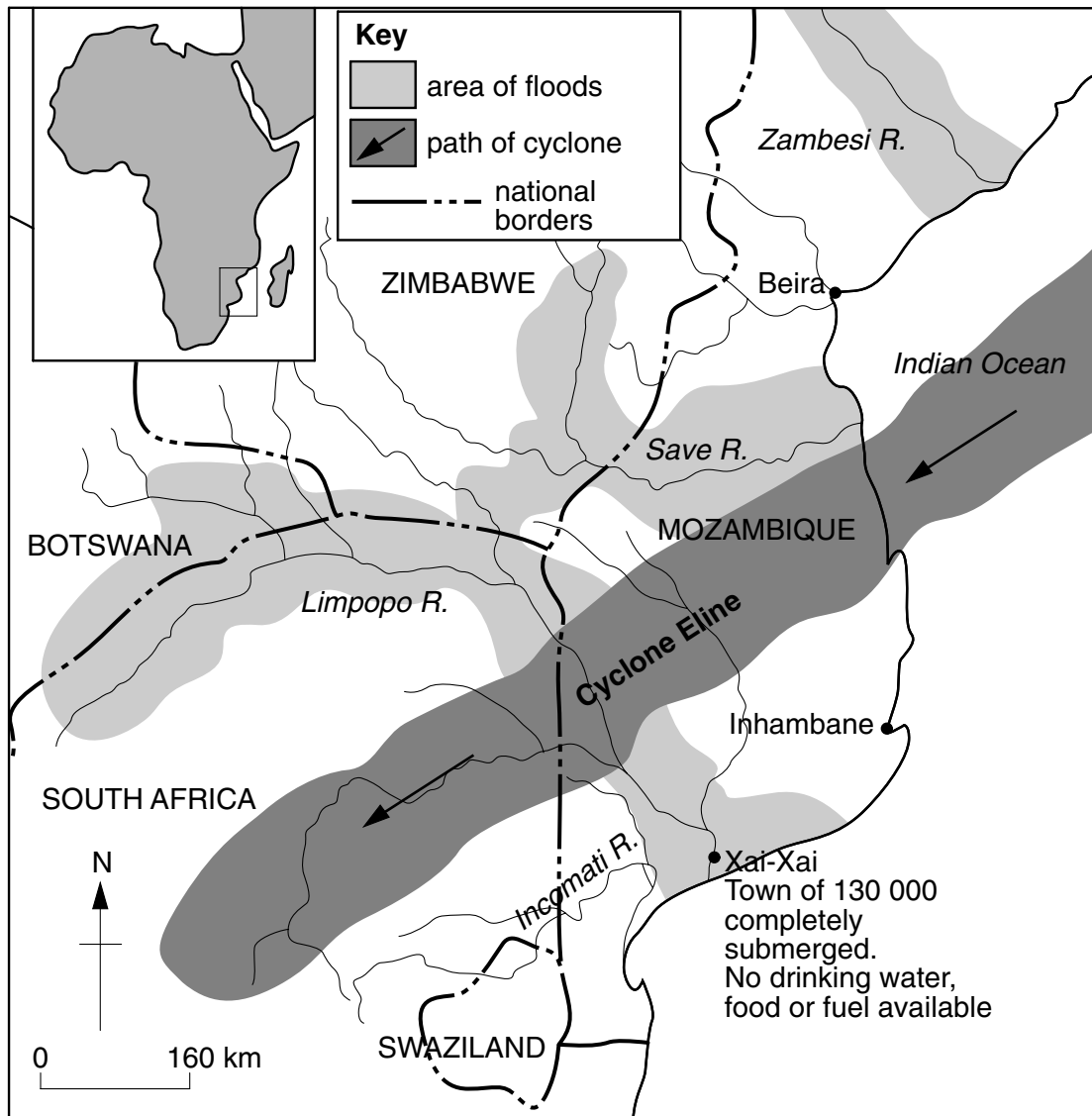
.....  
.....  
.....[2]

(c) Why are fishing quotas not always a successful strategy?

.....  
.....  
.....  
.....  
.....  
.....[3]

[Total : 15]

- 3 The map below gives some details about flooding which occurred as a cyclone crossed Mozambique in February 2000.



- (a) (i) Name **three** rivers in Mozambique which were affected by the floods.

.....[1]

- (ii) Why was the town of Xai-Xai more affected than Beira?

.....  
 .....  
 .....[2]

- (iii) Name **one** country, other than Mozambique, that was affected by Cyclone Eline.

.....[1]

(b) (i) Give **two** characteristics of tropical cyclones.

.....

.....

.....

.....[2]

(ii) State **two** types of damage that may be caused by tropical cyclones.

.....

.....[2]

(c) (i) Name **one** water-related disease that might occur following flooding.

.....[1]

(ii) Explain why flooding brings an increased risk of disease after the flood.

.....

.....

.....

.....

.....

.....[3]

(d) Why might flood warnings be less effective in reducing deaths in developing countries than in developed countries?

.....

.....

.....

.....

.....

.....[3]

[Total : 15]

- 4 The table below shows the percentage of total population working in agriculture and the daily food intake (in calories per day) for six countries.

Country	% population in agriculture	Food intake (calories per day)
Australia	6	3326
Bangladesh	71	1927
Canada	4	3462
Kenya	78	2060
Peru	36	2246
USA	3	3645

- (a) (i) Which **two** countries have the highest percentage of their populations working in agriculture?

.....and .....[1]

- (ii) Which **two** countries have the lowest food intake in calories per day?

.....and .....[1]

- (iii) What is the relationship between the percentage of population working in agriculture and the food intake in calories per day?

.....  
.....[1]

- (iv) Which **three** of the above countries would you consider to be developed countries?

.....[1]

- (b) (i) Describe the difference between subsistence farming and commercial farming.

.....  
.....  
.....[2]

- (ii) Explain what is meant by intensive farming.

.....  
.....  
.....[2]



(iii) What do you understand by the term 'overcultivation'?

.....  
.....[1]

(iv) Explain how the clearance of vegetation from sloping land can lead to soil erosion.

.....  
.....  
.....  
.....  
.....  
.....[3]

(c) Suggest strategies for soil conservation on sloping land.

.....  
.....  
.....  
.....  
.....  
.....[3]

[Total : 15]

**TOTAL FOR PAPER: 60**





