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| For Examiner's Use | |
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General Certificate of Secondary Education
Foundation Tier
June 2014

Geography (Specification A)

90302F

F

Unit 2 Human Geography

Thursday 22 May 2014 9.00 am to 10.30 am

For this paper you must have:

- the colour insert (enclosed)
- a pencil
- a rubber
- a ruler.

You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- **Answer THREE questions:**
 - **one** question from **Section A (Questions 1 – 3)**
 - **one** question from **Section B (Questions 4 – 6)**
 - **one** other question from **either** Section A **or** Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use case studies to support your answers where appropriate.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 84.
- You are reminded of the need for good English and clear presentation in your answers. Where applicable, questions should be answered in continuous prose. Quality of written communication will be assessed in all answers.
- Spelling, Punctuation and Grammar will be assessed in Questions 1(b)(iv), 2(b) and 3(c) in Section A and in Questions 4(e)(iii) 5(c)(iii) and 6(d)(ii) in Section B. The marks for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.

Advice

- Where appropriate, credit will be given for the use of diagrams to illustrate answers and where reference is made to your personal investigative work. You are advised to allocate your time carefully.



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90302F

Section A

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B

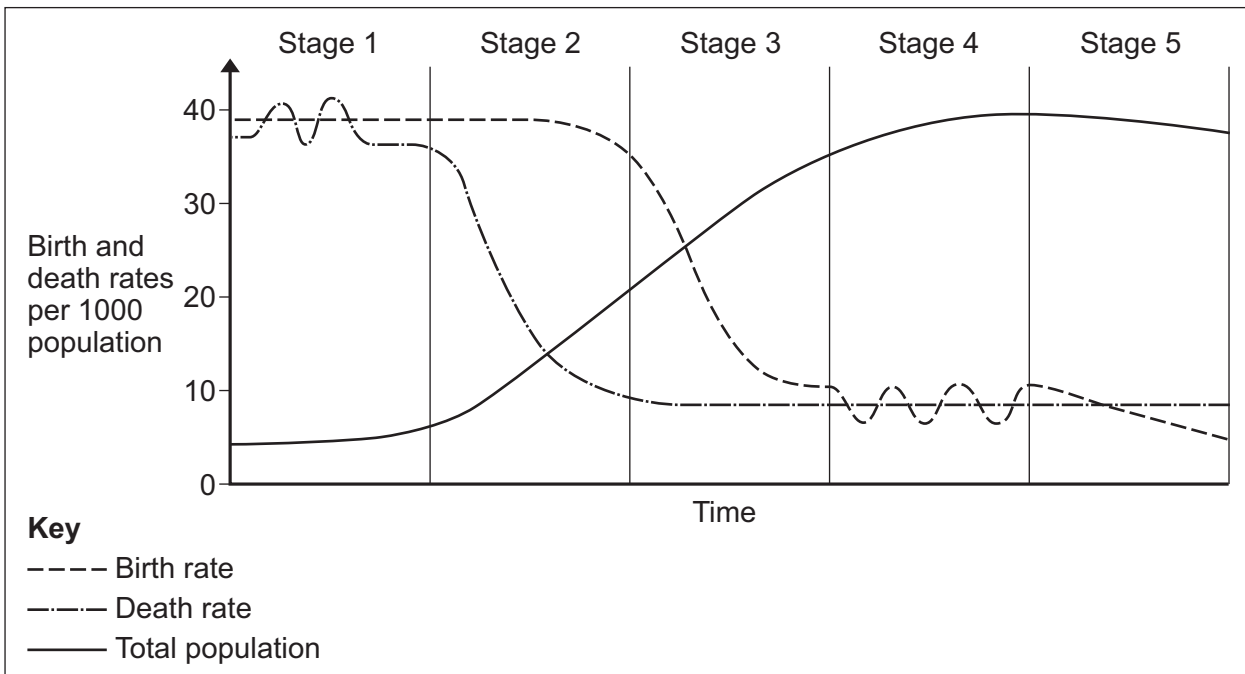
Use case studies to support your answers where appropriate.

Total for this question: 28 marks

1 Population Change

1 (a) Study **Figure 1**, a model showing birth rate and death rate, and total population over time.

Figure 1



1 (a) (i) What is the name of this model?

[1 mark]

.....



1 (a) (ii) The following statements describe the stages of the model.

Write the number of the stage next to the correct statement.

One has been done for you.

[3 marks]

| Statement | Stage Number |
|---|--------------|
| Total population is low but birth rate and death rate are both high. | |
| Improved education and contraception cause birth rate to fall. | |
| Total population is high but starting to decline because of a falling birth rate. | |
| Death rate falls because of improved medical care and better food supply. | |
| As living standards rise both birth rate and death rate are low. | 4 |

1 (a) (iii) Describe how the structure of a country's population changes between stages 2 and 4 of this model.

[3 marks]

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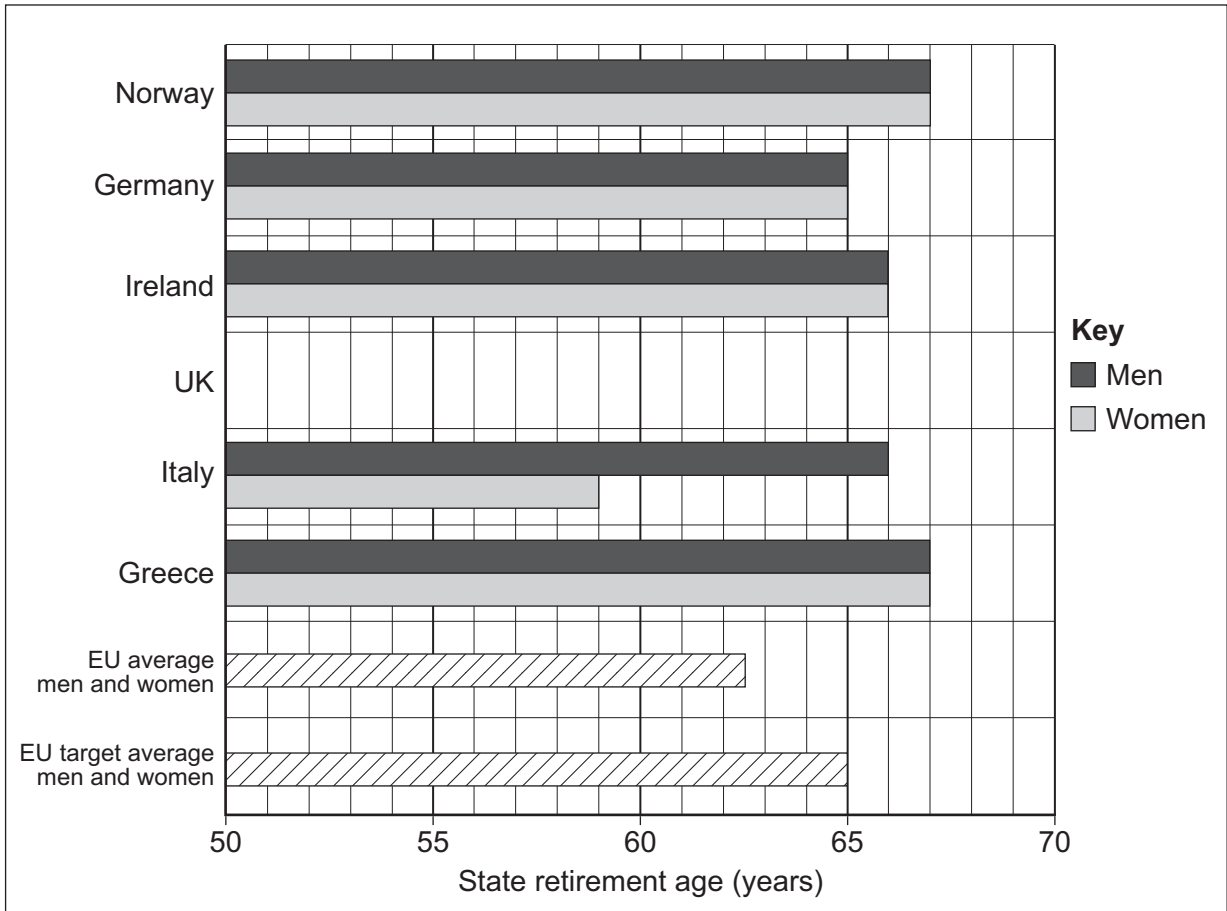
Question 1 continues on the next page

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1 (b) Study **Figure 2**, a graph showing state retirement ages in selected European countries in 2012.

Figure 2



1 (b) (i) Use the following information to complete **Figure 2**.

[2 marks]

| Country | State retirement age (years) | |
|---------|------------------------------|-------|
| | Men | Women |
| UK | 65 | 61 |

1 (b) (ii) Name the country with the lowest state retirement age for women in 2012.

[1 mark]

.....

1 (b) (iii) By how much would the UK female state retirement age need to increase to meet the EU target average?

[1 mark]

..... years



1 (b) (iv) Use **one or more** examples to explain how government(s) attempt to cope with an ageing population.

[6 marks]
[SPaG 3 marks]

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Question 1 continues on the next page

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1 (c) Study **Figure 3**, a cartoon about immigration and unemployment.

Figure 3



© www.CartoonStock.com

1 (c) (i) With the help of **Figure 3**, give **one** positive impact and **one** negative impact of migration on a receiving (host) country.

[2 marks]

Positive impact

.....

Negative impact

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1 (c) (ii) Outline **one** impact that migration can have on a source country (country of origin).

[2 marks]

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1 (c) (iii) Use **one or more** examples to explain why people migrate within the EU.

[4 marks]

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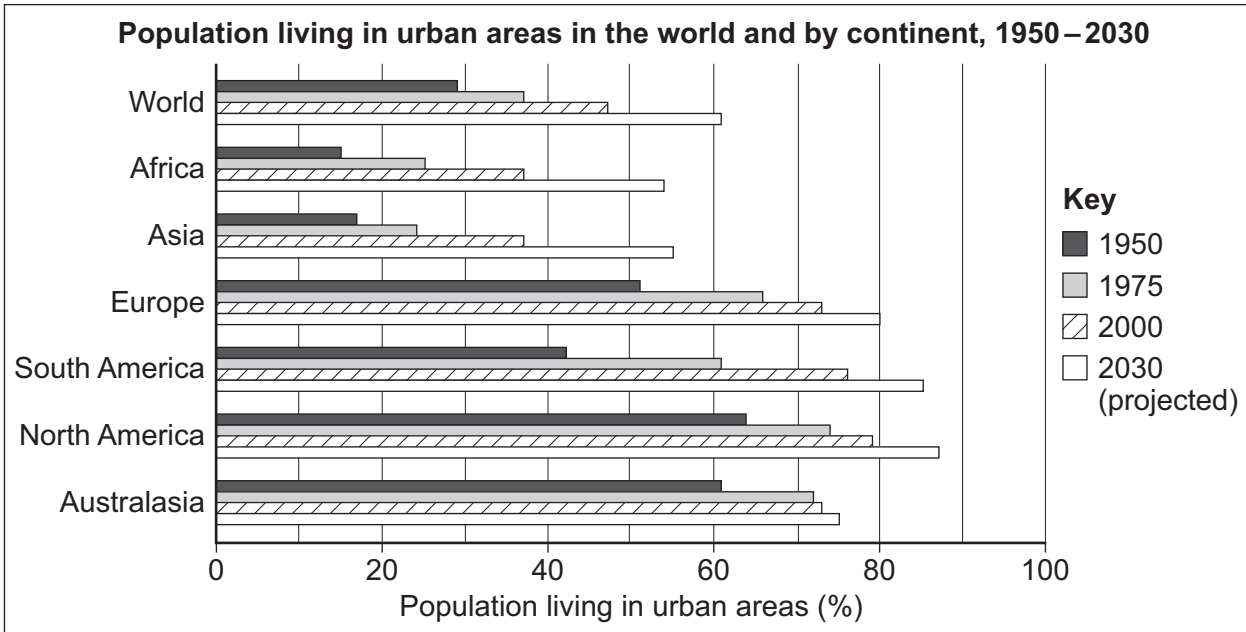


Total for this question: 28 marks

2 Changing Urban Environments

2 (a) Study **Figure 4**, a graph showing the population living in urban areas in the world and by continent, 1950–2030.

Figure 4



2 (a) (i) Which continent is expected to have the greatest urban growth 2000–2030?

[1 mark]

.....

2 (a) (ii) Give **one** difference between Europe and Africa for

the percentage of population living in urban areas

.....

the rate of urban growth

.....

[2 marks]



2 (a) (iii) Explain the differences in urban growth between the richer parts and poorer parts of the world.

[3 marks]

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2 (b) Describe the effects of air pollution and water pollution in urban areas in poorer parts of the world.

[6 marks]

[SPaG 3 marks]

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2 (c) Study **Figures 5a, 5b** and **5c** on the insert.

Figure 5a shows the percentage population of Indian ethnic origin in boroughs of London.

Figure 5b shows the percentage population of Bangladeshi ethnic origin in boroughs of London.

Figure 5c shows the boroughs of London.

2 (c) (i) Are the following statements about the maps **true** or **false**?

[2 marks]

Tick the correct boxes.

| Statement | True | False |
|---|------|-------|
| The largest concentration of the population of Bangladeshi origin is in Tower Hamlets. | | |
| Bromley, South East London, has no areas where the population of Indian origin is more than 2%. | | |

2 (c) (ii) Which word best describes ethnic and other groups being concentrated in different areas of cities?

[1 mark]

Circle the correct answer from the following list.

segregation

separatism

suburbanisation

2 (c) (iii) Describe **one or more** strategies used to support multicultural communities in urban areas.

[4 marks]

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2 (d) CBDs (Central Business Districts) in many urban areas in richer parts of the world have experienced decline.

2 (d) (i) State **one** feature that suggests a CBD is experiencing decline. **[1 mark]**

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2 (d) (ii) Suggest **one** reason why some CBDs are in decline. **[2 marks]**

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2 (d) (iii) Outline how CBDs can be improved. **[3 marks]**

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Total for this question: 28 marks

3 Changing Rural Environments

3 (a) (i) There are many impacts of soil erosion in sub-tropical and tropical areas.

Decide whether each of the following impacts is **environmental** or **economic**.

[2 marks]

Put a tick (✓) in the correct box for each impact. One has been done for you.

| | Environmental | Economic |
|--------------------|---------------|----------|
| Loss of habitats | ✓ | |
| Lower crop yields | | |
| Lower biodiversity | | |

3 (a) (ii) Complete the paragraph below to explain some of the impacts of soil erosion in sub-tropical and tropical areas.

Choose the correct words from this list.

[3 marks]

- flood
- infiltration
- surface runoff
- move
- irrigate
- groundwater

Deforestation and over-cultivation lead to loss of organic matter and increased Eroded soil is washed into rivers, blocking channels and making rivers more likely to When land cannot be farmed any more, the farmers will have to

3 (a) (iii) Outline how rural–urban migration affects farming in sub-tropical and tropical areas.

[3 marks]

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3 (b) Study **Figure 6** on the insert, a photograph showing part of a field in a commercial farming area of the UK.

3 (b) (i) Name **one** government policy that aims to reduce the environmental effects of high impact farming.

[1 mark]

.....

3 (b) (ii) Use **Figure 6** and your own knowledge to explain how government policies can reduce the environmental effects of high impact farming.

[4 marks]

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3 (c) Commercial farming in the UK has been influenced by a number of factors, such as:

- the demands of supermarkets
- competition from the global market.

Use a case study to describe the effects of **one or both** of these factors on commercial farming in the UK.

[6 marks]
[SPaG 3 marks]

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3 (d) Study **Figure 7** on the insert, a map showing second homes as a percentage of all homes in Wales.

3 (d) (i) What is a second home?

[1 mark]

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3 (d) (ii) Use **Figure 7** to name **one** location in Wales where at least part of the area has 20% or more of all homes as second homes.

[1 mark]

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3 (d) (iii) Use **Figure 7** to suggest **one** reason why some areas of Wales have 20% or more second homes.

[2 marks]

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3 (d) (iv) Use **Figure 7** to suggest **one** reason why some areas of Wales have fewer than 1.0% second homes.

[2 marks]

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End of Section A

Turn over for Section B

Turn over ►



Section B

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B.

Use case studies to support your answers where appropriate.

Total for this question: 28 marks

4 The Development Gap

4 (a) (i) Which phrase best describes the difference between imports and exports for a country? **[1 mark]**

Circle the correct answer from the following list.

- | | | |
|-------------------------|-------------------|------------------------|
| balance of trade | fair trade | invisible trade |
|-------------------------|-------------------|------------------------|

4 (a) (ii) Complete the paragraph below to describe trade between different parts of the world.

Choose the correct words from this list.

[3 marks]

- | | | |
|----------------|------------------|---------------|
| richer | secondary | import |
| primary | poorer | export |

The majority of the world's trade takes place between the
 countries. Richer countries tend to manufactured goods.
 Poorer countries tend to sell products and buy the goods
 they can't make.

4 (a) (iii) Outline **one** way in which the global pattern of trade is a disadvantage to poorer countries.

[2 marks]

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4 (b) Describe **one or more** advantages of charitable aid.

[3 marks]

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Question 4 continues on the next page

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4 (c) Study **Figure 8**, some information about the impacts of a development scheme using sand dams in Kenya, a country in Africa.

Figure 8

| | Before dam construction | After dam construction |
|---|--------------------------------|-------------------------------|
| Crops irrigated | 37% | 68% |
| Average number of cash crops per farm | 1.5 | 2.8 |
| Time taken to collect water for domestic use | 140 minutes | 90 minutes |
| Time taken to collect water for livestock use | 110 minutes | 50 minutes |
| Average walking distance to water | 3 km | 1 km |
| Average annual income | US \$230 | US \$350 |
| Households suffering from malnutrition | 32% | 0% |

4 (c) (i) Suggest **one** way in which local people will have an improved quality of life because of the scheme shown in **Figure 8**.

[2 marks]

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4 (c) (ii) Suggest **one** way in which local people will have an improved standard of living because of the scheme shown in **Figure 8**.

[2 marks]

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4 (d) Study **Figure 9**, an extract from a website about a microfinance programme in Africa.

Figure 9

The Hunger Project's Microfinance Programme is a training, savings and credit programme which began in 1999. One of its schemes involved the setting up of Rural Banks. By the end of 2009 twenty Rural Banks had started to operate. The Rural Banks are independent of the main banks, and they are community owned and led by women.

The Hunger Project helps women to gain access to credit and it teaches the importance of saving. This means that the women can invest in their businesses and increase their incomes. They can then pay their children's school fees, build pit latrines, buy medicines, pay for health care, and make home improvements or build new homes.

Also, by taking part in the programme, women leaders develop self-confidence and assertiveness, gaining higher status in their households and communities.

Use **Figure 9** and your own knowledge to explain how people in the poorer part of the world can attempt to improve their own quality of life.

[4 marks]

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4 (e) Study **Figures 10a** and **10b** on the insert.

Figure 10a shows levels of internet access in some European countries.

Figure 10b is a map of the European Union (EU) countries.

4 (e) (i) Name **one** country in **Figure 10a** with 61–67.9% internet access.

[1 mark]

.....

4 (e) (ii) What is the level of internet access in Finland?

[1 mark]

.....

4 (e) (iii) Describe the differences in levels of development between **two** contrasting EU countries that you have studied.

[6 marks]
[SPaG 3 marks]

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Turn over for the next question

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Total for this question: 28 marks

5 Globalisation

5 (a) Many call centres have moved from the UK to India.

5 (a) (i) Which word best describes the sector of the economy that includes call centres? **[1 mark]**

Circle the correct answer from the following list.

secondary manufacturing services

5 (a) (ii) The following table shows some statements about why call centres have developed in India.

Write next to each statement whether the reason is **Social / Economic / Political**.
Each answer may be used once, more than once or not at all.

One has been done for you.

[3 marks]

| | Statement | Reason |
|----------|--|------------------|
| 1 | Salaries are much lower, e.g. as little as 10% of UK salaries. | |
| 2 | The Indian government does not tax goods imported to build and run call centres. | |
| 3 | There are approximately 100 million English speakers in India. | |
| 4 | India has a stable democratic government. | Political |

5 (a) (iii) Choose **one** of the statements listed in **5(a)(ii)** and outline how it has led to the growth of call centres in India.

[2 marks]

Statement number

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5 (a) (iv) Explain how developments in ICT have encouraged globalisation.

[4 marks]

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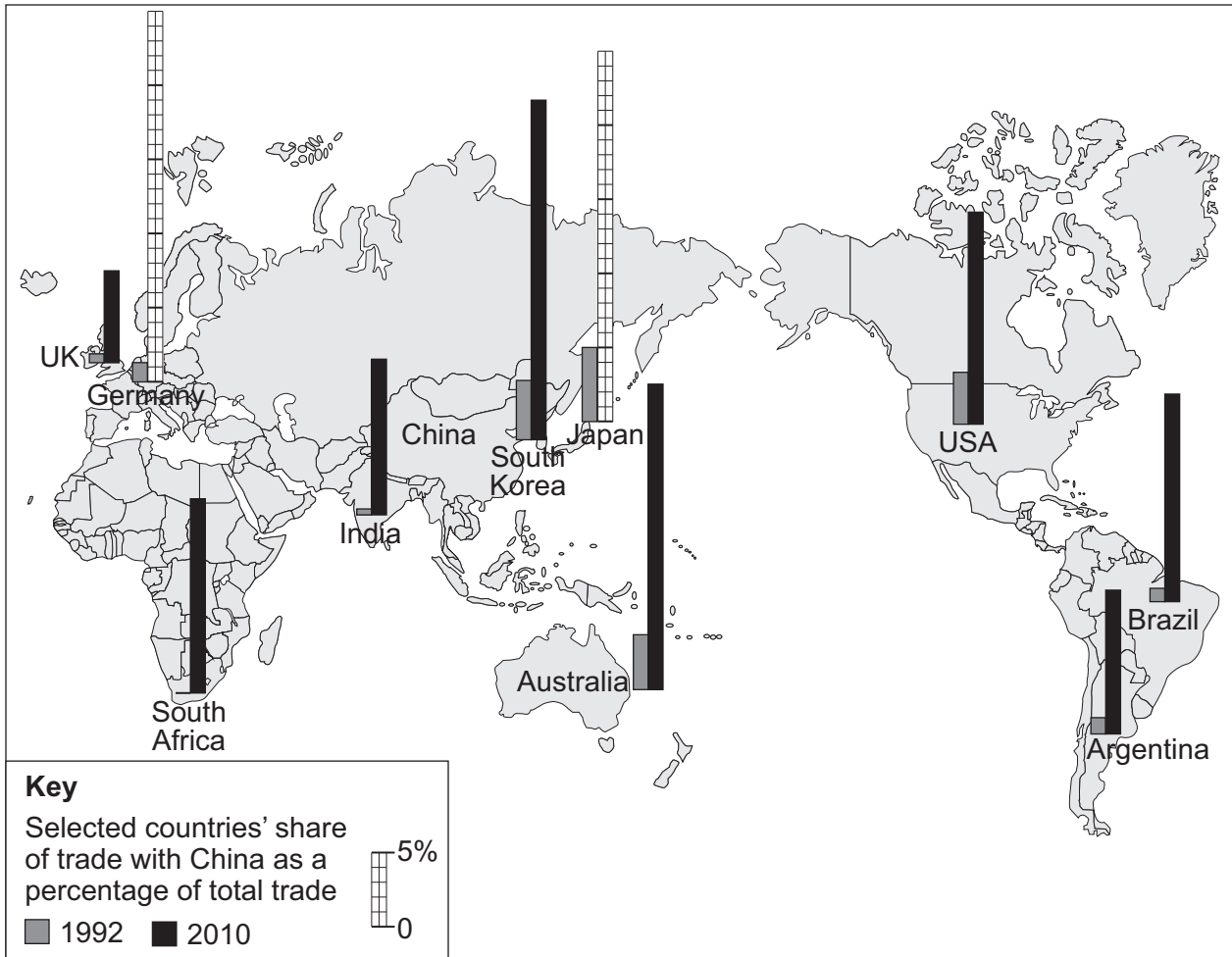
Question 5 continues on the next page

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5 (b) Study **Figure 11**, a map showing selected countries' share of trade with China as a percentage of total trade in 1992 and 2010.

Figure 11



5 (b) (i) Use the following information to complete **Figure 11**.

[2 marks]

| Country | Share of trade with China in 2010 as a percentage of total |
|---------|--|
| Germany | 6 |
| Japan | 21 |



5 (b) (ii) Using **Figure 11**, are the following statements about trade with China **true** or **false**? **[2 marks]**

Tick the correct boxes.

| | True | False |
|---|------|-------|
| Countries nearer to China have a higher percentage of trade with China compared with countries further away from China. | | |
| All countries showed an increase in the percentage of trade with China between 1992 and 2010. | | |

5 (b) (iii) Outline **one or more** reasons for China’s rapid economic growth. **[3 marks]**

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5 (c) Study **Figure 12** on the insert, a photograph of a flower farm in Kenya, a country in Africa.

5 (c) (i) State **one** economic benefit of growing cash crops in the poorer world. **[1 mark]**

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5 (c) (ii) Use **Figure 12** to suggest **one** environmental effect of growing cash crops. **[1 mark]**

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Question 5 continues on the next page

Turn over ►



5 (c) (iii) Describe the negative economic and social impacts of the development of cash crop farming in the poorer part of the world.

[6 marks]
[SPaG 3 marks]

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Total for this question: 28 marks

6 Tourism

6 (a) (i) The following are statements which start to give reasons for the global increase in tourism.

For each statement, complete the sentence to explain how it has led to an increase in global tourism.

[3 marks]

More leisure time in richer countries means that

.....

Improvements in transport mean that

.....

More people having a pension income after retirement means that

.....

6 (a) (ii) Give **one other** reason for the global increase in tourism.

[1 mark]

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6 (b) Study **Figure 13** on the insert, a map showing the centre of Bruges, a city in Belgium.

6 (b) (i) In which grid square are there two cash machines?

[1 mark]

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Question 6 continues on the next page

Turn over ►



6 (b) (ii) Use **Figure 13** to explain why Bruges has developed as a tourist destination.

[4 marks]

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6 (c) (i) What is mass tourism?

[2 marks]

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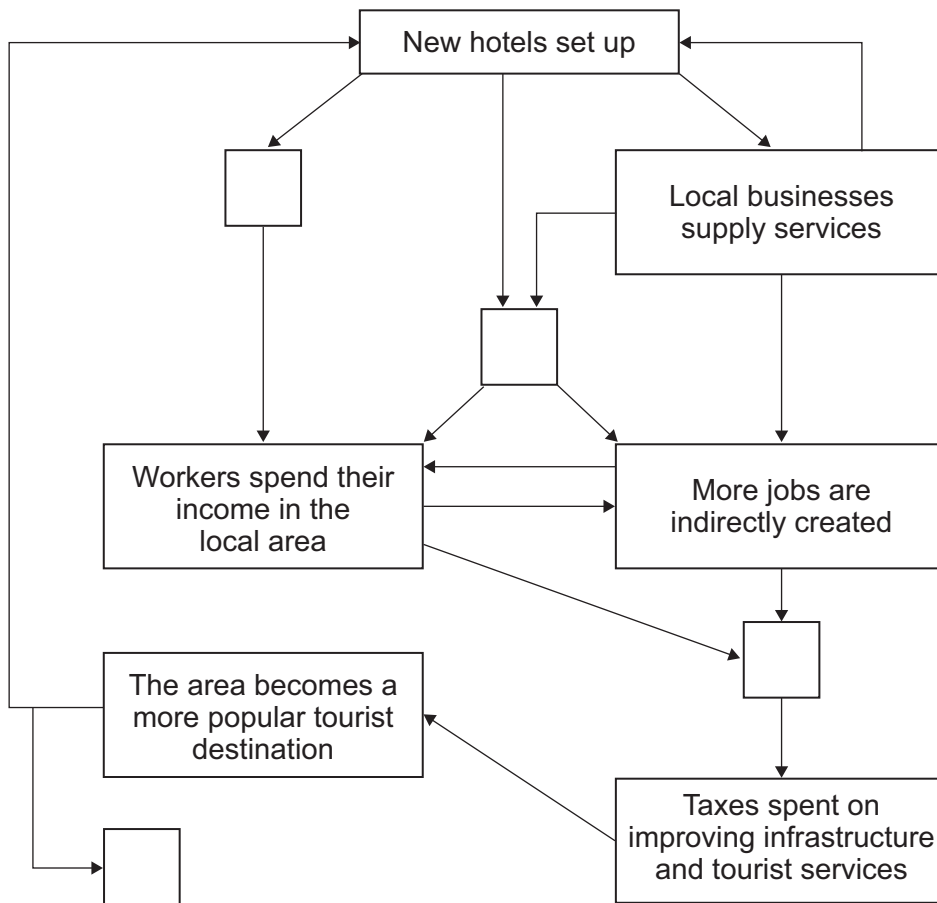
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6 (c) (ii) Study **Figure 14**, a diagram showing some effects of developing tourism in tropical areas.

Figure 14



Add **one** correct letter to each empty box to complete the diagram.

[3 marks]

Choose the letter from the list below. Each letter should be used once.

| | |
|--|----------|
| Other companies are attracted to the area | W |
| Jobs are created directly in hotels | X |
| Money earned does not stay in host country | Y |
| Taxes paid to the government increase | Z |

Question 6 continues on the next page

Turn over ▶



6 (c) (iii) Study **Figure 15** on the insert, a photograph taken on Hawaii, a tropical tourist destination.

Outline how **Figure 15** shows the way in which the negative effect of tourism is being managed.

[2 marks]

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6 (c) (iv) Suggest **two other** ways in which the negative effects of tourism can be managed in a tropical area.

[2 marks]

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6 (d) (i) Give **one** reason why there is an increased demand for adventure holidays.

[1 mark]

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6 (d) (ii) Use a case study of tourism in an extreme environment to explain how the development of tourism can cause environmental damage.

[6 marks]
[SPaG 3 marks]

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END OF QUESTIONS



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Figure 8: David Rayner, 'Sand Dams – An East African Development Project'
GeoActive Online, Series 24, Autumn Issue, Unit 485, 2012, Nelson Thornes
Figure 9: The Hunger Project UK, <http://www.thehungerproject.org.uk> Empowering People, Ending Hunger
Figure 11: Data source: Financial Times
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General Certificate of Secondary Education
Foundation Tier
June 2014

Geography (Specification A)

90302F

Unit 2 Human Geography

Insert

A

Figure 5a

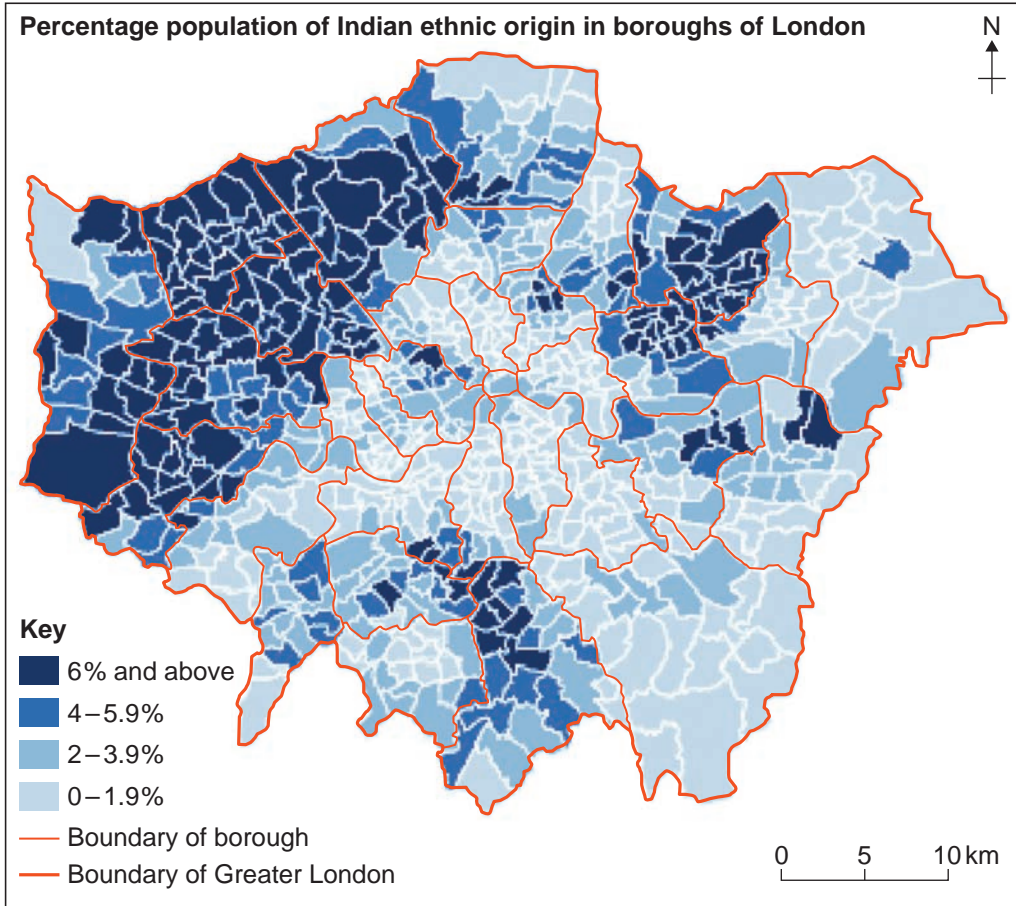


Figure 5b

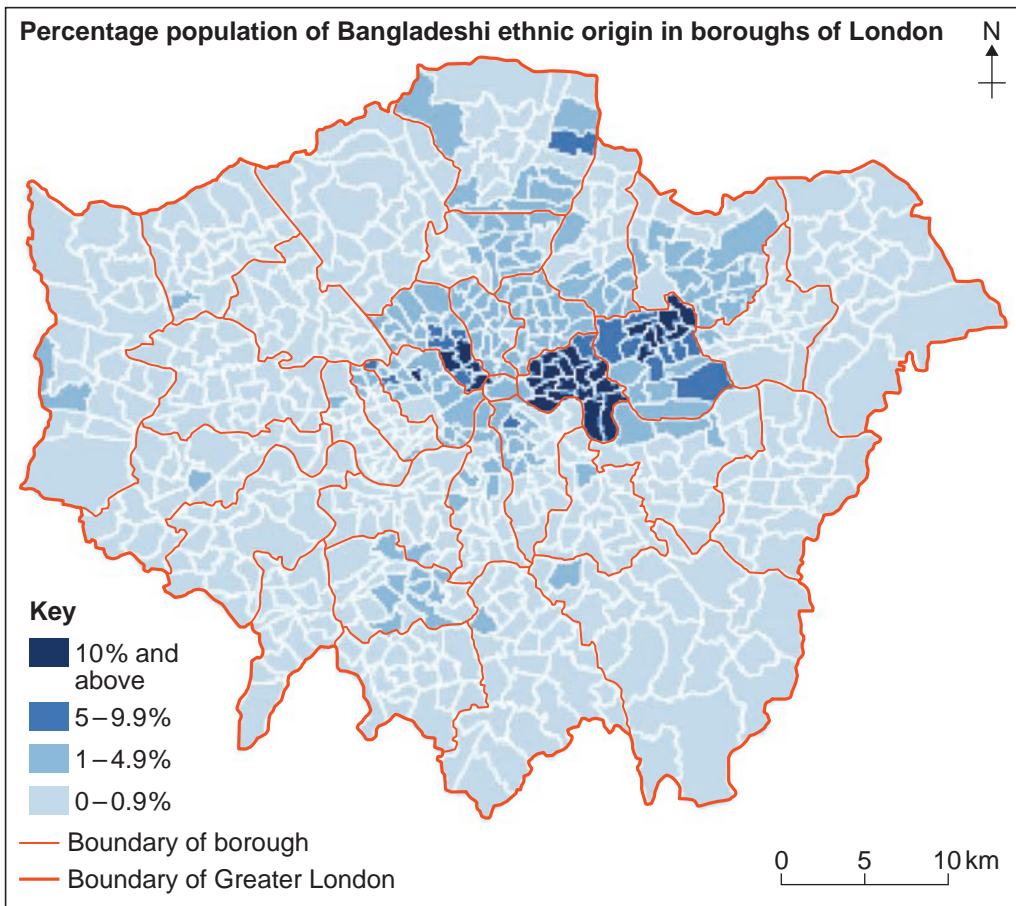


Figure 5c



Figure 6



Figure 7

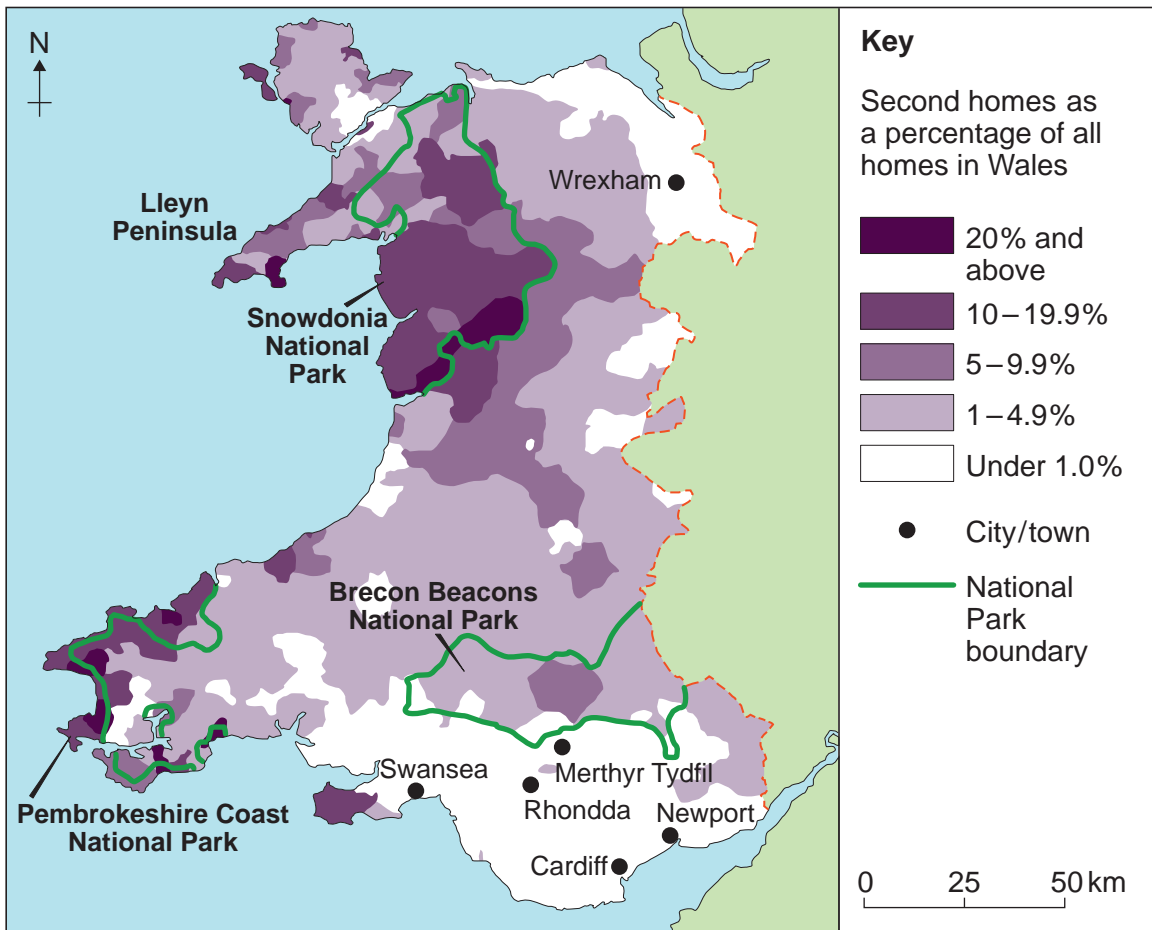


Figure 10a

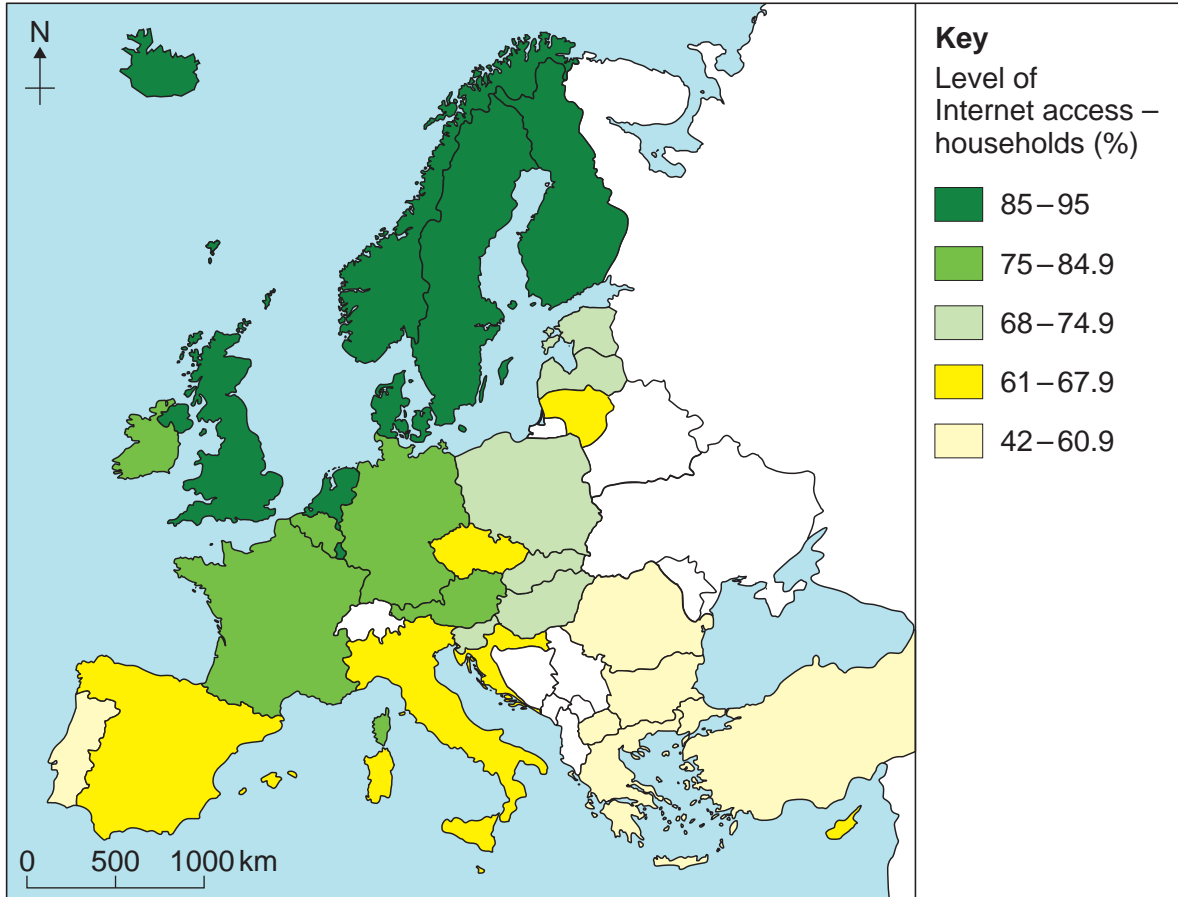


Figure 10b

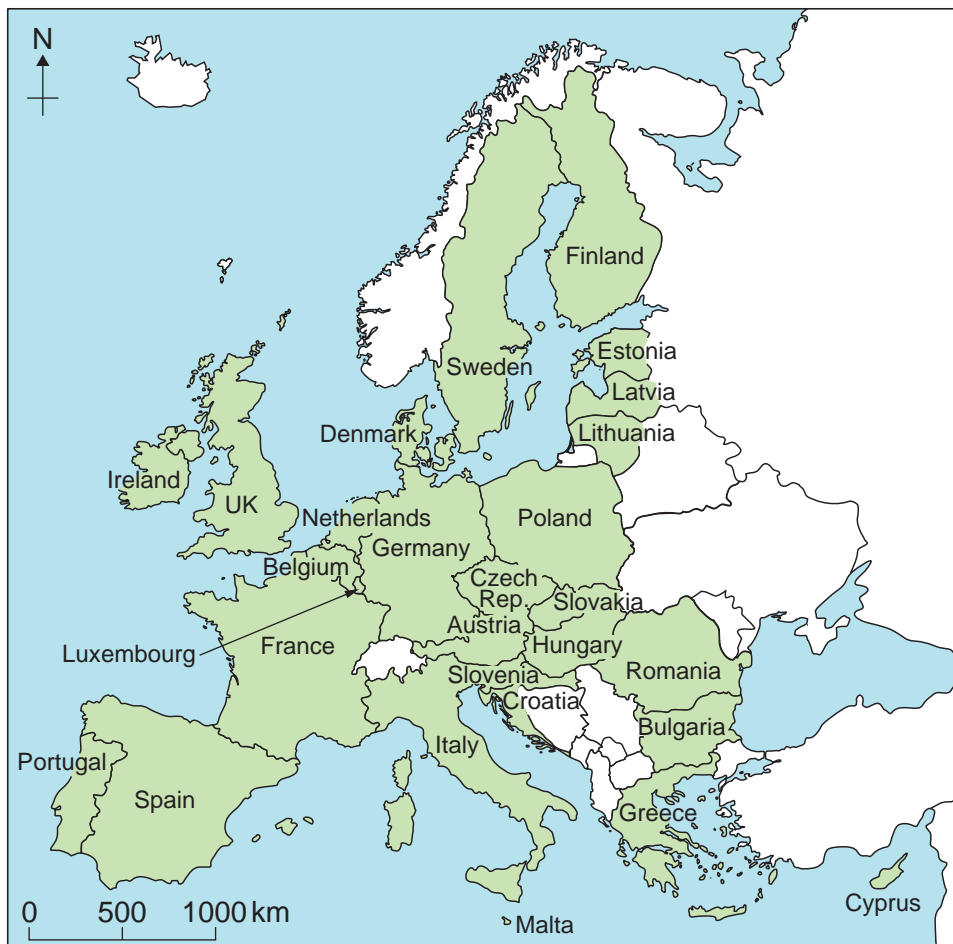


Figure 12



Figure 13

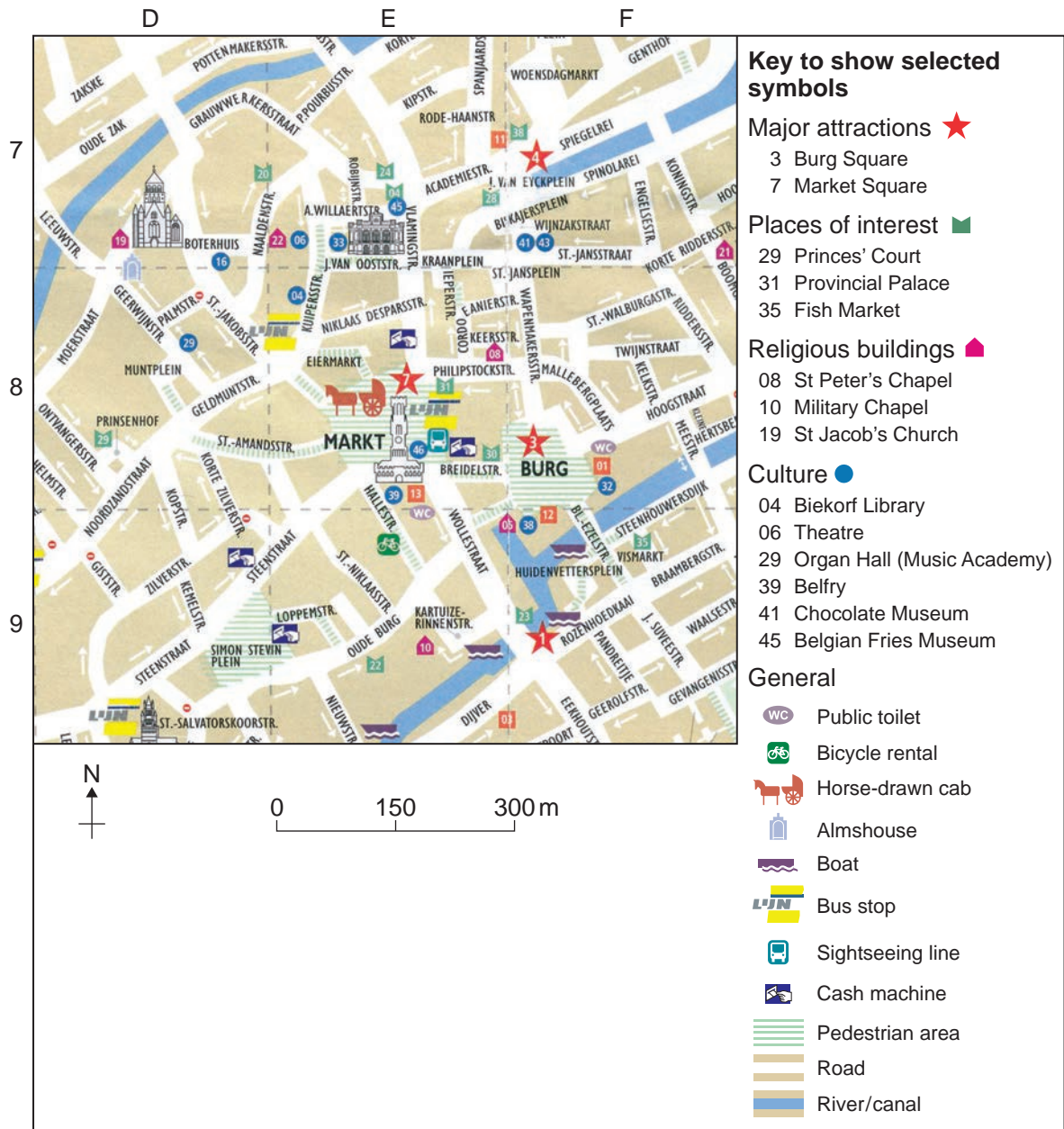


Figure 15



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