

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Secondary Education
Foundation Tier
June 2015

Geography (Specification A)

Unit 2 Human Geography

Wednesday 3 June 2015 1.30 pm to 3.00 pm

90302F
F

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	

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(d)(iii), 2(d), 3(c)(iii) in Section A and in Questions 4(d), 5(c)(iii), 6(d)(iii) in Section B. The marks available 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.



J U N 1 5 9 0 3 0 2 F 0 1

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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.

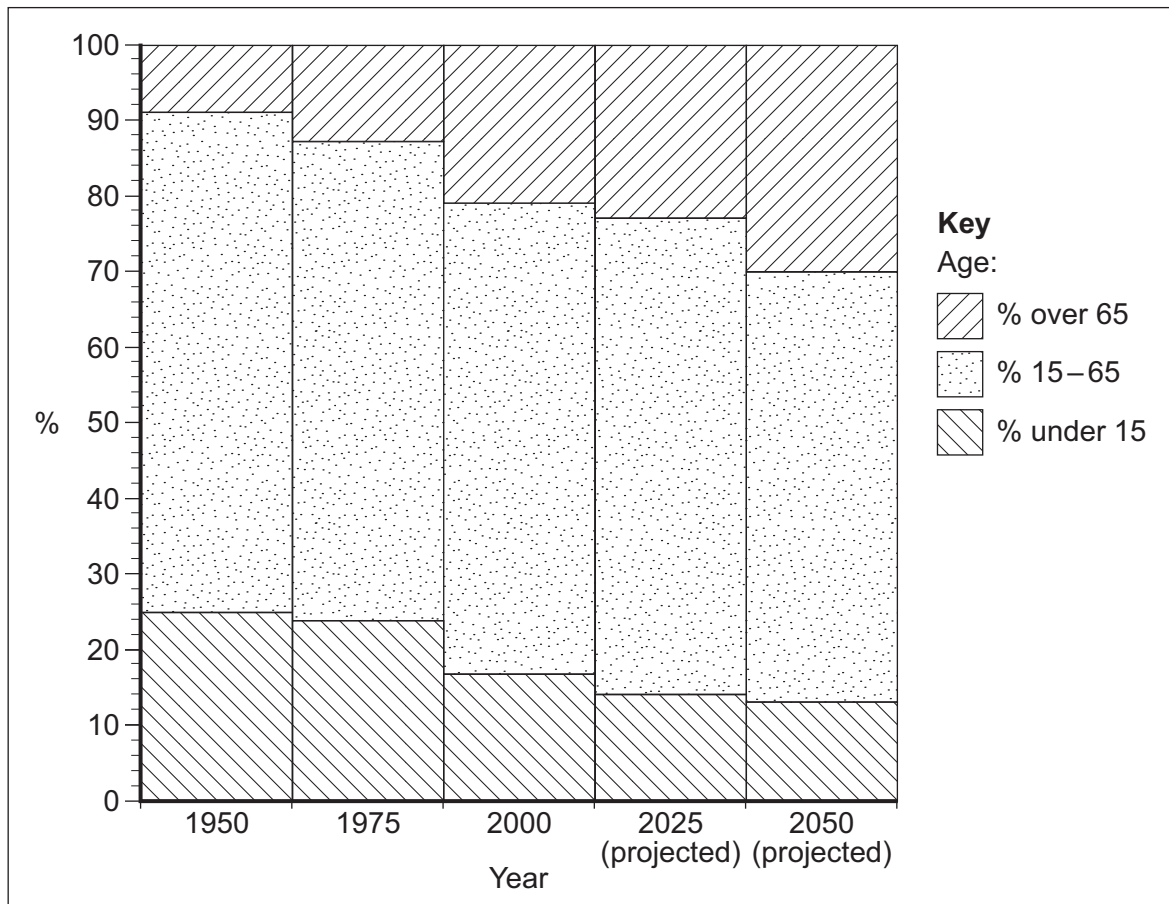
Use case studies to support your answers where appropriate.

Total for this question: 28 marks

1 Population Change

- 1 (a) Study **Figure 1**, a graph showing changes in population structure in the European Union (EU), 1950–2050.

Figure 1



1 (a) (i) What percentage of the EU's population was under 15 in 1950?

[1 mark]

..... %

1 (a) (ii) What is the projected increase in the percentage of the population aged over 65 between 1975 and 2025?

[1 mark]

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1 (a) (iii) Suggest reasons for the changes in the EU population structure shown in **Figure 1**.

[4 marks]

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Question 1 continues on the next page

Turn over ►



- 1 (b)** Study **Figure 2**, some statements about the benefits of educating women in poorer parts of the world.

Figure 2

If a mother has received five years of education, her children are 40% more likely to live beyond the age of 5.

Every 1% increase in the number of women with a secondary education increases a country's income growth rate per head by 0.3%.

Educated girls marry later and have fewer children, leading to better levels of health care. They are also more likely to send their own children to school.

A Bangladeshi study found educated women were three times more likely to take part in political meetings than those without an education.

Crop yields in Kenya could increase by up to 22% if women were better educated about farming methods.

- 1 (b) (i)** Use **Figure 2** to state **one** benefit to children and **one** benefit to the community of educating women.

[2 marks]

Benefit to children

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Benefit to the community

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- 1 (b) (ii)** Outline how educating women affects population growth.

[3 marks]

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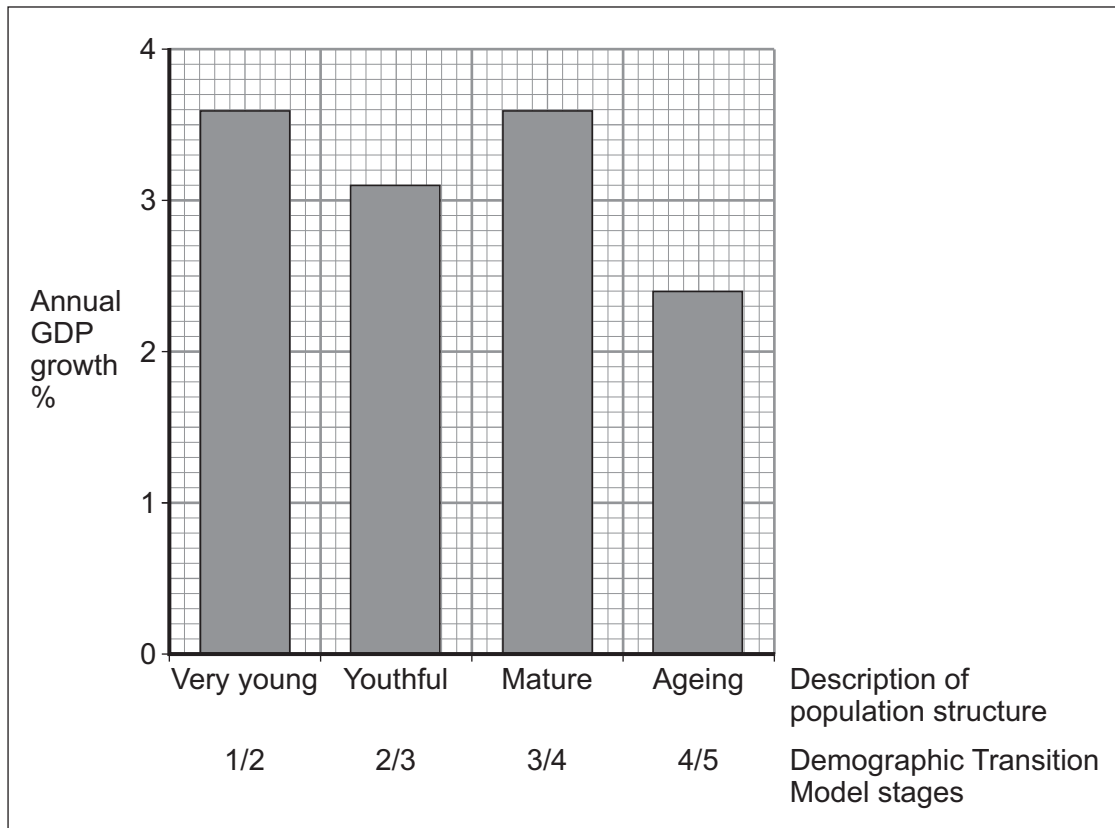
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- 1 (c)** Study **Figure 3**, a graph showing the impact of different population structures on Gross Domestic Product (GDP).

Figure 3



- 1 (c) (i)** Which population structure has the lowest annual GDP growth?

[1 mark]

.....

Question 1 continues on the next page

Turn over ►



- 1 (c) (ii)** Complete the paragraph below to explain how an ageing population can lead to lower economic growth.

Choose the correct words from this list.

[3 marks]

taxes **children** **more**
less **pensions**

A smaller working population means that the government will have less income from The government will also have to spend more on and healthcare. The government will therefore have money for things that help the economy to grow such as education and infrastructure.

- 1 (d) (i)** Outline **one** social impact of rapid population growth.

[2 marks]

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- 1 (d) (ii)** Outline **one** economic impact of rapid population growth.

[2 marks]

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1 (d) (iii) Describe the problems caused by China's population policy.

[6 marks]
[SPaG 3 marks]

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Total for this question: 28 marks

2 Changing Urban Environments**2 (a) (i)** Outline **one** impact on the environment of the increased use of road transport.**[2 marks]**

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2 (a) (ii) Study **Figure 4** on the insert, part of a map showing traffic-free cycle routes in Edinburgh, a city in Scotland.Between which **two** access points do cyclists have to use an on-street connection when travelling from East Pinkhill to Roseburn Place?**[1 mark]**

1

2

2 (a) (iii) At which access point is there a connection with a train station?**[1 mark]**

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2 (a) (iv) Use **Figure 4** and your own knowledge to explain how the impact of road traffic on the environment can be reduced.**[4 marks]**

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2 (b) (i) Outline **one** government strategy used to support the inner city since the 1990s.

[2 marks]

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2 (b) (ii) Different inner city improvements bring different benefits.

Draw a line to link each improvement to **one** correct benefit.

[3 marks]

Improvement	Benefit
More CCTV cameras are installed.	Unemployed people gain better skills.
Community-run food shops are set up.	There is a decrease in vehicle crime.
Work experience programmes are started.	There is better diet and health for residents.
Parks and green spaces are improved.	There is an increase in satisfaction with the environment.

Question 2 continues on the next page

Turn over ►



2 (c) Study **Figure 5** on the insert, a photograph showing part of a squatter settlement.

Figure 6 is a black and white copy of **Figure 5**.

Figure 6



2 (c) (i) On **Figure 6**, mark with an arrow and label **three** characteristics of this squatter settlement.

[3 marks]

2 (c) (ii) State **one** negative effect of living in the conditions shown in **Figure 6**.

[1 mark]

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2 (c) (iii) Outline **one** way the conditions shown in **Figure 6** could be improved.

[2 marks]

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2 (d) Use **one or more** examples to describe the characteristics of sustainable urban living.

[6 marks]

[SPaG 3 marks]

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Total for this question: 28 marks

3 Changing Rural Environments**3 (a) (i)** Give **two** features of agribusiness.**[2 marks]**

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3 (a) (ii) Complete the paragraph below to describe the effects of modern farming practices on the environment.

Choose the correct words or phrases from this list.

[3 marks]**a single crop is****decreased****fertilisers****herbicides****increased****many crops are**

When hedgerows are dug out, a natural windbreak is removed which results in

..... soil erosion. The variety of wildlife habitats is

reduced when planted. Soil nutrients can be improved

by adding but they may leach into rivers.

3 (a) (iii) Outline **one** reason why there has been an increase in organic farming.**[2 marks]**

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3 (b) (i) What type of village is likely to be found in the rural–urban fringe?

Circle the correct answer.

[1 mark]

declining village

commuter village

urban village

3 (b) (ii) Describe the impacts of out-of-town retail outlets on the rural–urban fringe.

[3 marks]

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3 (c) Study **Figure 7** on the insert, a 1:50 000 Ordnance Survey map extract of part of Anglesey, a rural area in Wales.

3 (c) (i) Give the **four figure** grid reference for the village of Llanddona.

[1 mark]

.....

3 (c) (ii) Read the following statements about the map extract.

Tick the **two** correct statements.

[2 marks]

There are sections of road with a gradient steeper than 20%.	
There is one section of A road.	
The land rises to over 200m in height.	
There are two areas of National Trust land.	

Question 3 continues on the next page

Turn over ►



- 3 (c) (iii)** Study **Figure 8** on the insert, a photograph showing part of a village in Cumbria, a rural area in the UK.

Use **Figure 8** and your own knowledge to describe the characteristics of a declining rural area.

[6 marks]

[SPaG 3 marks]

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3 (d) Study **Figure 9** on the insert, extracts from a leaflet about a community shop in Rutland, a rural area in the UK.

3 (d) (i) In which year did the shop open?

[1 mark]

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3 (d) (ii) Use **Figure 9** and your own knowledge to explain how rural living can be supported.

[4 marks]

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28

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) Study **Figures 10a** and **10b** on the insert, maps showing two ways of classifying the countries of the world.

4 (a) (i) Use the maps and keys in **Figures 10a** and **10b** to complete the following table using the correct letters or numbers. One row has been done for you.

[3 marks]

Country	Classification in Figure 10a	Classification in Figure 10b
Egypt	M	2
Argentina		
Nepal		
Angola		

4 (a) (ii) Give **one other** measure of development.

[1 mark]

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4 (a) (iii) Outline **one** disadvantage of using a single measure of development.

[2 marks]

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4 (a) (iv) Suggest why ideas of acceptable quality of life vary between different parts of the world.
[3 marks]

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Question 4 continues on the next page

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- 4 (b)** Study **Figure 11**, part of a newspaper article about conservation swaps.

Figure 11

World pays Ecuador not to drill for oil in rainforest

An international alliance of people and governments have stepped in to prevent oil companies extracting 900 million barrels of crude oil from one of the world's most biologically rich areas of land. The Yasuni National Park is thought to have more animal and plant species than any other spot on earth.

Ecuador agreed to halt plans to drill the oilfield if it could raise 50% of the US\$7.6 billion of earnings being lost by not mining the oil.

Critics have dismissed the idea as holding the world to ransom, but supporters argue that the scheme could be a model for change in the way the world protects important places.

The money raised is guaranteed to be used only for nature protection and renewable energy projects. Other countries have investigated setting up such schemes as an alternative to traditional aid.

Use **Figure 11** and your own knowledge to explain how conservation swaps can help poorer countries to develop.

[4 marks]

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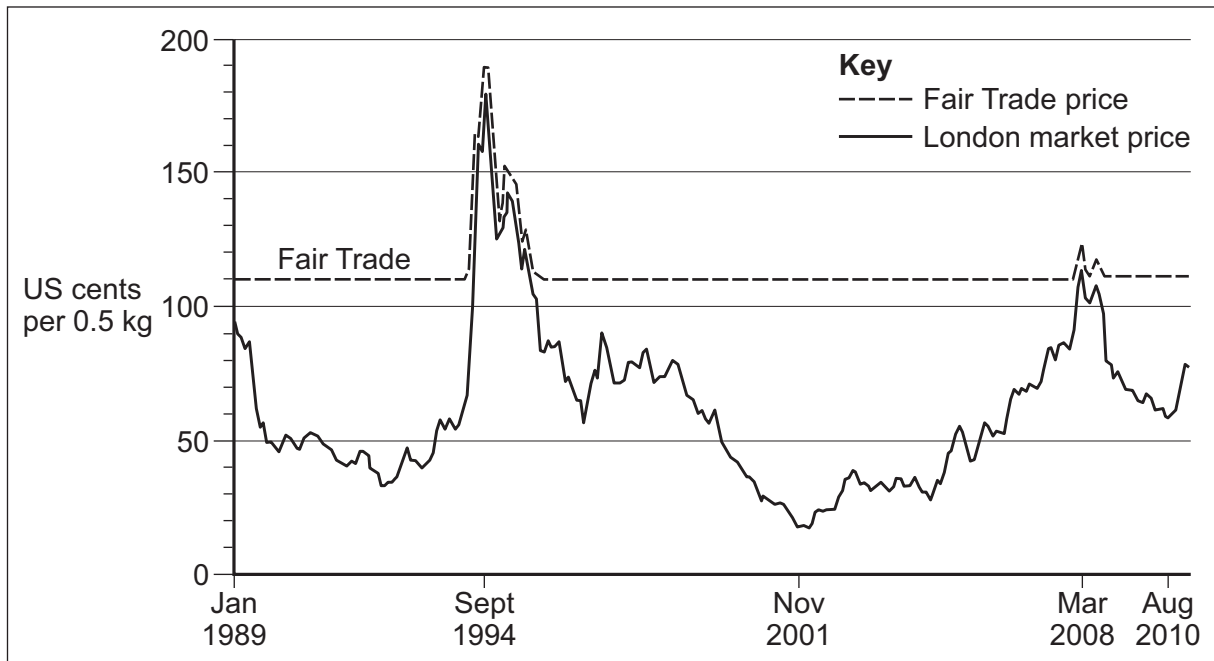
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- 4 (c)** Study **Figure 12**, a graph showing the Fair Trade price and the London market price for one type of coffee, 1989–2010.

Figure 12



- 4 (c) (i)** What is the minimum Fair Trade price of coffee?

[1 mark]

..... US cents per 0.5 kg

Question 4 continues on the next page

Turn over ►



4 (c) (ii) Fair Trade has a number of advantages.

Draw a line to link each advantage of Fair Trade to **one** correct effect.

[3 marks]**Advantage****Effect**

A minimum price is guaranteed.

Workers are less likely to be injured by machinery.

The use of some chemicals is not allowed.

This gives greater protection for the environment.

Health and safety are important.

This means social development can happen.

Health centres and schools are built in the area.

This ensures farmers can plan for the future because their income is more secure.

4 (c) (iii) Describe **one** way a poorer country benefits from being part of a trading group.**[2 marks]**

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4 (d) Use a named example to describe the impact of a natural hazard on development.

[6 marks]

[SPaG 3 marks]

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Total for this question: 28 marks**5 Globalisation****5 (a)** Study **Figures 13a** and **13b** on the insert.**Figure 13a** is a map showing countries sized according to their surface area.**Figure 13b** is a map showing countries sized according to their carbon emissions.**5 (a) (i)** Which country has the highest carbon emissions?**[1 mark]**

.....

5 (a) (ii) Name a continent where carbon emissions are:**[2 marks]**

greater than surface area

less than surface area

5 (a) (iii) Complete the paragraph below to explain why international directives are needed to reduce carbon emissions.**[3 marks]**

Choose the correct words or phrases from this list.

targets**climate change****scores****the ozone hole****small****large**

The problem of caused by increasing levels of
carbon dioxide affects all countries of the world. Countries are affected even if they
produce amounts of carbon emissions. Countries need
..... to encourage them to reduce their carbon emissions.



5 (a) (iv) Outline how **one** local action can help reduce the costs of globalisation.

[3 marks]

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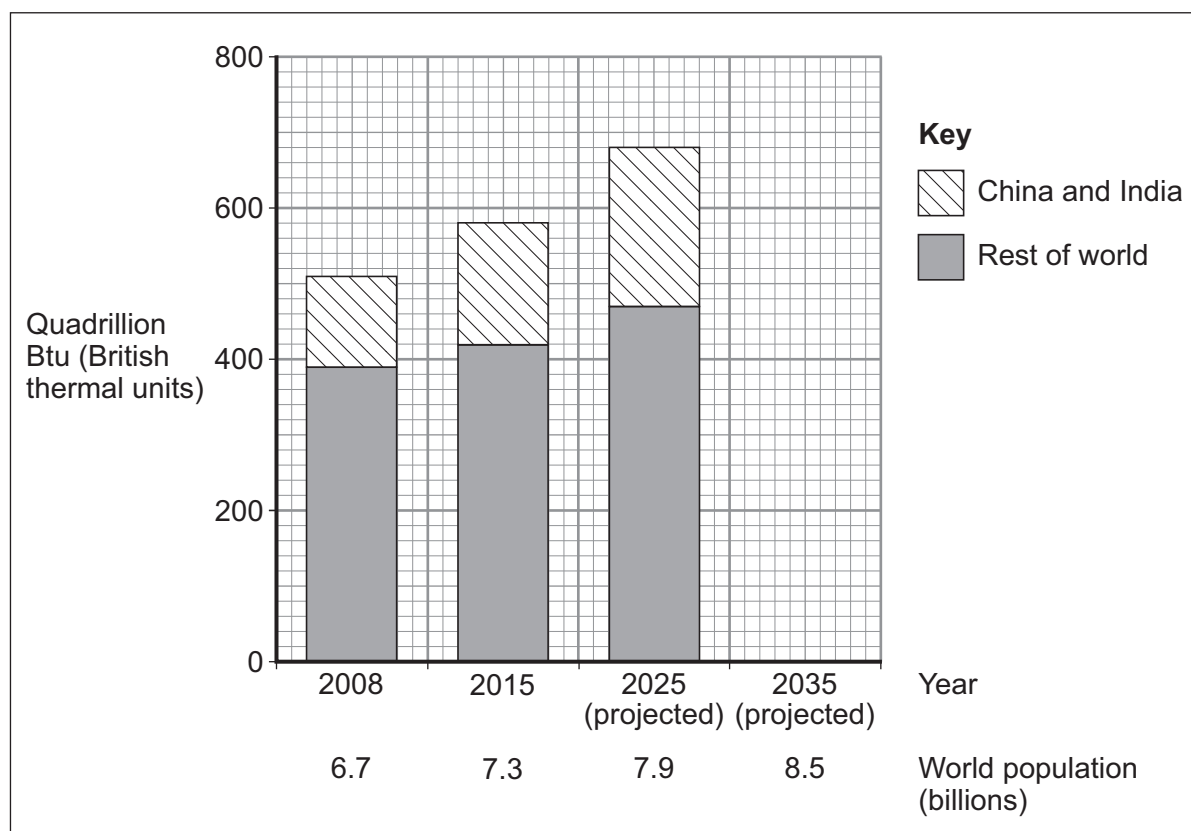
Question 5 continues on the next page

Turn over ►



5 (b) Study **Figure 14**, a graph showing global energy consumption, 2008–2035.

Figure 14



5 (b) (i) Use the following data to complete **Figure 14**.

[2 marks]

Energy consumption in quadrillion Btu, 2035	
Rest of world	520
China and India	240



- 5 (b) (ii)** Explain how technological advances and increased wealth have led to a rise in the global demand for energy.

[4 marks]

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- 5 (c) (i)** What is a Transnational Corporation (TNC)?

[1 mark]

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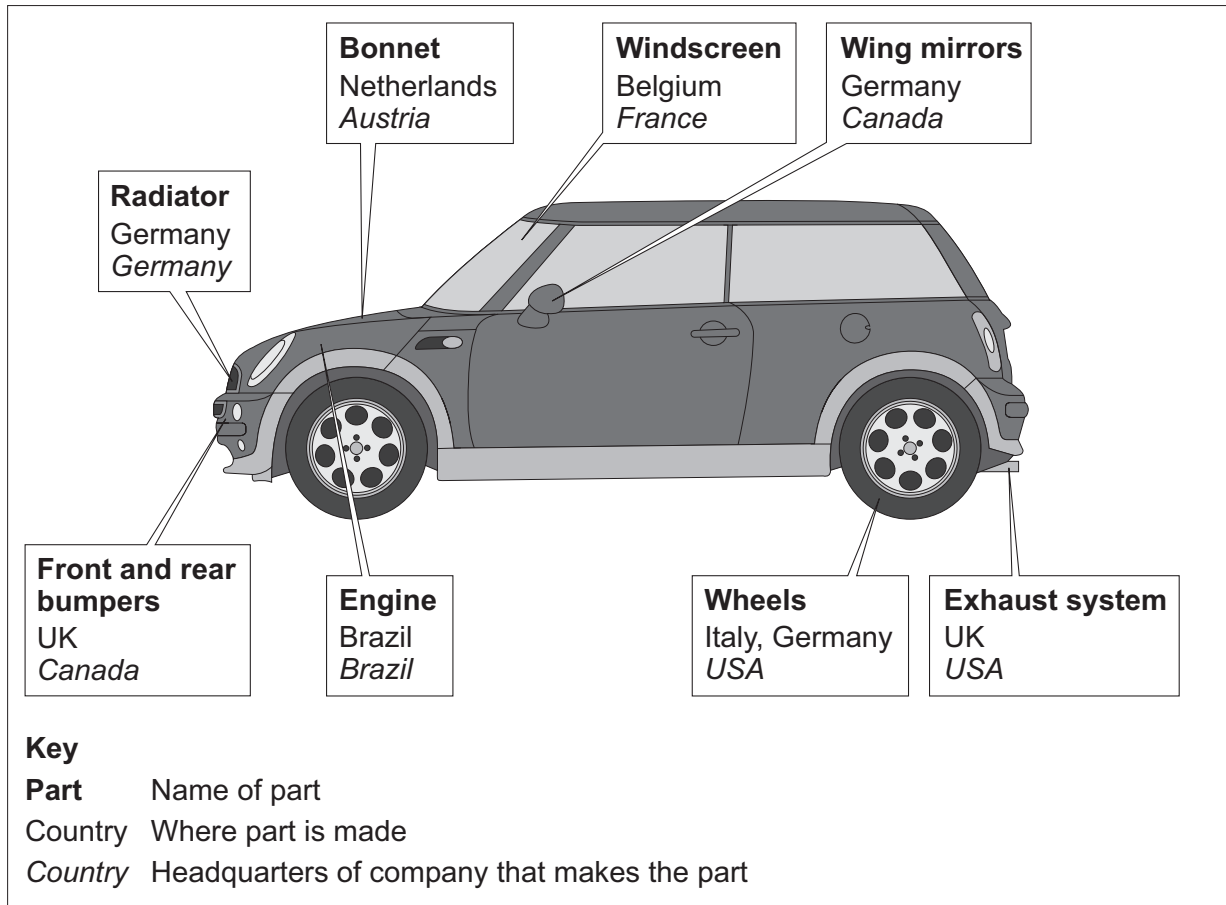
Question 5 continues on the next page

Turn over ►



5 (c) (ii) Study **Figure 15**, a diagram showing the origin of some parts of the BMW Mini.

Figure 15



How does **Figure 15** suggest that the BMW Mini is the result of a globalised production process?

[3 marks]

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- 5 (c) (iii)** Use a case study to describe the advantages of a TNC for the country where its headquarters are based.

[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**6 Tourism**

6 (a) Study **Figure 16** on the insert, a map showing earnings from tourism worldwide in 2008.

6 (a) (i) What were Kenya's earnings from tourism in 2008?

[1 mark]

..... million US\$

6 (a) (ii) With the help of **Figure 16**, describe how the economic importance of tourism varies in different parts of the world.

[3 marks]

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6 (b) (i) What is stewardship?

[2 marks]

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- 6 (b) (ii)** Study **Figure 17** on the insert, a photograph showing a tourist development in Namibia, a country in Africa.

Figure 18 is a black and white copy of **Figure 17**.

Figure 18



Annotate **Figure 18** to suggest why this might be a good example of ecotourism.

[3 marks]

Question 6 continues on the next page

Turn over ►



6 (c) (i) State **one** characteristic of mass tourism.

[1 mark]

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6 (c) (ii) Mass tourism can have positive or negative effects on an area.

Complete the table below to show whether each effect is:

- Positive (**P**) or Negative (**N**)

and whether each one affects the:

- Economy (**Ec**) or Environment (**Env**).

[3 marks]

One row has been done for you.

Effect	Positive (P) or Negative (N)	Economy (Ec) or Environment (Env)
Animal breeding patterns are disturbed	N	Env
Vehicles cause soil erosion		
Mass tourism adds to the country's earnings		
Only some of the money earned goes to locals		



6 (d) Study **Figure 19** on the insert, a 1:50 000 Ordnance Survey map extract of Eastbourne and part of the South Downs National Park on the south coast of England.

6 (d) (i) Use **Figure 19** to suggest **either** why the National Park to the west of Eastbourne has grown as a tourist destination **or** why Eastbourne has developed as a coastal resort.

Circle your choice.

[4 marks]

South Downs (**National Park**)

Eastbourne (**coastal resort**)

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6 (d) (ii) Choose **either** a UK National Park **or** a UK coastal resort.

Name of UK National Park or UK coastal resort

Outline **one** problem in your chosen area caused by large numbers of tourists.

[2 marks]

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Question 6 continues on the next page

Turn over ►



[6 marks]
[SPaG 3 marks]

[illegible]

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28

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Figure 1: © European Union 1995–2014
Figure 6: © Getty Images/Marcus Lindstrom
Figure 11: © Guardian News & Media Ltd 2011
Figure 12: © Fairtrade Foundation
Figure 14: Source: U.S. Energy Information Administration, International Energy Outlook 2011 (IEO2011). Download CSV Data, 2011
Figure 15: Reproduced by permission of Philip Allan (for Hodder Education)
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General Certificate of Secondary Education
Foundation Tier
June 2015

Geography (Specification A)

90302F

Unit 2 Human Geography

Insert

The key for Figures 7 and 19 (1:50 000 OS map extracts) is on page 5.

A

Detach perforated page 5 and use when referring to the OS map extracts.

Figure 4

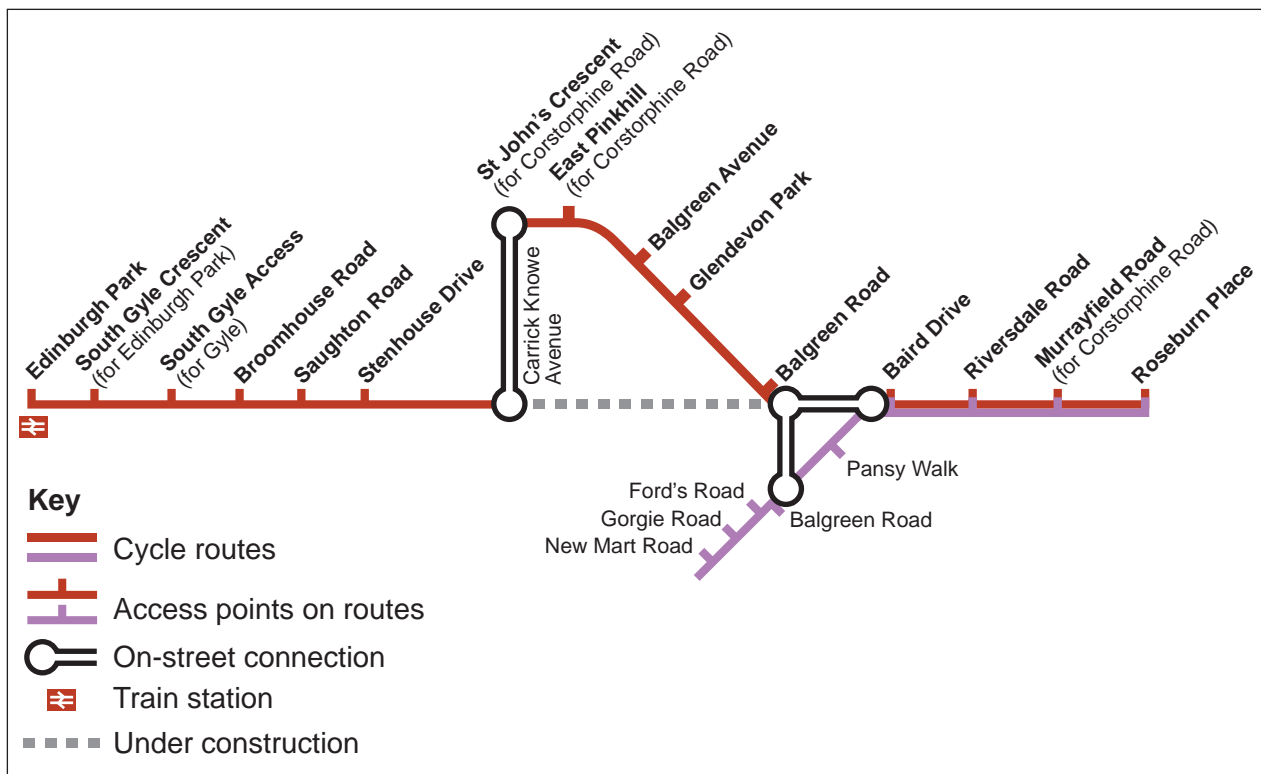


Figure 5



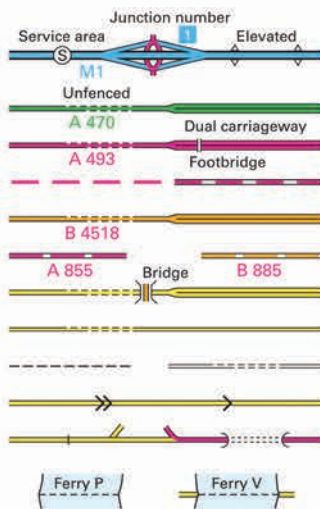
Figure 7



The key for this figure is on page 5

1:50 000 OS map extract key for Figure 7 and Figure 19

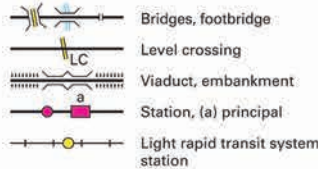
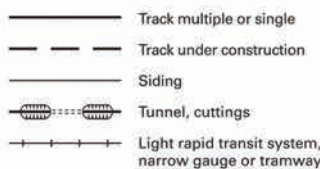
ROADS AND PATHS



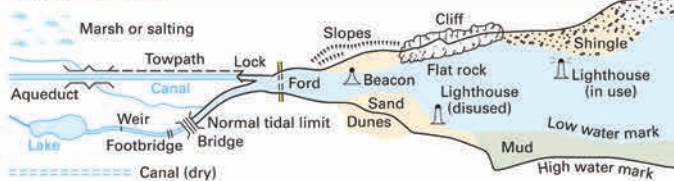
Not necessarily rights of way

- Motorway (dual carriageway)
- Primary Route (recommended through route)
- Main road
- Road under construction
- Secondary road
- Narrow road with passing places
- Road generally more than 4m wide
- Road generally less than 4m wide
- Path / Other road, drive or track
- Gradient: steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5)
- Gates, Road tunnel
- Ferry (passenger), Ferry (vehicle)

RAILWAYS



WATER FEATURES



HEIGHTS



Where two heights are shown the first height is to the base of the triangulation pillar and the second (in brackets) to the highest natural point of the hill

PUBLIC RIGHTS OF WAY

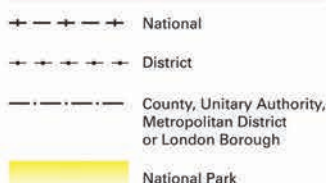


The symbols show the defined route so far as the scale of mapping will allow.

The representation on this map of any other road, track or path is no evidence of the existence of a right of way. Not shown on maps of Scotland

Danger Area Firing and Test Ranges in the area. Danger! Observe warning notices.

BOUNDARIES



ROCK FEATURES



OTHER PUBLIC ACCESS

- Other route with public access (not normally shown in urban areas). Alignments are based on the best information available. These routes are not shown on maps of Scotland.
- On-road cycle route
- Traffic-free cycle route
- National Cycle Network number
- Regional Cycle Network number
- National Trail, European Long Distance Path, Long Distance Route, selected Recreational Routes

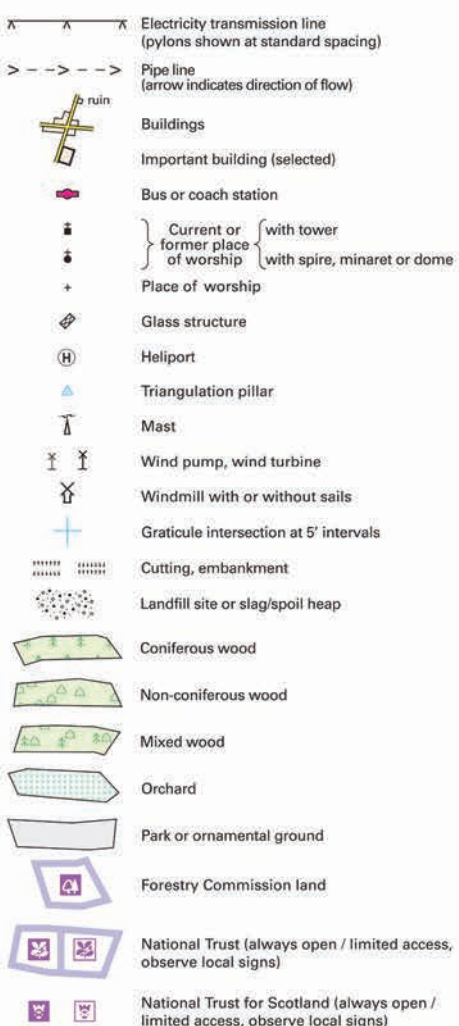
ANTIQUITIES



TOURIST INFORMATION



LAND FEATURES



ABBREVIATIONS

Br	Bridge	MS	Milestone
Cem	Cemetery	Mus	Museum
CG	Cattle grid	P	Post office
CH	Clubhouse	PC	Public convenience (in rural areas)
Fm	Farm	PH	Public house
Ho	House	Sch	School
MP	Milepost	TH	Town Hall, Guildhall or equivalent

Turn over ►

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Figure 8



Figure 9


 <p>LOCAL PRODUCE • CAFÉ • INTERNET NEWSPAPERS • CONVENIENCE</p>	<p>A short history</p> <p>The Barrowden & Wakerley Shop was created by a group of local volunteers. It opened for trading on August 13th 2009 as a non-profit making enterprise – owned by the community to serve the community.</p> <p>Much more than a shop, the site features a specially designed garden and picnic area as a social meeting place.</p> <p>From the outset, support for local producers and 'Fair Trade' has been a priority. This is shown by the wide range of local foods, drinks and crafts which are stocked.</p> <p>Since opening, the shop has been very successful in putting the heart into Barrowden and Wakerley by providing a much needed focus for the community.</p> <p>Other services</p> <ul style="list-style-type: none"> • FREE access to the internet • Photocopier, laminator and colour printer • Dry cleaning
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Figure 10a

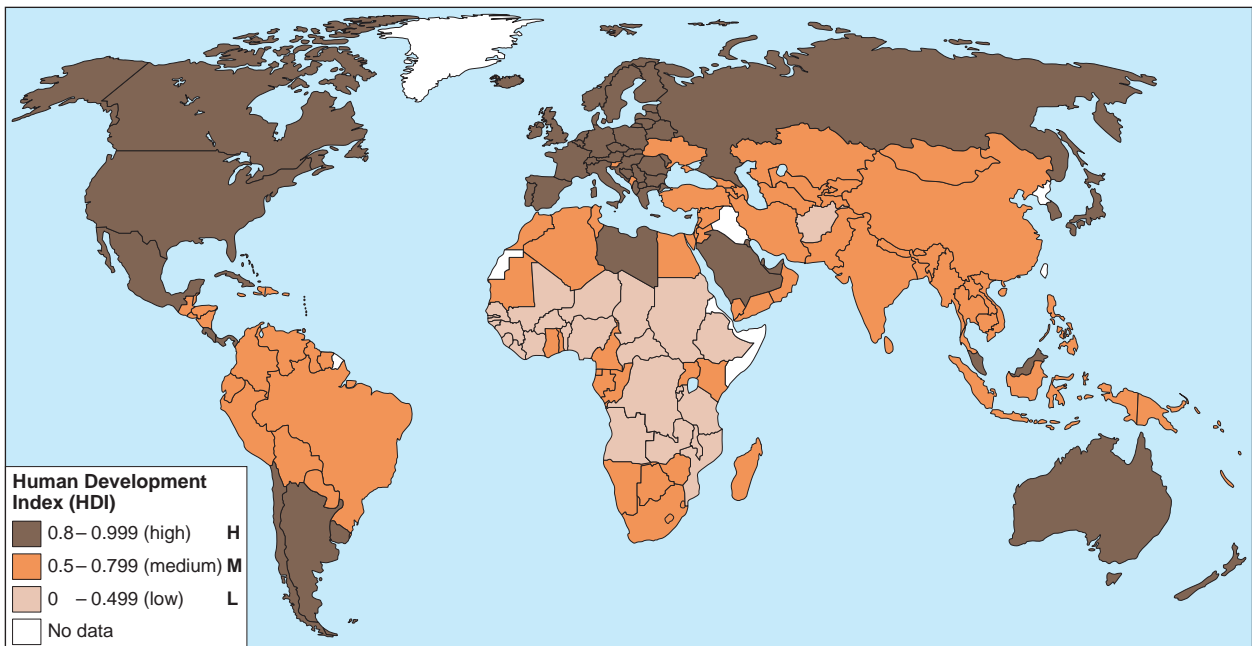


Figure 10b

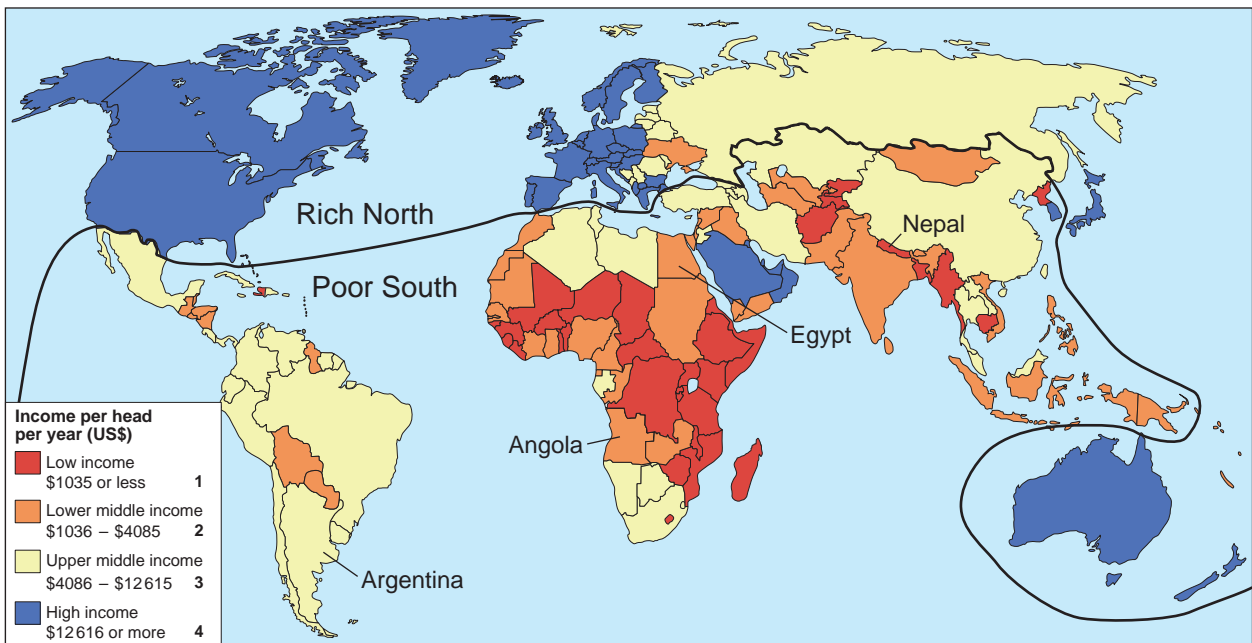


Figure 13a

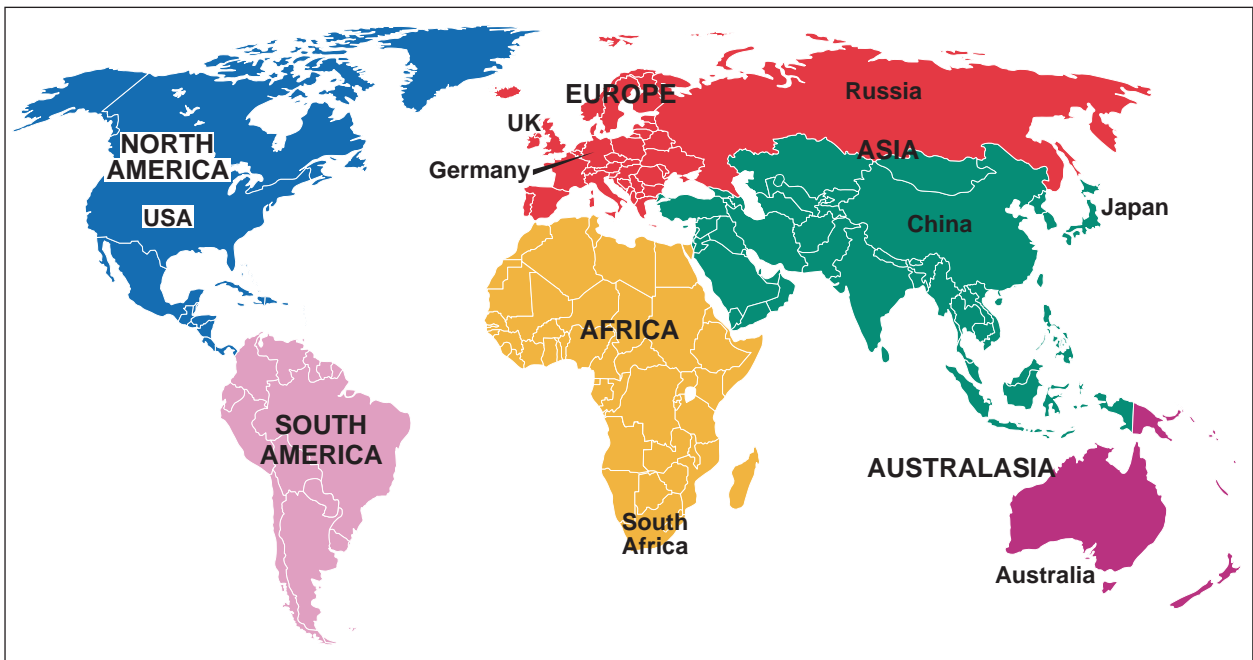


Figure 13b

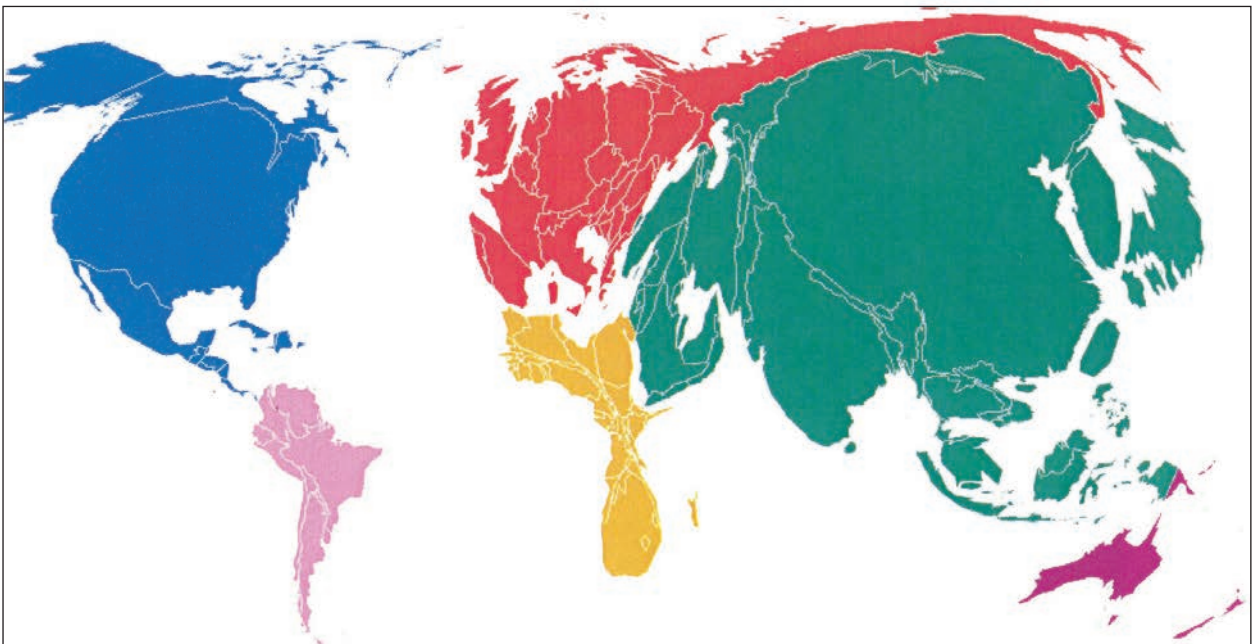


Figure 16

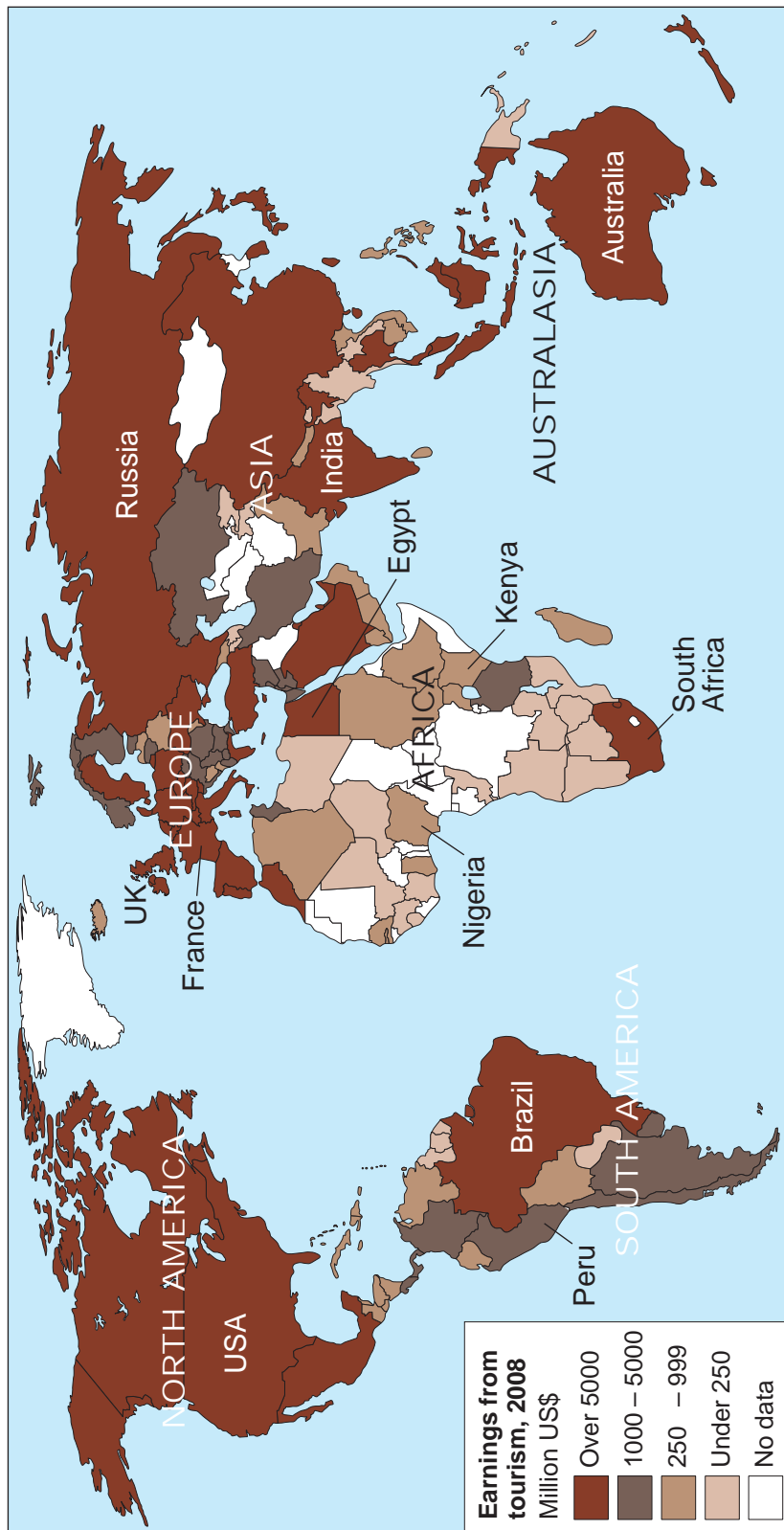


Figure 17



Figure 19



The key for this figure is on page 5

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 Figure 9: By kind permission of Barrowden & Wakerley Community Shop
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 Figure 10b: © The World Bank
 Figure 13b: Map from carbonmap.org by KILN
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