Centre Number						Candidate Number				
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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
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6	
TOTAL	

General Certificate of Secondary Education
Higher Tier
June 2014

Geography (Specification A)

90302H

H

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

A
- 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)(ii), 2(b) and 3(c) in Section A and in Questions 4(e), 5(c)(ii) and 6(d) 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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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 version of the Demographic Transition Model.

Figure 1

1 (a) (i) Which stage of the model does the following sentence describe?

[1 mark]

As the standard of living rises, the birth rate falls rapidly and the death rate remains low.

.....

Do not write outside the box

1 (a) (ii) Draw a labelled sketch of a population pyramid for a country in stage 2 of the Demographic Transition Model.

[3 marks]

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

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1 (b) (ii) Account for the strategies adopted by **one** EU country to cope with an ageing population.

[8 marks]
[SPaG 3 marks]

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

Figure 3

"Your father's annoyed because migrants are more useful than he is."

1 (c) (i) Explain the cartoon's message about the impacts of migration on the receiving (host) country.

[4 marks]

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1 (c) (ii) 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

Explain the differences in urban growth between the richer parts and poorer parts of the world.

[3 marks]

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2 (b) Study **Figures 5a** and **5b** on the insert, photographs of pollution in rapidly urbanising countries.

Using **Figures 5a** and **5b** and your own knowledge, explain how rapid urbanisation and industrialisation in poorer parts of the world lead to pollution in urban areas.

[8 marks]
[SPaG 3 marks]

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2 (c) Study **Figures 6a**, **6b** and **6c** on the insert.

Figure 6a shows the percentage population of Indian ethnic origin in boroughs of London.

Figure 6b shows the percentage population of Bangladeshi ethnic origin in boroughs of London.

Figure 6c shows the London boroughs.

2 (c) (i) Name **one** London borough with areas where the population of Bangladeshi origin is more than 10%.

[1 mark]

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2 (c) (ii) Contrast the distribution of the population of Indian origin with the distribution of the population of Bangladeshi origin.

[3 marks]

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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) Suggest **one** reason why some CBDs are in decline.

[2 marks]

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Question 2 continues on the next page

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2 (d) (ii) Use **one or more** examples to explain how CBDs can be revitalised.

[4 marks]

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Total for this question: 28 marks

3 Changing Rural Environments

3 (a) (i) State **one** human cause of soil erosion in sub-tropical and tropical areas.

[1 mark]

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3 (a) (ii) Describe the impacts of soil erosion in sub-tropical and tropical areas.

[3 marks]

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

[3 marks]

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Question 3 continues on the next page

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3 (b) Study **Figure 7** on the insert, a photograph showing part of a field in a commercial farming area of the UK.

Use **Figure 7** 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) Use **one or more** examples to discuss the impact of competition from the global market and the demands of supermarkets on commercial farming in the UK.

[8 marks]
[SPaG 3 marks]

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3 (d) Study **Figure 8** on the insert, a map showing second homes as a percentage of all homes in Wales.

3 (d) (i) Describe the pattern of second home ownership in Wales.

[4 marks]

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3 (d) (ii) Use **Figure 8** to suggest **one** reason why some areas of Wales have 20% or more second homes.

[2 marks]

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End of Section A

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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) Give **three** features of the pattern of world trade.

[3 marks]

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4 (a) (ii) For **one or more** of the features of world trade listed in **4(a)(i)**, or others that you have studied, explain how they worsen global inequalities.

[4 marks]

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

[3 marks]

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4 (c) Study **Figure 9**, some information about the impacts of a development scheme using sand dams in Kenya, a country in Africa.

Figure 9

	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) Give **one** quality of life indicator which has improved because of the scheme shown in **Figure 9**.

[1 mark]

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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 9**.

[2 marks]

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4 (d) Study **Figure 10**, an extract from a website about a microfinance programme in Africa.

Figure 10

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 10** 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 11a**, **11b** and **11c** on the insert.

Figure 11a shows levels of internet access in some European countries.
Figure 11b shows levels of unemployment in some European countries.
Figure 11c is a map of the European Union (EU) countries.

Use **Figures 11a**, **11b** and **11c** and your own knowledge to account for contrasting levels of development in **two** EU countries.

[8 marks]
[SPaG 3 marks]

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Total for this question: 28 marks

5 Globalisation

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

[4 marks]

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5 (a) (ii) Apart from developments in ICT, outline **one or more** economic reasons for the growth of call centres abroad.

[3 marks]

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Question 5 continues on the next page

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5 (b) Study **Figure 12**, a map showing selected countries' share of trade with China as a percentage of total trade in 2010.

Figure 12

5 (b) (i) Use the following information to complete **Figure 12**.

[2 marks]

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

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5 (b) (ii) Describe the pattern of trade with China shown in **Figure 12**.

[4 marks]

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5 (b) (iii) Outline **one or more** reasons for China's rapid economic growth.

[3 marks]

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5 (c) Study **Figure 13** on the insert, a photograph of a flower farm in Kenya, a country in Africa.

5 (c) (i) Use **Figure 13** to state **one** environmental effect of a change to cash crop farming in the poorer world.

[1 mark]

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5 (c) (ii) Use **one or more** examples to explain the social and economic effects of development of cash crop farming in the poorer part of the world.

[8 mark]
[SPaG 3 marks]

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Total for this question: 28 marks

6 Tourism

6 (a) (i) State **one** factor that can reduce visitor numbers to a country.

[1 mark]

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6 (a) (ii) Explain the rapid increase in global tourism.

[3 marks]

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6 (b) Study **Figure 14** on the insert, a map showing the centre of Bruges, a city in Belgium.

Use **Figure 14** 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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6 (c) (ii) Study **Figure 15**, a diagram showing some effects of developing tourism in tropical areas.

Figure 15

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**

Do not write outside the box

6 (c) (iii) Study **Figure 16** on the insert, a photograph taken on Hawaii, a tropical tourist destination.

Use **Figure 16** and your own knowledge to describe how the negative effects of mass tourism can be reduced.

[4 marks]

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Question 6 continues on the next page

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6 (d) Use a case study to discuss how well an extreme environment is coping with the development of a tourist industry.

[8 marks]
[SPaG 3 marks]

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END OF QUESTIONS

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Figure 3: www.CartoonStock.com
Figure 4 (diagram): M Witherick & K Adams, Cities & Urbanisation, Philip Allan Updates, 2006, Reproduced by permission of Philip Allan Updates
Figure 9: David Rayner, 'Sand Dams – An East African Development Project'
GeoActive Online, Series 24, Autumn Issue, Unit 485, 2012, Nelson Thornes
Figure 10: The Hunger Project UK, http://www.thehungerproject.org.uk Empowering People, Ending Hunger
Figure 12: Data source: Financial Times
Figure 15: Image courtesy of Barcelona Field Studies Centre, www.geographyfieldwork.com

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General Certificate of Secondary Education
Higher Tier
June 2014

Geography (Specification A)

90302H

Unit 2 Human Geography

Insert

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Figure 5a

Figure 5b

Figure 5b cannot be reproduced here due to third-party copyright constraints.

Figure 6a

Figure 6b

Figure 6c

Boroughs of London
N
Enfield
Barnet
Harrow
Haringey
Waltham Forest
Redbridge
Havering
Hillingdon
Brent
Camden
Hackney
Barking and Dagenham
Newham
Tower Hamlets
Ealing
Southwark
Greenwich
Hounslow
Lambeth
Bexley
Wandsworth
Richmond upon Thames
Lewisham
Kingston upon Thames
Merton
Bromley
Sutton
Croydon
Key
1 Hammersmith and Fulham
2 Kensington and Chelsea
3 Westminster
4 City
5 Islington
Boundary of borough
Boundary of Greater London
0 5 10 km

Figure 7

Figure 8

N
Lleyn Peninsula
Snowdonia National Park
Wrexham
Brecon Beacons National Park
Pembrokeshire Coast National Park
Swansea
Merthyr Tydfil
Rhondda
Newport
Cardiff
Key
Second homes as a percentage of all homes in Wales
20% and above
10 – 19.9%
5 – 9.9%
1 – 4.9%
Under 1.0%
City/town
National Park boundary
0
25
50 km

Figure 11a

Figure 11b

Figure 11c

N
Finland
Sweden
Estonia
Latvia
Lithuania
Denmark
Ireland
UK
Netherlands
Poland
Germany
Belgium
Czech Rep.
Slovakia
Austria
Luxembourg
France
Hungary
Romania
Slovenia
Croatia
Bulgaria
Italy
Portugal
Spain
Greece
Cyprus
Malta
0 500 1000 km

Figure 13

Figure 14

Turn over ▶

Figure 16

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Figure 5b:	Robert Harding World Imagery
Figures 6a, 6b, 6c:	Copyright Guardian News & Media Ltd 2013
Figure 7:	P Woodhouse
Figure 8 (map):	Michael Raw, Exam Revision Notes AS/A level Geography Philip Allan Updates, 2009, Reproduced by permission of Philip Allan Updates
Figures 11a & 11b:	© European Union, 1995–2013
Figure 13:	Getty Images, Michael D Kock
Figure 14:	© Toerisme Brugge – Stad Brugge
Figure 16:	S Wheeler

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