

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 2015

# Geography (Specification A)

90302H

H

## Unit 2 Human Geography

Wednesday 3 June 2015 1.30 pm to 3.00 pm

### 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), 2(d), 3(c)(iii) in Section A and in Questions 4(d), 5(c), 6(c)(ii) 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.



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90302H

## 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.

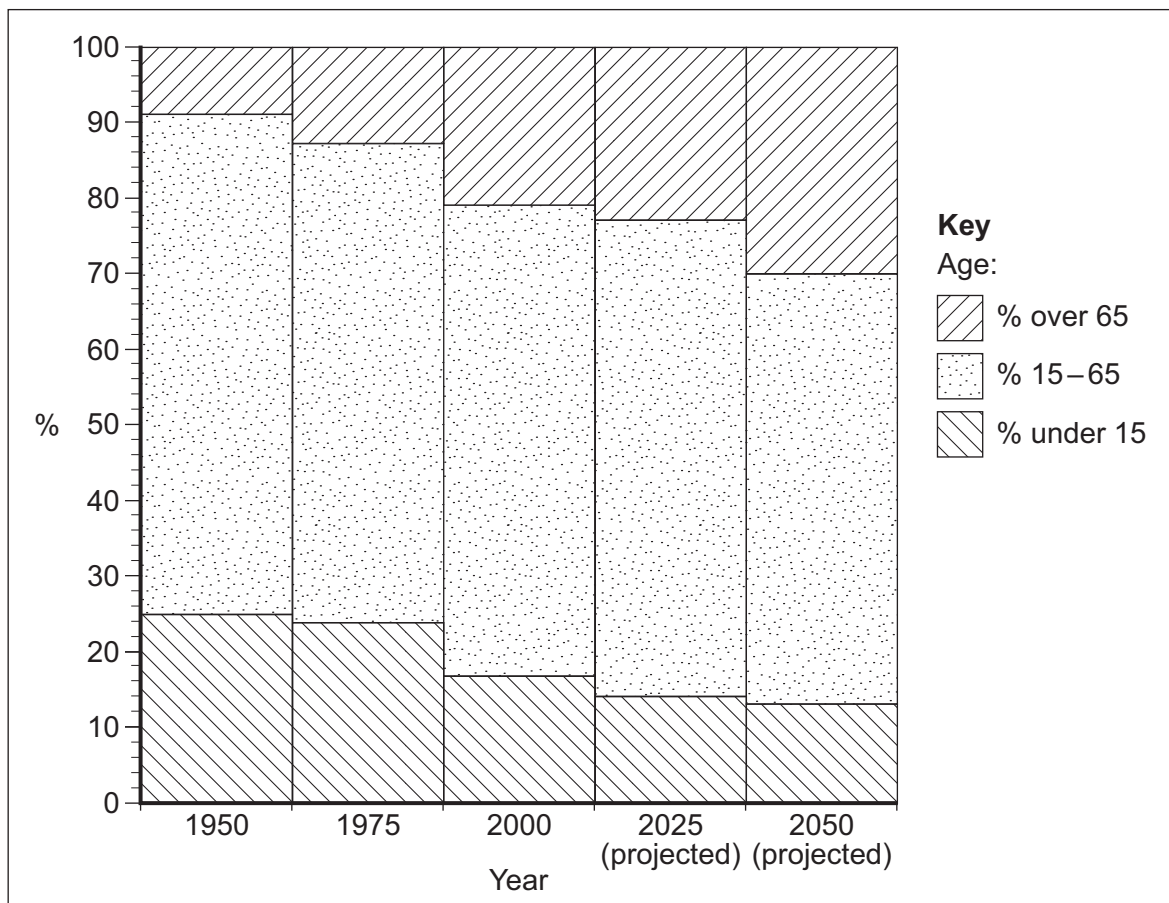
Use case studies to support your answers where appropriate.

**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) Describe the changes in population structure shown in **Figure 1**.

**[3 marks]**

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

**[4 marks]**

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1 (b) (i) In which stage of the Demographic Transition Model does total population steadily decline?

[1 mark]

Stage: .....

1 (b) (ii) Explain the impact of population decline at this stage of the Demographic Transition Model (DTM) on economic development.

[4 marks]

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1 (c) 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 (c) (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 (c) (ii) Outline how educating women affects population growth.

**[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 3** on the insert, part of a map showing traffic-free cycle routes in Edinburgh, a city in Scotland.

What type of map is shown in **Figure 3**?

Circle the correct answer.

**[1 mark]**

**choropleth                      isoline                      topological**

**2 (a) (iii)** Use **Figure 3** and your own knowledge to explain how the impact of road traffic on the environment can be reduced.

**[4 marks]**

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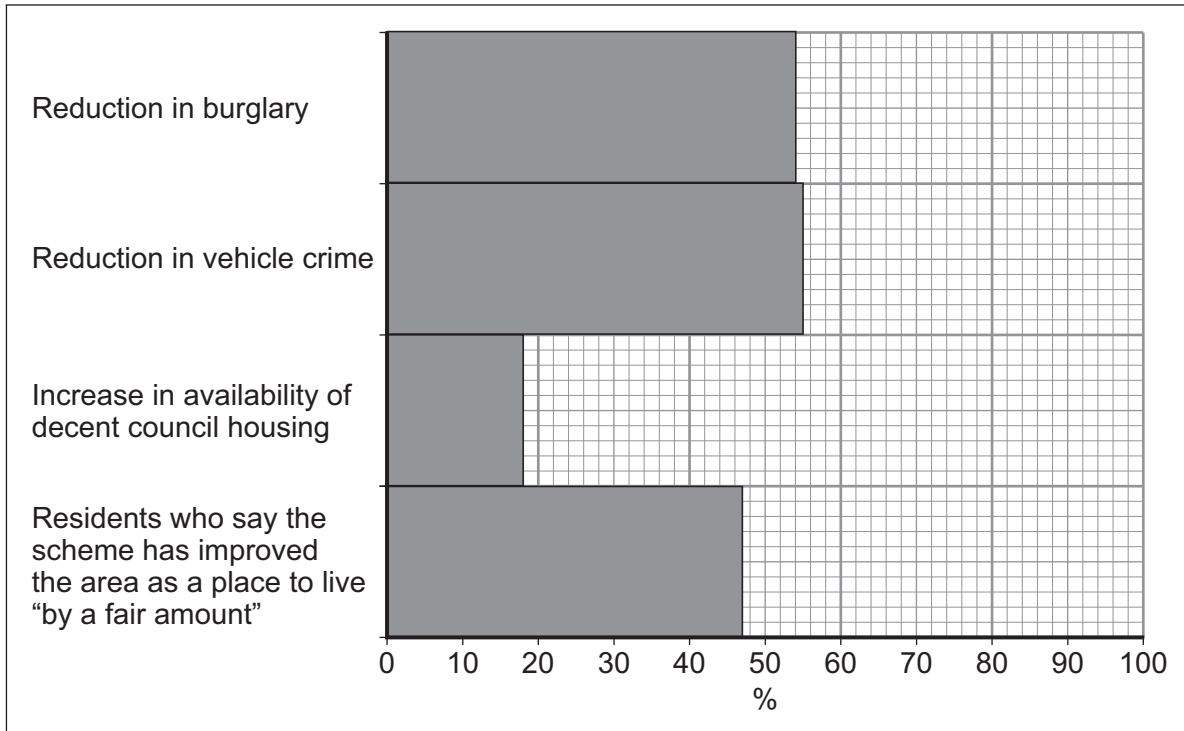
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2 (b) Study **Figure 4**, a graph showing some improvements resulting from one government inner city scheme.

**Figure 4**



Use **Figure 4** to explain how residents have benefited from the scheme.

**[3 marks]**

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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)** Suggest how **one or more** of the conditions shown in **Figure 5** affects the lives of the people living there.

**[4 marks]**

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**Total for this question: 28 marks**

**3 Changing Rural Environments**

**3 (a) (i)** Describe the negative effects of modern farming practices on the environment.

**[4 marks]**

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**3 (a) (ii)** Outline **one** reason why there has been an increase in organic farming.

**[2 marks]**

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**3 (b)** 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 nature reserve east of Llanddona. **[1 mark]**

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**3 (c) (ii)** Use **Figure 7** to suggest why there has been a growth in the ownership of second homes in this area. **[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.

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**







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

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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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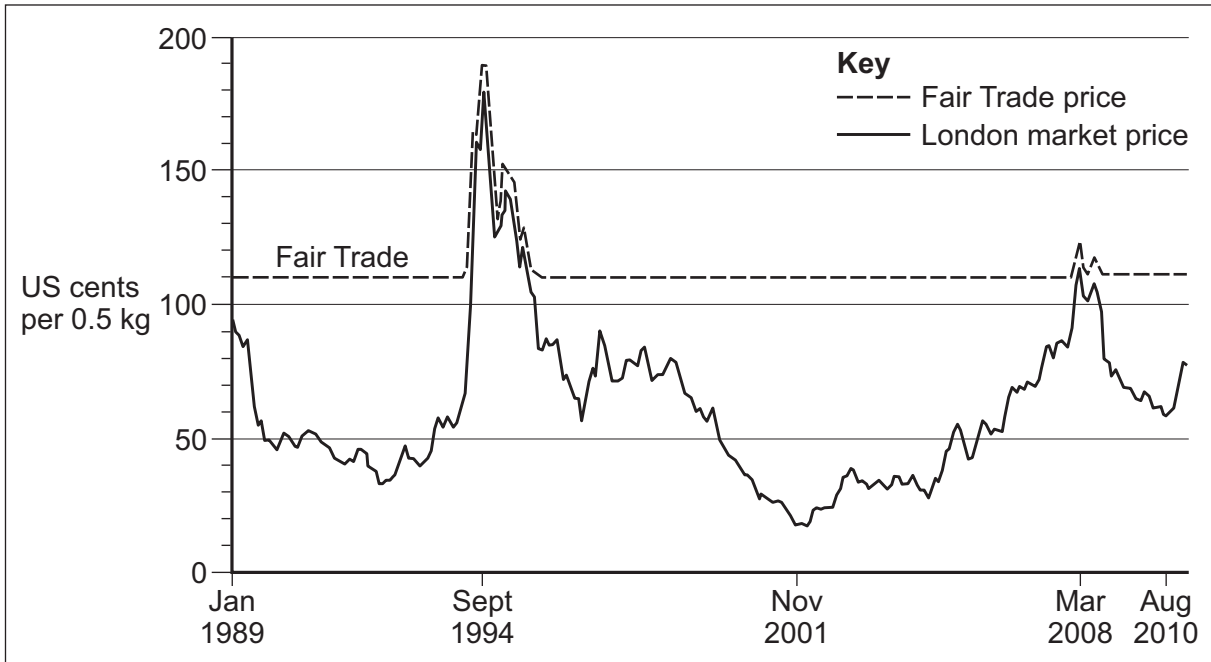
**Question 4 continues on next the page**

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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) Use **Figure 12** to describe the link between the Fair Trade price and the London market price of coffee.

[2 marks]

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4 (c) (ii) Describe **one** way a poorer country benefits from being part of a trading group.

[2 marks]

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

**[3 marks]**

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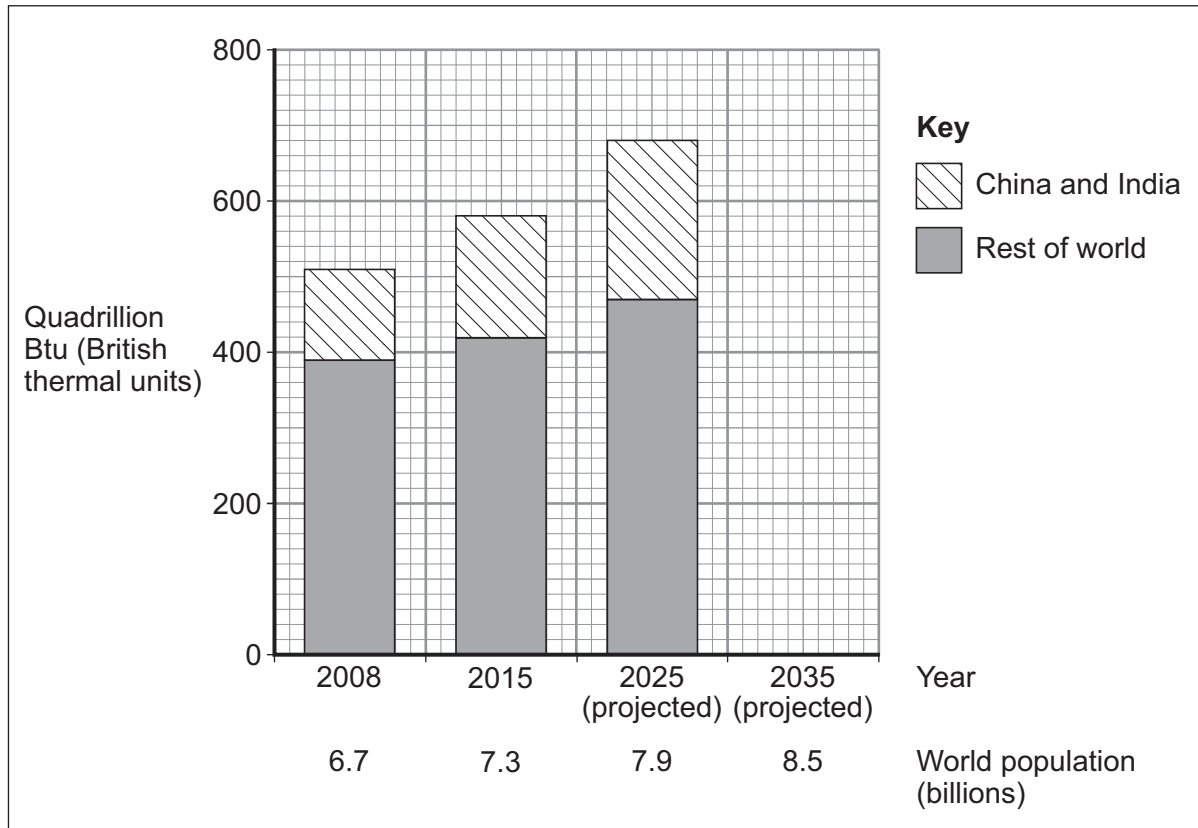
**Question 5 continues on the next page**

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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) Use **Figure 14** to suggest how world population growth can lead to a rise in the global demand for energy.

[2 marks]

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

**[4 marks]**

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**Total for this question: 28 marks**

**6 Tourism**

**6 (a)** Study **Figure 15** on the insert, a map showing earnings from tourism worldwide in 2008.

Use **Figure 15** and your own knowledge to describe the contrasting economic importance of tourism in different parts of the world.

**[6 marks]**

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6 (b) (i) What is stewardship?

[2 marks]

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6 (b) (ii) Study **Figure 16** on the insert, a photograph showing a tourist development in Namibia, a country in Africa.

**Figure 17** is a black and white copy of **Figure 16**.

**Figure 17**



Annotate **Figure 17** to suggest why this might be a good example of ecotourism.

[3 marks]



**6 (b) (iii)** Outline **one** positive effect on the economy of tourism in areas such as that shown in **Figure 16**.

**[2 marks]**

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**6 (c)** Study **Figure 18** 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 (c) (i)** Use **Figure 18** 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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General Certificate of Secondary Education  
Higher Tier  
June 2015

# Geography (Specification A)

**90302H**

Unit 2 Human Geography

## Insert

The key for Figures 7 and 18 (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 3

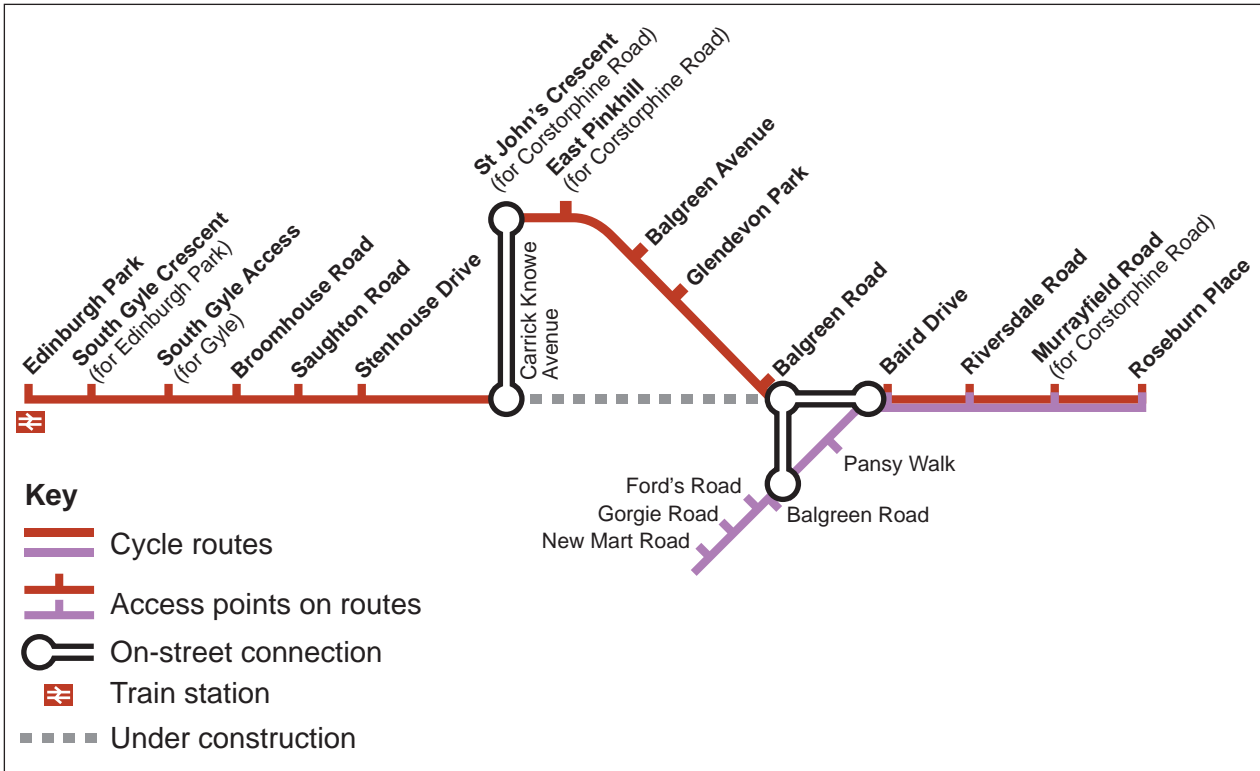
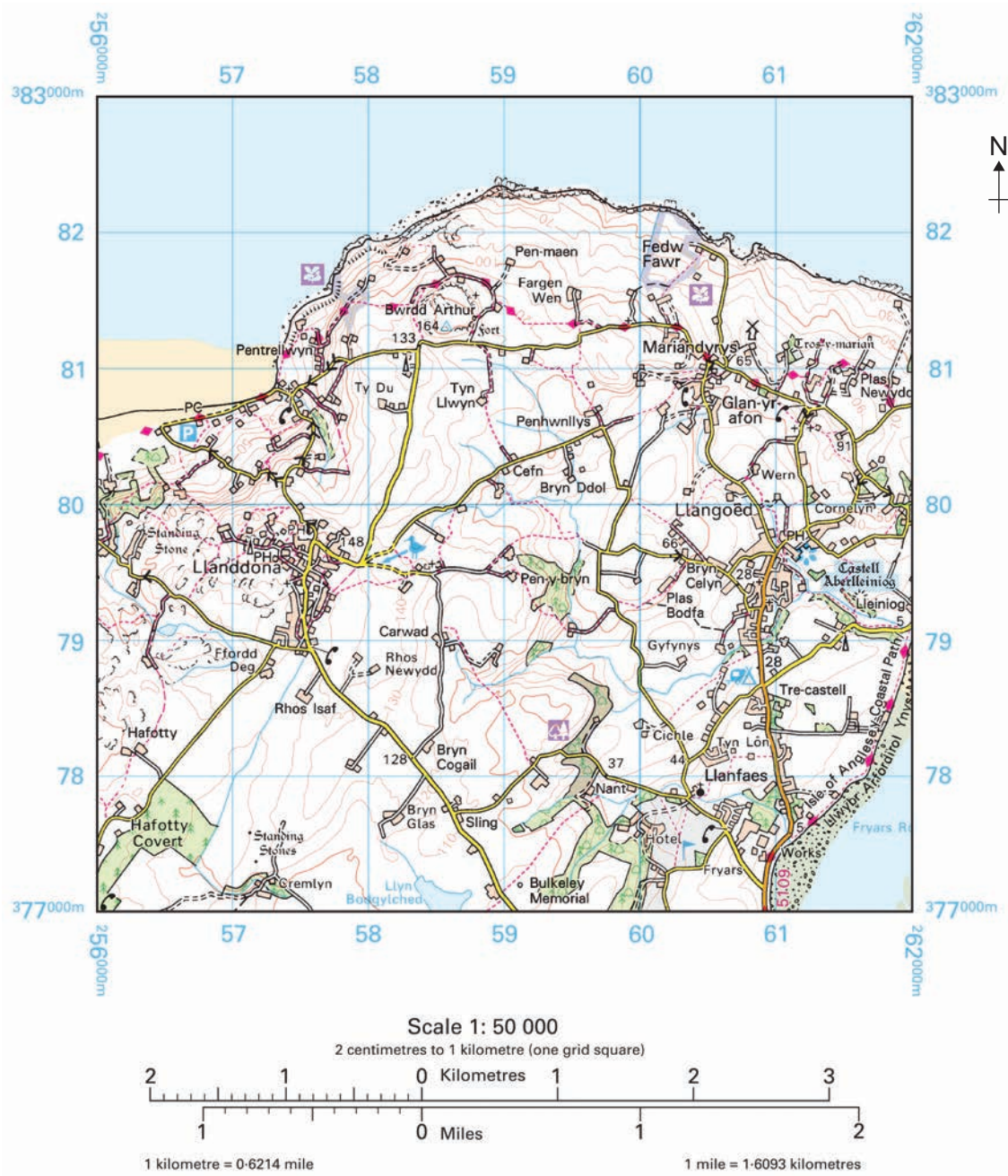


Figure 5



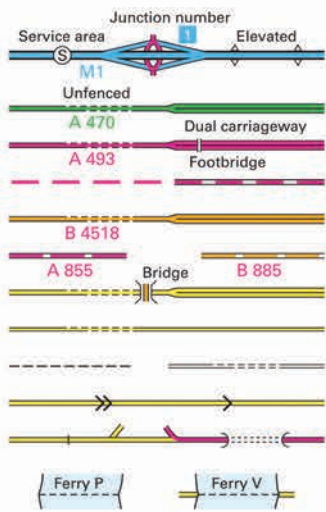
Figure 7



The key for this figure is on page 5

1:50 000 OS map extract key for Figure 7 and Figure 18

ROADS AND PATHS



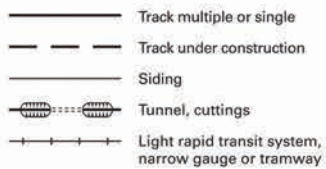
Not necessarily rights of way

- 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)

TOURIST INFORMATION

- Camp site / caravan site
- Garden
- Golf course or links
- Information centre (all year / seasonal)
- Nature reserve
- Parking, Park and ride (all year / seasonal)
- Picnic site
- Recreation / leisure / sports centre
- Selected places of tourist interest
- Telephone, public / roadside assistance
- Viewpoint
- Visitor centre
- Walks / Trails
- World Heritage site or area
- Youth hostel

RAILWAYS

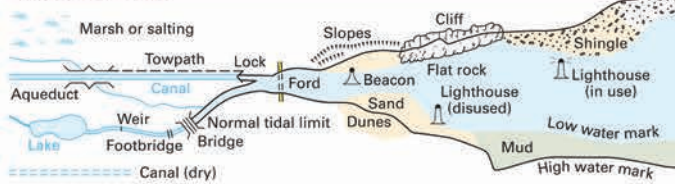


- Bridges, footbridge
- Level crossing
- Viaduct, embankment
- Station, (a) principal
- Light rapid transit system station

LAND FEATURES

- Electricity transmission line (pylons shown at standard spacing)
- Pipe line (arrow indicates direction of flow)
- Buildings
- Important building (selected)
- Bus or coach station
- Current or former place of worship (with tower, with spire, minaret or dome)
- Place of worship
- Glass structure
- Heliport
- Triangulation pillar
- Mast
- Wind pump, wind turbine
- Windmill with or without sails
- Graticule intersection at 5' intervals
- Cutting, embankment
- Landfill site or slag/spoil heap
- Coniferous wood
- Non-coniferous wood
- Mixed wood
- Orchard
- Park or ornamental ground
- Forestry Commission land
- National Trust (always open / limited access, observe local signs)
- National Trust for Scotland (always open / limited access, observe local signs)

WATER FEATURES



HEIGHTS

- 1 metre = 3-2808 feet
- Contours are at 10 metres vertical interval
- Heights are to the nearest metre above mean sea level

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

ROCK FEATURES



PUBLIC RIGHTS OF WAY

- Footpath
- Bridleway
- Restricted byway
- Byway open to all traffic

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.

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

BOUNDARIES

- National
- District
- County, Unitary Authority, Metropolitan District or London Borough
- National Park

ANTIQUITIES

- Site of antiquity
- Battlefield (with date)
- Visible earthwork
- VILLA Roman
- Non-Roman

ABBREVIATIONS

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

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Figure 9


	<p><b>A short history</b></p> <p>The Barrowden &amp; 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><b>LOCAL PRODUCE • CAFÉ • INTERNET NEWSPAPERS • CONVENIENCE</b></p>	<p><b>Other services</b></p> <ul style="list-style-type: none"> <li>• FREE access to the internet</li> <li>• Photocopier, laminator and colour printer</li> <li>• Dry cleaning</li> </ul>

Figure 10a

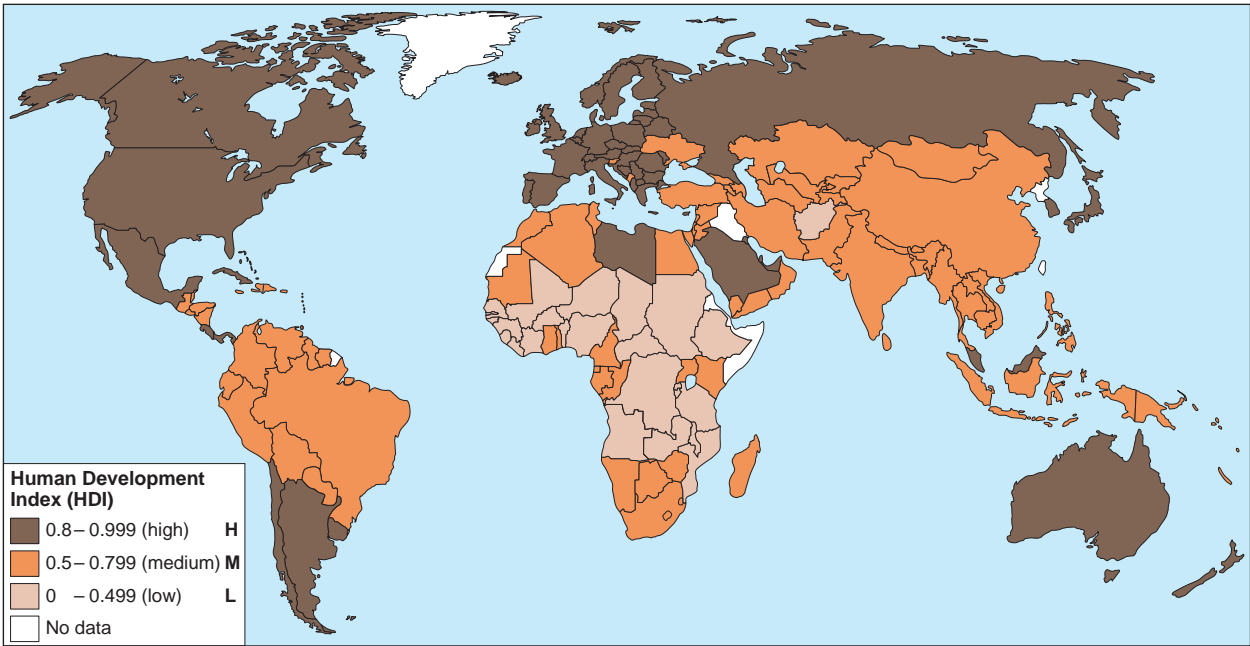


Figure 10b

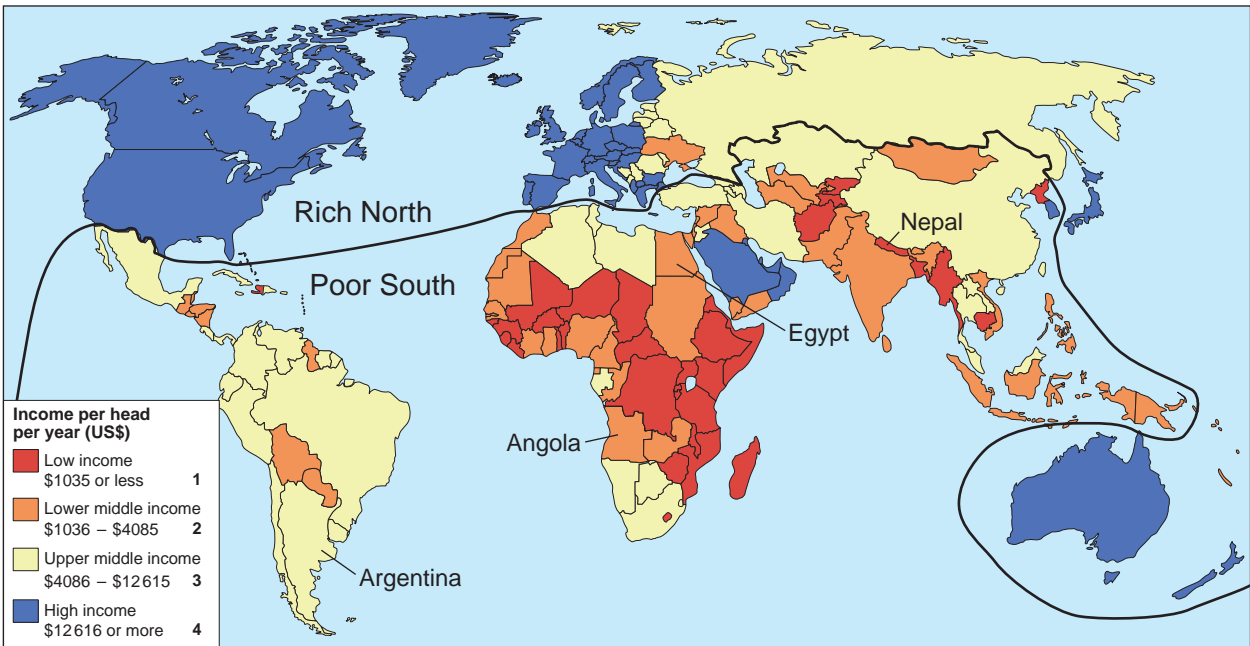




Figure 13a

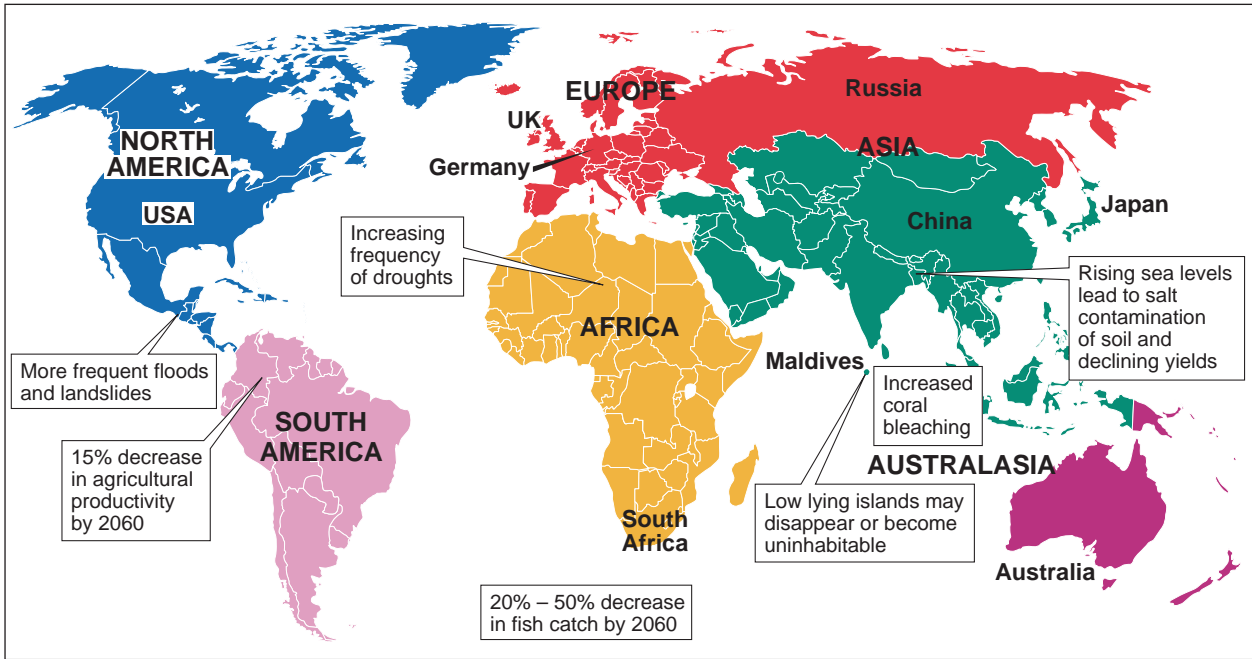


Figure 13b

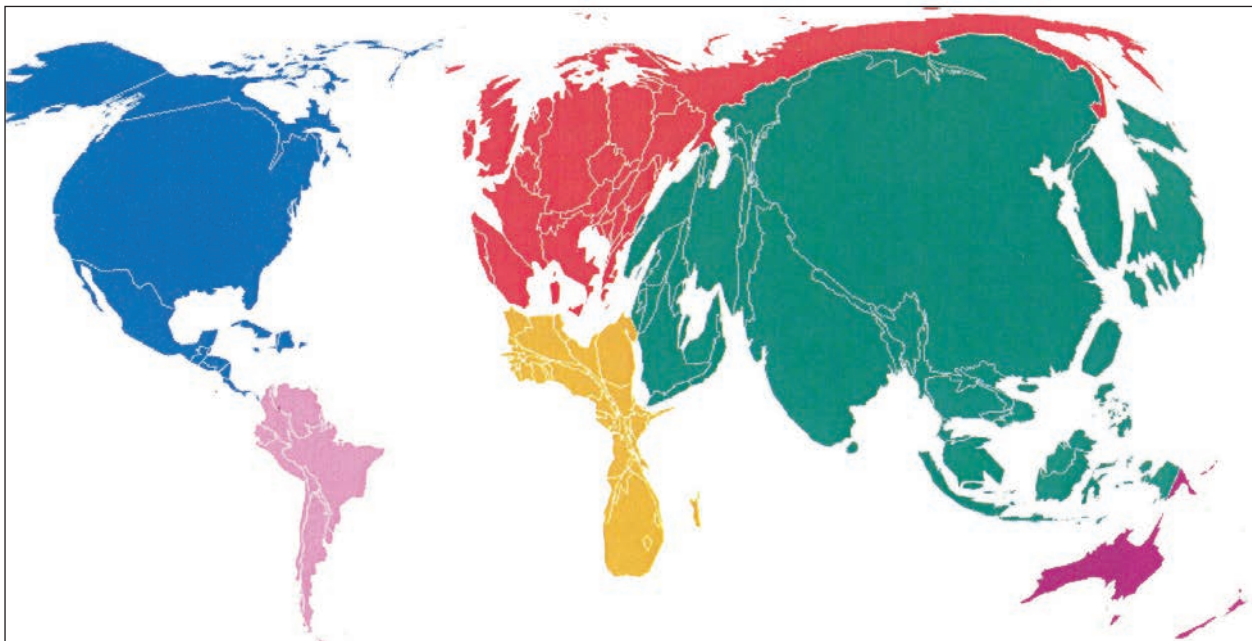


Figure 15

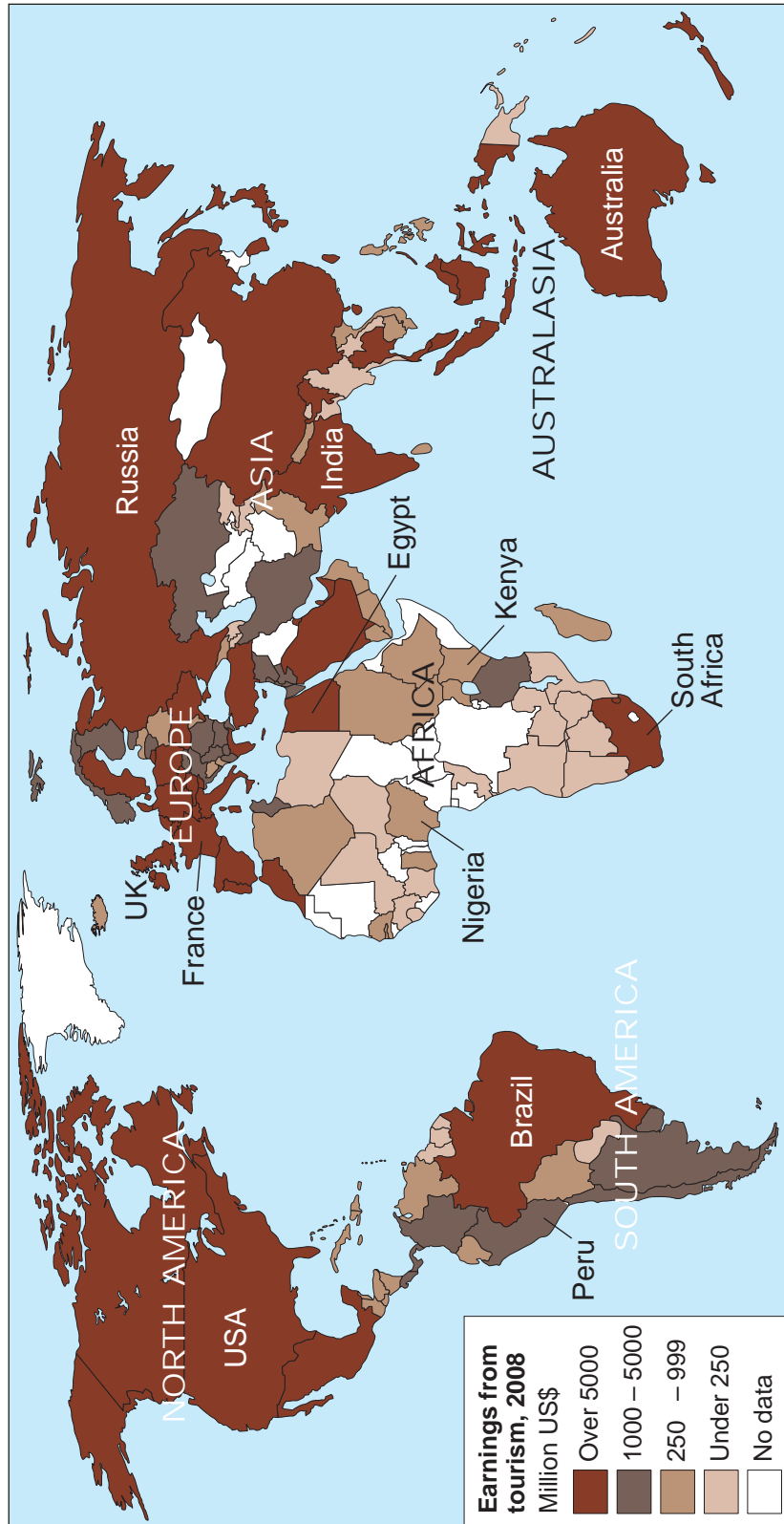
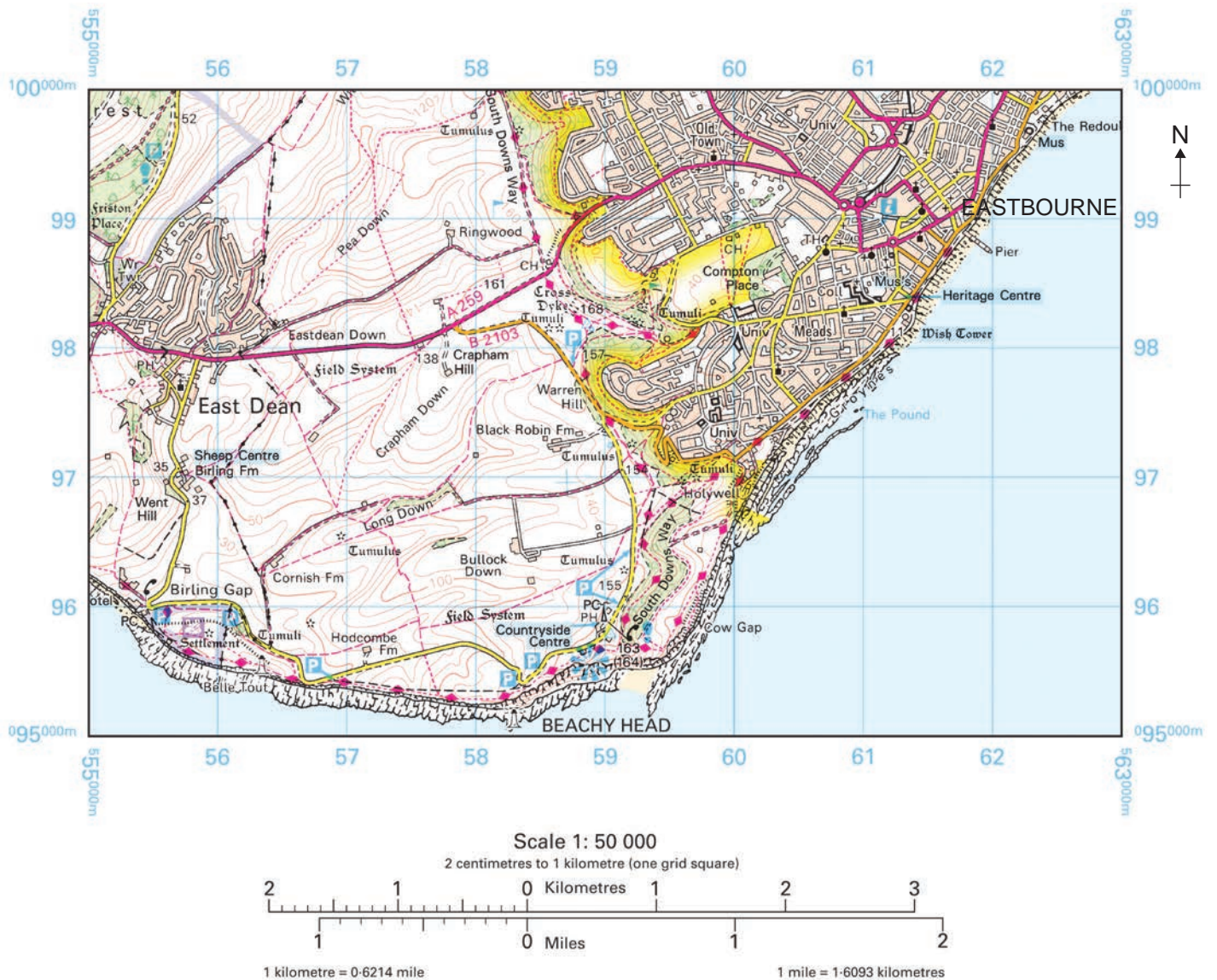


Figure 16



Figure 18



The key for this figure is on page 5

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