

Centre Number						Candidate Number				
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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TOTAL	



General Certificate of Secondary Education
Foundation Tier
June 2015

Geography (Specification B)

90352F

F

Unit 2 Hostile world and Investigating the shrinking world

Wednesday 3 June 2015 1.30 pm to 3.00 pm

For this paper you must have:

- the insert (enclosed)
 - a ruler.
- You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen. You may use pencil for maps, diagrams and graphs.
- Fill in the boxes at the top of this page.
- Answer **two** questions: **one** question from Section A and **one** question from 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 86.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in questions 1(g), 2(f), 3(e) and 4(e). The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.



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

Section A – Hostile world

Answer **one** question from Section A, **either** Question 1 **or** Question 2.

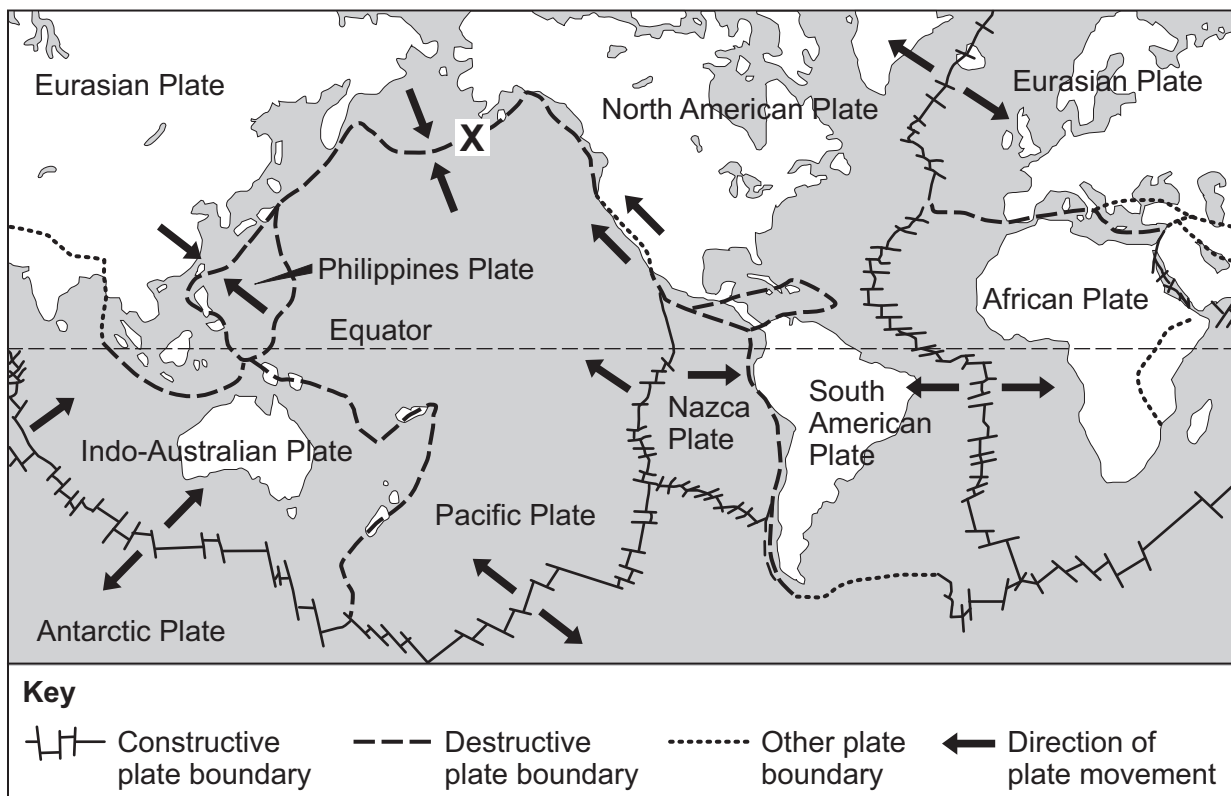
Use case studies to support your answers where appropriate.

Total for this question: 43 marks

Living with natural hazards

- 1 Study **Figure 1**. **Figure 1** shows the locations of plate boundaries.

Figure 1



1 (a) (i) Complete the paragraph below. Use **Figure 1**.

Circle the correct answer in **each** set of brackets.

[3 marks]

At a destructive plate boundary, the plates move

[alongside / away from / towards] each other.

An example of a destructive plate boundary is where the South American Plate meets the **[African / Nazca / Philippines]** Plate.

At a constructive plate boundary, the plates move

[alongside / away from / towards] each other, such as at the boundary between the Eurasian Plate and the North American Plate.

1 (a) (ii) Which type of plate boundary is found at the place shown as **X** in **Figure 1**?

[1 mark]

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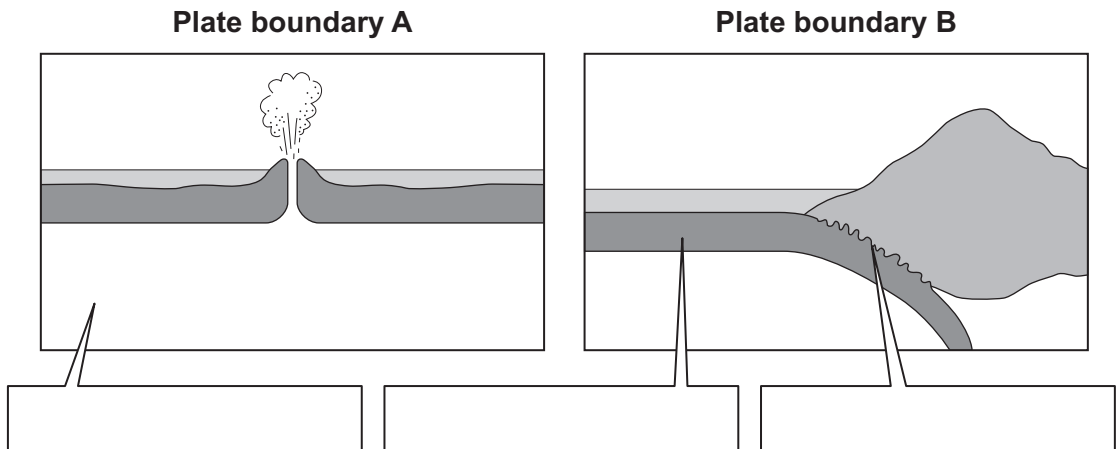
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1 (b) Study **Figure 2**. **Figure 2** shows two types of plate boundary.

Figure 2



1 (b) (i) Add the following labels to the correct boxes in **Figure 2**.

[2 marks]

oceanic plate

mantle

subduction zone

1 (b) (ii) Choose **either** plate boundary **A** or plate boundary **B**.

Explain why volcanoes form at your chosen plate boundary.

Use **Figure 2** and your own knowledge.

[4 marks]

Chosen plate boundary

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1 (c) Explain how the damaging effects of earthquakes can be reduced.

[6 marks]

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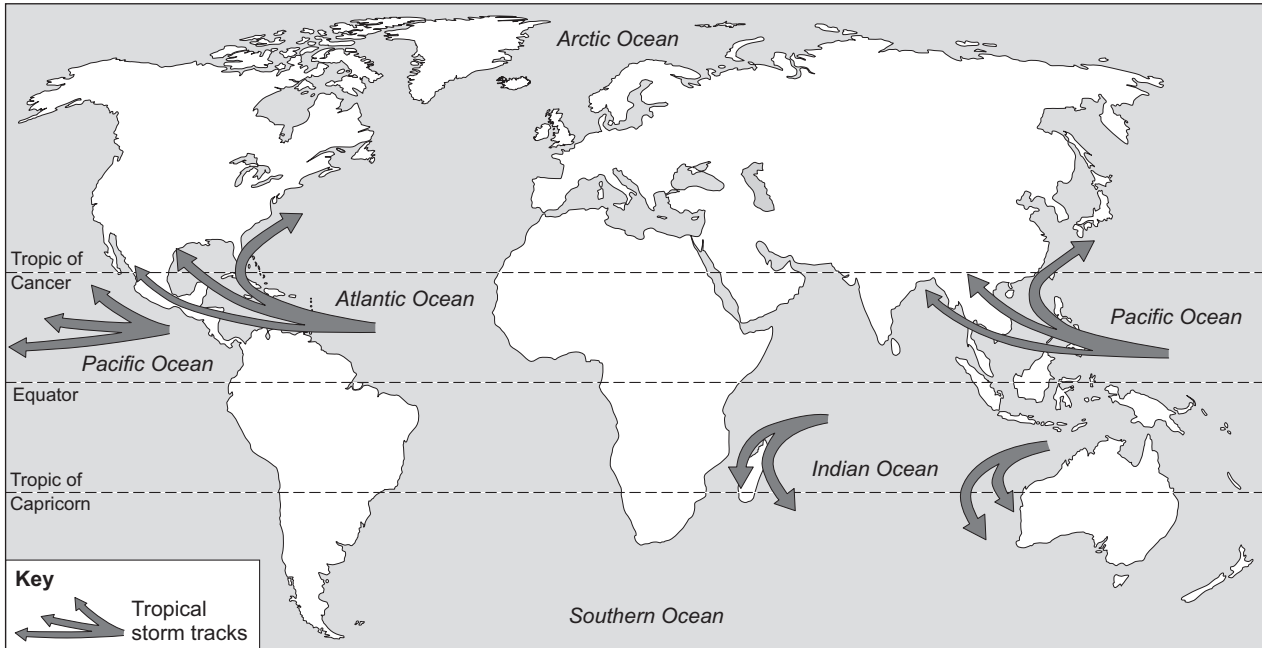
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1 (d) Study Figure 3. Figure 3 shows tropical storm tracks.

Figure 3



1 (d) (i) Use Figure 3 to complete the sentences below.

Circle the correct answer in **each** set of brackets.

[2 marks]

Tropical storms form in the Atlantic, Pacific and [Arctic / Indian / Southern]

Oceans. Tropical storms in the northern hemisphere move towards the

[east / south / west] .

1 (d) (ii) Suggest how the distribution of tropical storms could change in the future.

[2 marks]

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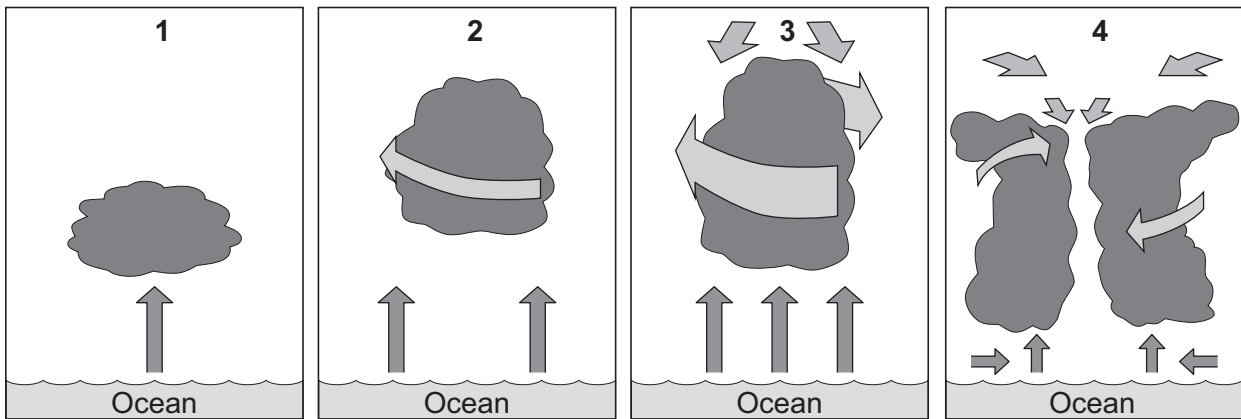
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1 (e) Study the diagram below which shows the formation of a tropical storm.



Number the statements below so that they are in the correct order to show the stages in the formation of a tropical storm.

[3 marks]

Statement	Number
The tropical storm moves over the surface of the ocean and picks up more warm air. Wind speeds are very high. An eye forms.	
The air starts to spin because of the Earth's rotation.	
Warm air from the ocean surface starts to rise.	
The air rises faster. Cooler air is sucked downwards. Wind speed starts to increase.	

1 (f) (i) Which **two** of the following statements show primary effects of a tropical storm?

[2 marks]

Tick the **two** correct boxes.

People catch diseases because of contaminated water supplies.

Houses are damaged by strong winds.

Crops are destroyed by flooding.

Farmers lose income.

Turn over ►



1 (f) (ii) Study **Figure 4** in the insert. **Figure 4** shows a tropical storm shelter.

Suggest how the tropical storm shelter shown in **Figure 4** can protect people from the effects of a tropical storm.

[3 marks]

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1 (g) Study **Figure 5** in the insert. **Figure 5** gives information about wildfires in south-east Australia.

Wildfires are always caused by natural factors.

Do you agree with this view? Give reasons for your decision.

Use **Figure 5** and your own knowledge.

[6 marks]
[SPaG 3 marks]

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Question 1 continues on the next page

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1 (h) Study **Figure 6**. **Figure 6** gives information about wildfires in south-east Australia.

Figure 6

A wildfire has destroyed at least 33 homes in New South Wales, damaged an observatory and forced staff to evacuate. Fires are also burning in Victoria and Tasmania, where a firefighter died tackling a blaze. A wildfire in the Coonabarabran area burned through 40 000 hectares of grassland and woodland, home to many wildlife species. The smoke from the fire extended 14 km into the air. Extra firefighters, along with helicopters from neighbouring areas, have been brought in to tackle the blaze.

1 (h) (i) Give **two** effects that the wildfires had on the natural environment.

Use **Figure 6** above.

[2 marks]

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1 (h) (ii) Suggest how the damaging effects of the wildfires can be reduced.

Use **Figure 6** and your own knowledge.

[4 marks]

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43

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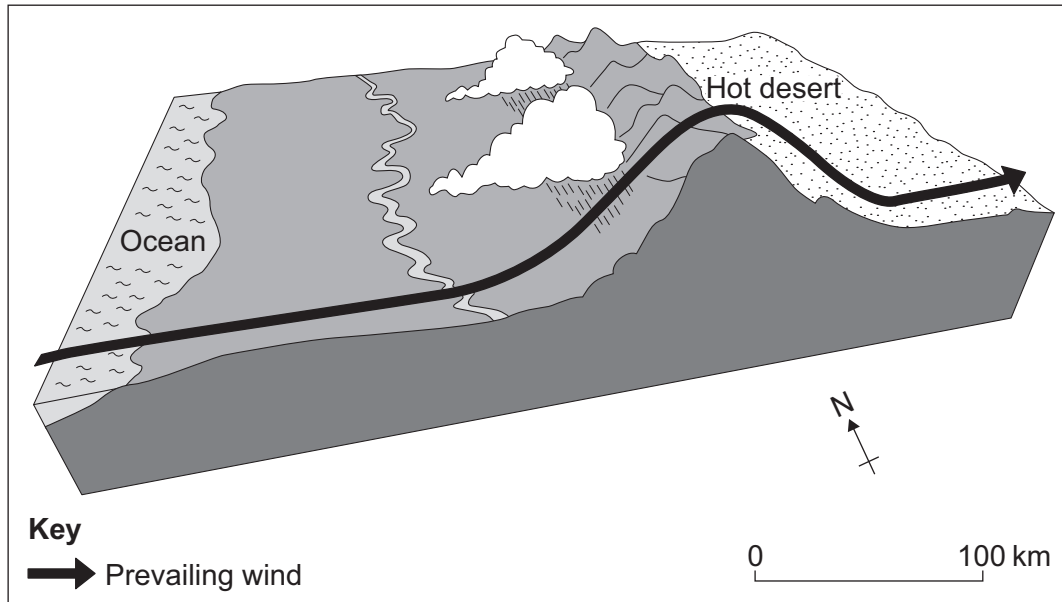
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Total for this question: 43 marks

The challenge of extreme environments

- 2 Study the diagram below which shows why an area of hot desert has formed.



- 2 (a) Complete the paragraph below.

Circle the correct answer in **each** set of brackets.

[3 marks]

The prevailing winds blow from the [**continent** / **hot desert** / **ocean**].

As the warm, moist winds pass over the land, they are forced to rise as they cross

the [**hot desert** / **mountains** / **river**]. Moisture condenses as the air cools and

rain falls. The air then travels further inland and causes a rain shadow area

[**100** / **200** / **300**] kilometres from the coast.

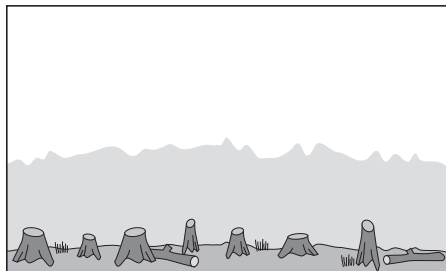
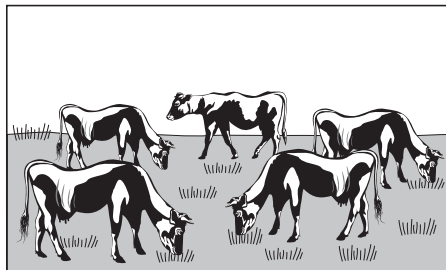
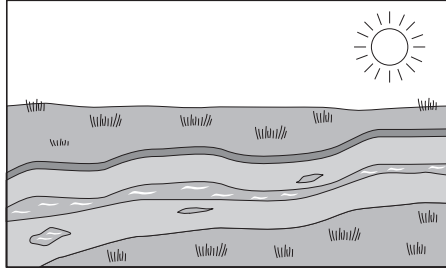
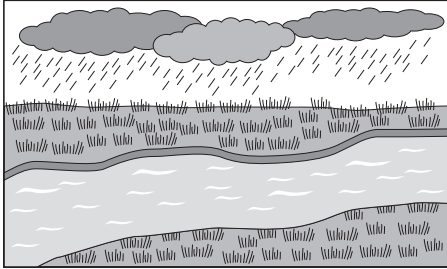


2 (b) Study Figure 7. Figure 7 shows three causes of desertification.

Figure 7

Before

After



2 (b) (i) Add the labels below to the correct boxes in Figure 7.

[2 marks]

climate change

deforestation

overgrazing

2 (b) (ii) Choose one of the causes of desertification shown in Figure 7.

Explain how your chosen cause leads to desertification.

[4 marks]

Chosen cause

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Turn over ►



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2 (c) Describe the methods used to reduce desertification.

Use example(s) you have studied.

[6 marks]

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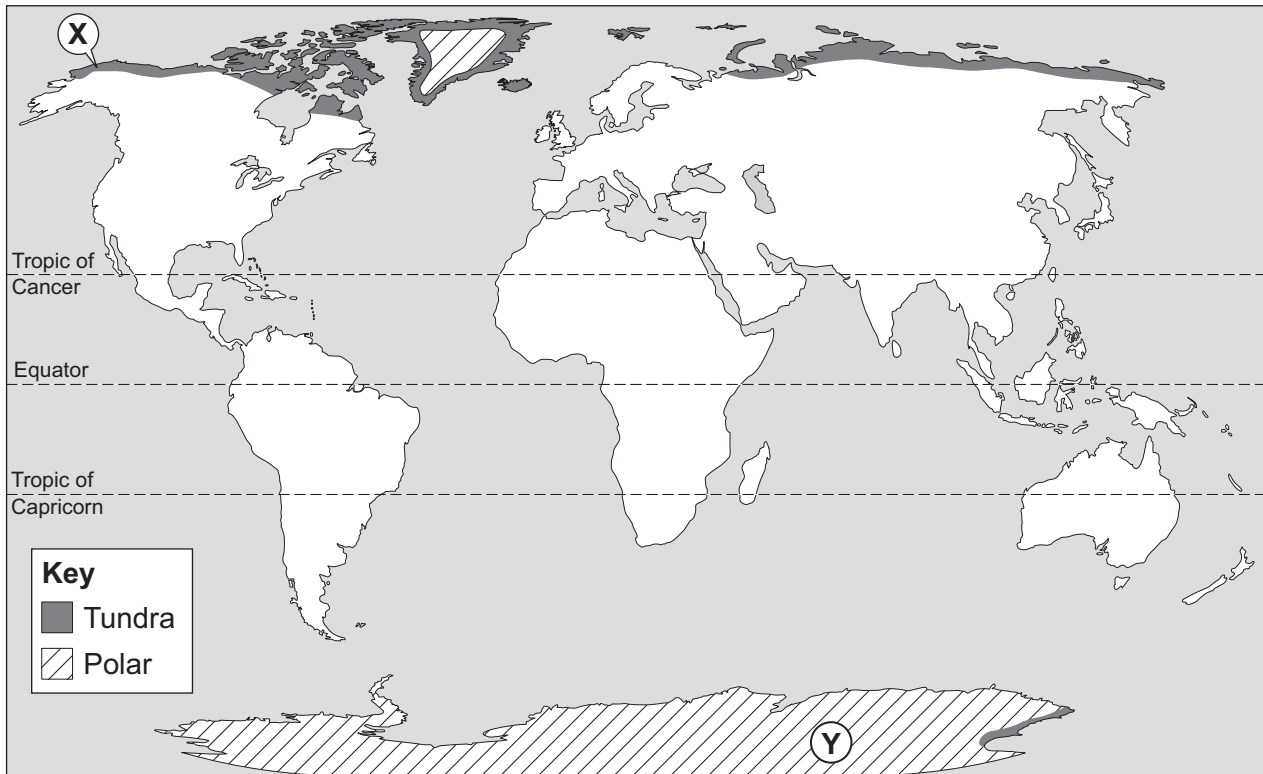
Question 2 continues on the next page

Turn over ►



2 (d) Study Figure 8. Figure 8 shows the distribution of cold environments.

Figure 8



2 (d) (i) Use Figure 8 to complete the sentences below.

[2 marks]

Circle the correct answer in **each** set of brackets.

The [**largest** / **smallest** / **warmest**] area of polar environment is in the southern hemisphere. Cold environments are found in the [**higher** / **lower** / **middle**] latitudes.

2 (d) (ii) Which place (X or Y) on Figure 8 has the following climate?

‘Extreme cold throughout the year, with temperatures always below 0 °C.’

[1 mark]

Place



2 (d) (iii) Describe **one** factor that affects the climate of cold environments.

[2 marks]

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2 (e) Which **two** of the following statements describe the effects of rising global temperatures.

[2 marks]

Tick the **two** correct boxes.

The total area of cold environments decreases.

Glaciers get longer.

Ice sheets get thinner.

The total area of cold environments increases.

Question 2 continues on the next page

Turn over ►



2 (f) Study **Figure 9** in the insert. **Figure 9** gives information about the development of Antarctica.

More development should be allowed to take place in Antarctica.

Do you agree with this view? Give reasons for your decision.

[6 marks]
[SPaG 3 marks]

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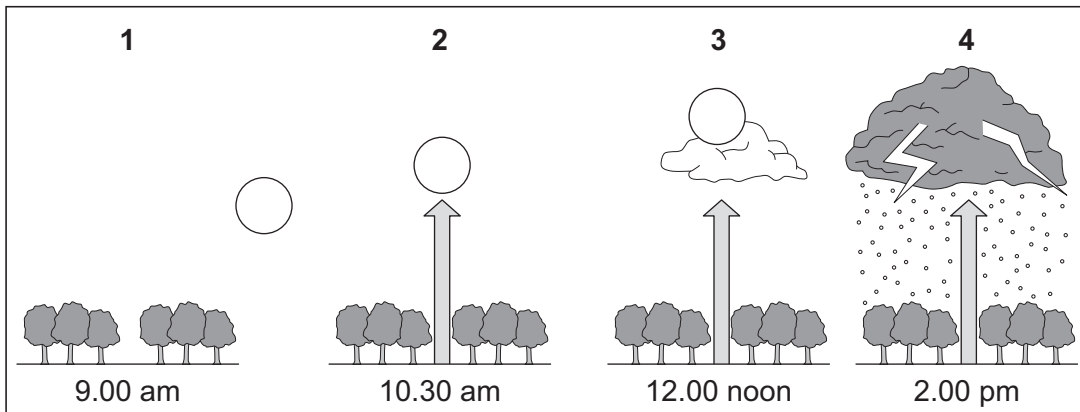
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- 2 (g) Study the diagram below which shows the stages in the daily pattern of weather in an area of tropical rainforest.



Number the statements below so that they are in the correct order to show the stages in the daily pattern of weather in an area of tropical rainforest.

[3 marks]

Statement	Number
More hot air rises and cools. Clouds form.	
Thick clouds form. Thunderstorms and heavy rain follow.	
The sun is overhead and the temperature is 30 °C. Hot air rises.	
As the sun rises, the air at ground level warms up.	

Question 2 continues on the next page

Turn over ►



2 (h) Study the following information about deforestation in Brazil.

Between 2012 and 2013 after several years of decline, the rate of deforestation in the Amazon rainforest increased by 28%.

Illegal logging and the burning of forests to provide land to grow crops for food and biofuels and to graze cattle has left thousands of hectares of land bare of vegetation, allowing the heavy rains to wash soil into rivers.

The majority of Brazil's greenhouse gas emissions are from burning forest with the removal of forest also resulting in there being fewer trees to absorb CO₂.

Agriculture is important to the economy of Brazil with the demand for agricultural produce expected to increase.

2 (h) (i) Give **three** effects that deforestation in Brazil is having on the natural environment.

Use the information above.

[3 marks]

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2 (h) (ii) Suggest why the rate of deforestation might continue to increase in the future.

Use the information above and your own knowledge.

[2 marks]

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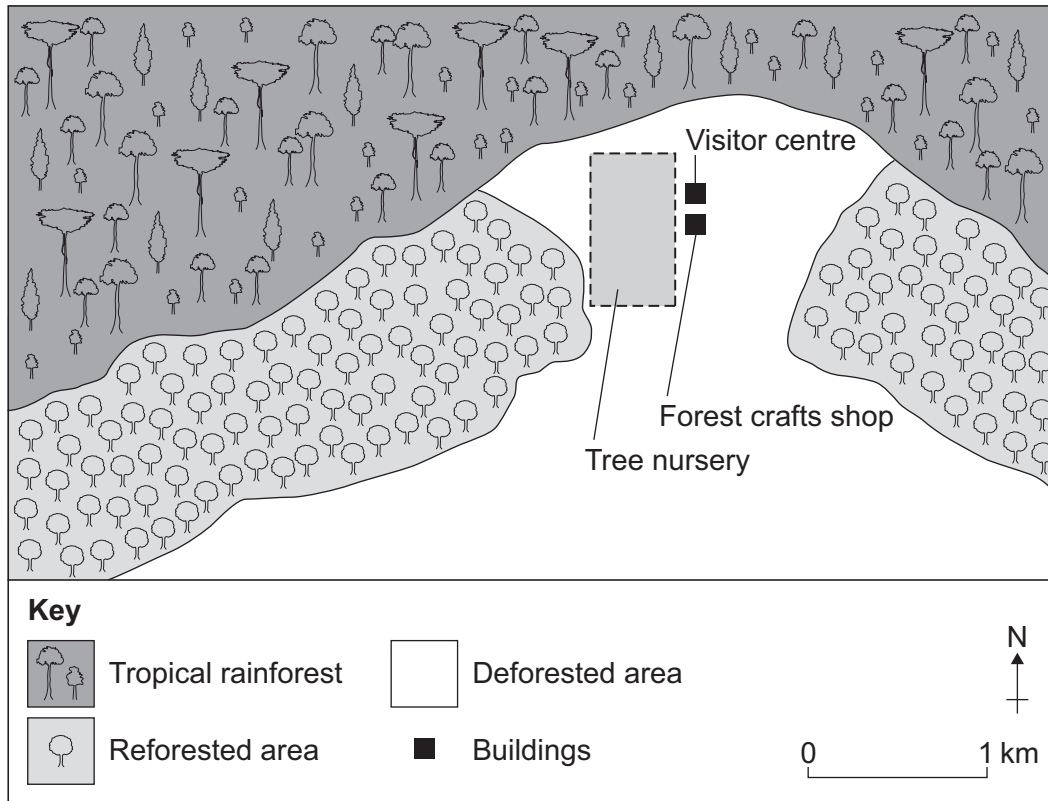
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- 2 (i) Study **Figure 10**. **Figure 10** shows a management scheme in a tropical rainforest environment.

Figure 10



Suggest how the management scheme shown in **Figure 10** can help to protect the tropical rainforest environment.

[4 marks]

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Section B – Shrinking world

Answer **one** question from Section B, **either** Question 3 **or** Question 4.

Use case studies to support your answers where appropriate.

Total for this question: 43 marks

Investigating the globalisation of industry

3 Study **Figure 11**. **Figure 11** shows the countries of origin of some food items sold in United Kingdom (UK) supermarkets.

Figure 11



3 (a) Suggest how **Figure 11** shows that people in the UK are ‘global consumers’.

[1 mark]

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3 (b) Which **two** of the following statements suggest how patterns of global trade have changed in the last 20 years?

[2 marks]

Tick the **two** correct boxes.

Exports from less developed countries are decreasing.

Exports from less developed countries are increasing.

The proportion of exports from less developed countries that are primary products is decreasing.

The proportion of exports from less developed countries that are primary products is increasing.

3 (c) Suggest **one** way **each** of the following factors has led to the globalisation of industry.

[4 marks]

Changing markets

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Technological development

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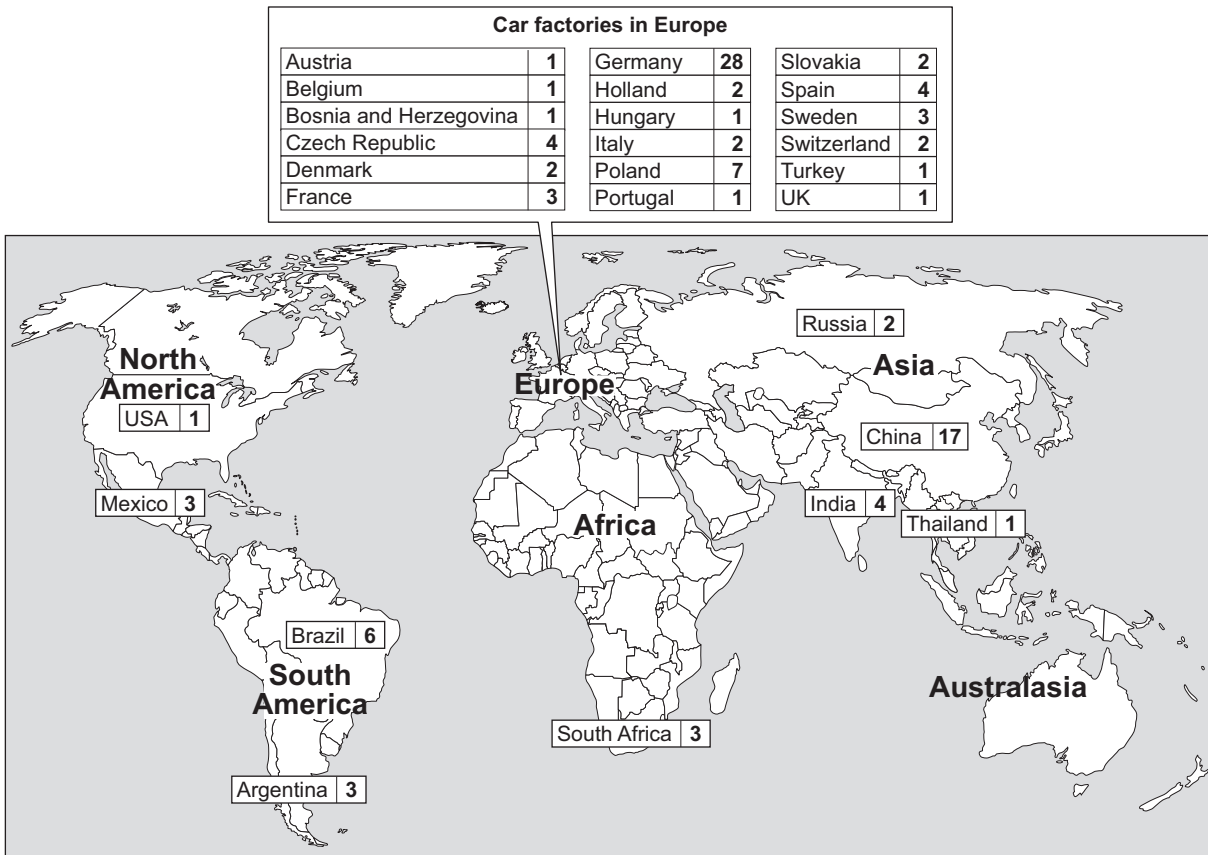
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- 3 (d) Study **Figure 12**. **Figure 12** shows the location of car factories owned by a Transnational Corporation (TNC).

Figure 12



Complete the paragraph below.

Circle the correct answer in **each** set of brackets.

[3 marks]

The TNC has factories in [4 / 5 / 6] continents. Most of the car factories are in [Africa / Europe / South America]. The country that has the most factories is [Brazil / China / Germany], which is the home country.



3 (e) Explain how the growth of a TNC can benefit a country.

[6 marks]
[SPaG 3 marks]

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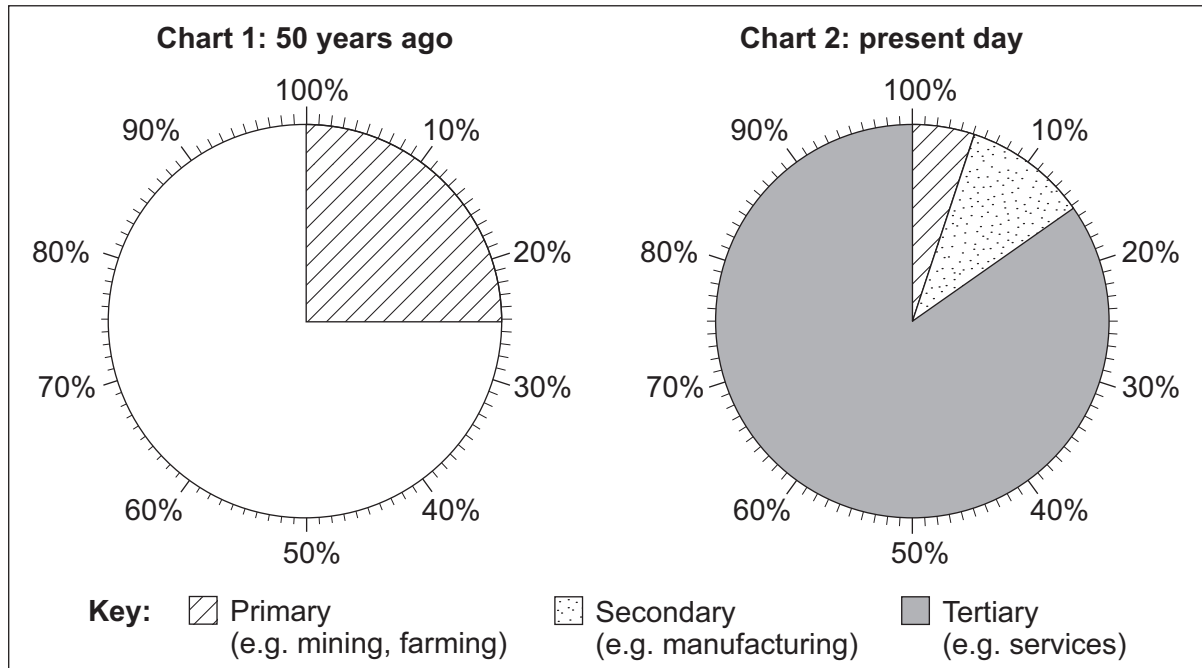
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3 (f) Study Figure 13. Figure 13 shows changes to the employment structure of an area.

Figure 13



3 (f) (i) Complete Figure 13. Use the information below.

[2 marks]

Chart 1

Secondary: 50%
 Tertiary: 25%

3 (f) (ii) Describe the change to primary employment shown in Figure 13.

[2 marks]

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3 (g) Describe the effects of changing industrial structure on an area.

[4 marks]

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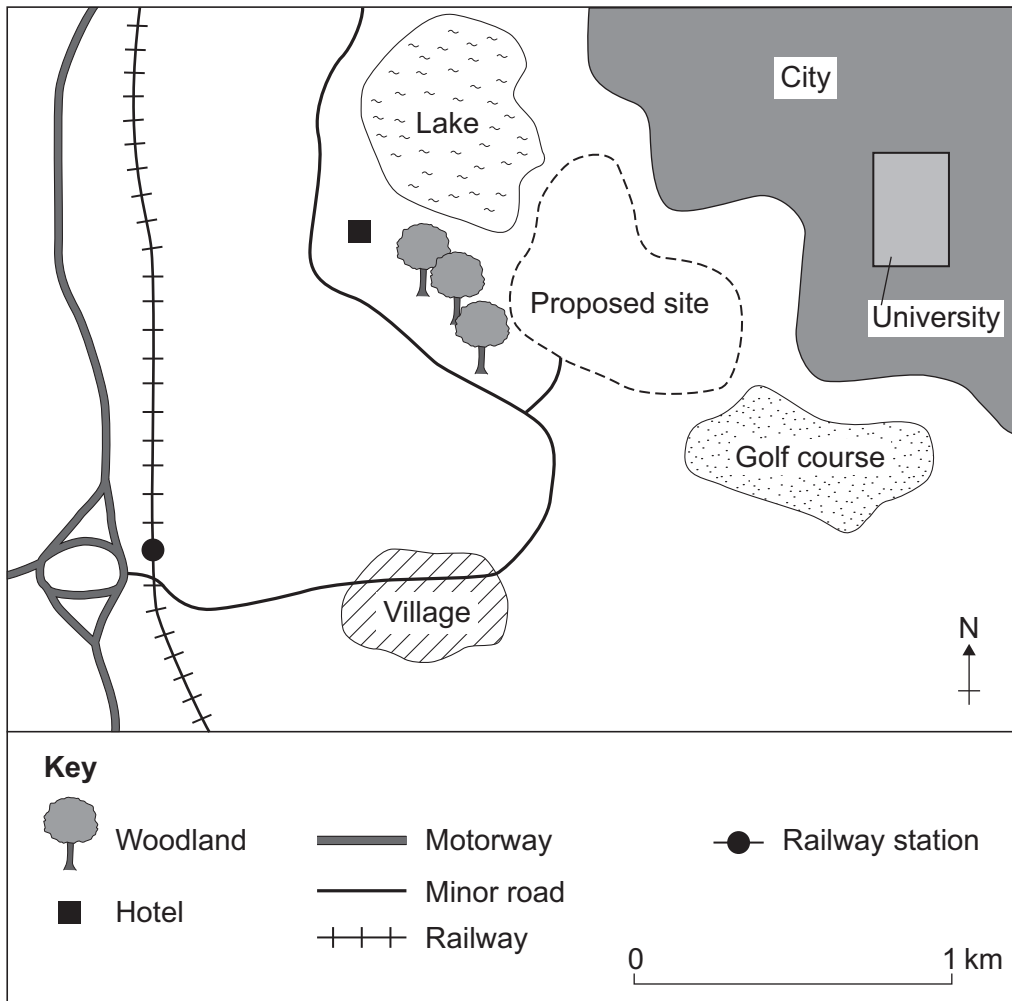
Question 3 continues on the next page

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3 (h) Study **Figure 14**. **Figure 14** shows the location of the proposed site for a science and research park in a more developed country.

Figure 14



3 (h) (i) Complete the paragraph below which describes the location of the proposed site for the science and research park. [3 marks]

Choose the **three** correct terms from the list below.

- | | | |
|---------|------|------------|
| city | two | south-east |
| village | four | south-west |

The proposed site for the science and research park is to the of a lake and is km by road from a motorway junction. A is to the north-east of the proposed site.



3 (h) (ii) Suggest how **each** of the following factors influence the choice of location for a science and research park.

[3 marks]

1 Near a motorway

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2 Near a city with a university

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3 Close to open countryside

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3 (h) (iii) Suggest why people living in the village shown in **Figure 14** might object to the development of a science and research park.

[4 marks]

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Question 3 continues on the next page

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3 (i) Study **Figure 15** in the insert. **Figure 15** shows an old polluting factory.
Explain how modern industry can be more environmentally sustainable.

[6 marks]

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43



Total for this question: 43 marks

Investigating global tourism

4 Study **Figure 16**. **Figure 16** shows some destinations for tourists from the UK.

Figure 16



4 (a) Suggest how **Figure 16** shows that tourism is a 'global industry'.

[1 mark]

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4 (b) Which **two** of the following statements correctly describe changes to the pattern of tourist destinations around the world?

[2 marks]

Tick the **two** correct boxes.

In the 1960s, most tourists from more developed countries visited distant places to take eco-holidays.

In the 1980s, long-haul destinations became increasingly popular with people in more developed countries.

In the 1960s, package holidays to the Mediterranean region of Europe became popular.

In the 1970s, many tourists from more developed countries took holidays in less developed countries.

Turn over ►



4 (c) Suggest **one** way **each** of the following factors has increased global tourism.

[4 marks]

Increased wealth

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Technological development

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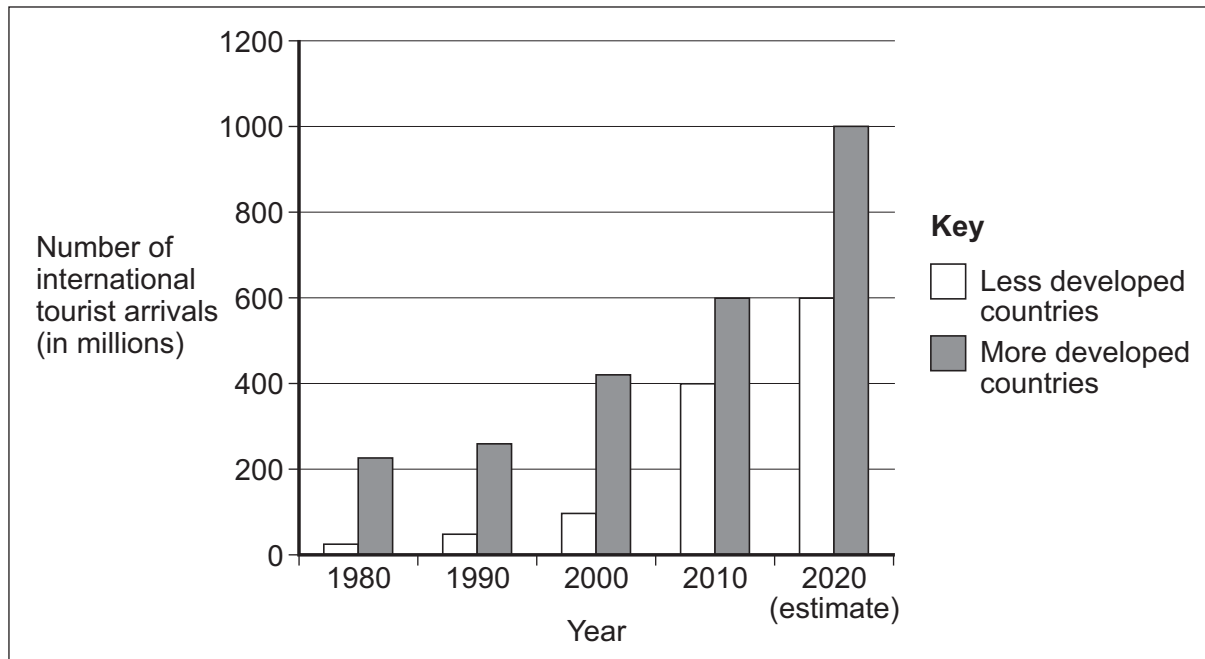
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- 4 (d) Study **Figure 17**. **Figure 17** shows the number of international tourist arrivals in less developed countries and in more developed countries.

Figure 17



Complete the paragraph below.

Circle the correct answer in **each** set of brackets.

[3 marks]

The total number of tourist arrivals is expected to reach [**1400** / **1600** / **1800**] million by 2020. In 2010, the number of tourist arrivals that are in less developed countries was [**greater than** / **the same as** / **lower than**] the number that are in more developed countries. The number of tourist arrivals in less developed countries is expected to [**increase** / **stay the same** / **decrease**] by 2020.

Question 4 continues on the next page

Turn over ►



4 (e) Explain how the development of tourism can benefit a country.

[6 marks]
[SPaG 3 marks]

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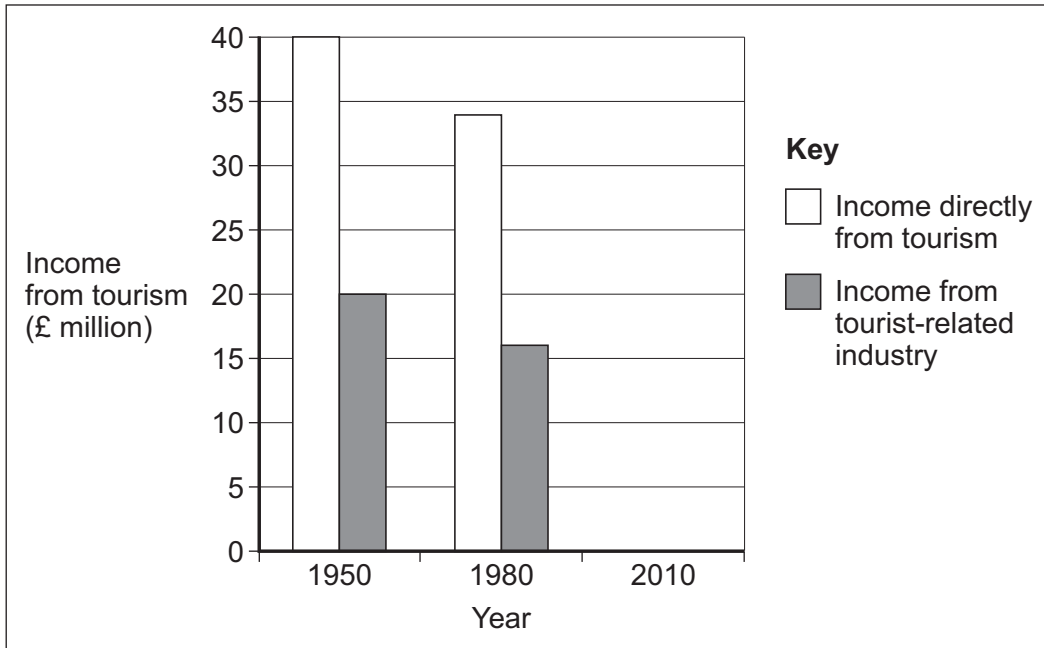
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4 (f) Study **Figure 18**. **Figure 18** shows changes to income from tourism in a UK tourist destination.

Figure 18



4 (f) (i) Complete **Figure 18**. Use the information below.

[2 marks]

2010 - income directly from tourism: £20 million

2010 - income from tourist-related industry: £10 million

4 (f) (ii) Describe the change to income directly from tourism shown between 1950 and 2010.

[2 marks]

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Question 4 continues on the next page

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4 (g) Describe the effects of a decline in income from tourism on a tourist destination.

[4 marks]

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Question 4 continues on page 38



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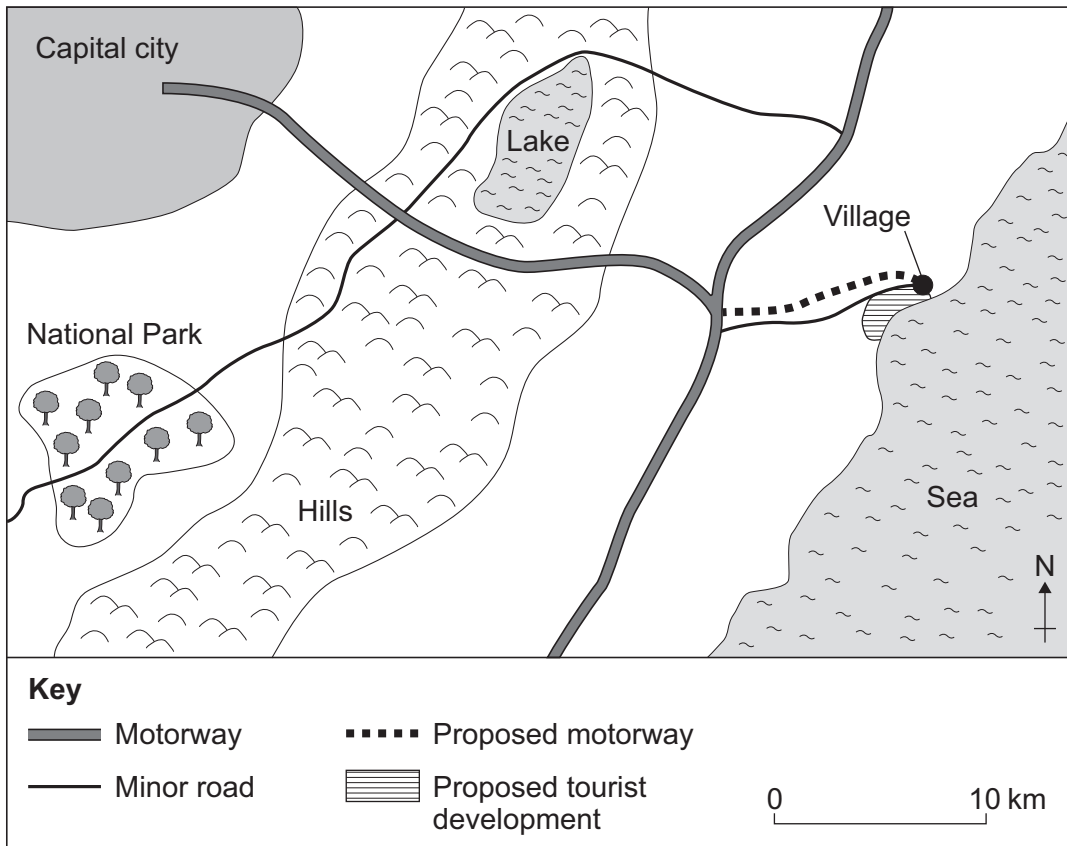
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ANSWER IN THE SPACES PROVIDED**

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4 (h) Study Figure 19. Figure 19 shows the location of a proposed site for a tourist development in a more developed country.

Figure 19



4 (h) (i) Complete the paragraph below which describes the location of the proposed site for a tourist development.

[3 marks]

Choose the **three** correct terms from the list below.

- | | | |
|---------------|-------|------------|
| National Park | 7 km | south-east |
| village | 17 km | south-west |

The proposed development site is to the of a lake and is by road from a motorway junction.

A is to the north-east of the proposed development site.



4 (h) (ii) Suggest how **each** of the following factors will help to attract tourists to the proposed development.

[3 marks]

1 Coastal location

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2 Near a motorway

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3 Near a capital city

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4 (h) (iii) Suggest why people living in the village shown in **Figure 19** might object to a tourist development at the proposed site.

[4 marks]

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Question 4 continues on the next page

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4 (i)

Study **Figure 20** in the insert. **Figure 20** shows how tourism can put pressure on the environment.

Explain how a tourist destination, such as that shown in **Figure 20**, can be more environmentally sustainable.

[6 marks]

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END OF QUESTIONS

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 Figure 12 and 17: Source: The World Bank
 Figure 18: © UNWTO 9284400714

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General Certificate of Secondary Education
Foundation Tier and Higher Tier
June 2015

Geography (Specification B)

90352F & 90352H

Unit 2 Hostile world and Investigating the shrinking world

Insert

A

Figure 4

Question 1(f)

Tropical Storm Shelter



Figure 5**Question 1(g)****Wildfire Information**

In January 2013, many wildfires burned across south-east Australia. The outbreak of wildfires took place at the same time as a heat wave, with average maximum daily temperatures reaching 40.3°C, breaking the previous record of 40.1°C set in 1972. The high temperatures were accompanied by strong winds.

It is predicted that an increase of 1°C in global average temperatures could increase the risk of wildfires in Australia by up to 30%.

Wildfires are often natural, with many wildfires caused by lightning but others are the result of human activity. Some are started deliberately, while others are caused by people being careless with campfires and cigarettes, or agricultural burning getting out of control.

The amount of vegetation on the ground determines how intense the fire is; how fast it spreads depends on the weather. The amount of rain determines if the ground is damp, so a fire will go out, or if the ground is dry enough for the wildfire to grow. Winds above a speed of 16kph feed flames and drive fires more rapidly. Strong winds also cause 'spotting' when new fires are started by burning ashes being blown downwind from the original blaze, sometimes as far as 30km away.

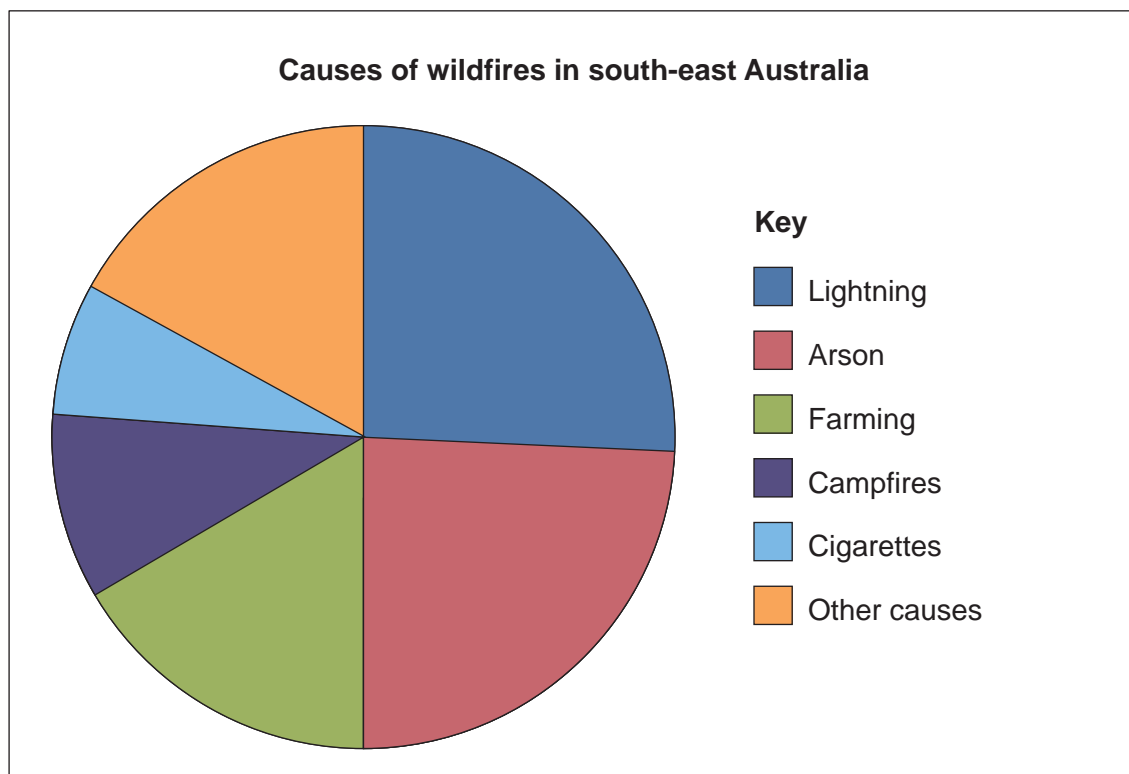
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Figure 9**Question 2(f)****Development in Antarctica****Economic activities**

The development of economic activities could threaten the sustainability of Antarctica. Development has the potential to damage, change or destroy Antarctica and its surrounding oceans if not carefully managed.

Tourism

The vast majority of the Antarctic continent and outlying islands have not been visited by tourists but there may be pressure on commercial operators to find new sites. In 1994, the Antarctic Treaty countries made recommendations on tourism. This 'Guidance for Visitors to the Antarctic' intended to help visitors become aware of their responsibilities when it comes to the protection of Antarctic wildlife and protected areas, the respect for scientific research and impact on the environment.

Mining

Reserves of oil, coal and iron ore as well as precious minerals such as gold and silver could be exploited. As energy supplies and mineral reserves are used up around the world, there could be pressure to lift the current mining ban.

Bioprospecting

The extreme environment means that plants and animals have to evolve unique characteristics to be able to survive and these could be used in commercial products. Anti-freeze proteins found in some Antarctic fish, which stop them freezing, could be used to improve fish farm production in cold climates and extend the shelf-life of frozen food.

Fishing

Despite conservation measures such as fish quotas, illegal, unregulated and unreported fishing continues which threatens the conservation efforts and makes Antarctic fishing unsustainable.



Figure 15

Foundation – 3(i)

Higher – 3(h)

Sugar Cane Factory



Figure 20
Foundation – 4(i)
Higher – 4(h)
Popular Tourist Destination



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