



Answer EITHER Question 1 OR Question 2

If you answer Question 1 put a cross in this box ☐.

Question 1: Managing the Environment

1. (a) Look at Figure 1. It is a cliff that is likely to erode quickly.

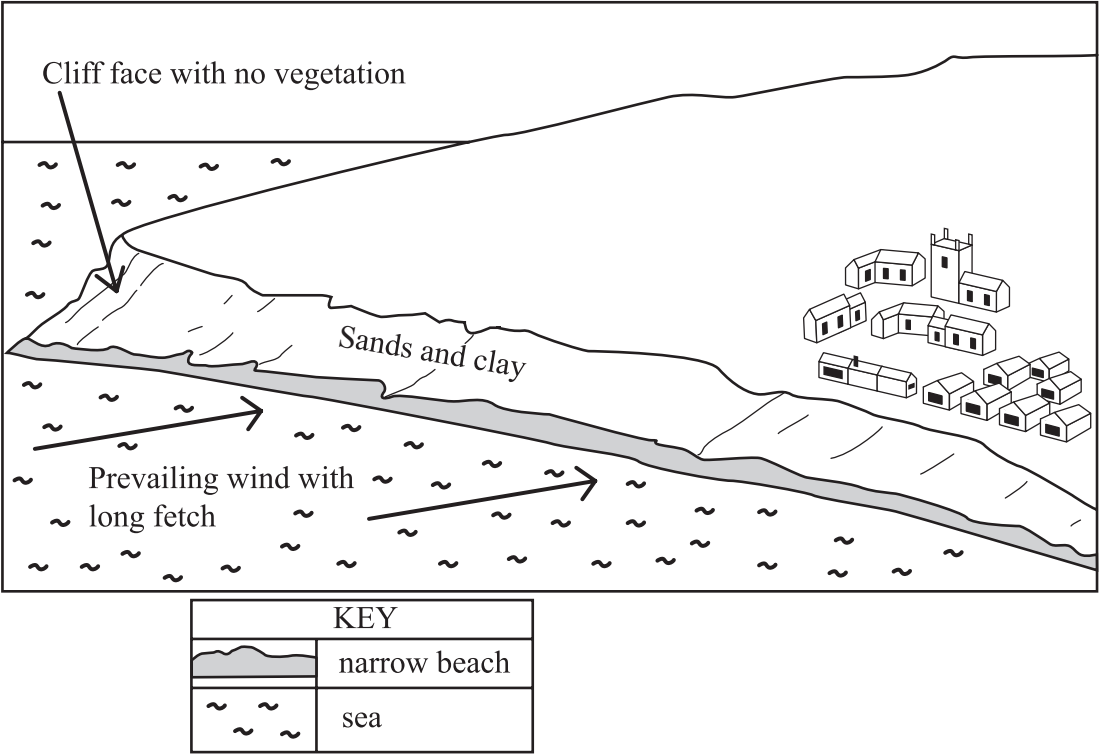


Figure 1

- (i) Complete the paragraph by crossing out the wrong words.

There is a long fetch which will produce **large/small** waves.

The cliff is made of **soft/hard** rocks.

The prevailing wind hits the coast **at an angle/straight on** so longshore drift **will/will not** happen.

(4)

- (ii) Cross out the wrong word in the sentence below.

Beach nourishment is a type of **soft/hard** engineering.

(1)



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(iii) Tick (✓) the correct boxes in the table to say if the sentences are true or false.

	True	False
Beach nourishment looks natural.		
Beach nourishment is expensive.		

(2)

(iv) Look at Photograph A in the Photograph Booklet. It shows a method of coastal management in north Wales.

1. Name the method of coastal management.

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(1)

2. What are the disadvantages of this method of coastal management?

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(3)



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(b) Look at Figure 2. It shows the effects of flooding.

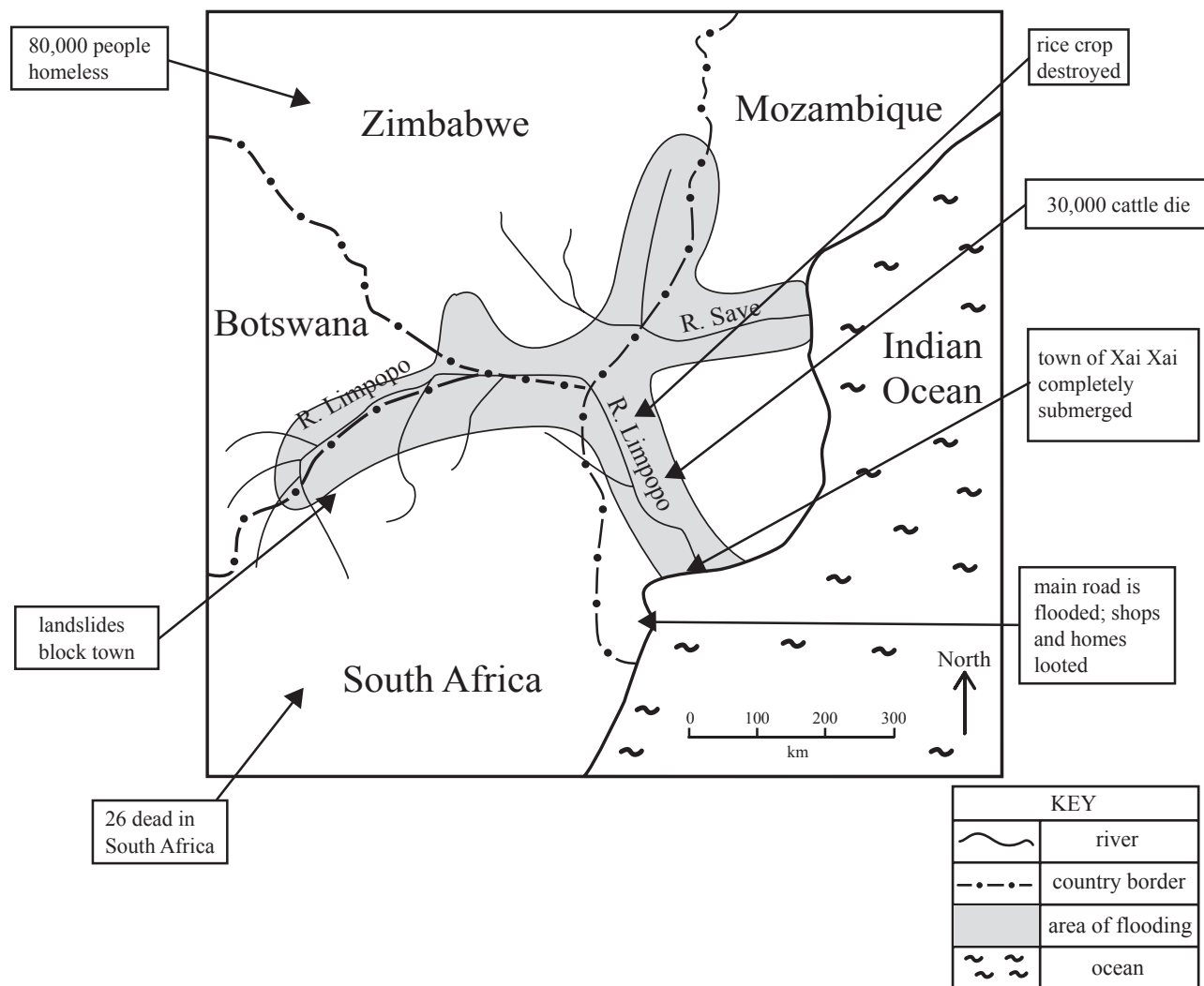


Figure 2

- (i) The Beitbridge dam has been built on the Limpopo river. It has been built 130 kilometres west of the Mozambique border. Clearly **mark** and **label** this dam on Figure 2.

(1)

- (ii) How many countries in Figure 2 were flooded?

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(1)



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(iii) The flood caused problems for the **people** in the area.  
State **four** of these problems.  
Use evidence from Figure 2.

Problem 1 .....

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Problem 2 .....

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Problem 3 .....

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Problem 4 .....

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(4)

(iv) A number of factors can cause a river to flood.

Choose a river flood that you have studied.

Chosen river flood .....

What caused the river to flood?

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(5)



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(c) Farming can cause damage to fragile environments.

Choose a case study of farming which has caused damage to a fragile environment.

Chosen study .....

(i) Describe the effects of the damage to the fragile environment.

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(3)

(ii) Explain what has been done to manage the problems.

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(5)

(Total 30 marks)

Q1



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Answer EITHER Question 1 OR Question 2

If you answer Question 2 put a cross in this box ☒ .

Question 2: Managing Hazards

2. (a) Look at Figure 3 opposite. It shows the effects of Hurricane Isabel.

(i) Hurricane Isabel started as a tropical storm at location 15° N, 30° W

Clearly **mark** and **label** this location on Figure 3.

(1)

(ii) How far did Hurricane Isabel travel between 7 September and 8 September?

**Circle** the correct answer.

100 km

200 km

300 km

400 km

(1)

(iii) The hurricane caused problems for the local **people** in the area.

State **four** of these problems.

Use evidence from Figure 3.

Problem 1 .....

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Problem 2 .....

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Problem 3 .....

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Problem 4 .....

.....

(4)





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(iv) There are often hurricanes on the east coast of the USA, an **MEDC**.

Why do people continue to live in this area?

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(3)

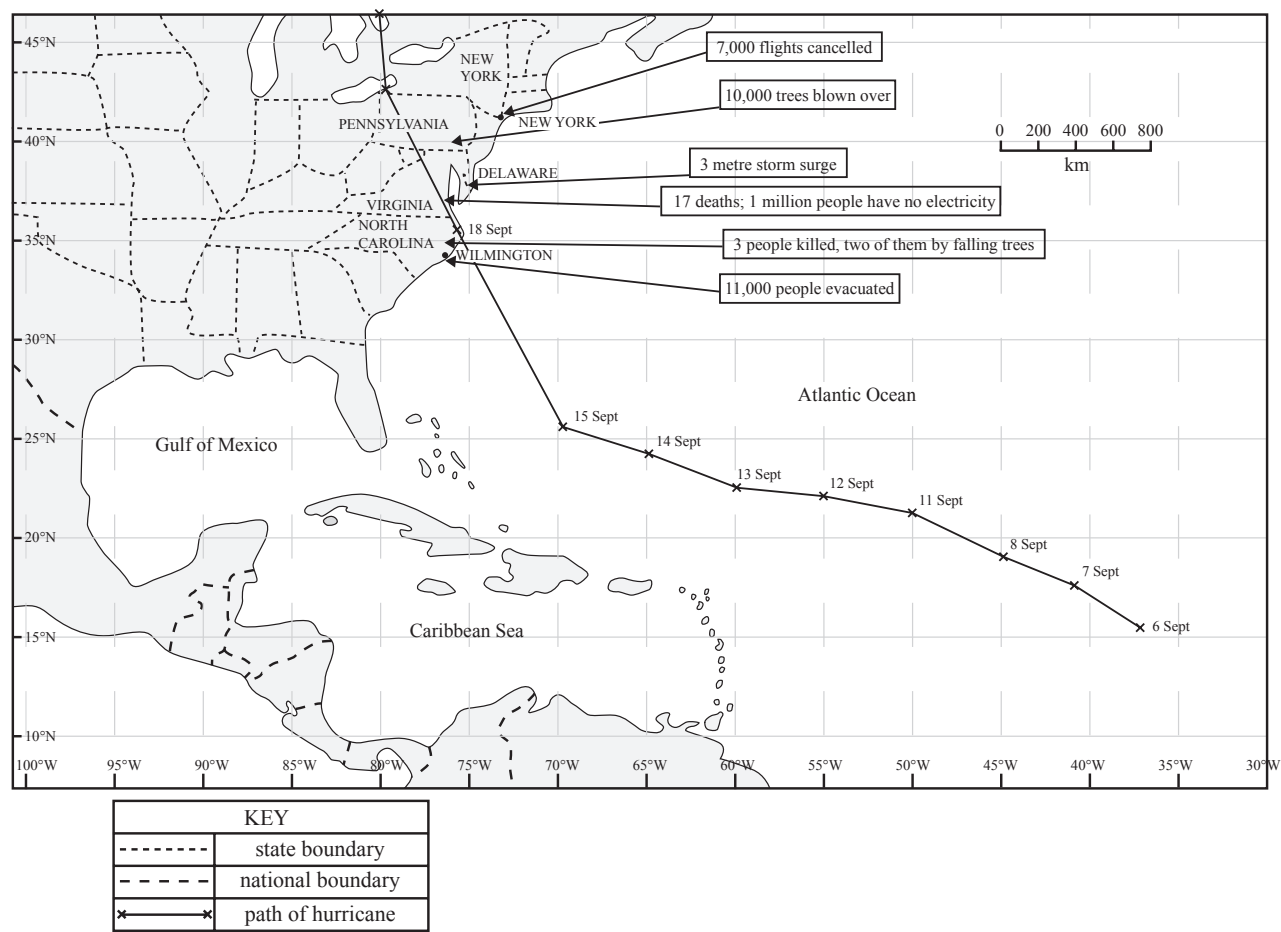
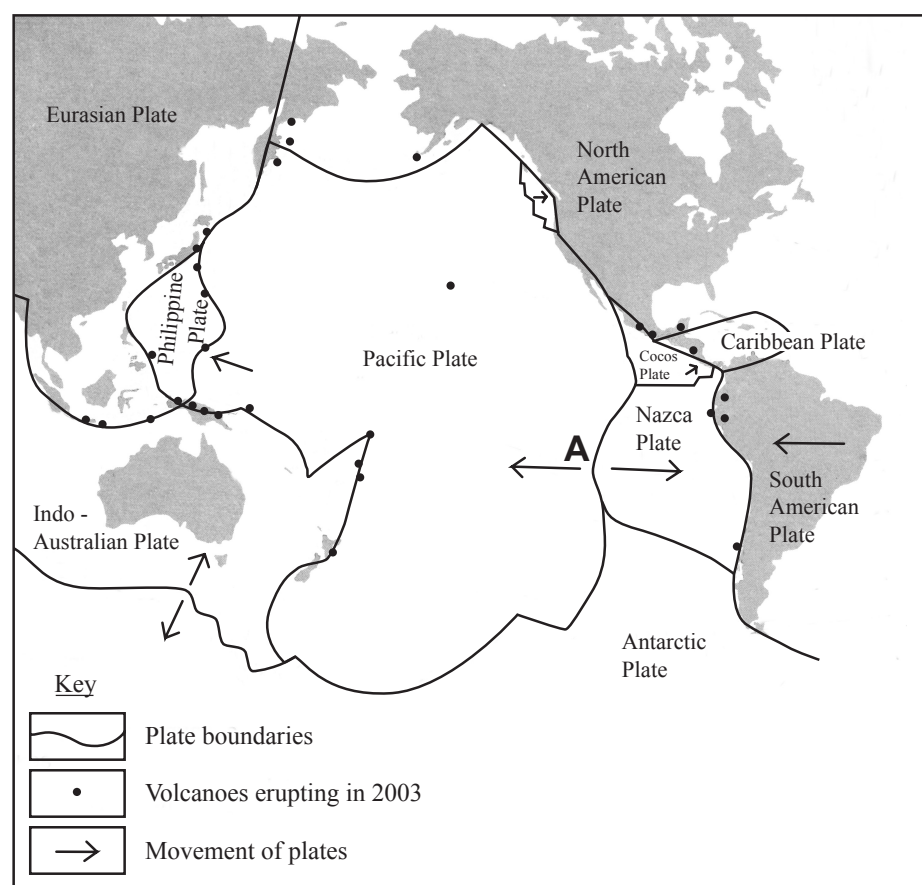


Figure 3



(b) Look at Figure 4. It shows the location of volcanoes erupting in 2003.



**Figure 4**

(i) Describe the distribution of volcanoes shown on the map.

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**(3)**

(ii) What type of plate boundary is shown at A in Figure 4?

**Circle** the correct answer.

**convergent**

**divergent**

**conservative**

**(1)**



(iii) Complete the sentences below to describe the features found at this plate boundary. Cross out the wrong words.

The plates are moving **slowly** / **quickly**.

The Pacific plate is moving **towards** / **away** from the Nazca plate.

This causes magma to **rise** / **fall** and fill the gap.

There are **many** / **few** earthquakes at this plate boundary.

(4)

(iv) MEDCs and LEDCs may prepare for volcanic eruptions **and** earthquakes in different ways.

How are predictions and precautions likely to be different in MEDCs **and** LEDCs?

Use examples from case studies in your answer.

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(5)



<p>(c) Choose <b>one</b> earthquake that you have studied.</p> <p>Name of chosen earthquake .....</p> <p>(i) Describe the short-term (immediate) responses made by people in the area.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>(3)</p> <p>(ii) Explain the long-term problems for people in the area.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>(5)</p> <p>(Total 30 marks)</p>	<p>Leave blank</p> <p>Q2</p> <table border="1"><tr><td></td><td></td></tr></table>		



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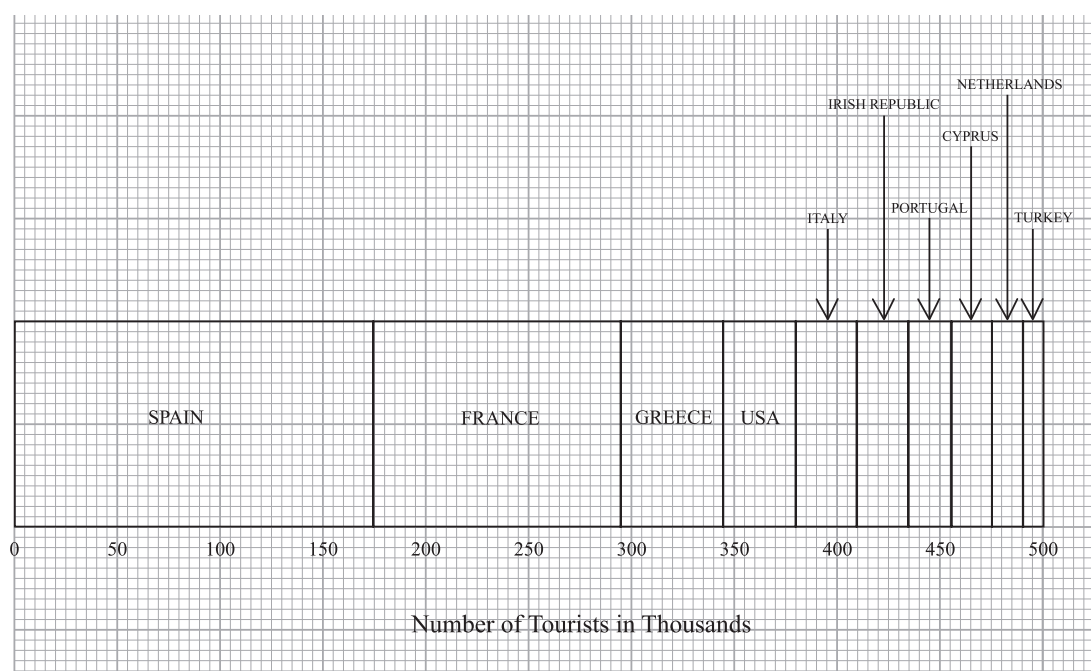
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Answer EITHER Question 3 OR Question 4

If you answer Question 3 put a cross in this box ☐.

**Question 3: Managing Tourism**

3. (a) Look at Figure 5. It shows the ten most popular holiday destinations for tourists from Wales in 2003.



**Figure 5**

- (i) How many tourists from Wales visited **Greece**?

**Circle** the correct answer.

50                      500                      5 000                      50 000                      (1)

- (ii) Which country had the most tourists from Wales?

..... (1)

- (iii) How will an increase in tourism to Greece help to create jobs in farming?

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.....  
..... (2)



- (iv) Look at Photographs B and C in the Photograph Booklet. They show different tourist attractions in Greece.  
Give **two** examples of active tourism and **one** example of passive tourism.  
Use evidence from the photographs.

Active Tourism

1 .....

2 .....

Passive Tourism

1 .....

(3)

- (v) Look at Photograph D in the Photograph Booklet. The area has not yet been developed for tourism.

Suggest reasons why.

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(3)

- (vi) Complete the paragraph by crossing out the wrong words.

Since 1945, there has been a **slow** / **rapid** growth in tourism.

Three reasons for this are:

People are getting **longer** / **shorter** paid holidays.

Developments in transport have made it **more difficult** / **easier** to travel.

Advertising has encouraged people **to go** / **not to go** on holidays.

(4)



M 2 1 2 2 3 A 0 1 5 2 4

(b) Read the following information about the **Alta Floresta Ecotourism project**.

Alta Floresta is a settlement in the Amazon rainforest. People from the settlement are trained to work at the tourist centre. The tourist centre educates tourists about the ecology of the rainforest. Tourists learn about the causes and effects of its destruction. Money the tourists spend is used to protect the natural habitat. It has also been used to build a school and hospital. People in the settlement have gained educationally and socially from the school and hospital.

The tourist lodges are low-rise. They are made from local materials. People can only get to the lodges by boat. The lodges use solar power for energy.

Alta Floresta is an example of **sustainable tourism**.

(i) What is **sustainable tourism**? Cross out the wrong word in the sentence below.

It is tourism that benefits the local people and does as **much/little** harm as possible to the environment.

(1)

(ii) State **two** things that have been done at Alta Floresta to make it an example of sustainable tourism.

1 .....

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2 .....

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(2)







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(iii) Choose a fragile environment you have studied in an MEDC where tourism is being managed sustainably.

Chosen case study .....

Explain the management strategies used.

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(5)



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(c) Choose **either** a coastal area **or** a mountain area that you have studied in an **LEDC**.

Chosen area .....

(i) Describe the physical and human attractions that led to the development of tourism.

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(3)

(ii) What effects has the growth of tourism had on different groups of people in the area?

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(5)

(Total 30 marks)

Q3



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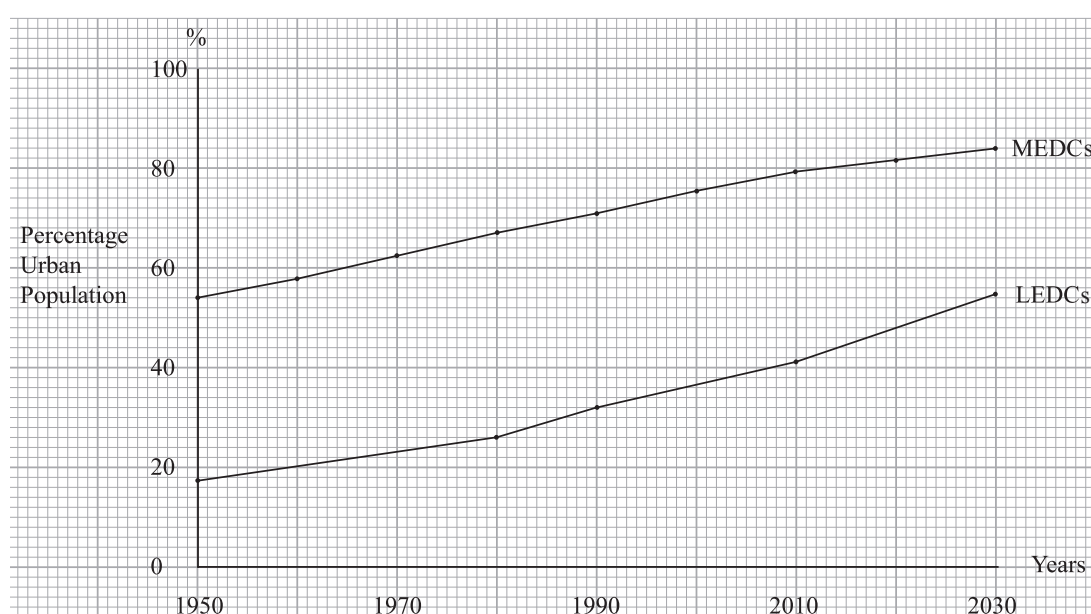


Answer EITHER Question 3 OR Question 4

If you answer Question 4 put a cross in this box ☐.

**Question 4: Managing Urban Areas**

4. (a) Look at Figure 6. It shows the percentage urban population in LEDCs and MEDCs.



**Figure 6**

- (i) In 1950, what percentage of the population of **MEDCs** was urban?

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(1)

- (ii) Describe the changes in urban population for LEDCs and MEDCs.

Use data from Figure 6.

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 (3)



(iii) What is **urbanisation**?

Cross out the wrong word in the sentence below.

It is the process where the proportion of people living in urban areas **decreases** / **increases**.

(1)

(b) Read the following. It gives information about pollution in Mexico City.

In Mexico City only 75% of rubbish is collected. In some areas there are no sewers. Therefore women collect human excrement to dump in waste pits. Industrial waste is often dumped illegally into the city's main river. Mexico City has more than a million vehicles. Many of the vehicles are old and give out high levels of lead, carbon monoxide and other poisonous gases. These gases can cause asthma and brain damage. 20% of people living in Mexico City have permanent breathing difficulties, headaches, coughs and eye problems. The number of cancer victims is increasing.

(i) What **percentage** of rubbish is **not** collected in Mexico City?

**Circle** the correct answer in the list below.

20

25

75

80

(1)

(ii) State **two** effects of the pollution on the residents of Mexico City.

Effect 1

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Effect 2

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(2)



M 2 1 2 2 3 A 0 2 1 2 4

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(iii) Many urban areas are polluted.

For an urban area you have studied explain how pollution is being managed.

Chosen urban area .....

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(5)



(c) Look at Photograph E in the Photograph Booklet. It shows Greenbelt land in Hertfordshire.

(i) Complete the sentences by crossing out the **wrong** words.

Green belt land helps to control the spread of **farmland** / **cities**.

A **greenfield** / **brownfield** site is an area on the edge of the city which has never been developed.

(2)

(ii) Describe the site shown in Photograph E.

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(3)

(iii) There is a plan to build 20 000 homes on this site.

Some people would be for the plan to build on this land and other people would be against the plan.

Explain why.

People for

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People against

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(4)



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- (d) Inner city areas in MEDCs are changing.  
Choose an inner city area in an **MEDC** which you have studied.

Name of the inner city area .....

- (i) Describe the changes in the inner city.

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(3)

- (ii) Explain why renewal and redevelopment have taken place.

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(5)

Q4

(Total 30 marks)

**TOTAL FOR PAPER: 60 MARKS**

**END**

