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| Surname | Centre Number | Candidate Number |
| Other Names | | 0 |



GCSE

4231/01

GEOGRAPHY
(Specification A)
FOUNDATION TIER
UNIT 1: Core Geography

P.M. TUESDAY, 13 May 2014

1 hour 45 minutes

| For Examiner's use only | | |
|-------------------------|--------------|--------------|
| Question | Maximum Mark | Mark Awarded |
| 1. | 15 | |
| 2. | 15 | |
| 3. | 15 | |
| 4. | 15 | |
| 5. | 15 | |
| 6. | 15 | |
| Total | 90 | |

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. Where the space is not sufficient for your answer, continue the answer at the back of the book, taking care to number the continuation correctly.

INFORMATION FOR CANDIDATES

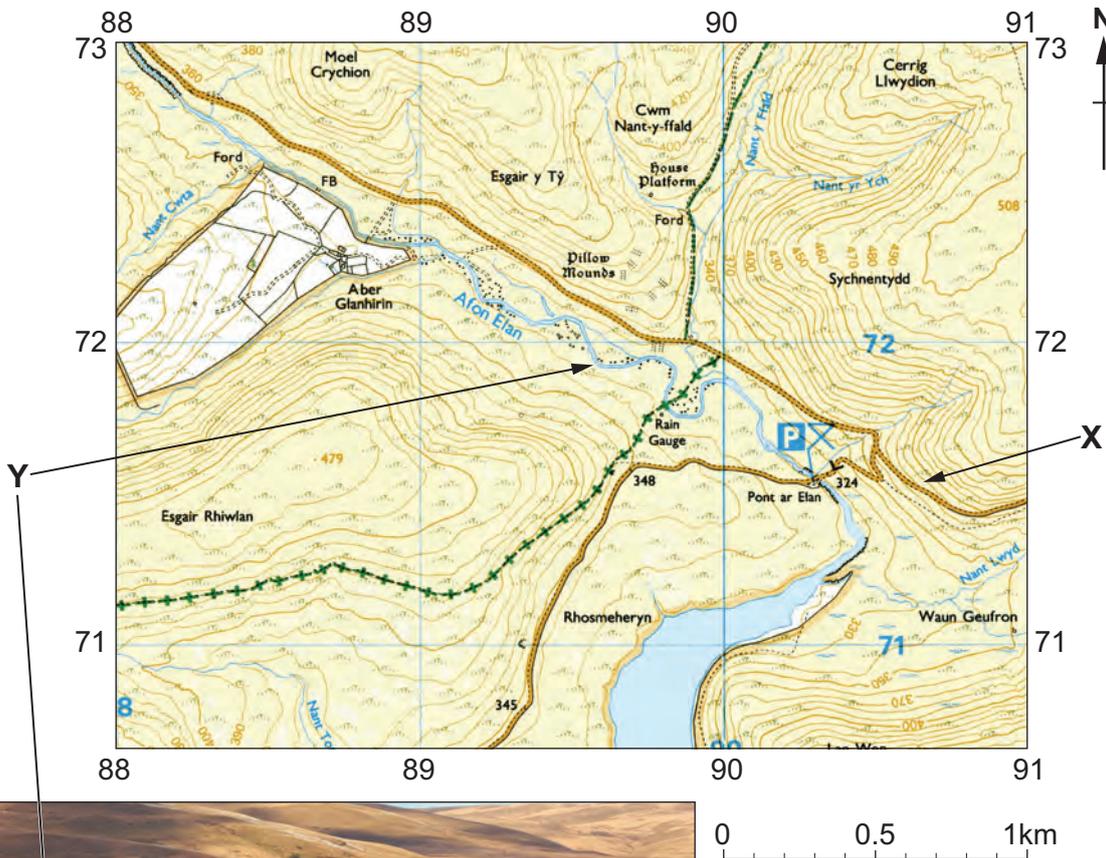
The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

Answer all questions.

Theme 1 – Water

1. (a) Study the OS map extract and photograph below.
A full key to the map is given on page 24.



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- (i) Use the map to name **one** tributary of the Afon (River) Elan. [1]

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- (ii) Give the four figure grid reference for the meander Y in the photograph. [1]

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- (iii) The photograph was taken from point X on the map. Give the direction that the camera was pointing by choosing from the list below. [1]

south-west north north-west west

- (iv) On the photograph, draw an arrow to one slip-off slope and label it. [1]

- (v) Explain how a slip-off slope is formed. [3]

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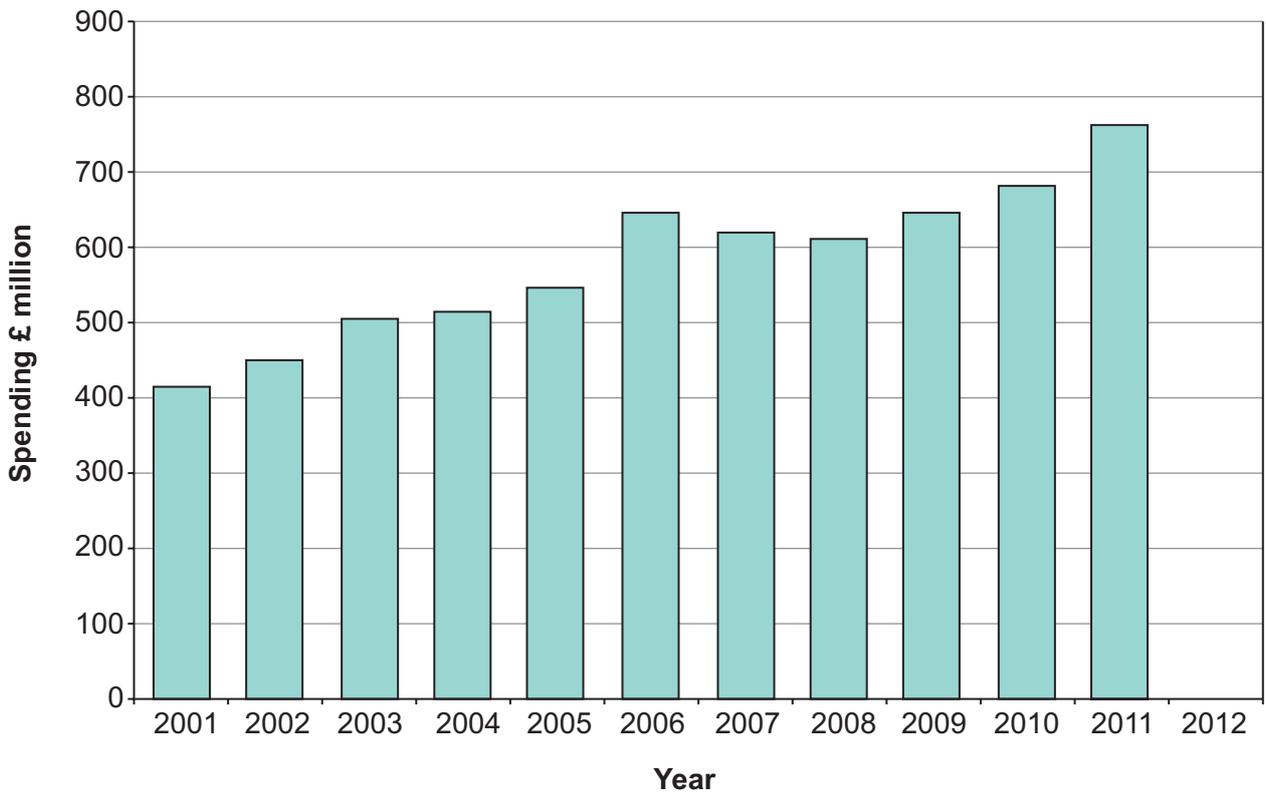
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(b) Study the graph below.

UK spending on flood defences



- (i) Complete the graph to show spending of £810 million in 2012. [1]

- (ii) Describe the trend in spending on flood defences since 2001. [2]

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(c) People have different views about how we should manage flooding in the future.

Study the different viewpoints of the people below.

'I live next to a river and believe that the government should spend money on hard engineering projects like flood walls whatever the cost.'

House owner

'More people are likely to be at risk from flooding in the future. We need to plan future building away from floodplains so that the floodplains can do their natural job.'

River scientist

'We need to use more soft engineering schemes which are kinder to the environment but also reduce the risk of flooding.'

Environmentalist

Choose **at least two** of the people above. How and why do their views differ on future management of floodplains? [5]

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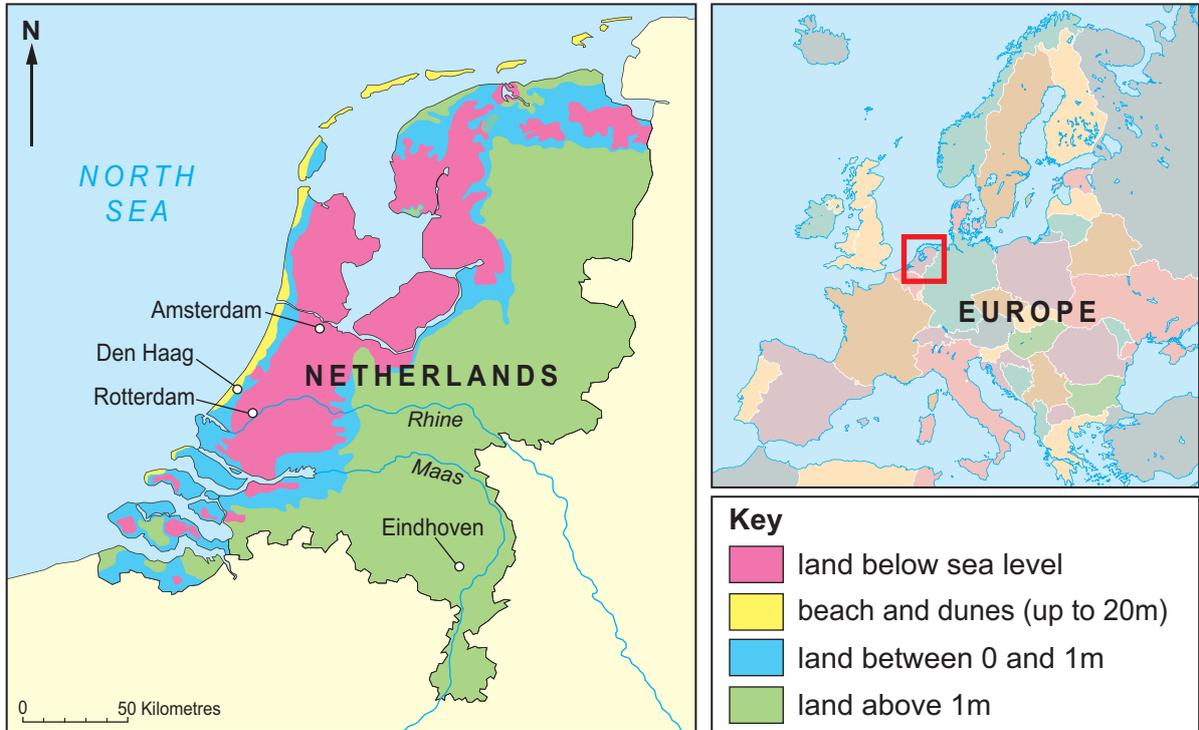
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Theme 2 – Climate Change

2. (a) Study the map below.

A relief map of the Netherlands



(i) Complete the paragraph underneath by using words from the box below. [2]

Eindhoven mountainous low-lying Amsterdam steep

The map shows that The Netherlands is a country with very
relief. Large areas, including the city of are below sea level.

(ii) Use the map to estimate the percentage of The Netherlands that is below sea level. Underline the correct answer below. [1]

5% 25% 45% 65%

(iii) Why do you think that people who live around Amsterdam are concerned about climate change? [2]

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(b) Study the photograph below.

Energy in the Netherlands



- (i) Use the photograph only to give **one** way in which technology is being used in the Netherlands to fight climate change. [1]

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- (ii) Suggest how technology like this can help to reduce the impact of climate change. [2]

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- (iii) Describe **one** way in which people can change their lifestyles to help reduce the risk of climate change. [2]

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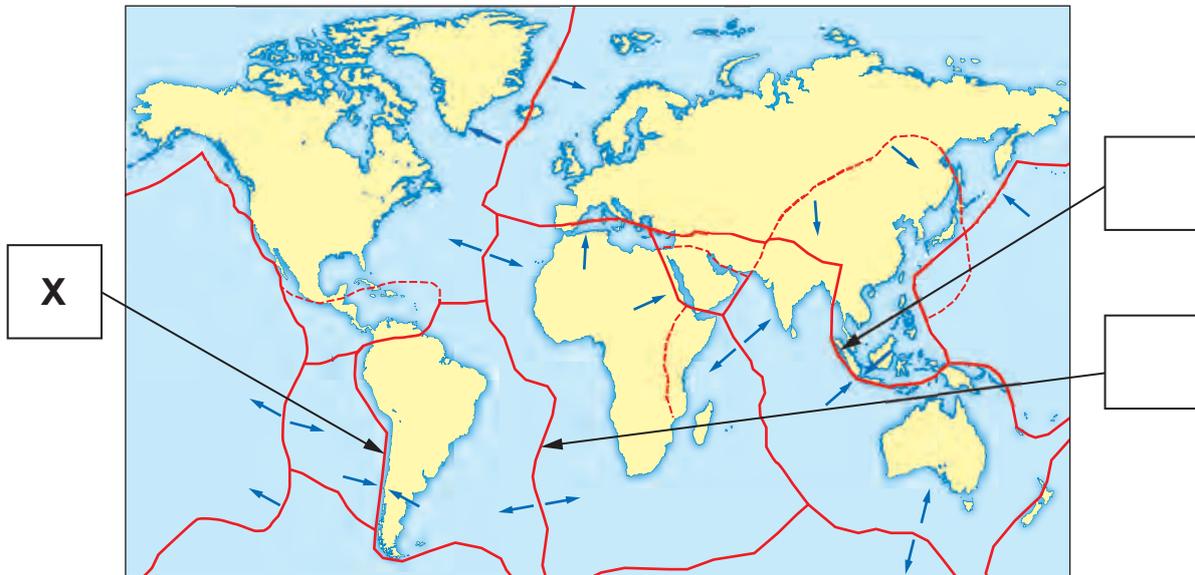
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Theme 3 – Living in an Active Zone

3. (a) Study the map below.

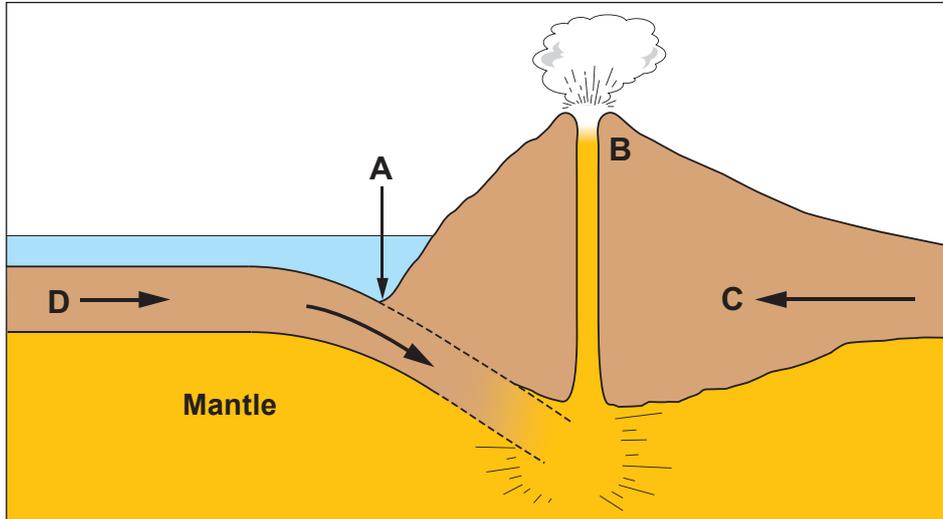
World Plate Boundaries



- (i) Write the correct letters in the boxes on the diagram to identify the two features below. [1]

| | |
|----------|-----------------------------|
| A | Destructive plate boundary |
| B | Constructive plate boundary |

(ii) The diagram below shows the plate boundary at **X** on the map.



Put the correct letter from the diagram in the box below to identify each feature. [3]

| Feature | Letter |
|-------------------|--------|
| Continental Plate | |
| Ocean Trench | |
| Volcano | |
| Oceanic Plate | |

(iii) Explain how the feature at **B** is formed. Add to the diagram to help your answer. [3]

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(b) Study the photograph below.

Earthquake Impact



Use evidence from the photograph only to give **three** impacts of a major earthquake in a large city. [3]

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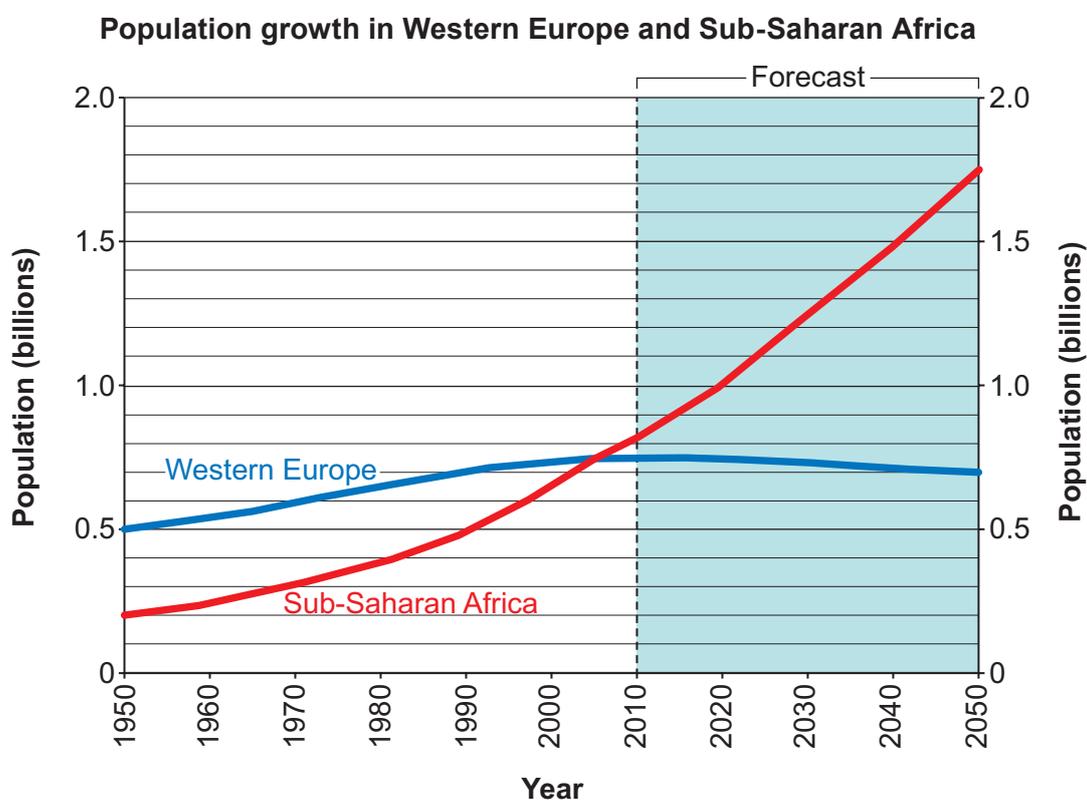
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Theme 4 – Changing Populations

4. (a) Study the graph below.



(i) Complete the paragraph below by adding answers from the box.

[3]

higher *slower* *1.75 billion* *0.75 billion* *faster*
ten billion *one billion* *lower*

The graph shows that in 1950 the population of Sub-Saharan Africa was 0.3 billion than Western Europe. From 1950-2010 it has grown at a rate than Western Europe's population. Population in the two regions was the same in 2004, after which it levelled out in Western Europe. It is forecast that population in Sub-Saharan Africa will continue to rise rapidly, reaching by 2050.

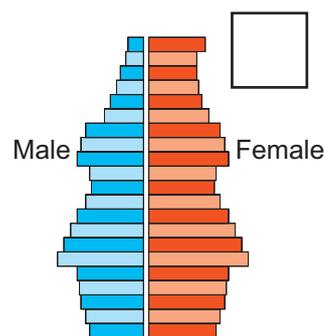
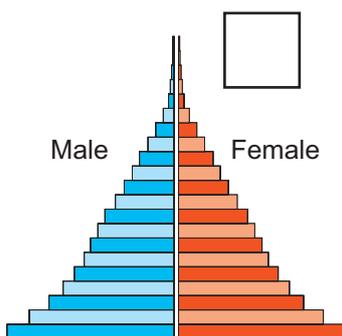
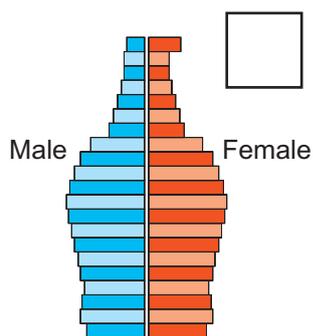
(ii) Suggest **one** reason for this rapid population growth in Sub-Saharan Africa. [2]

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(iii) Choose which of the population pyramids below best shows the population structure of Sub-Saharan Africa if this rate of growth continues. Put a tick (✓) in the box next to the correct answer. [1]

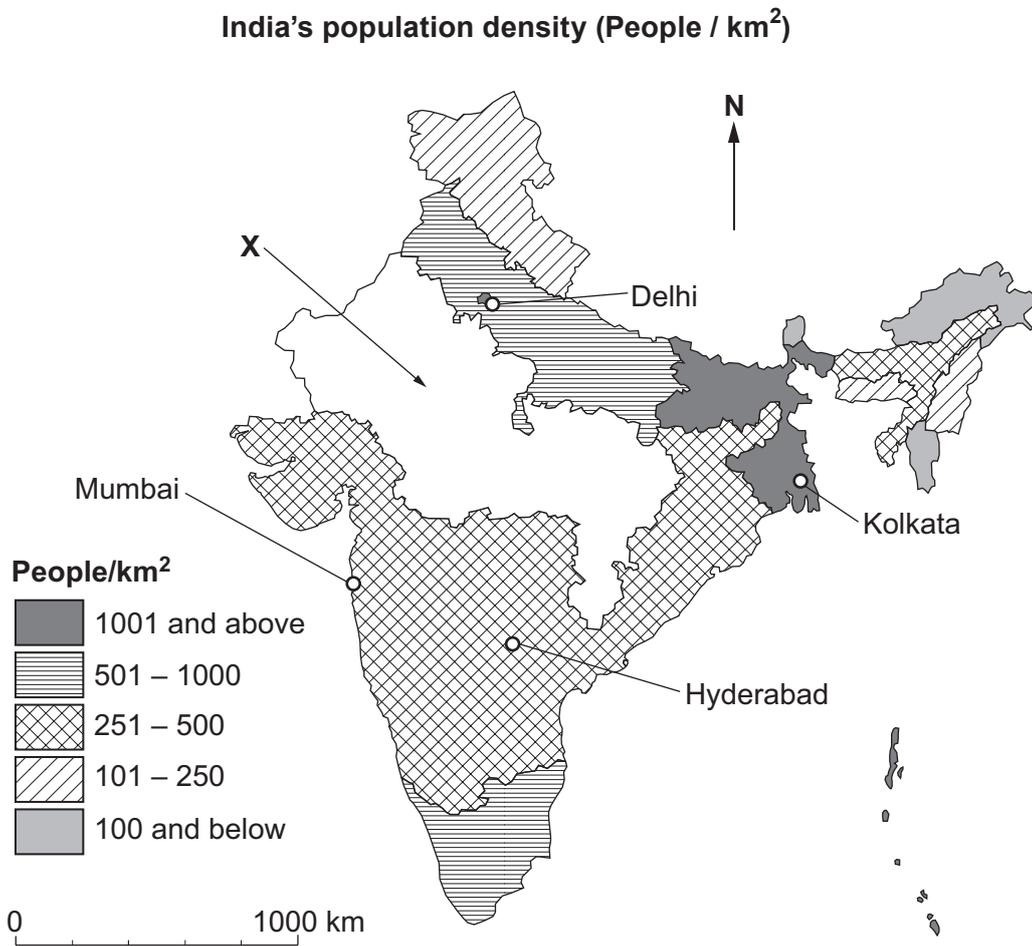


(iv) Give **one** reason to explain why you chose this pyramid. [1]

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(b) Study the map below.



(i) Complete the map to show population density of 150 people per km² in region X. [1]

(ii) Describe the distribution of population density in India. [2]

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(iii) Explain why some parts of the world are **sparse** populated. Use one or more examples to help your answer. [5]

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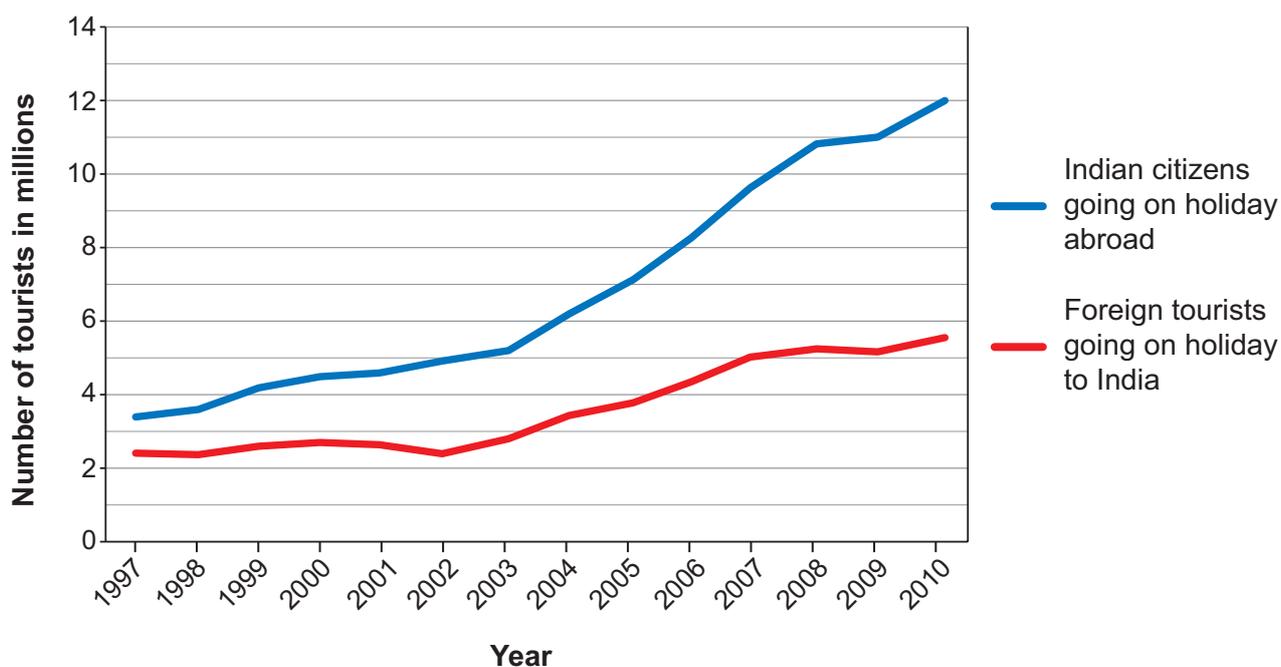
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Theme 5 – Globalisation

5. **Globalisation** has led to an increase in tourism to and from poorer countries like India.

(a) Study the graph below.



- (i) Using the graph only, tick (✓) the **three** statements about Indian tourism below that are true. [3]

| | | |
|---|--|--|
| A | The number of tourists visiting India has risen faster than the number of Indian citizens going abroad | |
| B | Just under 6 million people visited India in 2010 | |
| C | Tourism to and from India has increased since 1997 | |
| D | More foreign tourists visit India than Indian citizens go abroad | |
| E | The number of Indian citizens visiting other countries has more than trebled since 1997 | |

(ii) Suggest how any **one** of the factors below which affect globalisation may have helped the growth in Indian tourism. Tick (✓) the box you have chosen. [3]

The internet

Increasing wealth

Transport improvements

Culture

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(b) Study the photograph below.

A large British company locates its call centre in India



(i) Suggest why some British companies have located their call centres in India. [2]

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(ii) Why might some people be unhappy with this decision? [2]

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Theme 6 – Development

6. (a) Study the photograph below which shows a project by the charity WaterAid in Kenya, Sub-Saharan Africa.



- (i) Use photograph evidence only to suggest what this WaterAid project has done. [2]

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- (ii) Suggest how this project may have improved the lives of the local community. [3]

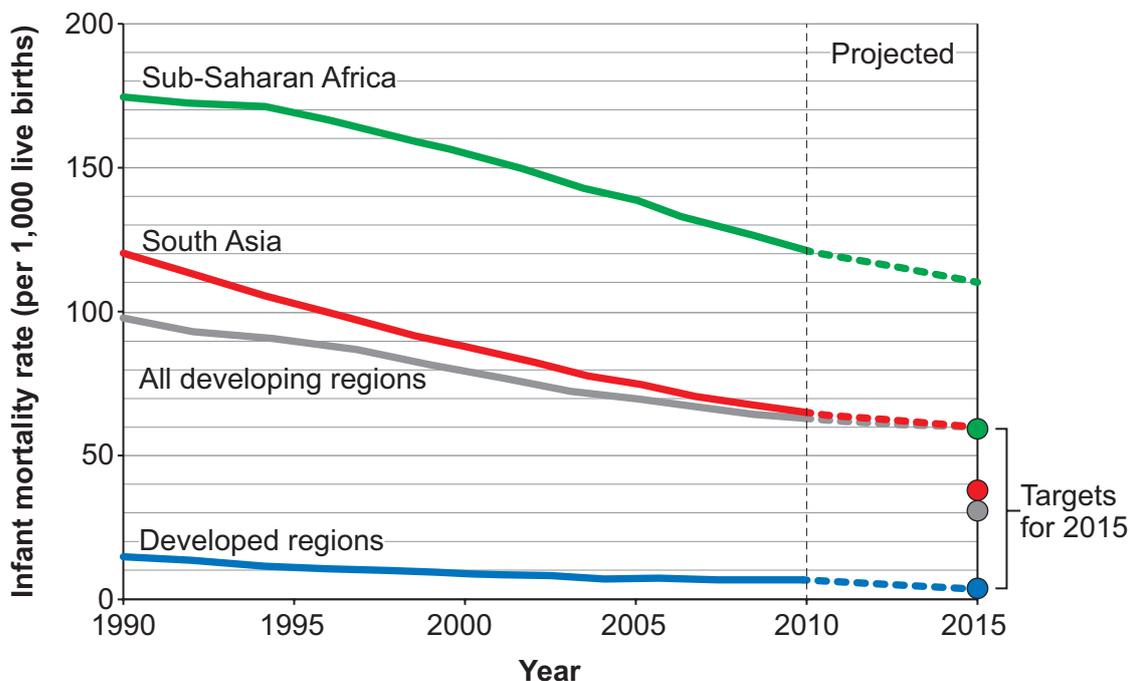
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(b) Reducing Infant mortality by 2015 is one of the Millenium Development Goals.

Study the graph below.



(i) Use the graph to describe the progress being made in Sub-Saharan Africa towards achieving its target for infant mortality. [3]

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(ii) Suggest **one** reason to explain why infant mortality is higher in some places than others. [2]

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- (c) Describe how patterns of development can differ **within one** country you have studied. You must draw and sketch a map of the country to help your answer. [5]

Name of country

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END OF PAPER

Explorer™ series (1:25 000 scale)

Explorer Map symbols

ROADS AND PATHS

Not necessarily rights of way

- Motorway
- Dual carriageway
- Trunk or Main road
- Secondary road
- Narrow road with passing places
- Road under construction
- Road generally more than 4 m wide
- Road generally less than 4 m wide
- Other road, drive or track, fenced and unfenced
- Gradient: steeper than 20% (1 in 5) 14% (1 in 7) to 20% (1 in 5)
- (V) Vehicle; (P) Passenger
- Path

RAILWAYS

- Multiple track } Standard gauge
- Single track } Standard gauge
- Narrow gauge
- Light Rapid Transit System with station
- Road over; road under; level crossing
- Cutting; tunnel; embankment
- Station, open to passengers; siding

PUBLIC RIGHTS OF WAY

Not shown on maps of Scotland

- Footpath
- Bridleway
- Byway open to all traffic
- Road used as a public path

The representation on this map of any other road, track or path is no evidence of the existence of a right of way

OTHER PUBLIC ACCESS

- Other routes with public access

The exact nature of the rights on these routes and the existence of any restrictions may be checked with the local highway authority. Alignments are based on the best information available.

- National Trail / Long Distance Route; Recreational route
- Permitted footpath
- Permitted bridleway } See note below

Footpaths and bridleways along which landowners have permitted public use but which are not rights of way. The agreement may be withdrawn.

- Off road cycle routes

BOUNDARIES

- National
- County
- Constituency (Const), Electoral Region (ER) or Burgh Const
- Civil Parish (CP) or Community (C)
- Unitary Authority (UA), Metropolitan District (Met Dist), London Borough (LB) or District
- National Park

ARCHAEOLOGICAL AND HISTORICAL INFORMATION

- Site of antiquity
- Site of battle (with date) 1066
- Roman
- Non-Roman
- Visible earthwork

NB. Due to changes in specification there are differences on some sheets

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GENERAL FEATURES

- Gravel pit
- Sand pit
- Other pit or quarry
- Landfill site or slag heap
- Current or former Place of worship } with tower with spire, minaret, or dome
- Place of worship
- Building; important building
- Glasshouse
- Youth hostel
- Bunkhouse/camping barn/ other hostel (selected areas only)
- Bus or coach station
- Lighthouse; disused lighthouse; Beacon
- Triangulation pillar
- Mast
- Windmill; with or without sails
- Wind pump; wind generator
- Electricity transmission line
- Slopes
- BP
- Boundary stone
- Clubhouse
- Footbridge
- Milepost; milestone
- Monument
- Post office
- Police station } selected areas only
- School
- Town Hall
- Normal tidal limit
- Well; spring

HEIGHTS AND NATURAL FEATURES

- Ground survey height
- Air survey height

Surface heights are to the nearest metre above mean sea level. Heights shown close to a triangulation pillar refer to the ground level height at the pillar and not necessarily at the summit

- Loose rock
- Boulders
- Outcrop
- Scree
- Water
- Mud
- Sand; sand and shingle

VEGETATION

Vegetation limits are defined by positioning of symbols

- Coniferous trees
- Non-coniferous trees
- Coppice
- Orchard
- Scrub
- Bracken, heath or rough grassland
- Marsh, reeds or saltings.

ACCESS LAND

- Access land boundary and tint
- Access land in wooded area
- Access information point

DANGER AREA

Firing and test ranges in the area. Danger! Observe warning notices

MANAGED ACCESS

Access permitted within managed controls, for example, local byelaws

Portrayal of access land on this map is intended as a guide to land which is normally available for access on foot, for example access land created under the Countryside and Rights of Way Act 2000, and land managed by the National Trust, Forestry Commission and Woodland Trust. Access for other activities may also exist. Some restrictions will apply; some land will be excluded from open access rights. The depiction of rights of access does not imply or express any warranty as to its accuracy or completeness. Observe local signs and follow the Countryside Code

TOURIST AND LEISURE INFORMATION

- Building of historic interest
- Cadw (Welsh heritage)
- Camp site
- Caravan site
- Camping and caravan site
- Castle / fort
- Cathedral / Abbey
- Country park
- Cycle trail
- English Heritage property
- Fishing
- Forestry Commission visitor centre
- Garden / arboretum
- Golf course or links
- Information centre
- Information centre, seasonal
- Horse riding
- Museum
- Nature reserve
- National Trust property
- Other tourist feature
- Parking
- Park and ride, all year / seasonal
- Picnic site
- Preserved railway
- Public Convenience
- Public house/s
- Recreation / leisure / sports centre
- Slipway
- Telephone (public / motoring organisation / emergency)
- Theme / pleasure park
- Viewpoint
- Visitor centre
- National Park Information Point
- Walks / trails
- Water activities