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General Certificate of Secondary Education
Higher Tier
Specimen Paper for Linear Specification
(2014 onwards)

Geography (Specification A)

90302H

Unit 2: Human Geography

Date: Time:

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.
- Fill in the boxes at the top of this page.
- Answer **three** questions: **one** from **Section A**, **one** from **Section B**, and **one** further question from **either** Section.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use your case studies to support your answers where appropriate.

Information

- The maximum mark for this paper is 84.
- The marks for questions are shown in brackets
- You will be marked on your ability to:
 - use an appropriate form and style of writing
 - organise relevant information clearly and coherently
 - use specialist vocabulary where appropriate
- Spelling Punctuation and Grammar will be assessed in Questions 1biii, 2bii, 3bi in Section A and Questions 4d, 5bii, 6ai in Section B. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.

For Examiner's Use	
Examiner's Initials	
Question	Mark
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6	
TOTAL	



SECTION A

You must choose at least **one** but **not more than two** questions from this section.

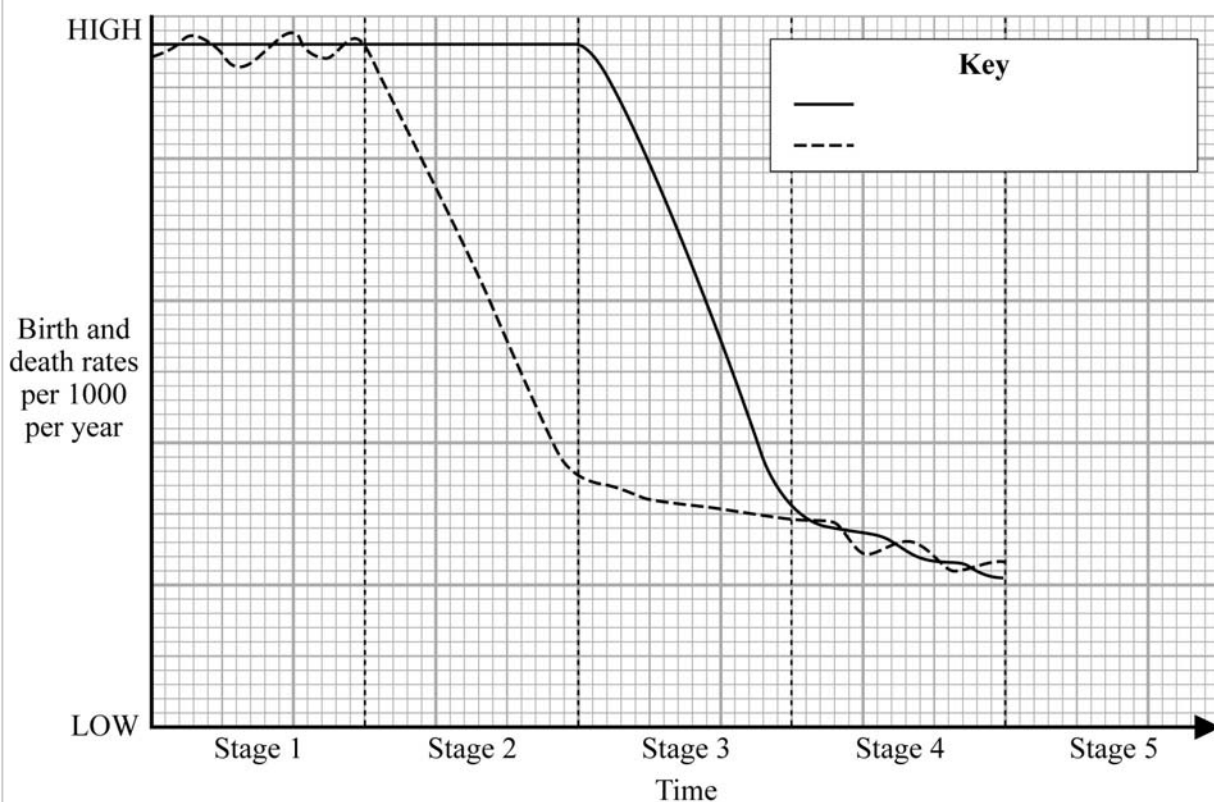
Use your case studies to support your answers where appropriate.

Total for this question: 28 marks

1 Population Change

- 1 (a) Study **Figure 1** which shows how birth and death rates change over time.

Figure 1



- 1 (a) (i) What is the name of the model shown in **Figure 1**?

..... (1 mark)

- 1 (a) (ii) Complete the key for **Figure 1** by adding birth rate and death rate in the correct places.

(1 mark)



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- 1 (a) (iii) Explain how and why the natural increase of population changes in Stage 2.

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- 1 (a) (iv) Some richer countries are said to have entered Stage 5 of the model.

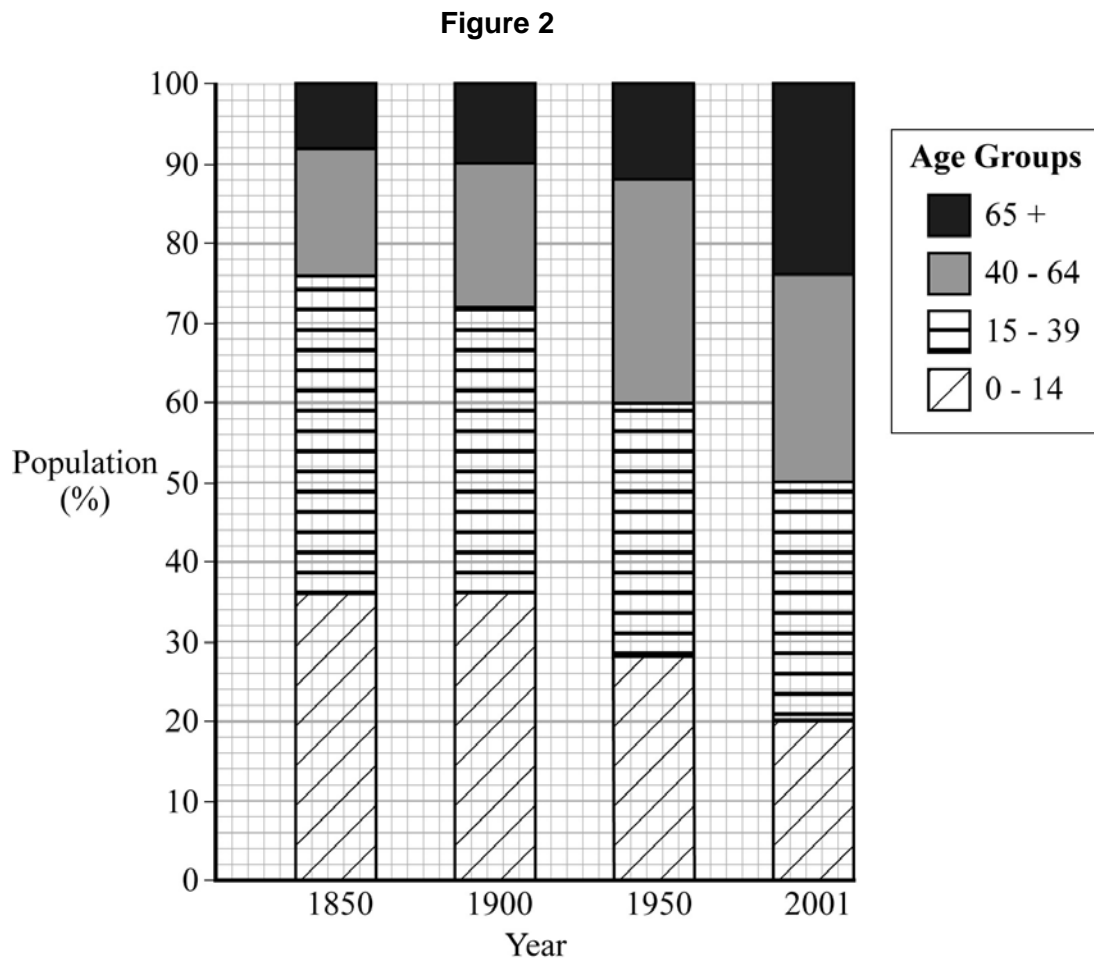
Complete **Figure 1** to show what happens to the birth rate and death rate in Stage 5.

(2 marks)

Question 1 continues on the next page



- 1 (b) Study **Figure 2** which shows the changing population structure of Sweden, a rich European country.



- 1 (b) (i) What percentage of the population was aged between 40 and 64 in 1950?

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(1 mark)

- 1 (b) (ii) Give **two** reasons for the changes in the population of Sweden after 1850.

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- 1 (b) (iii) Describe how governments of richer countries have tried to cope with changes in population structure.

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- 1 (c) Study **Figure 3**, a newspaper article.

Figure 3

Immigration into rural Lincolnshire

The streets of Boston in Lincolnshire are busy before dawn as people from Eastern Europe wait for vans to take them to pick or pack fruit and vegetables in the fields and factories. They can work for 12 hours a day, seven days a week for very little money.

Schools and hospitals are all planned and funded on the official population of Boston being 54 000. It is estimated that there are about 12 000 migrants from countries like Poland and Lithuania living in the Boston area.

- 1 (c) (i) Suggest why so many immigrants move to places like Boston.

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- 1 (c) (ii) Describe the effect on the immigrants' country of origin of large numbers of people moving from one part of the EU to another.

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Turn over for the next question



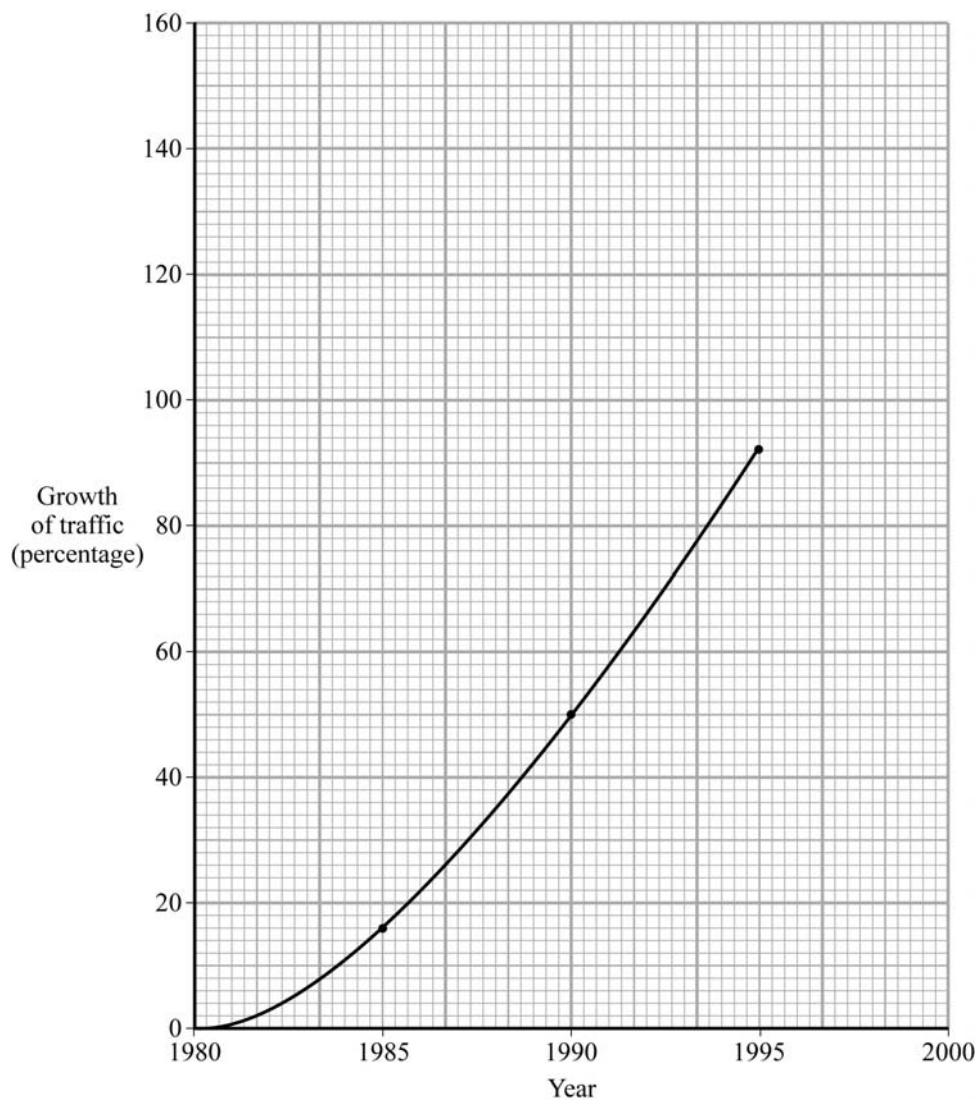
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Total for this question: 28 marks

2 Changing Urban Environments

- 2 (a) Study **Figure 4** which shows the growth of traffic in Cambridge, a large city in the UK.

Figure 4



- 2 (a) (i) Complete the graph by plotting the 2000 figure of 145%.

(1 mark)

- 2 (a) (ii) What was the percentage growth between 1990 and 2000?

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(1 mark)



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- 2 (a) (iii) How long did it take for the amount of traffic in Cambridge to increase by 100%?

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(1 mark)

- 2 (a) (iv) Describe **one** way in which increased traffic can affect settlements such as Cambridge.

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(2 marks)

Question 2 continues on the next page



- 2** (a) (v) How does a traffic solution you have studied help to reduce the problem of traffic in settlements?

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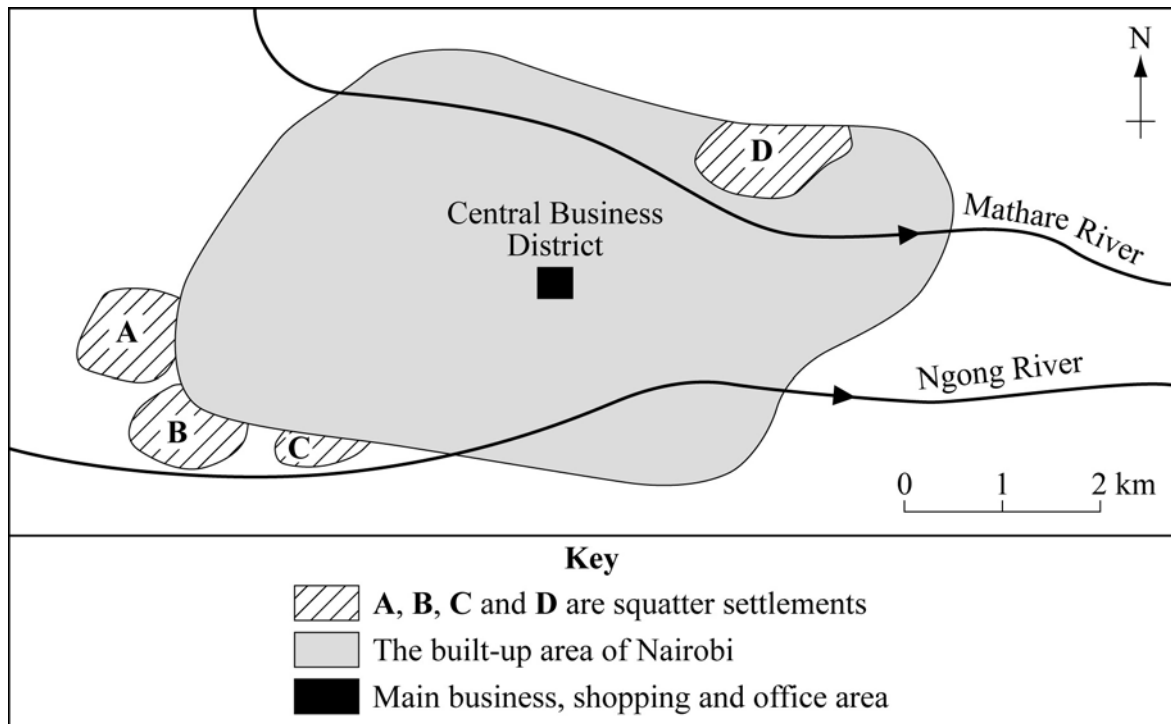
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- 2 (b) Study **Figure 5** which shows the position of squatter settlements in the city of Nairobi in Kenya, a poor country in Africa.

Figure 5



- 2 (b) (i) Use **Figure 5** to describe the location of the squatter settlements in Nairobi.

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(2 marks)

Question 2 continues on the next page



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SPaG: 3 marks

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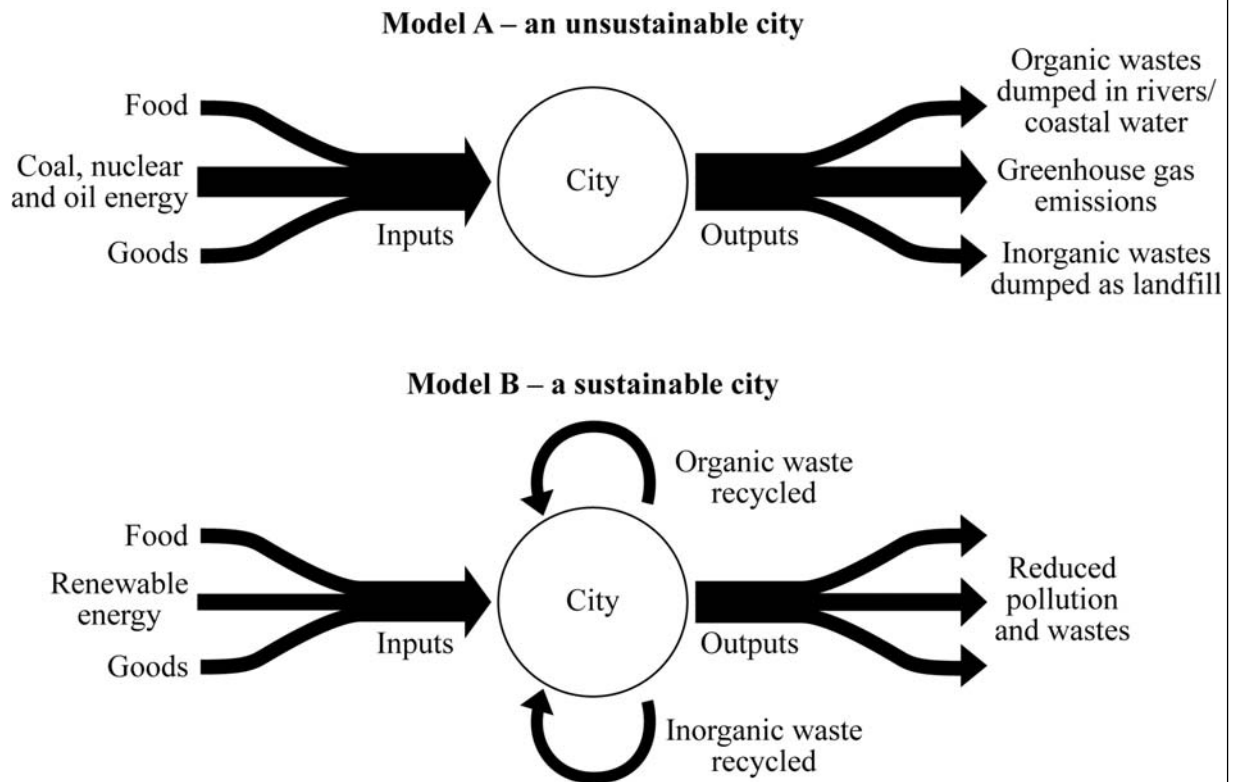
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- 2 (c) Study **Figure 6** which shows models of an unsustainable and a sustainable city.

Figure 6



- 2 (c) (i) Use **Figure 6** to show why a sustainable city will be less damaging to the local environment and less damaging to the global environment.

Less damaging to the local environment

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Less damaging to the global environment

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(2 marks)

Question 2 continues on the next page



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- 2 (c) (ii) With the help of **Figure 6**, explain why a named settlement you have studied can be considered sustainable.

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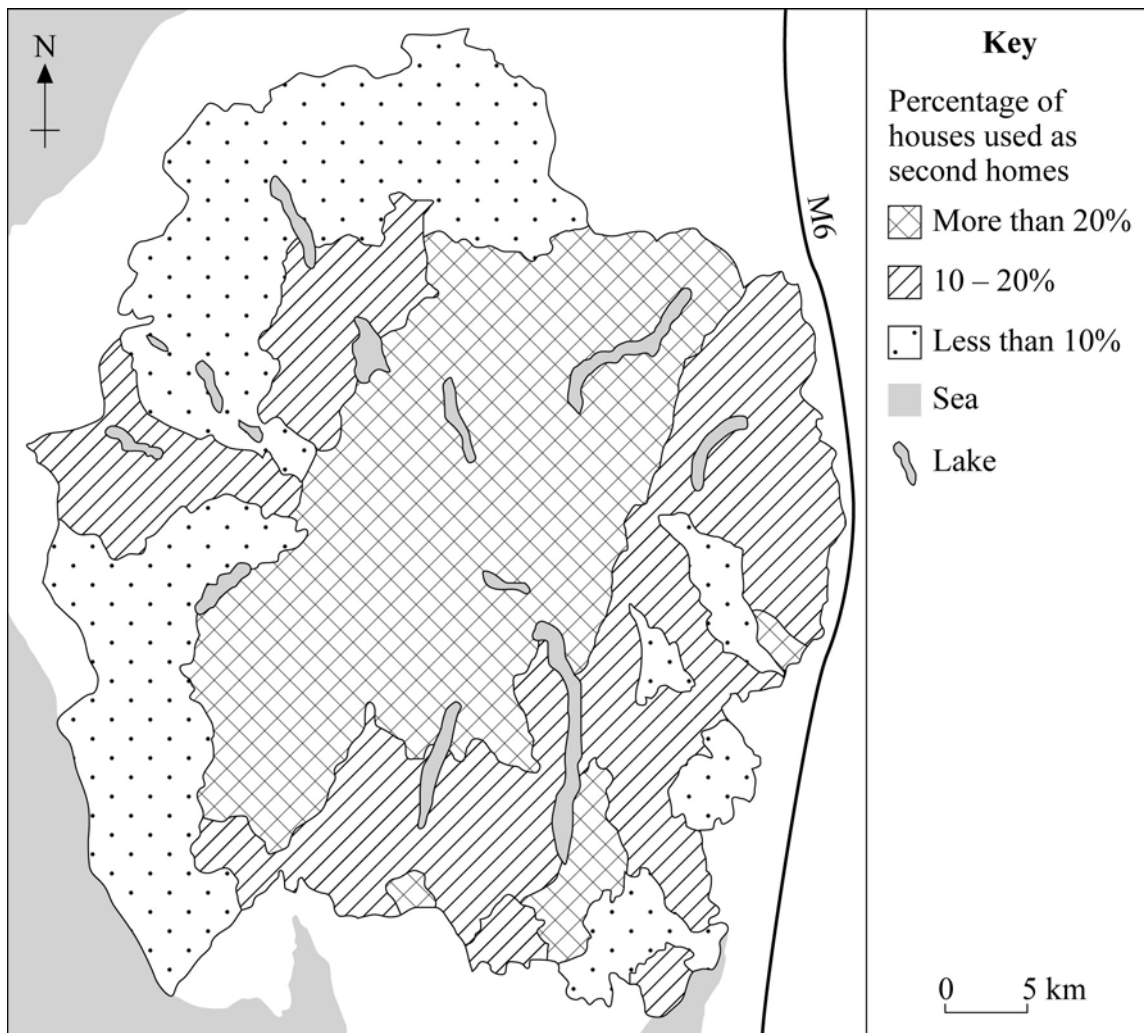
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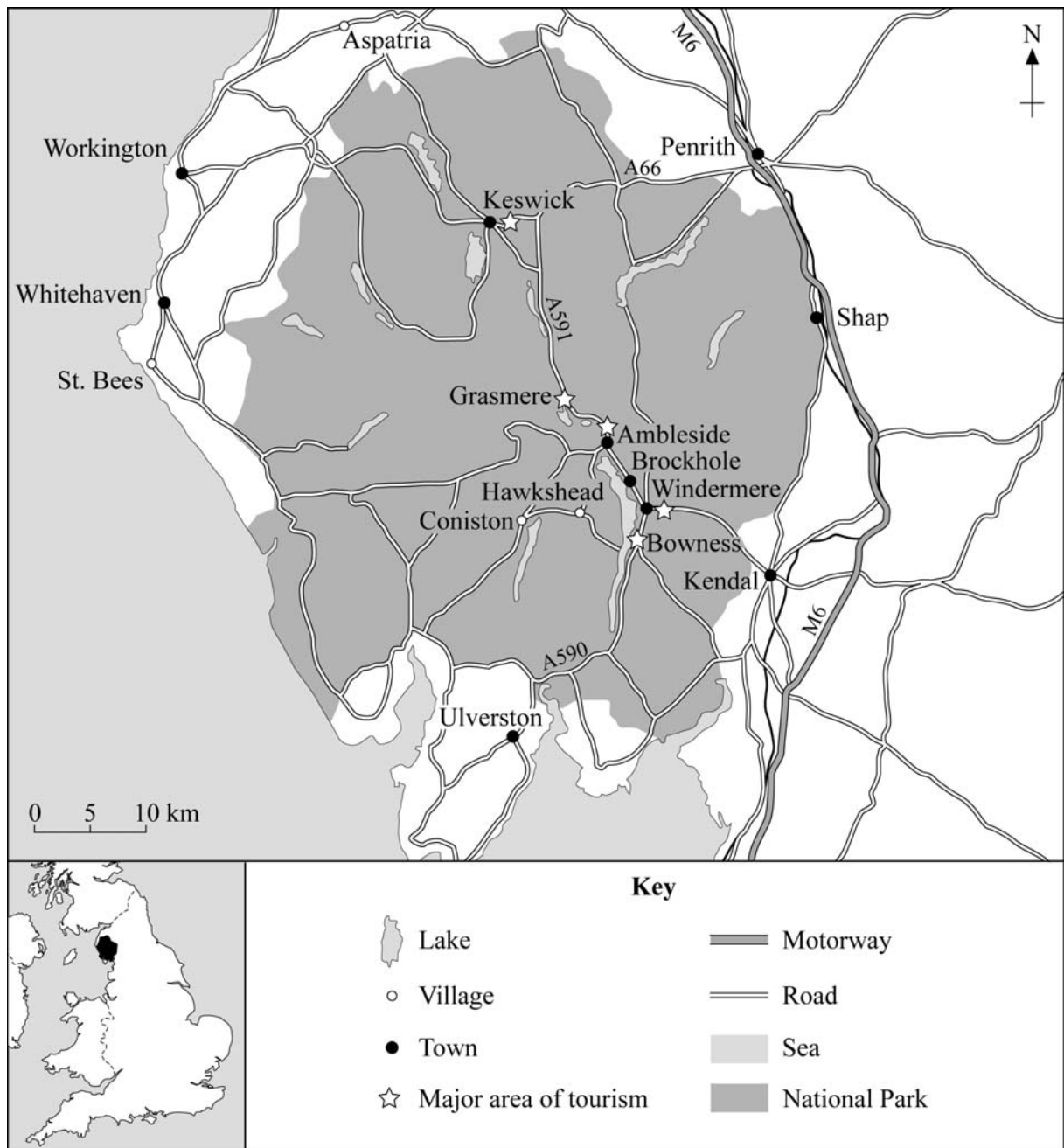


Total for this question: 28 marks**3 Changing Rural Environments**

- 3 (a)** Study **Figures 7a** and **7b**. **Figure 7a** is a map showing the percentage of houses which are second homes in the Lake District National Park. **Figure 7b** is a map of the Lake District National Park and the surrounding areas.

Figure 7a

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Figure 7b

3 (a) (i) What is a second home?

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(1 mark)

Question 3 continues on the next page



- 3** (a) (ii) Using **Figures 7a** and **7b**, describe the distribution of second homes in the Lake District National Park.

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- 3** (a) (iii) With the help of **Figure 7b**, suggest reasons for the distribution of second homes in the Lake District National Park shown on **Figure 7a**.

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3 (b) The rural-urban fringe around settlements is under increasing pressure.

3 (b) (i) Using example(s) explain why many developments are taking place in the rural-urban fringe.

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- 3 (b) (ii) Name **one** group of people who would be against these developments.

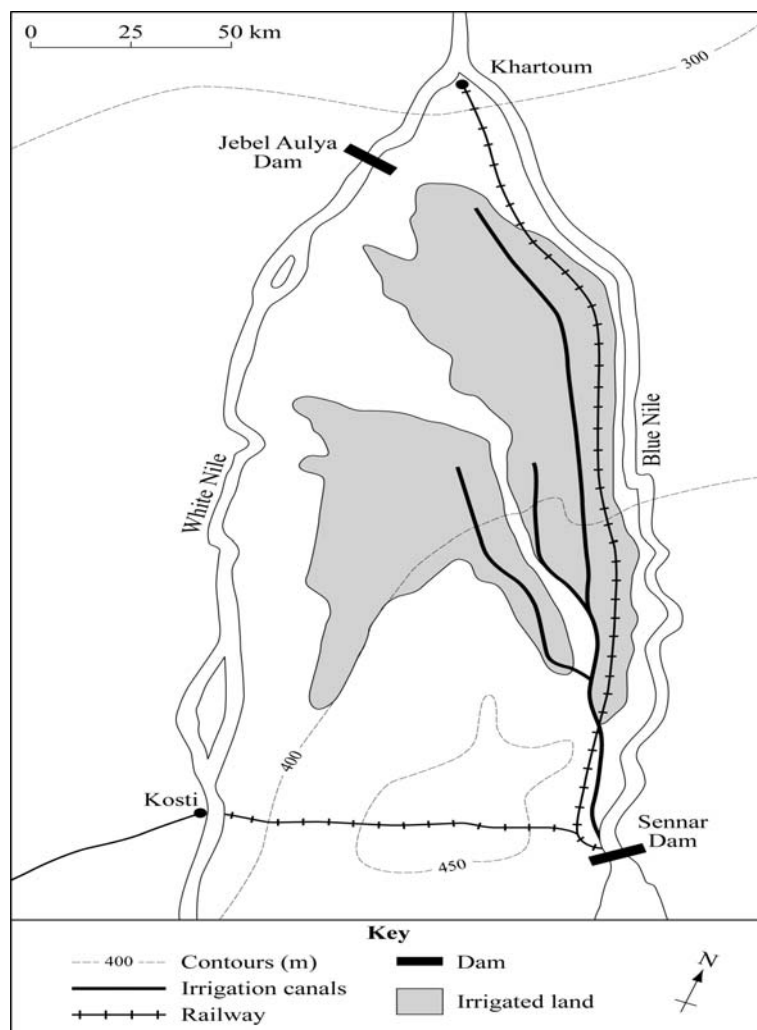
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- 3 (b) (iii) Why is this group of people against developments on the rural-urban fringe?

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(2 marks)

- 3 (c) Study **Figure 8** which shows an irrigation scheme in the poor African country of Sudan.

Figure 8



Barcode

- 3 (c) (i) Use **Figure 8** to describe how the irrigation scheme has made use of the physical geography of the area.

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(1 mark)

- 3 (c) (ii) Give **two** reasons why the irrigation scheme shown in **Figure 8** cannot be considered an example of appropriate technology.

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Question 3 continues on the next page



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- 3** (c) (iii) Irrigation can bring physical and human disadvantages to a tropical or sub-tropical rural area.

Explain why irrigation can bring **either** physical **or** human disadvantages to an area. Circle the one you choose to write about.

Physical disadvantages

Human disadvantages

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END OF SECTION A



TURN OVER FOR SECTION B



SECTION B

You must choose at least **one** but **not more than two** questions from this section.

Use your case studies to support your answers where appropriate.

4 The Development Gap

Total for this question: 28 marks

- 4 (a)** Study **Figures 9a and 9b**, opposite, which show two ways of classifying the different countries of the world.

Explain why a simple division of the world into the rich north and the poor south is no longer valid.

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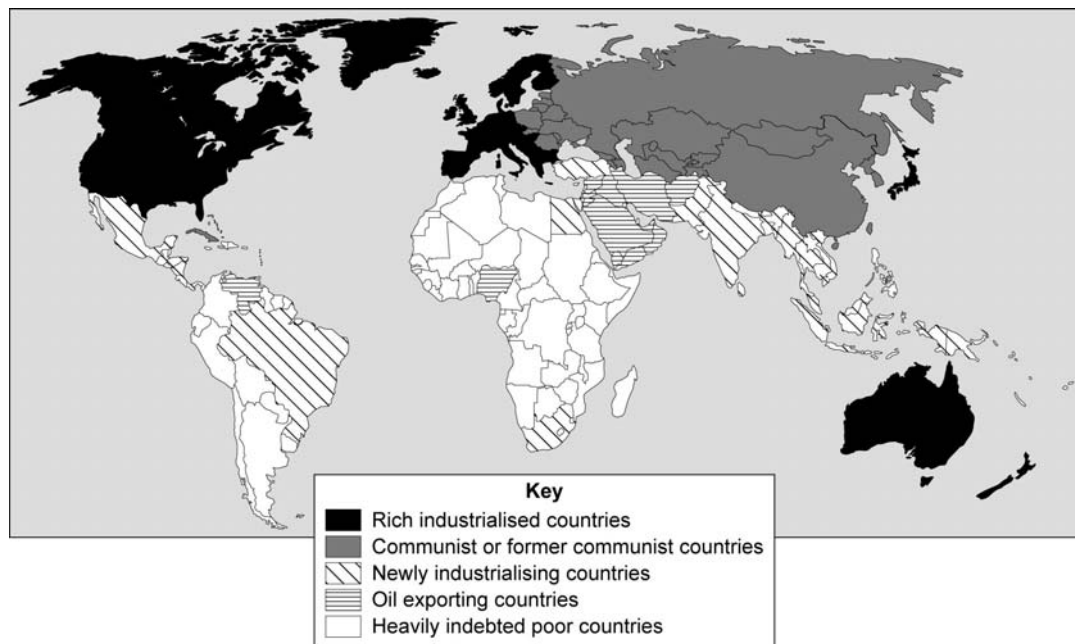
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Figure 9a**Figure 9b**

Question 4 continues on the next page



4(b) Study **Figure 10**, a charity advert about a Bangladeshi woman.

Figure 10



**Juleka has only two
possessions in the whole world.
So why is she smiling?**

She is smiling because she can use a sewing machine and because she is learning to read. She is smiling because her children are going to school and because for the first time in her life Juleka is beginning to have confidence in her own abilities.

Deserted by her husband, Juleka lives with her three children in one of the poorest areas of Dhaka, Bangladesh. All she owns are her clothes and a cooking pot.

4(b) (i) Use **Figure 10** and your own knowledge to suggest why Juleka is smiling.

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4 (b) (ii) Explain the *difference* between standard of living and quality of life.

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4 (b) (iii) Juleka is happy with her quality of life.
Why might people in rich countries not agree with Juleka about her quality of life?

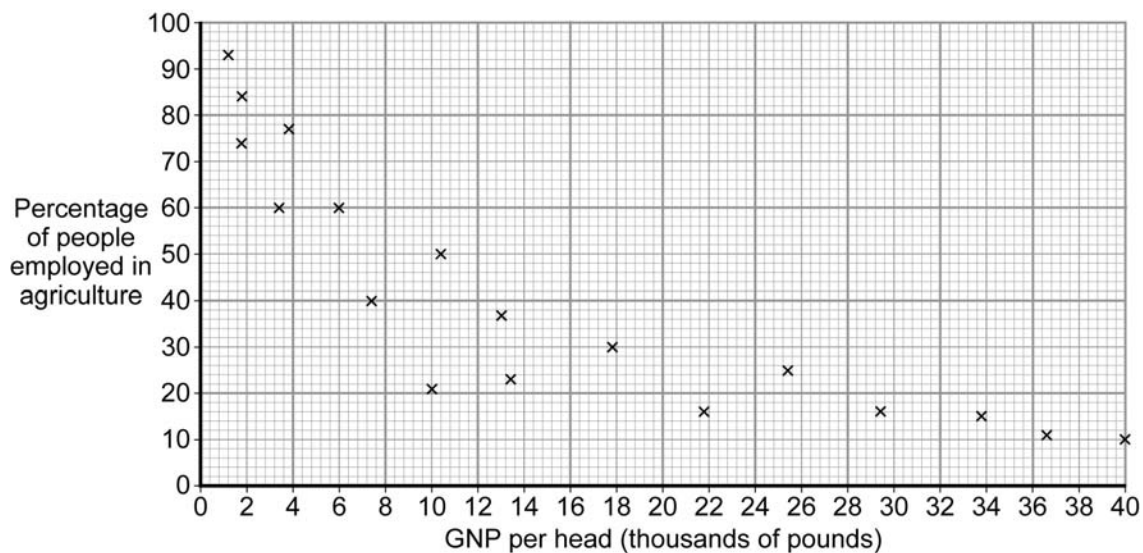
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Question 4 continues on the next page



- 4(c)** Study **Figure 11**, a scattergraph showing the link between GNP per head and the percentage of people employed in agriculture in selected countries.

Figure 11



- 4(c) (i)** What is the relationship between GNP per head and the percentage of people employed in agriculture shown in **Figure 11**?

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(1 mark)

- 4(c) (ii)** Why is GNP per head not a good indicator of a country's level of development?

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(2 marks)

- 4(d)** Explain why the countries of the EU show a great difference in their levels of development. Use evidence from **two** contrasting EU countries in your answer.

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5 Globalisation**Total for this question: 28 marks****5 (a) (i)** Explain why the number of food miles is increasing.

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- 5 (a) (ii)** Study **Figure 12**, on the insert which shows one way strawberries are grown. Give **two** pieces of evidence from **Figure 12** that show that these strawberries are intensively grown.

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- 5 (a) (iii)** Explain how intensive farming production can affect climate change.

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(2 marks)

Question 5 continues on the next page



5 (a) (iv) Outline how carbon credits may help reduce the costs of globalisation.

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5 (b) (i) What is the meaning of the letters 'TNC'?

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SPaG: 3 marks

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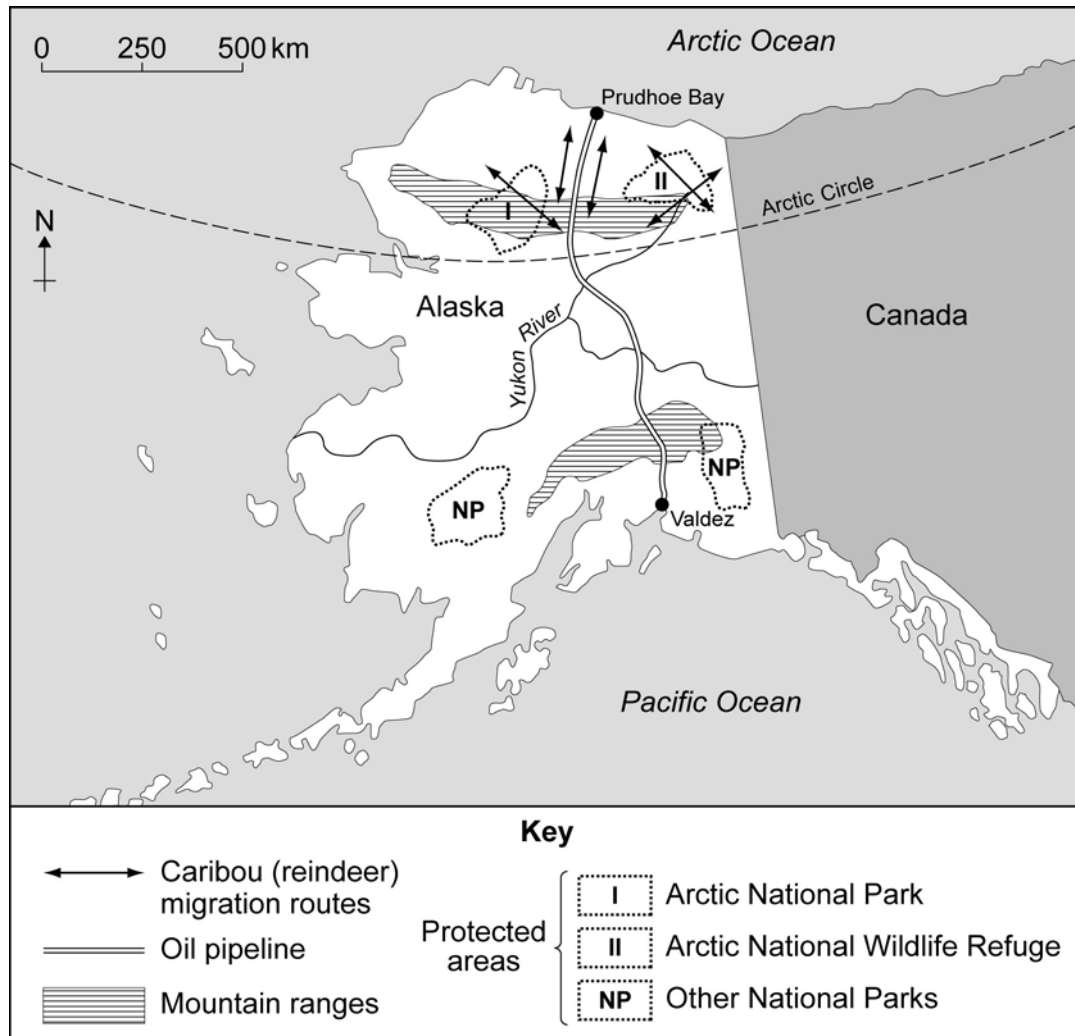
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5 (c)Study **Figure 13a**, below and **Figure 13b** on the insert.**Figure 13a** shows the Alaskan oil pipeline. This was built to carry oil from the frozen coast of the Arctic Ocean to the ice-free port of Valdez.**Figure 13b** shows the effects of an oil spillage near Valdez.**Figure 13a**

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Use **Figures 13a** and **13b** and your own knowledge to describe how the increased demand for energy can have serious environmental effects.

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Turn over for the next question



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6 (a) (ii) Give **two** reasons why your chosen tourist area may become less popular over time.

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(2 marks)

Question 6 continues on the next page



6 (b) (iii) Outline the positive effects of mass tourism on the environment of a tropical area.

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(2 marks)

6 (c) (i) What is 'stewardship'?

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6 (c) (ii) Study **Figure 15** on the insert, which shows an ecotourism development in the Seychelles in the Indian Ocean. Describe how an ecotourism development can benefit future generations.

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END OF QUESTIONS

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Figure 3: COLE MORETON, Immigration: In the town where the gangmaster is king, *The Independent*, Sunday 4 November 2007

Figure 4: from *People, Places and Themes* by BILHAM-BOULT, BLADES, HANCOCK, RIDOUT. Reprinted by permission of Pearson Education

Figure 6: S. WARN, *Student Unit Guide AS Geography Edexcel B, Unit 2*, Philip Allan Updates, 2001

Figure 7a: S.WARN and M NAISH, *Changing Environments*, Pearson Education Ltd

Figure 7b: S.WARN and M NAISH, *Changing Environments*, Pearson Education Ltd

Figure 8: N. I. ROWLES and R. BATEMAN

Figure 10: World Concern

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