

Candidate Name	Centre Number	Candidate Number
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GCSE

4231/01

GEOGRAPHY

(Specification A)

FOUNDATION TIER

UNIT 1 Core Geography

A.M. MONDAY, 13 June 2011

1³/₄ hours

For Examiner's Use Only	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
TOTAL MARKS	

4231/01/0001

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** the 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.

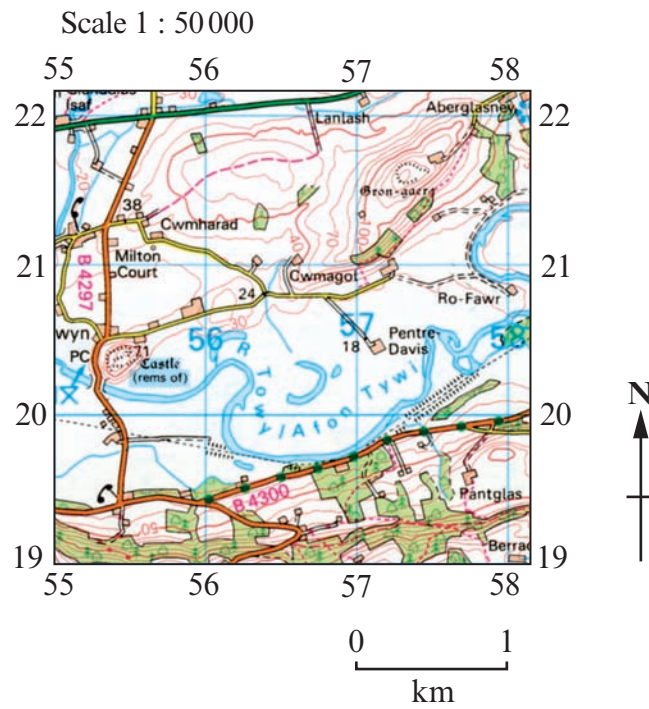
You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

Answer all questions.

Theme 1 – Water

1. Study the OS map extract below.

A key for this map is printed on the back of this booklet.



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(a) (i) Give the name of the river shown on the map. [1]

.....

(ii) Underline the correct 6 figure grid reference from the list below for the farmhouse at Pentre-Davis Farm. [1]

205572 589215 575202 571205 579212

(iii) Use labelled arrows to identify **two** different river landforms shown in grid square 5620. [3]

(iv) On the map, label an area that is at risk from flooding. [1]

(b) Explain one way in which the risk of flooding could be reduced around Pentre Davis Farm. [3]

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(c) (i) Name one process by which a river can erode its channel. [1]

(ii) Explain how erosion can lead to the formation of one river landform that you have studied. Use a labelled diagram to help your answer. [5]

Name of landform

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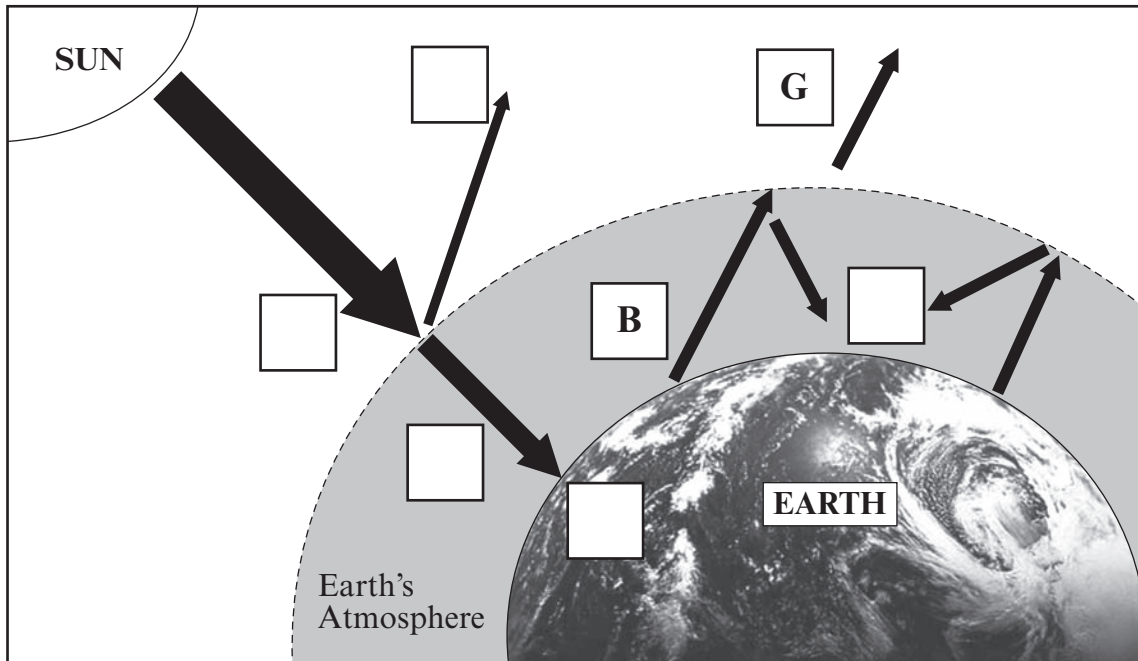
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Theme 2 – Climate Change

2. Study the diagram below.

The Greenhouse Effect



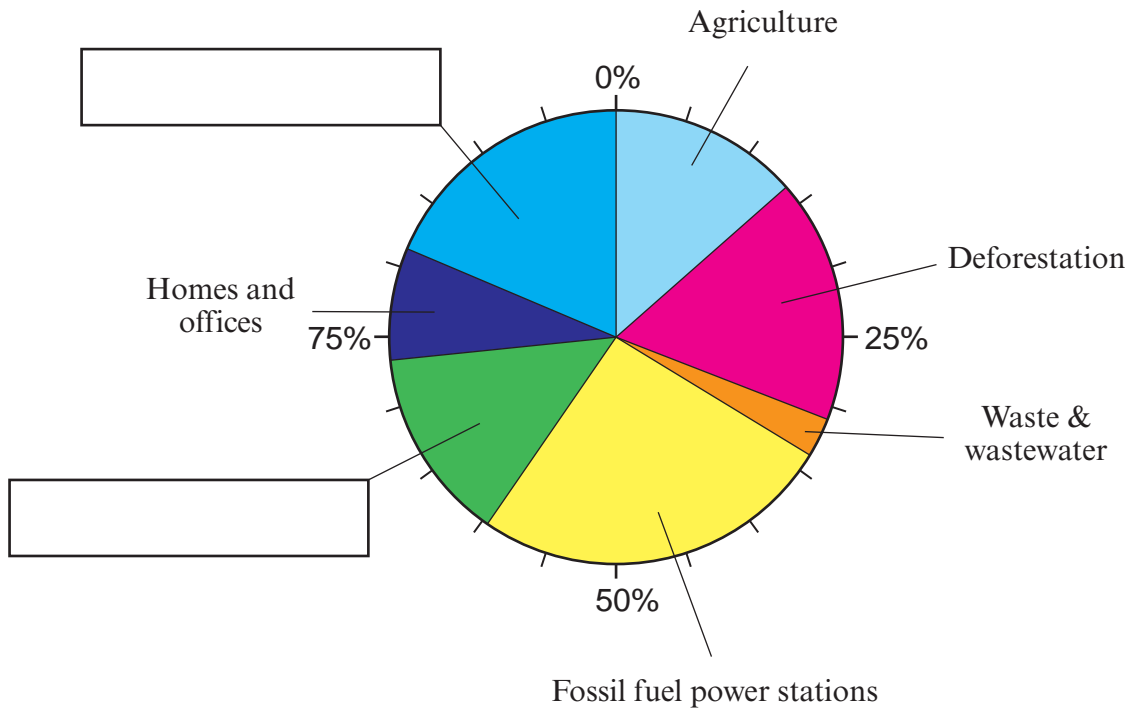
(a) Explain how the 'greenhouse effect' works by adding letters from the box below to label the diagram above. Two have been done for you. [4]

A	The sun's radiation heats the surface of the Earth.	E	Some of the sun's radiation is reflected directly back to space.
B	Energy is given off by the Earth's surface.	F	Radiation from the sun.
C	Some of the sun's radiation passes through the Earth's atmosphere.	G	Some of the Earth's energy is lost to space.
D	Energy from the Earth is trapped by carbon dioxide to warm the atmosphere.		

(b) **Most scientists believe that people’s actions are adding to the natural greenhouse effect by increasing the greenhouse gases in the atmosphere.**

Study the pie chart below.

Sources of Greenhouse Gases in the Atmosphere



(i) Add the two missing labels to the pie chart to show **Industry** (18%) and **Transport** (14%). [1]

(ii) Which human activity is the largest contributor of greenhouse gases? [1]

(iii) Choose **one** of the sources of greenhouses gases shown in the pie chart and describe how it is adding to the greenhouse effect. [2]

Source

(iv) Describe **one** way in which people could reduce the amount of greenhouse gases from **this** source. [2]

(c) Study the images below.



Use the images **and/or your own knowledge** to explain some of the problems that may be caused by climate change in the future. [5]

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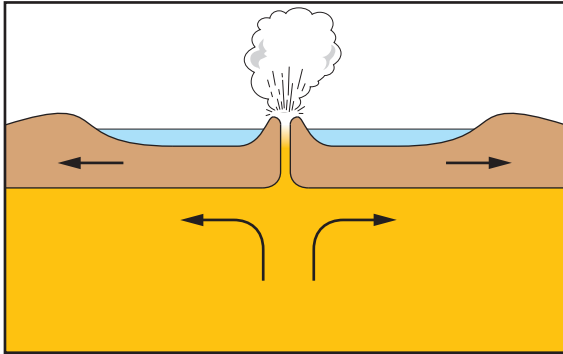
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Theme 3 – Living in an Active Zone

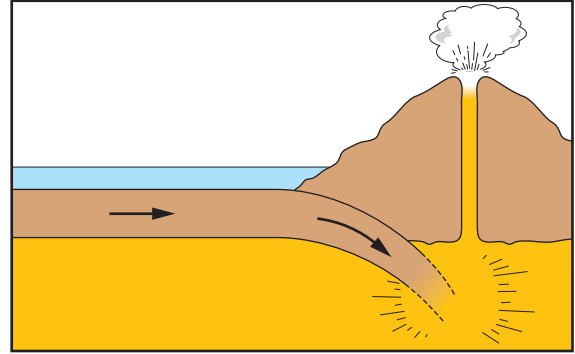
Examiner only

3. Study the two diagrams below.

Constructive margin



Destructive margin



(a) Complete the following paragraph by using the words in the word box below. [4]

volcanoes crust rift valleys energy magma
destructive core conservative constructive

The earth's is divided up into a number of plates which slowly move. At a margin, plates are pulling apart . This causes to move up and fill the gap between them forming a ridge under the ocean. At a margin, plates are moving towards each other. At these margins are commonly formed.

(b) Describe how **one** of the following volcanic hazards can affect people. Use an example you have studied to help. [4]

- Pyroclastic Flow Lahar Lava Flow Ash**

My choice of hazard

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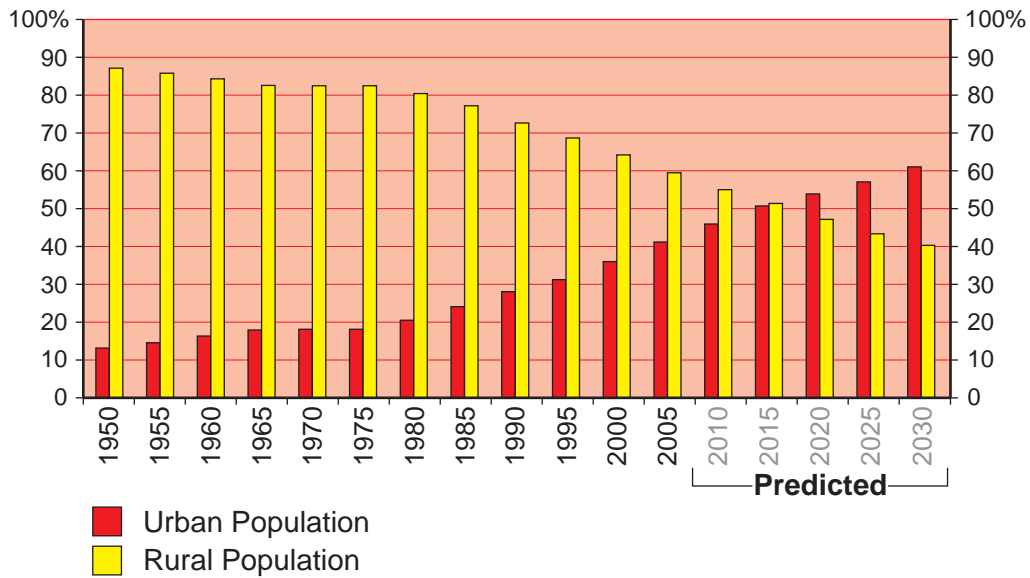
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Theme 4 – Changing Populations

4. (a) Study the graph below.

Urban and rural population change in China



(i) Describe the trend in urban **and** rural population in China since 1950. [2]

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People often decide to move from rural to urban areas in China because of PUSH and PULL factors. Study the information below.

My name is Zhang and I moved recently with my family from the countryside to live in the city in Tianjin. My children have a much better chance of going to school in Tianjin and there are jobs available in the factories. Life was not easy for us in the countryside as my farm was small. I could not earn enough money for my family.

(ii) Identify **one** push factor and **one** pull factor that made Zhang decide to move to the city. [2]

PUSH:

PULL:

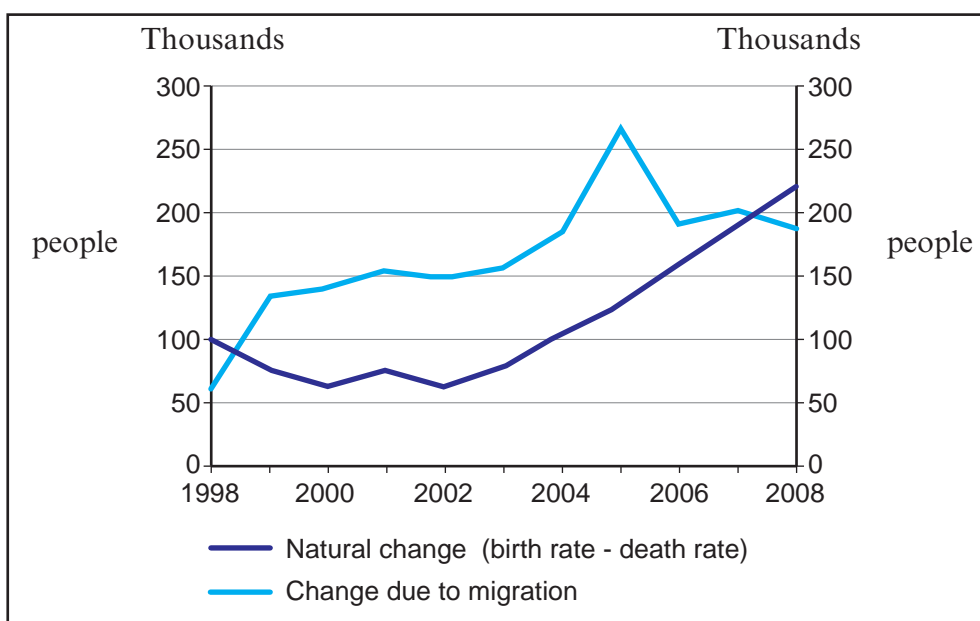
- (iii) In many MEDCs people are now moving from the cities into the countryside. Give **one** reason to explain why this is happening. [2]

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- (b) Study the information below relating to population change in the UK.



- (i) Describe the trend of **natural change** using figures from the graph. [3]

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- (ii) Use the graph to decide which **one** of the following statements about population change in the UK is **true**. Tick (✓) **one** box only. [1]

- Between 1999 and 2007, natural change is more important than migration in population change in the UK.
- Migration rose continuously from 1998.
- In 2007, natural change became the most important factor in population change in the UK.

(iii) Explain why **birth rates** change. Use places you have studied to help your answer. [5]

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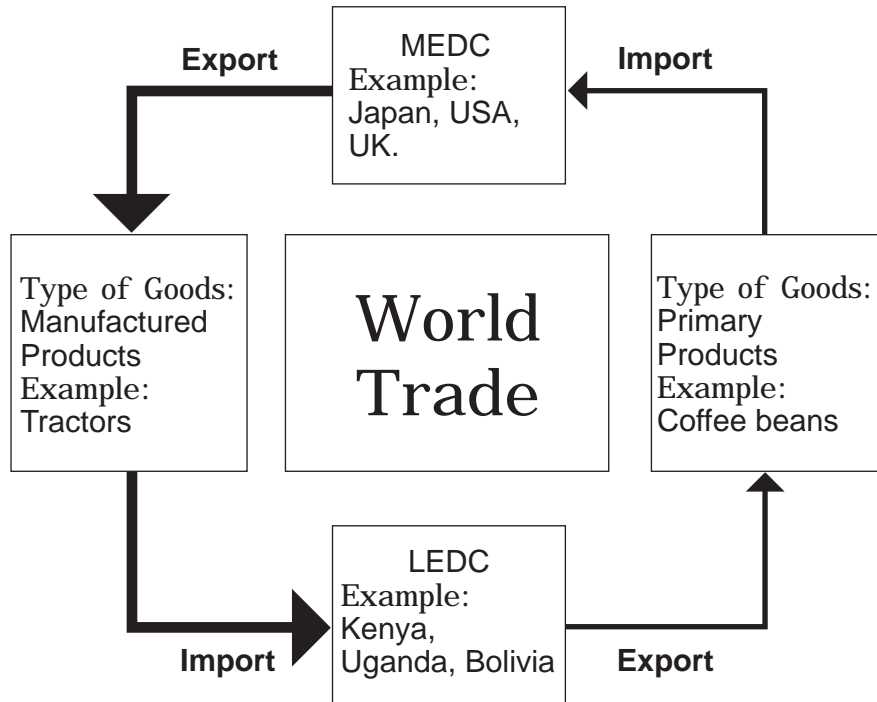
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Theme 5 – Globalisation

5. Study the diagram below.



(a) (i) Use words from the diagram to complete the following paragraph. [4]

World trade is the export and of products and services between different countries. MEDCs tend to sell products whilst LEDCs tend to sell more products such as

(ii) The arrows on the diagram show the value of imports and exports. Explain why the arrows in the diagram are drawn in different widths. [1]

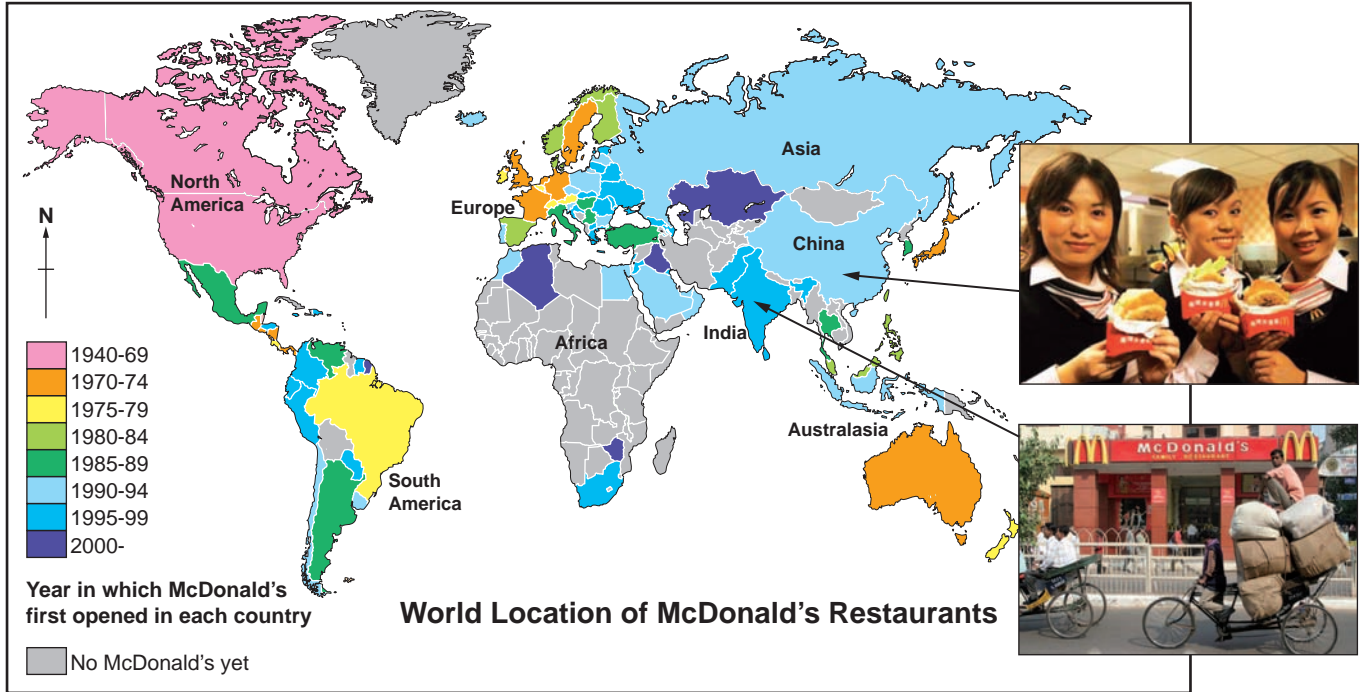
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(iii) Describe **one disadvantage** to LEDCs of depending on the export of primary goods. [2]

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(b) **Globalisation** is a word which describes how human activities are being carried out on a world wide scale. McDonald's is an example of a Global Company.

Study the map and pictures below.



(i) Use map evidence only to describe how McDonald's has become a Global Company since 1940. [3]

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(ii) Describe **disadvantages** of globalisation to countries like China and India. [5]

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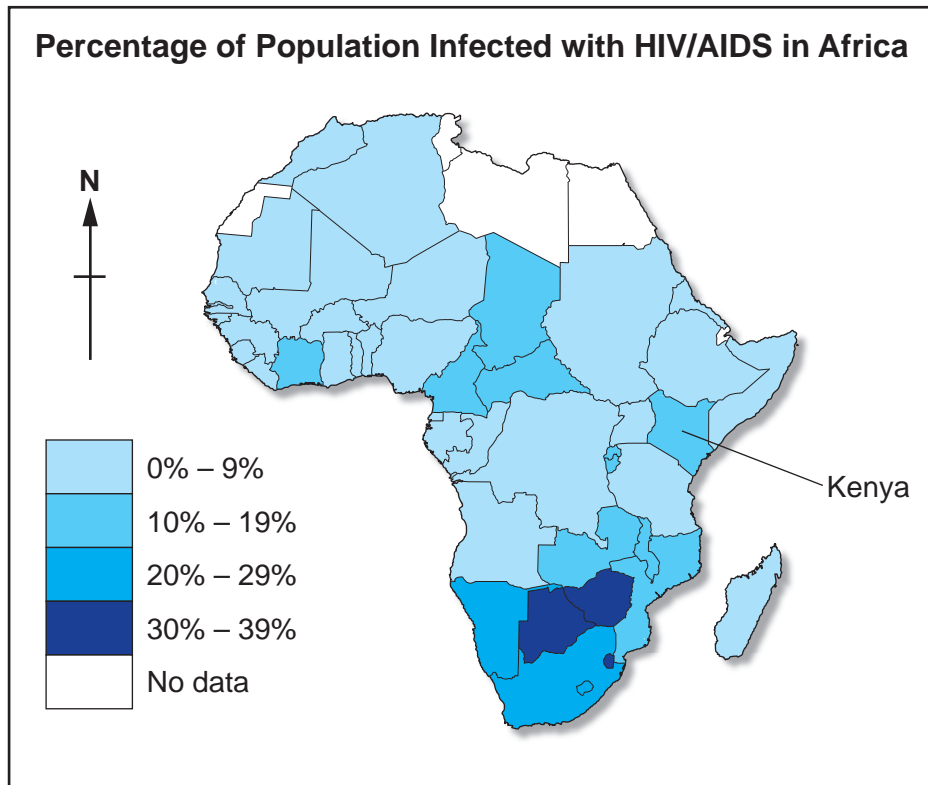
Turn over.

Theme 6 – Development

6.

In 2000 the United Nations set 8 targets known as Millennium Development Goals. Goal 6 is to combat HIV/AIDS, malaria and other diseases.

(a) Study the map below.



(i) Give the percentage of adults infected with HIV/AIDS in Kenya. [1]

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(ii) Describe the pattern of HIV infection in Africa. [2]

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(iii) Suggest why having a large percentage of adults infected with serious diseases like HIV/AIDS is a major problem for some countries in Africa. [3]

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OS Landranger® (1:50 000 scale) Map symbols

ROADS AND PATHS

Not necessarily rights of way

- Junction number
- Service area
- Elevated
- Motorway (dual carriageway)
- Motorway under construction
- Primary Route
- Main road
- Primary Route / Main 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: 20% (1 in 5) and steeper, 14% (1 in 7) to 20% (1 in 5)
- Gates / Road Tunnel
- Ferry (passenger) / Ferry (vehicle)

RAILWAYS

- Track multiple or single
- Track under construction
- Siding
- Tunnel
- Light rapid transit system, narrow gauge or tramway
- Bridges / Footbridge
- Level crossing
- Viaduct
- Station, (a) principal
- Light rapid transit system station

PUBLIC RIGHTS OF WAY

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

The symbols show the defined route so far as the scale of mapping will allow. Rights of way are not shown on maps of Scotland.

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

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.
- National Trail, European Long Distance Route, Long Distance Route, selected Recreational Routes
- National/Regional Cycle Network
- Surfaced cycle route
- National/Regional Cycle Network number

WATER FEATURES

- Marsh or salting
- Towpath
- Lock
- Ford
- Beacon
- Dunes
- Cliff
- Shingle
- Lighthouse (in use)
- Lighthouse (disused)
- Mud
- Low water mark
- High water mark
- Aqueduct
- Weir
- Footbridge
- Bridge
- Normal tidal limit
- Canal (dry)

HEIGHTS

1 metre = 3.2808 feet

- Contours are at 10 metres vertical interval
- Heights are to the nearest metre above mean sea level

Heights shown close to a triangulation pillar refer to the ground at the base of the pillar and not necessarily to the summit.

ROCK FEATURES

- Outcrop
- Cliff
- Scree

LAND FEATURES

- Electricity transmission line (pylons shown at standard spacing)
- Pipe line (arrow indicates direction of flow)
- Buildings
- Public building (selected)
- Bus or coach station
- Place of worship { with tower, with spire, minaret or dome, without such additions
- Chimney or tower
- Glass structure
- Heliport
- Triangulation pillar
- Mast
- Wind pump / wind generator
- Windmill with or without sails
- Graticule intersection at 5' intervals
- Cutting / embankment
- Quarry
- Spoil heap, refuse tip or dump
- Coniferous wood
- Non-coniferous wood
- Mixed wood
- Orchard / Park or ornamental ground
- Forestry Commission access land
- National Trust-always open
- National Trust-limited access, observe local signs
- National Trust for Scotland

BOUNDARIES

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

ANTIQUITIES

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

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
- Selected places of tourist interest
- Telephone, public / motoring organisation
- Viewpoint
- Visitor centre
- Walks / Trails
- Youth hostel

ABBREVIATIONS

CG Coastguard	P Post office
CH Clubhouse	PC Public convenience (in rural areas)
MP Milepost	PH Public house
MS Milestone	TH Town Hall, Guildhall or equivalent