

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4231/01

GEOGRAPHY

(Specification A)

FOUNDATION TIER

UNIT 1 Core Geography

A.M. THURSDAY, 14 June 2012

1³/₄ hours

For Examiner's use only	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
TOTAL MARKS	

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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

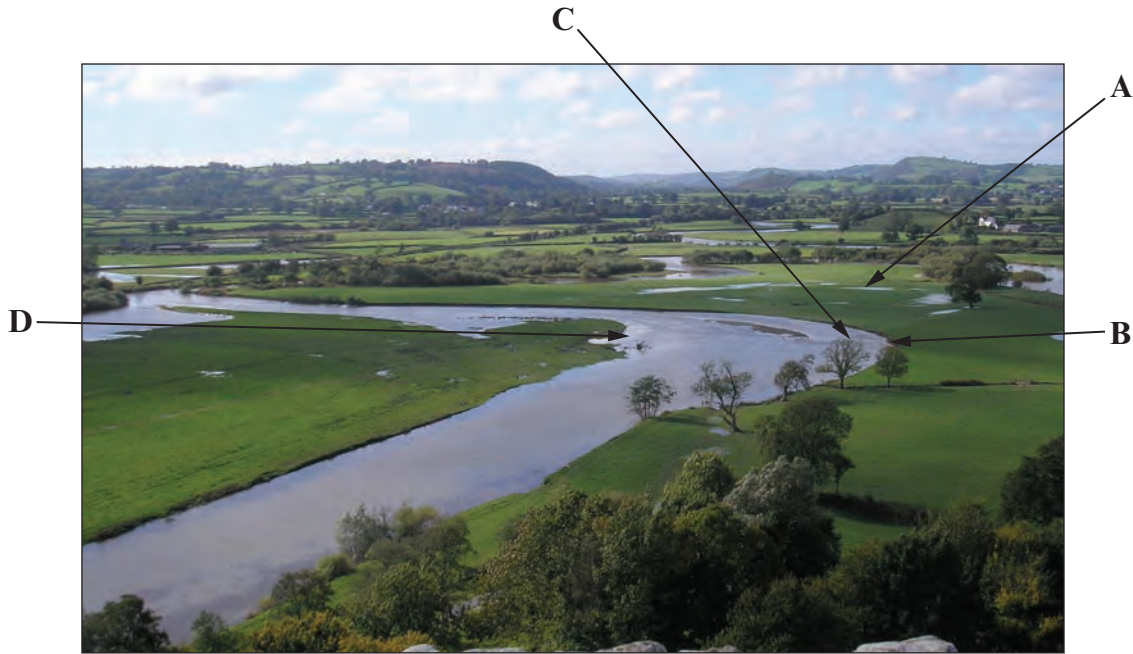
The number of marks is given in brackets at the end of each question or part-question.

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. (a) Study the photograph below.



(i) Put the correct letter in each box to identify each of the statements below. [4]

Use each letter **once** only.

A place likely to flood after heavy rainfall.	
Where the energy level in the channel is at its greatest.	
New land being created by deposition.	
A place where erosion is most likely to be taking place.	

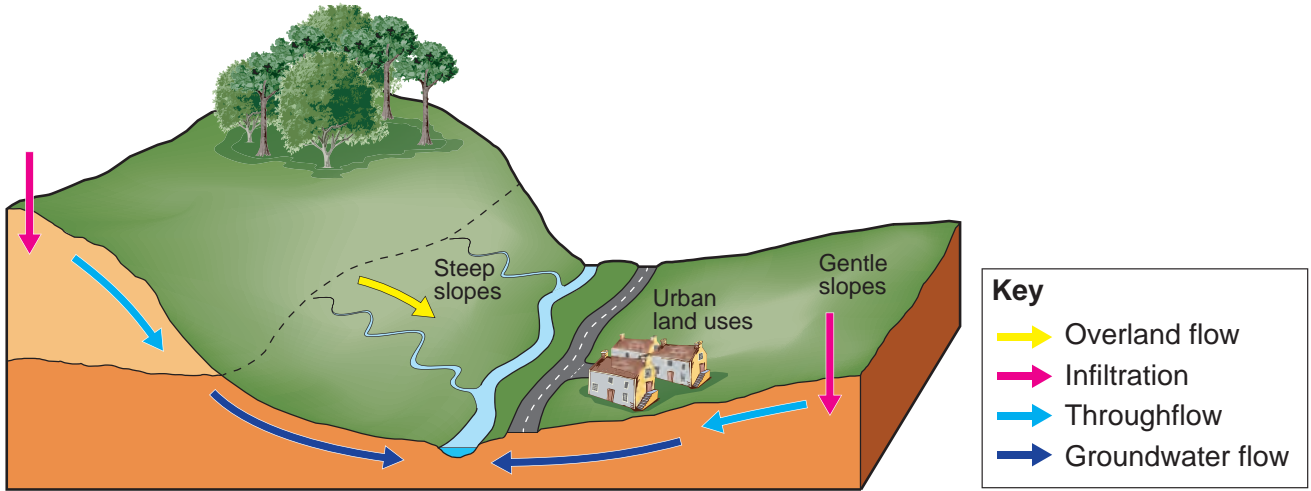
(ii) Name and describe one process by which a river **transports** its load. [2]

Process:

Description:

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(b) Study the diagram below.



Use the diagram to help you explain how the following factors could lead to flooding after heavy rain. [4]

Steep slopes :

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Urban land-use:

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(c) Describe how rivers can have both positive and negative impacts on people.

Use one or more examples to help your answer.

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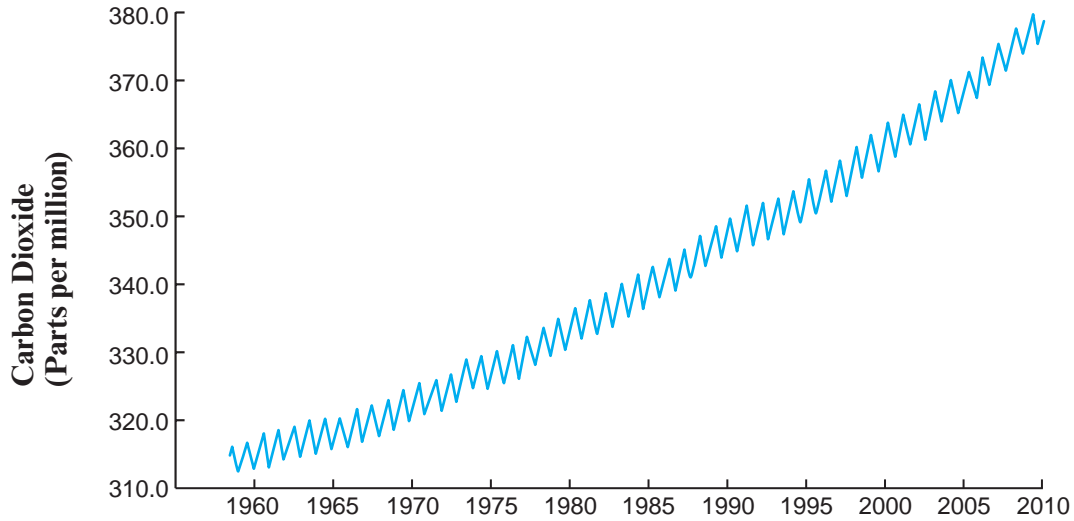
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Theme 2 – Climate Change

2. (a) Study the graph below.

Carbon Dioxide in the Atmosphere



(i) Describe the pattern of change in carbon dioxide in the atmosphere since 1960.

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(ii) Give one reason to explain why the total amount of carbon dioxide has changed over time.

[2]

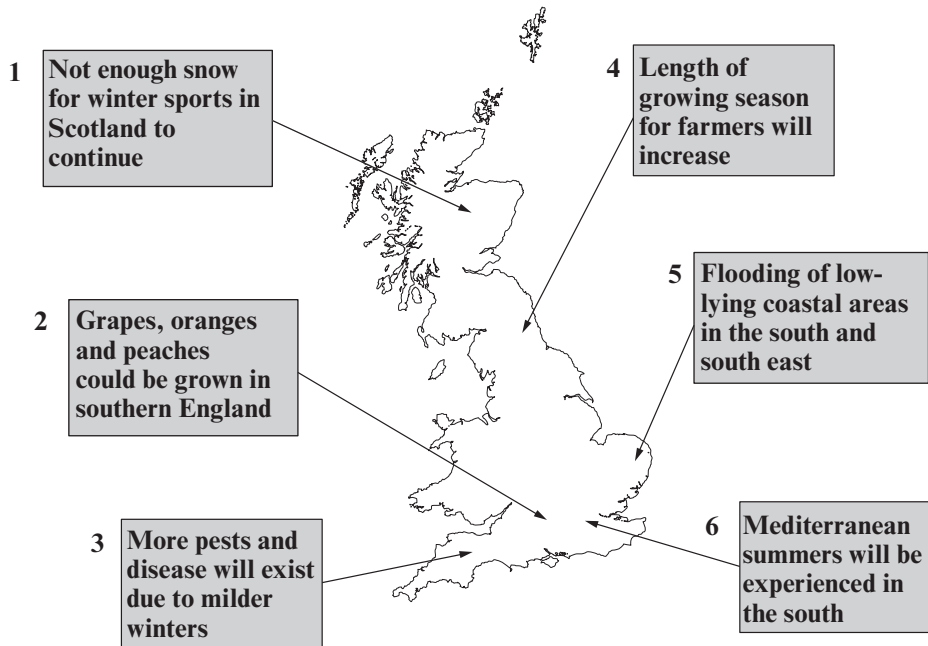
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(b) Study the map below which outlines some of the likely effects of climate change in Britain.



(i) Use the map to identify how climate change may have one positive and one negative impact for people in Britain. [2]

One positive impact is box number:

One negative impact is box number:

(ii) Choose any box from the map above and suggest how this will affect people. [3]

Box number:

How it will affect people:

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(c) Explain how **two** of the strategies below may reduce the amount of global warming. [5]

Put a tick (✓) on the two strategies you have chosen.

**Different ways
of producing
electricity**

**Saving
energy**

**Planting
trees**

**Governments
working
together**

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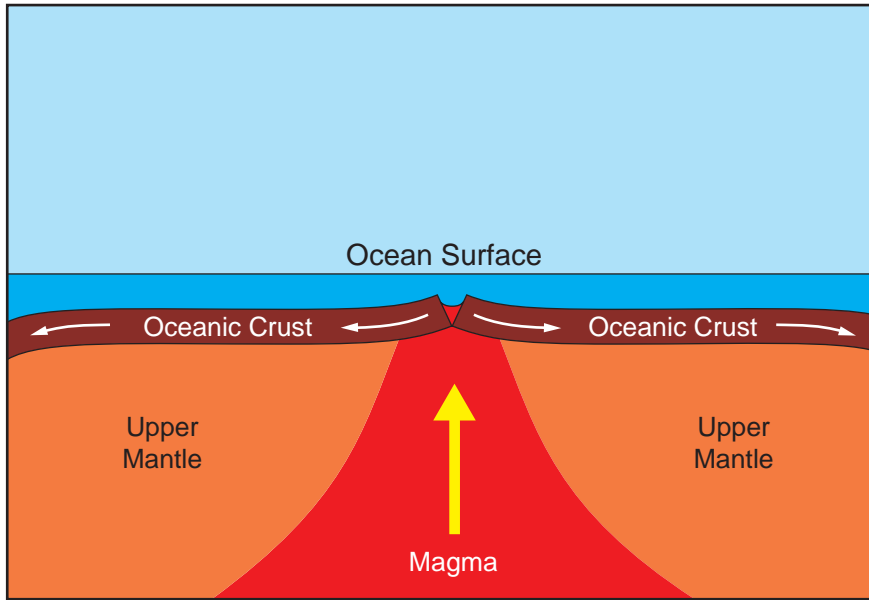
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Theme 3 – Living in an Active Zone

3. (a) Study the diagram of a plate boundary below.



(i) Complete the paragraph below using the words in the box. [4]

sea-floor together mantle crust destructive constructive
apart magma water continental sideways

This feature is known as a plate boundary and occurs where two of the earth's plates are moving

This happens because of spreading where rises to fill the gap created by the moving plates to create new

(ii) Underline **two** landforms from the list below that are often created at this type of plate boundary. [2]

- rift valley ocean trench volcano fold mountain ocean ridge

(b) Study the photograph below.

Earthquake Damage in Sichuan, China



Use the photograph to help describe the effects **on people** from this hazard.

[4]

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(c) Explain why people continue to live close to active volcanoes despite the dangers that they pose. Use one or more examples to help your answer. [5]

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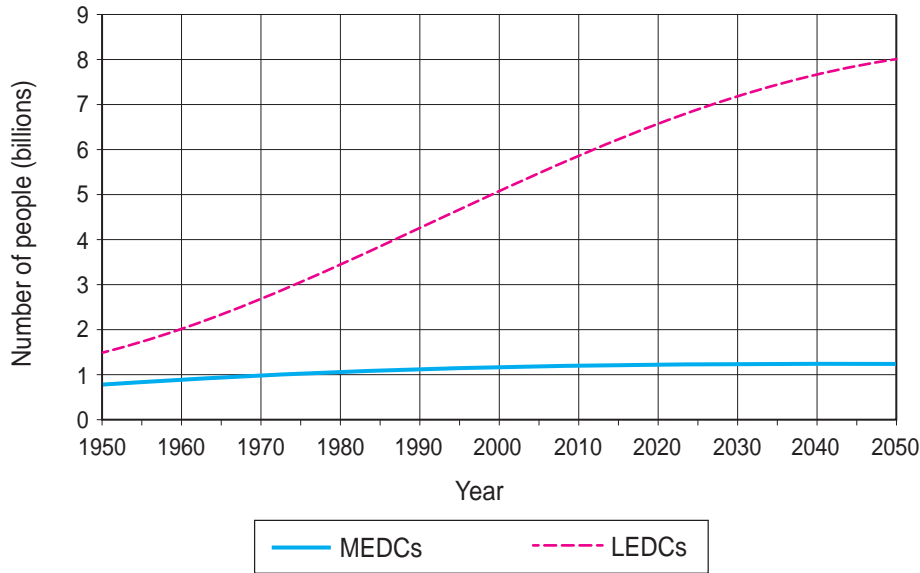
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Theme 4 – Changing Populations

4. (a) Study the graph below.

World Population Growth in LEDCs and MEDCs



- (i) Give the total population for MEDCs in 2010. [1]
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- (ii) Give the total world population in 2010. [1]
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- (iii) Describe how the pattern of population growth for LEDCs is different to the pattern for MEDCs. [3]

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One reason for birth rates being higher in LEDCs is a lack of access to birth control.

- (b) (i) Apart from lack of access to birth control explain why birth rates tend to be higher in **LEDCs**. [2]

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- (ii) Many **MEDCs** are experiencing an ageing population. Suggest why this is happening. [3]

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(c) Study the photograph below which shows a rural area in the UK.



Use the photograph and your own knowledge to explain why many people in MEDCs now prefer to live in rural areas.

Use one or more examples to help your answer.

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Theme 5 – Globalisation

5. (a) The following questions are multiple-choice. Circle the letter of the correct answer in each case. [3]
- (i) Globalisation is:
- A The change in temperature of the earth's atmosphere over time.
 - B When rich countries and charities provide help for poor countries to improve their standard of living.
 - C The way in which different countries are linked together by people, ideas, money and goods.
- (ii) A Transnational Corporation (TNC) is:
- A A very large company with its headquarters in one country and branches in many other countries.
 - B A very wealthy country.
 - C A group of countries that work together to improve trade.
- (iii) When LEDCs trade with the rest of the world:
- A They usually have a trade surplus.
 - B They import more primary goods and export secondary (manufactured) goods.
 - C They export mainly primary goods and import more secondary (manufactured) goods.

(b) The number of **Chinese** Companies located around the world has grown rapidly in the last 10 years. Study the map below.

The Global Location of Chinese Companies



(i) Describe the distribution of Chinese Companies. [3]

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(ii) Suggest one reason why the number of Chinese Companies around the world is growing. [2]

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(iii) Suggest one way in which China has benefited from this growth. [2]

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(c) Study the photograph below which shows workers in an **American TNC** clothing factory in China.



Use the photograph and your own knowledge to suggest how such factories can have both a positive and a negative impact for the **people who work in them**. [5]

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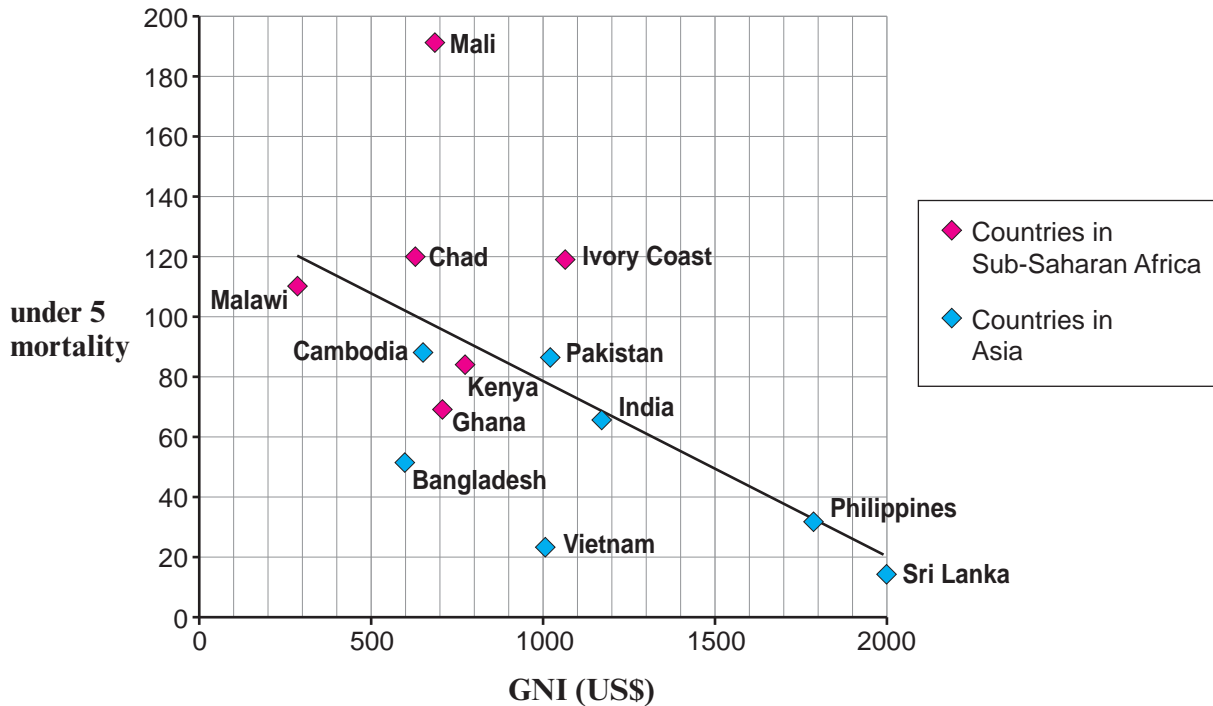
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Theme 6 – Development

6. (a) Study the scattergraph below.

**GNI is a measure of the wealth of a country. It is usually measured in US Dollars (US\$).
Under 5 mortality is the number of children who die before the age of 5 for every 1000 births.**



(i) Use the scattergraph to complete the table below. [2]

Country	GNI (US\$) per Person	Under 5 mortality
	1020	85
Bangladesh		52

(ii) Use the scattergraph to complete the sentence below using the words in the box. [2]

higher negative positive lower similar

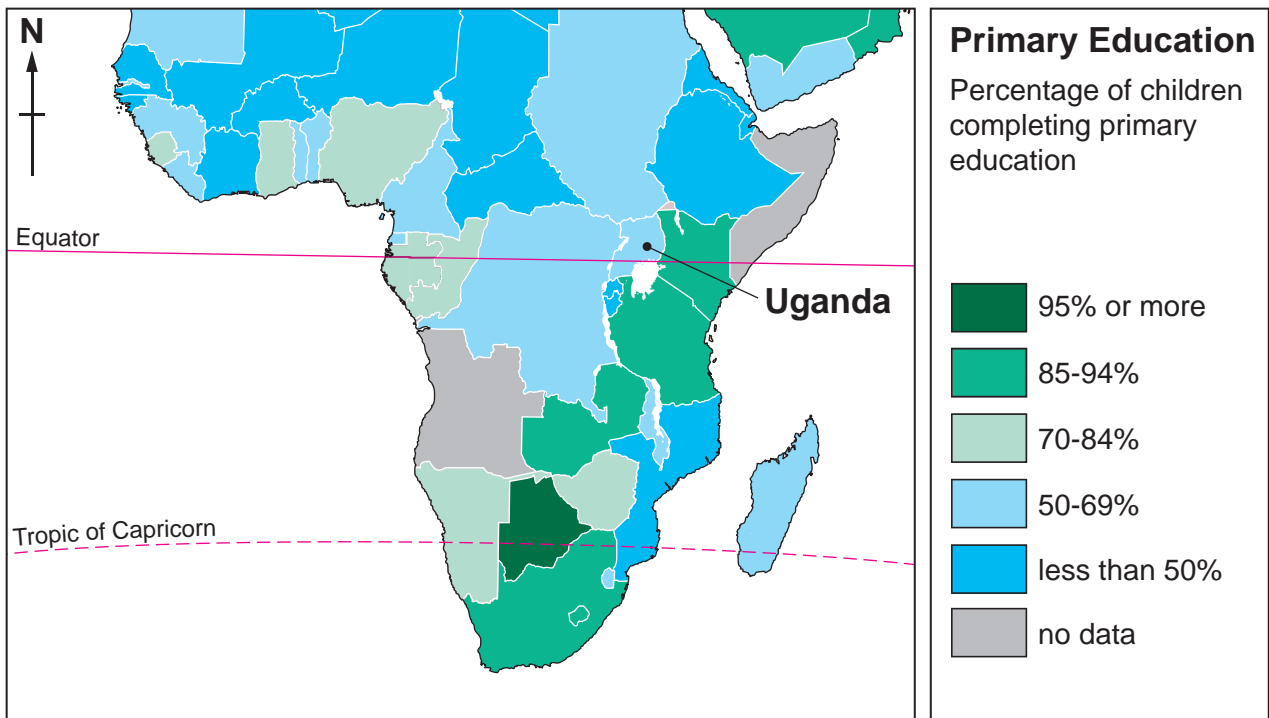
The scattergraph shows that there is a relationship between GNI per person and under 5 mortality. This means that countries with a higher GNI tend to have a under 5 mortality.

(iii) Suggest why there is a link between GNI per person and under 5 mortality. [3]

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(b) Study the map below.

Percentage of children completing primary education in the region of Sub-Saharan Africa



(i) Give the percentage of children in primary education in Uganda. [1]

Uganda

(ii) Suggest one reason why rates of primary education are so low in this region. [2]

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(c) Describe ways in which aid agencies are helping LEDCs to meet **one** Millennium Development Goal that you have studied. [5]

Put a tick (✓) on the Millennium Development Goal you have studied from the list below.



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