

Surname
Other Names

Centre Number

Candidate Number
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**GCSE**

4231/02

**GEOGRAPHY**

**(Specification A)**

**HIGHER TIER**

**UNIT 1 Core Geography**

P.M. TUESDAY, 4 June 2013

1 hour 45 minutes

For Examiner's use only	
Question 1	/ 15
Question 2	/ 15
Question 3	/ 15
Question 4	/ 15
Question 5	/ 15
Question 6	/ 15
<b>TOTAL MARKS</b>	/ 90

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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.

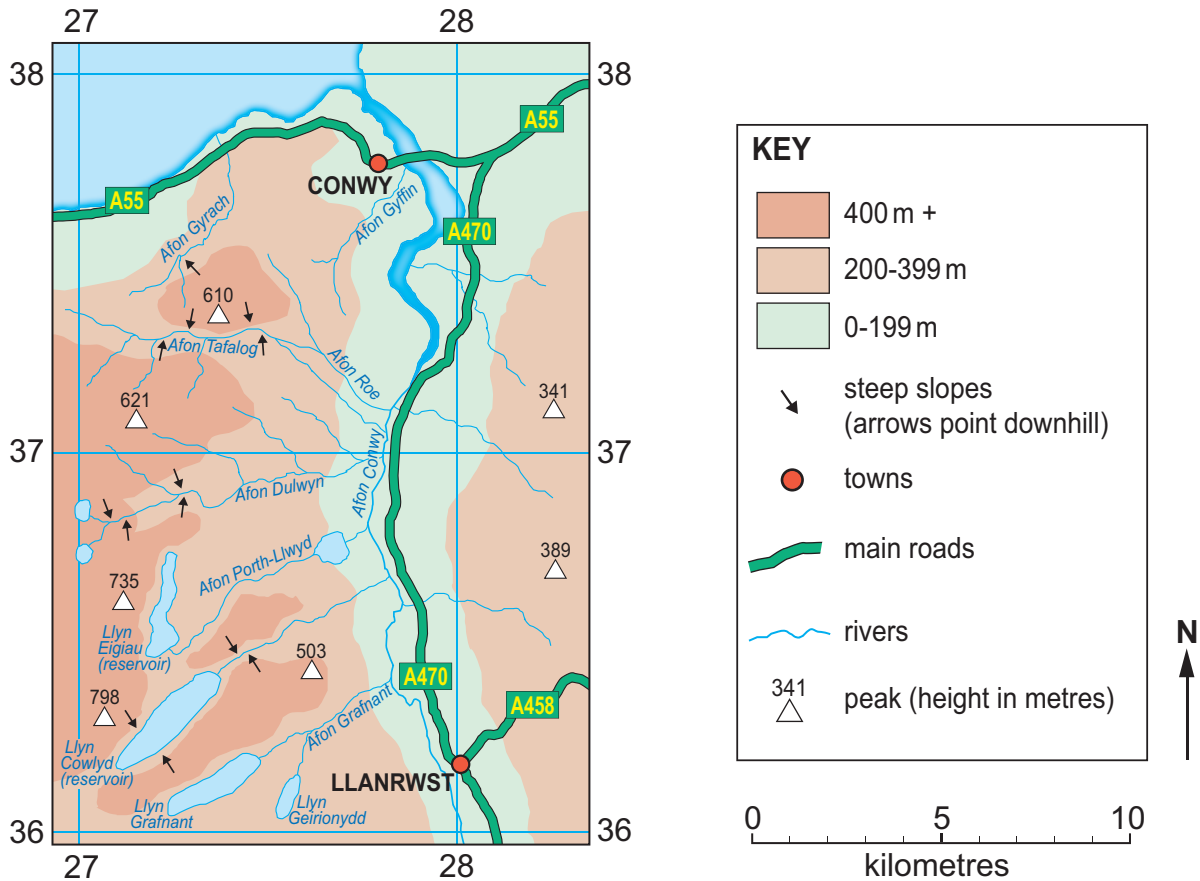
You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

Answer all questions.

**Theme 1 – Water**

1. (a) Study the map below.

**Map of the Conwy Valley**



(i) In what general direction does the Afon (River) Conwy flow? [1]

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(ii) Give a six figure grid reference for Llyn Grafnant. [1]

(iii) What is the distance along the Afon Grafnant from its source in Llyn Grafnant to its confluence with Afon Conwy? [1]

Study the map opposite and photograph below.

**A photograph of the Conwy Valley in flood**



(iv) Describe the relief of the catchment area of the Afon Conwy. [2]

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(v) Suggest why villages in the Conwy Valley are at risk of flooding. [4]

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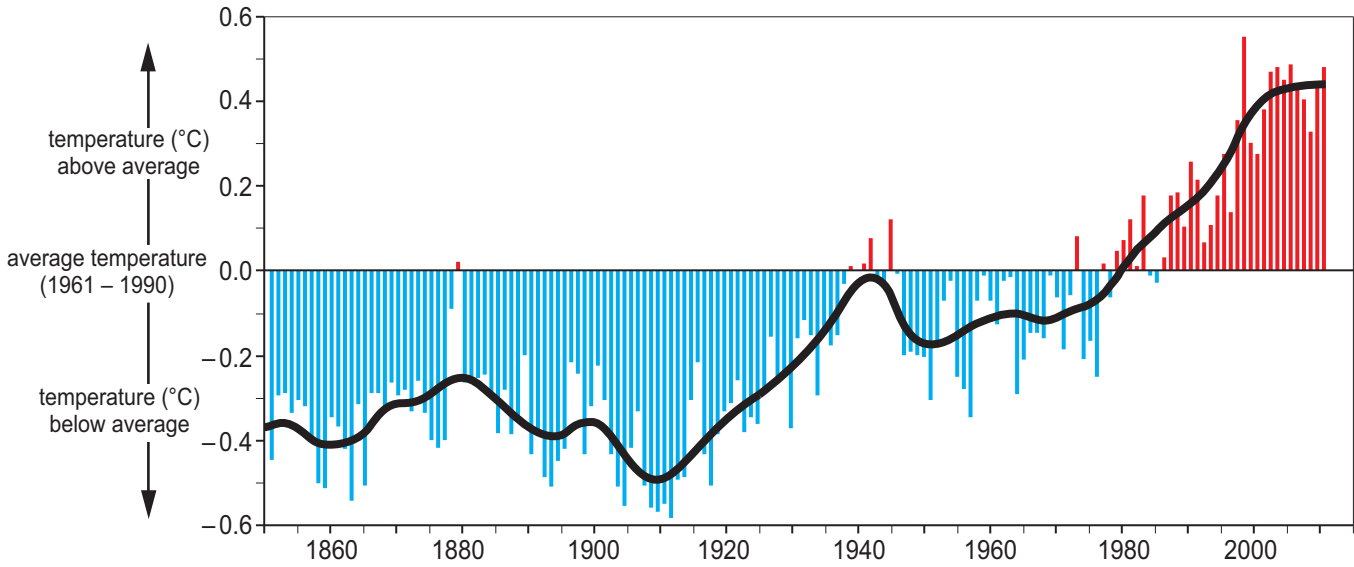
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### Theme 2 – Climate Change

2. (a) Study the graph below.

Average global land surface temperatures



(i) Describe the change in global temperature since 1850. [3]

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(ii) Explain how **one** piece of evidence, other than the change in global temperature, supports the idea that climate change is taking place. [3]

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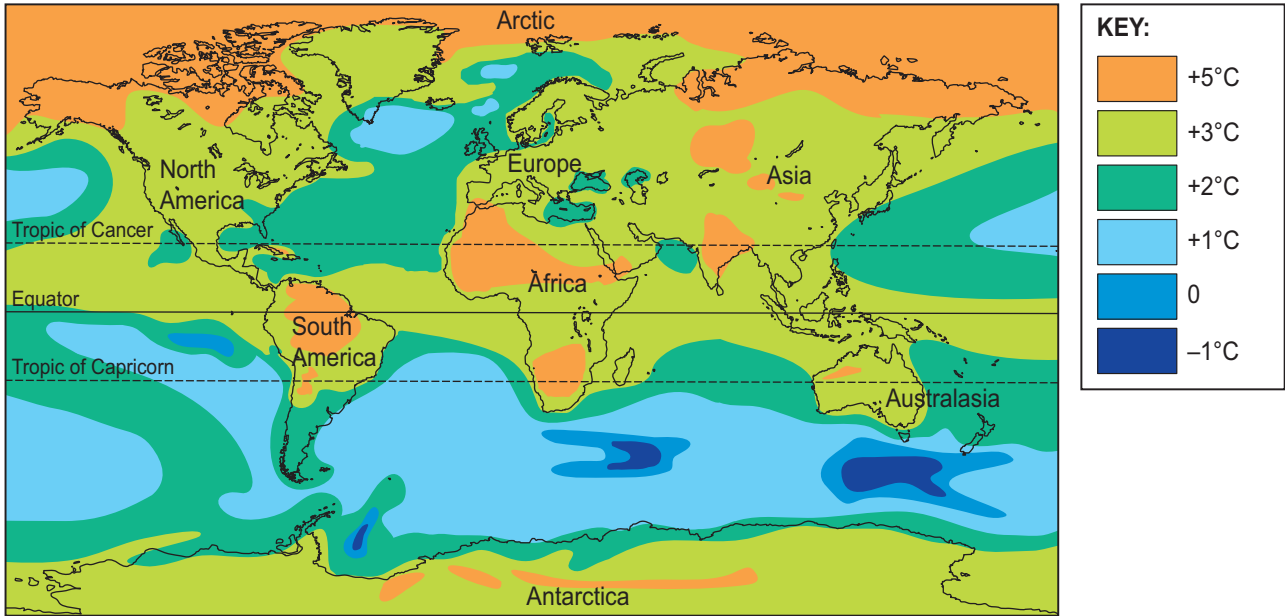
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(b) Study the world map below.

**Predicted change in average surface temperature by 2100**



Describe the distribution of areas of the world that are predicted to have a +5°C increase in average surface temperature. [3]

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(c) Explain how governments **and** individuals can take actions to reduce carbon dioxide emissions and help create a low carbon future. [6]  
Use examples to help your answer.

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**Theme 3 – Living in an Active Zone**

3. (a) Study the satellite photograph and map below.

**Satellite photograph of Sicily**



**Map of Sicily**



(i) Describe the location of Mt Etna on the island of Sicily. [3]

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(ii) Name **two** primary hazards faced by people living near an active volcano. [2]

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(iii) Explain why some people choose to live close to active volcanoes despite the risks. [4]

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(b) Study the photographs below.

**Monitoring an active volcano**



**Slowing the lava flow**



Explain how the **effects** of volcanic eruptions may be reduced.  
 Use examples to help your answer.

[6]

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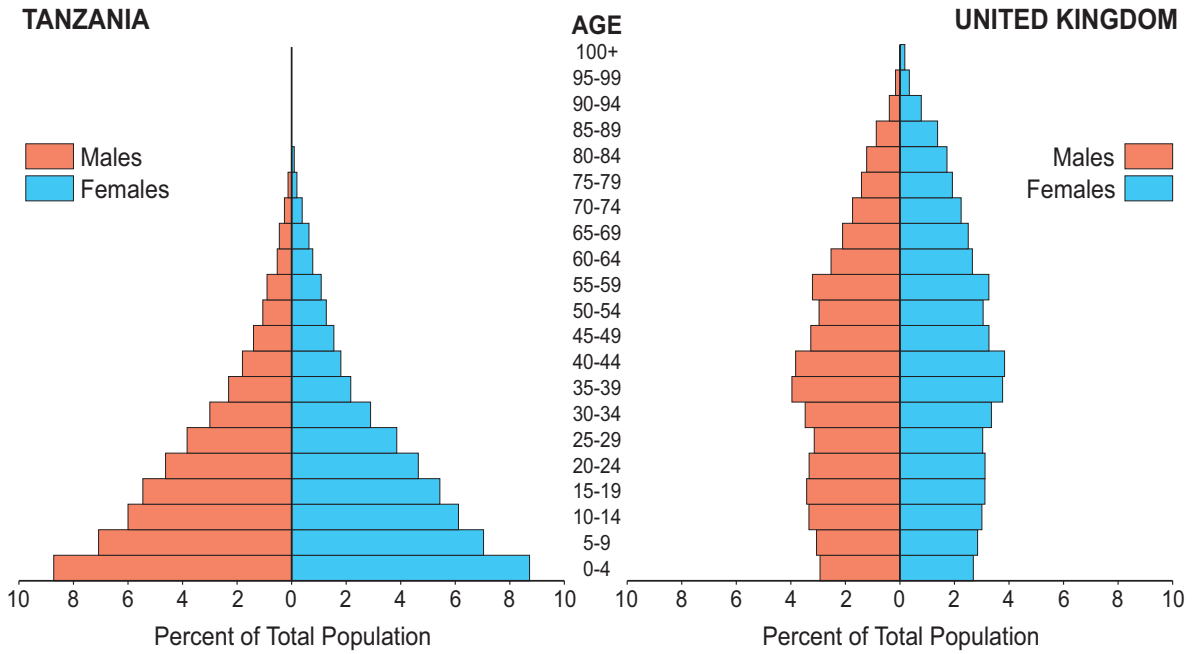
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### Theme 4 – Changing Populations

4. (a) Study the population pyramids below.



(i) Compare the population pyramids for **Tanzania** and the **United Kingdom**. [3]

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(ii) Explain how the population structure of the UK, or any other Western European country, is likely to cause problems for the country in the future. [4]

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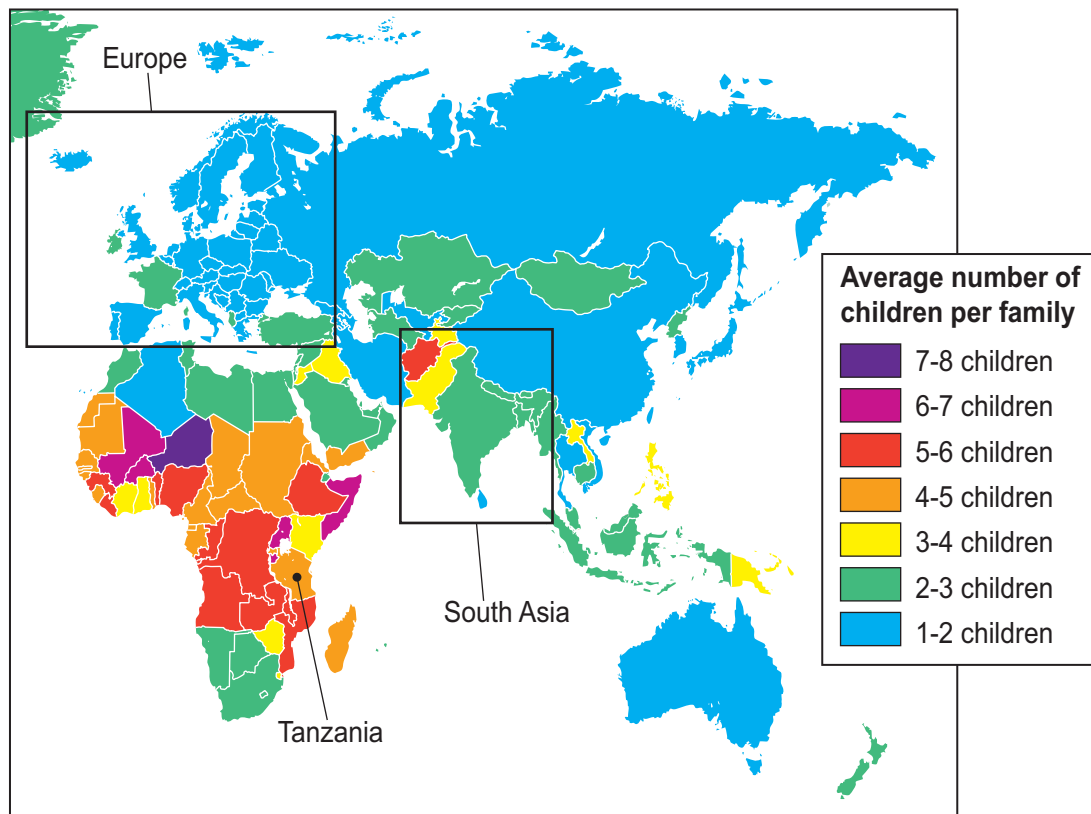
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(b) Study the map below.

**Total fertility rate (2009)**



(i) Give the average number of children per family for Tanzania.

[1]

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(ii) Compare total fertility rate in South Asia to that in Europe.

[1]

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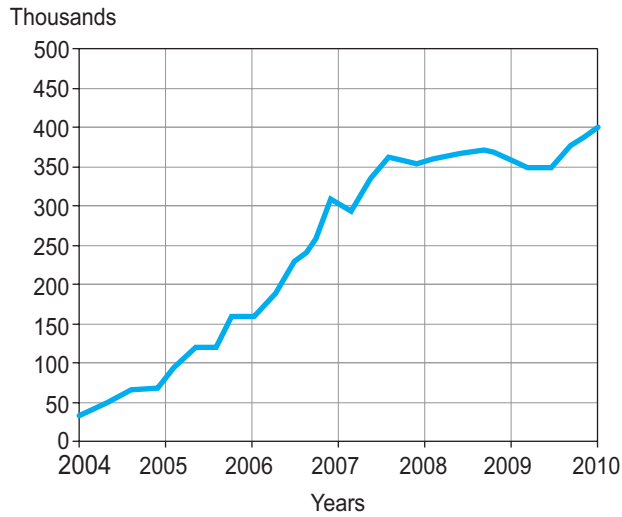
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**Theme 5: Globalisation**

5. (a) Study the line graph and text box below.

**Polish born people in employment in the UK**



**Migrant workers**

In May 2004 eight eastern European nations joined the European Union. The largest group of people migrating to the UK for employment has been Polish workers.

(i) Calculate the increase in Polish born people in employment in the UK between 2004 and 2010. [1]

..... thousands

(ii) Explain the benefits of migrant workers to receiving countries such as the UK. [4]

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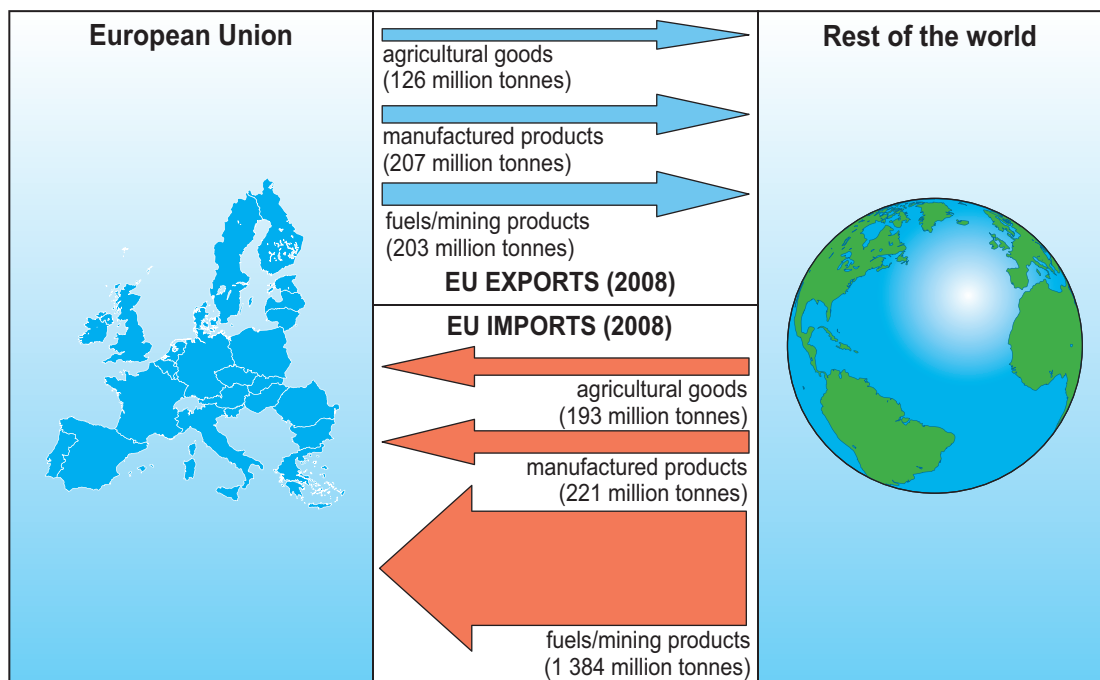
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(b) Study the diagram below.

**Trade between the European Union (EU) and the rest of the world**



(i) The European Union (EU) is an example of a trading bloc. What is a trading bloc? [1]

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(ii) Use the diagram to describe the trade between the European Union (EU) and the rest of the world. [3]

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- (iii) Explain how patterns of global trade have hindered economic development in the least developed countries. [6]  
Use examples to help your answer.

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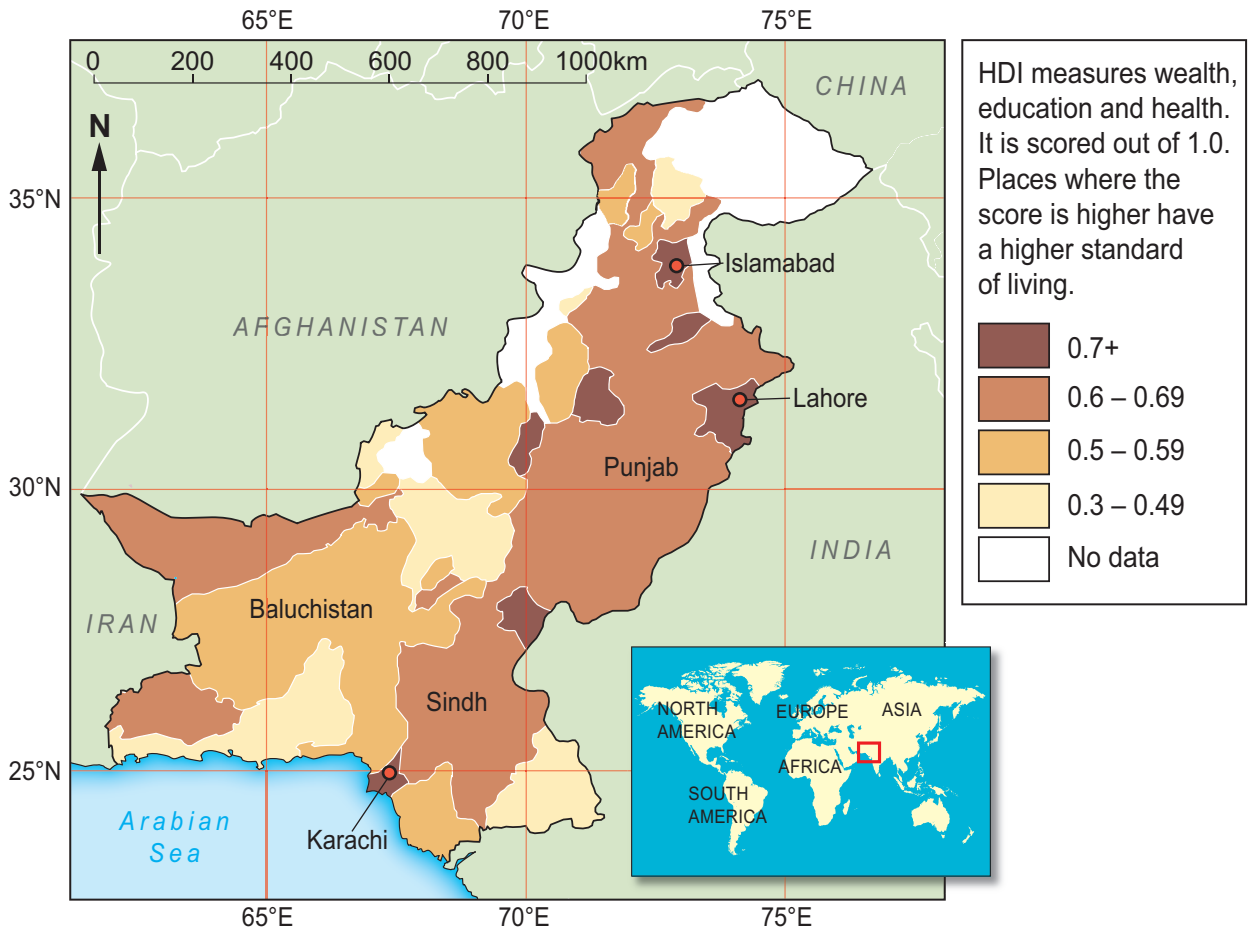
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**Theme 6: Development**

6. (a) Study the maps below.

**Standard of living in Pakistan (measured using HDI)**



(i) In which continent is Pakistan? ..... [1]

(ii) Give the latitude and longitude of Karachi. [1]

	<b>Latitude</b>	<b>Longitude</b>
Karachi	.....	.....

(iii) Calculate the distance from Karachi to Islamabad. .... km [1]

(iv) Describe the distribution of places within Pakistan that have the highest standard of living (where HDI is greater than 0.7). [2]

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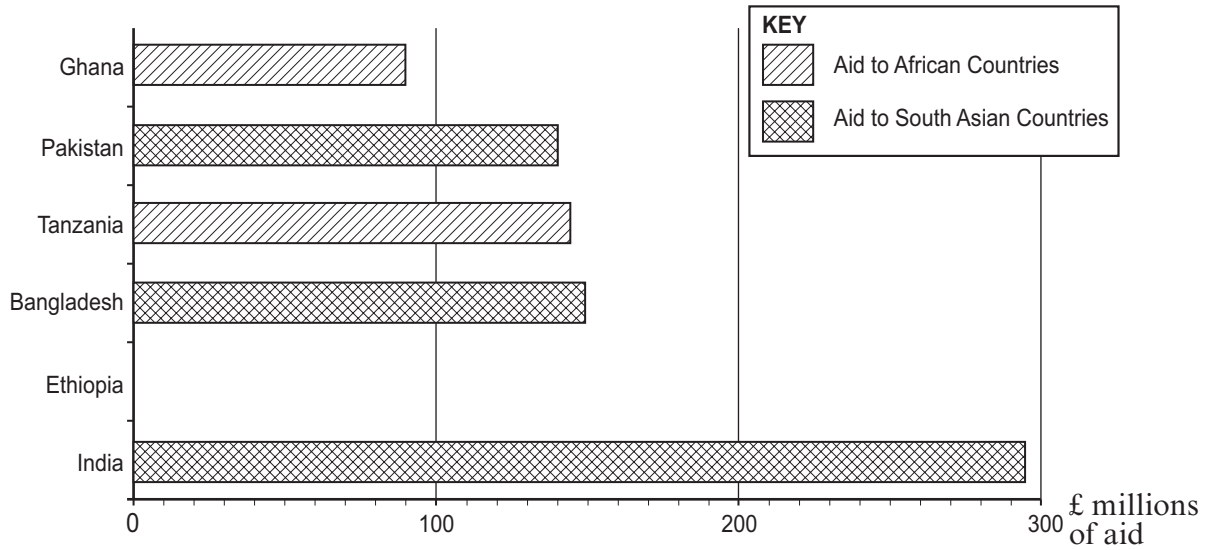
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(b) Study the graph and table below.

**Countries receiving UK government aid 2009/10**



Country	Aid £ (millions)
India	295
Ethiopia	214
Bangladesh	149
Tanzania	144
Pakistan	140
Ghana	90

- (i) Complete the graph showing aid given to Ethiopia in 2009/10. [1]
- (ii) Calculate the **total** aid given to South Asian countries in the table. [1]  
 £ ..... millions
- (iii) Describe **one** way in which government aid could help long term development. [2]

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- (c) Compare the progress in development made in recent years by South Asian countries such as India, with sub-Saharan countries such as Tanzania.  
Use examples to help your answer. [6]

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