

**WELSH JOINT EDUCATION COMMITTEE AND
OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1987/02

GEOGRAPHY B (Avery Hill)

Paper 2 (Higher Tier)

MONDAY 14 JUNE 2010: Morning

DURATION: 1 hour 30 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the Answer Booklet

OCR SUPPLIED MATERIALS:

16 Page Answer Booklet

Resource Booklet (1987/01/02/RB – inserted)

OS Map Extract (inserted)

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- This question paper is in three sections (Sections A, B and C). Each section contains two questions.
- Answer only ONE question from each section.
- Answer all parts of the question in your Answer Booklet. Make sure each answer is clearly numbered.
- **AT THE END OF THE EXAMINATION COMPLETE THE GRID ON THE FRONT OF YOUR ANSWER BOOKLET.**

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- You will be awarded marks for the quality of written communication.
- The total number of marks for this paper is 90.

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SECTION A

WATER, LANDFORMS AND PEOPLE

Answer **EITHER** Question A1 **OR** Question A2

QUESTION A1

(a) Study the diagram opposite.

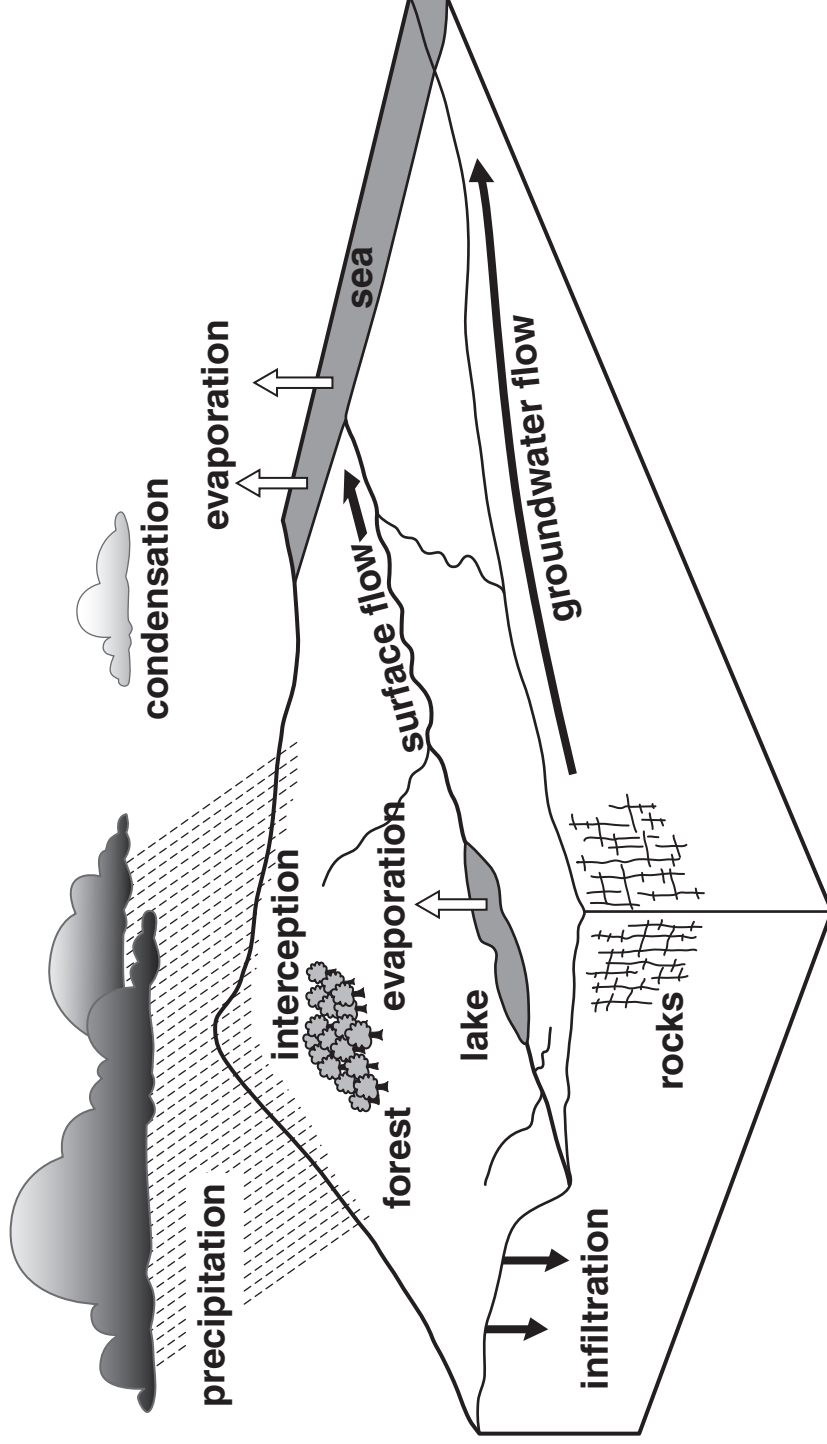
DESCRIBE the movement of water in the hydrological cycle. [4]

(b) Study Map 1 in the separate Resource Booklet.

(i) What is meant by the term 'drought'? [1]

(ii) **DESCRIBE** the distribution of drought in Ethiopia. [3]

THE HYDROLOGICAL CYCLE



(c) Read the newspaper article below.

DROUGHT DAMAGES AREAS OF ETHIOPIA.

The country has experienced successive failures of rainfall in recent years. Farmers are facing significant crop failure which forces them to sell livestock to survive. Malnutrition is increasing and children are being forced to drop out of school because parents cannot afford to buy exercise books. Water shortages are forcing people to migrate to areas where drought is less severe.

- (i) GIVE ONE effect of drought on the farmers and explain how it may affect their quality of life. [2]**
- (ii) SUGGEST other ways in which people's quality of life may have been affected by the drought. [4]**
- (iii) SUGGEST and EXPLAIN one problem the drought causes for the Ethiopian government. [4]**
- (iv) EXPLAIN how management can reduce the problems associated with drought in a country like Ethiopia. [4]**

(d) CASE STUDY: AN AREA THAT HAS FLOODED.

- (i) NAME an area that has flooded.**
- (ii) DESCRIBE the effects of this flood on different groups of people living in the area.**
- (iii) EXPLAIN the causes of this flood. [8]**

[Total mark: 30]

END OF QUESTION A1

QUESTION A2

(a) Study the map opposite.

DESCRIBE the location of Gdańsk. [3]

(b) Study Photograph 1 in the separate Resource Booklet.

(i) The landform between points P and Q is a spit. DESCRIBE the processes that have helped this spit to form. [3]

(ii) Two of the natural features of the area are shown at X and Y on the photograph. One of them is on the spit itself.

IDENTIFY each of these natural features and DESCRIBE how each may be used by visitors. [4]

MAP OF POLAND



- (c) Read the newspaper article below. It gives some benefits and problems that visitors bring to the area.

EFFECTS OF VISITORS ON THE GDAŃSK SPIT

Visitors to the spit bring in money. However their numbers threaten local wildlife and the environment. They cause a litter nuisance and serious footpath erosion. Wardens are employed to manage the visitors.

- (i) **EXPLAIN TWO** problems that visitors may bring to this area. [4]
 - (ii) **SUGGEST AND EXPLAIN** how visitors may bring benefits to the area. [3]
 - (iii) **EXPLAIN** how the effects of visitors on a coastal area may be managed. [5]
- (d) **CASE STUDY: A RIVER LANDFORM.**
- (i) **NAME AND LOCATE** a river landform.
 - (ii) **DESCRIBE** the main features of this river landform.
 - (iii) **EXPLAIN** how it was formed. You may use diagrams if you wish. [8]

[Total mark: 30]

END OF QUESTION A2

SECTION B:

PEOPLE AND PLACE

Answer **EITHER** Question B3 **OR** Question B4

QUESTION B3

(a) Study the OS map extract.

(i) Area A is part of the Central Business District (CBD) of Leeds.
GIVE TWO pieces of map evidence which show it is part of the CBD. [2]

(ii) The OS map extract shows the location of Brewery Wharf which has been built on a brownfield site.

What is a brownfield site? [1]

(iii) **DESCRIBE** the location of Brewery Wharf. [3]

(b) Read the passage below

Brewery Wharf is a £100 million mixed land use development.

Features include:

- **370 high quality apartments (some with roof gardens)**
- **Cafés / bars / restaurants**
- **Totally pedestrianised area**
- **Extensive office space**
- **Major hotel with 248 bedrooms**
- **Riverside walkway with seating and trees**

- (i) Choose TWO of these features and EXPLAIN how they may affect Leeds and its people. [4]**
- (ii) The buildings at Brewery Wharf have been planned and designed for a sustainable future. SUGGEST AND EXPLAIN ONE feature of the buildings which may help achieve this. [2]**
- (iii) In 2008 house prices were falling and people had difficulty borrowing money. SUGGEST AND EXPLAIN TWO effects of this on new developments like Brewery Wharf. [4]**

- (c) Read the passage below and study the OS map extract.

In 2012 an electric bus scheme will be introduced in Leeds to help overcome major traffic problems. People will be able to park their car at the edge of the city and take the electric bus to the city centre. This is an example of a 'park and ride' scheme.

- (i) One car park will be located in grid squares 3129 and 3130. EXPLAIN why this is a good site for a 'PARK AND RIDE' car park. [2]
- (ii) EXPLAIN how this electric bus 'PARK AND RIDE' scheme might improve the quality of life of two different groups of people in Leeds. [4]
- (d) CASE STUDY: IMPROVING THE URBAN ENVIRONMENT IN A CITY IN A LESS ECONOMICALLY DEVELOPED COUNTRY (LEDC).
- (i) NAME a city in an LEDC that you have studied.
- (ii) DESCRIBE how the urban environment has been improved in that city.
- (iii) EXPLAIN how the improvements have affected the lives of different groups of people who live there. [8]

[Total mark: 30]

END OF QUESTION B3

QUESTION B4

(a) Study Map 2 in the separate Resource Booklet. It shows the Las Vegas and Lake Mead area.

(i) DESCRIBE the location of Las Vegas. [3]

(ii) Use map evidence to GIVE TWO REASONS why people are attracted to the Las Vegas and Lake Mead area. [4]

(b) Study the graph opposite.

Describe the trend of the graph. Use figures in your answer. [2]

(c) Read the passage below.

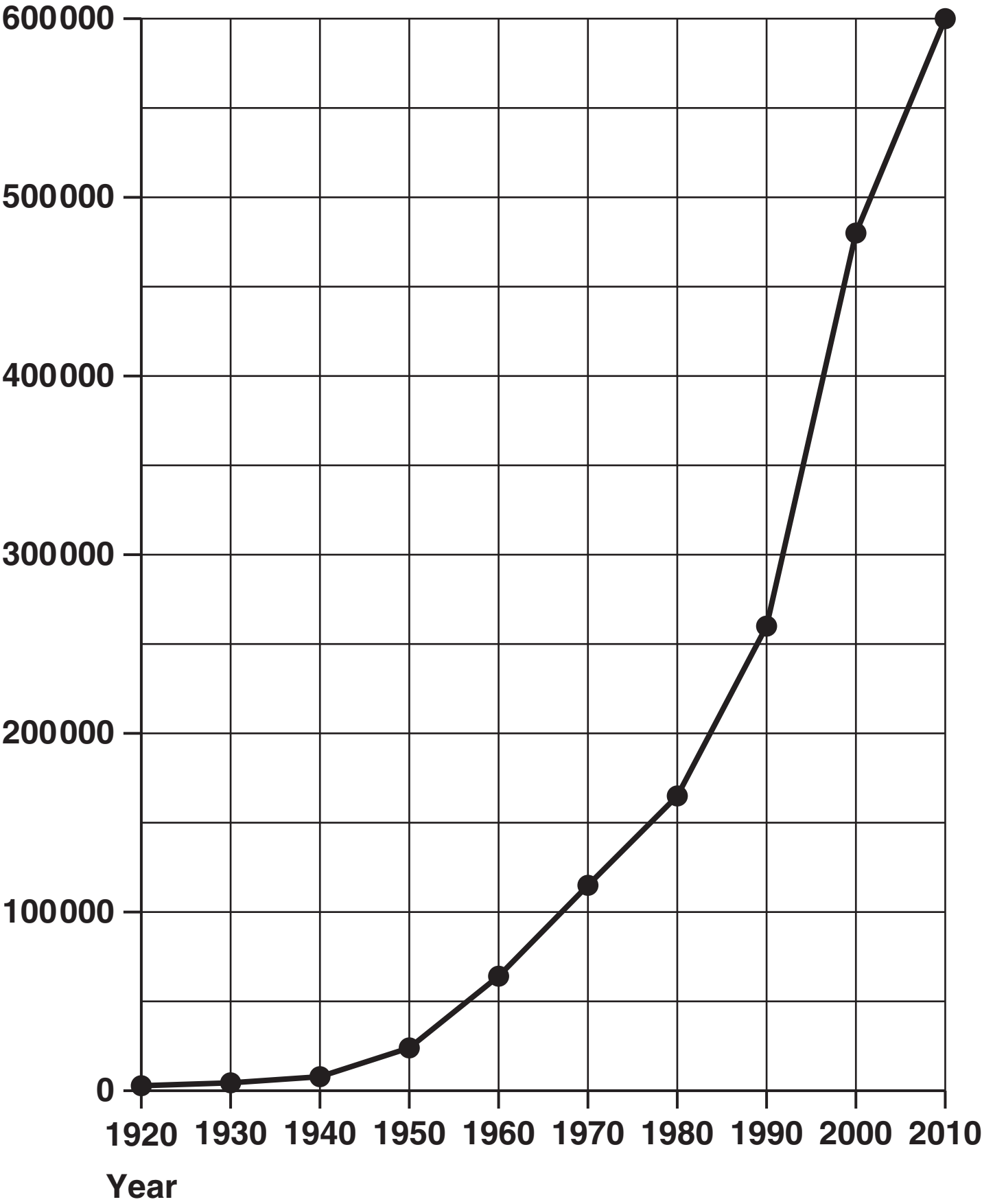
Lake Mead was created in the 1930s to supply water and electricity to the city of Las Vegas. In recent years, the city has faced a problem. The level of the water in the lake has dropped by as much as 40 metres. In August, the average temperature is 40°C and precipitation is typically 4 mm.

(i) SUGGEST AND EXPLAIN TWO ways that falling water levels could affect the lives of people living in Las Vegas or visiting it. [4]

(ii) The population changes in Las Vegas are putting pressure on other city services. EXPLAIN how ONE service other than water supply may be affected. [4]

POPULATION CHANGE IN LAS VEGAS

Population



(d) Planners have different views about how cities should develop for a sustainable future. Read the two views below.



Robert Smith

Cities should be allowed to grow without control. It is our job to meet the increased demand for services.



Sian Jones

The growth of cities must be controlled. Without control there will be too much pressure on services.

With which view do you agree more? Explain your decision. [5]

(e) CASE STUDY: MIGRATION TO AN URBAN AREA.

- (i) NAME an urban area which has been affected by in-migration.**
- (ii) DESCRIBE the effects of this migration on different groups of people.**
- (iii) EXPLAIN why people migrated to this urban area. [8]**

[Total mark: 30]

END OF QUESTION B4

SECTION C

PEOPLE, WORK AND DEVELOPMENT

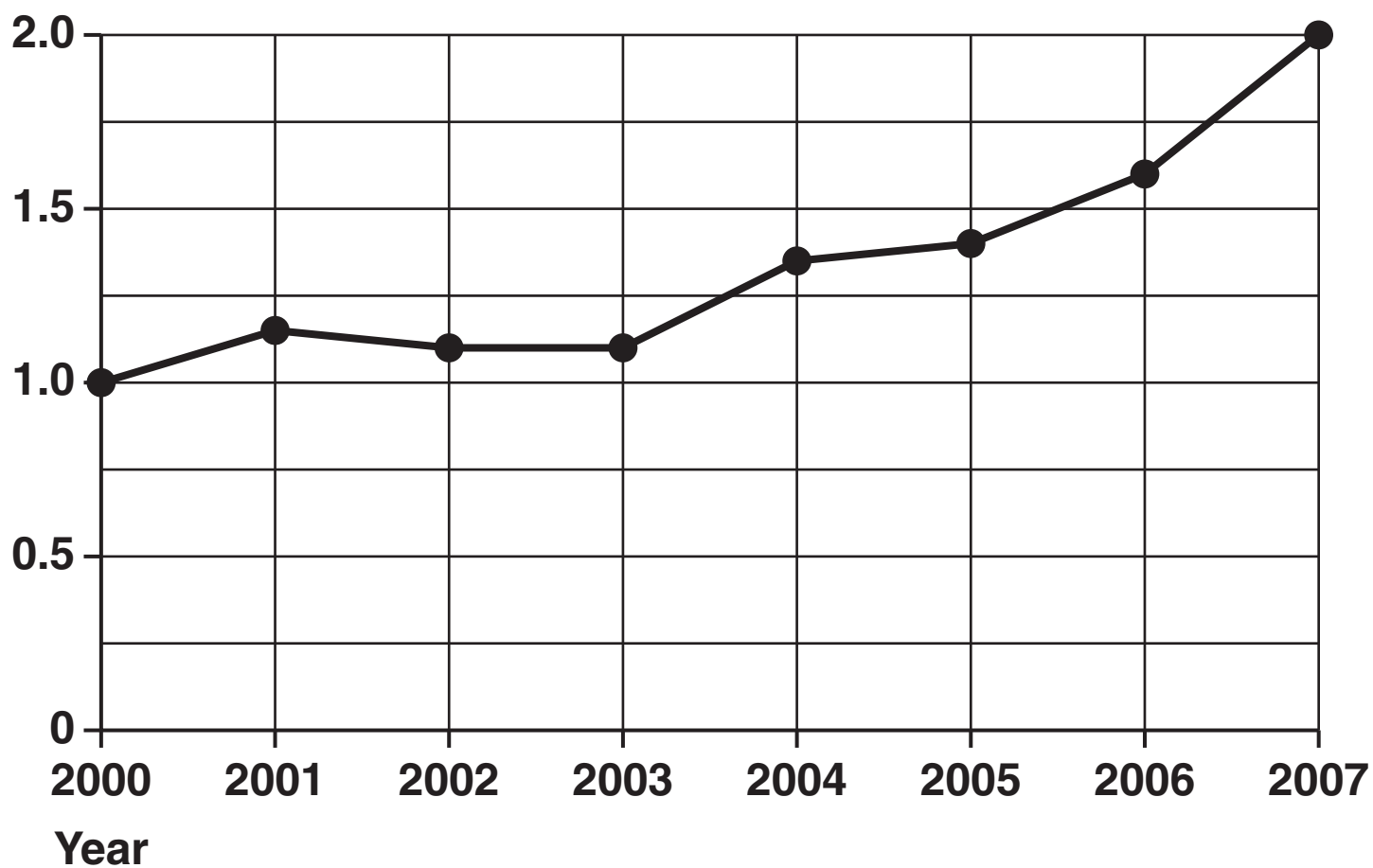
Answer **EITHER** Question C5 **OR** Question C6.

QUESTION C5

- (a) Study Map 3 in the separate Resource Booklet. It shows the origin of tourists visiting Kenya, by continent.
- (i) Kenya's tourist industry is an example of a tertiary economic activity. What is meant by the term tertiary economic activity? [1]
 - (ii) **DESCRIBE** the distribution of the origins of tourists visiting Kenya. [2]
 - (iii) Use evidence from the map to help **EXPLAIN** this distribution. [2]
- (b) Study the graph opposite.
- (i) **DESCRIBE** the trend in the number of tourist visitors to Kenya between 2000 and 2007. Refer to figures in your answer. [2]
 - (ii) **SUGGEST** and **EXPLAIN TWO** benefits of tourism to Kenya's economic development. [4]

TOURIST VISITORS TO KENYA

Tourist visitors
(millions)



(c) Read the passage below.

Violent clashes and tribal conflicts followed the Kenyan general election in December 2007. In January 2008 only 8000 tourists visited instead of the expected 100 000. Overall Kenya's tourism dropped by more than one third in the first half of 2008.

EXPLAIN the possible impact that the decline in tourist numbers may have had on the tourist industry and the people who work in it. [4]

(d) Study Advertisement 1 in the separate Resource Booklet. It shows places tourists may visit.

- (i) NAME ONE place that tourists may visit in Kenya. [1]**
- (ii) Increasing numbers of tourists may damage the environment. SUGGEST TWO WAYS this may happen. [2]**
- (iii) SUGGEST and EXPLAIN TWO possible ways that sustainable tourism could be achieved in Kenya. [4]**

(e) CASE STUDY: THE LOCATION OF A PRIMARY OR SECONDARY ECONOMIC ACTIVITY.

- (i) NAME and LOCATE a primary or secondary economic activity.**
- (ii) DESCRIBE the location of the economic activity. You may draw a sketch map if you wish.**
- (iii) EXPLAIN the advantages and disadvantages of the location of this economic activity. [8]**

[Total mark: 30]

END OF QUESTION C5

QUESTION C6

- (a) Study the map and table of development indicators on the separate sheet.
- (i) What is meant by the term ‘infant mortality rate’? [1]
 - (ii) What is Brazil’s infant mortality rate? [1]
 - (iii) **DESCRIBE** the variations in the infant mortality rates shown on the map. Refer to the Brandt Line in your answer. [3]
 - (iv) Use information from the table to help **EXPLAIN** the variations in the infant mortality rate. [2]
- (b) Study the passage below and diagram opposite.

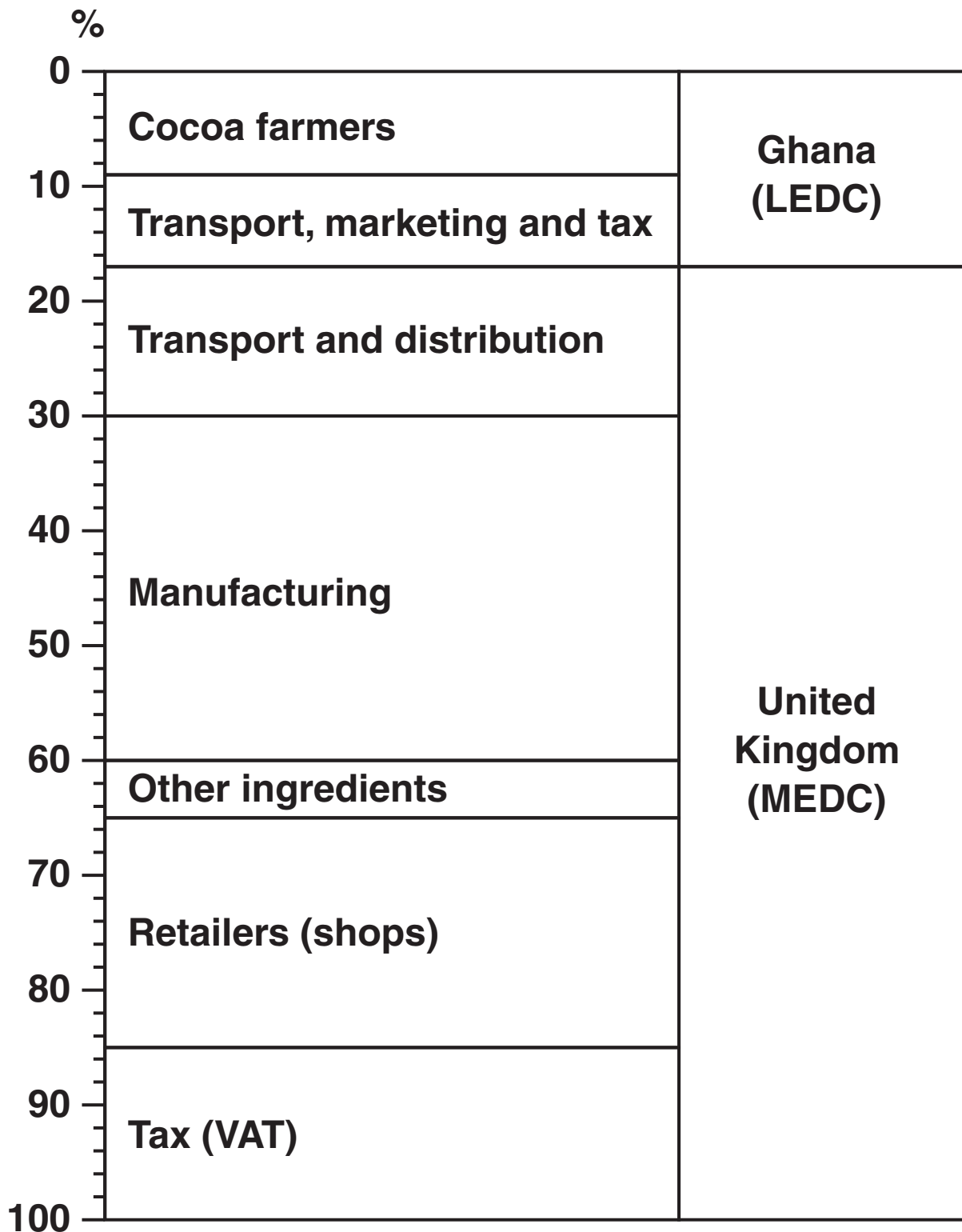
Multinational companies (MNCs) make sports goods in Less Economically Developed Countries (LEDs) such as Pakistan. In Pakistan there are 9 million working children aged between 5 and 14, some of them making footballs.

WORKING CONDITIONS OF CHILDREN MAKING FOOTBALLS



- (i) DESCRIBE TWO possible effects of the working conditions shown in the diagram. [2]
- (ii) SUGGEST AND EXPLAIN ONE reason why it is difficult to stop children working in factories in LEDCs. [2]
- (iii) SUGGEST AND EXPLAIN how child labour could be reduced in Pakistan. [4]

- (c) Ghana's main farming export is cocoa beans. These are sold to countries like the United Kingdom to make chocolate. Study the diagram below. It shows the percentage of the total price of a bar of chocolate that is earned at each stage of the process.



- (i) Use figures to COMPARE the percentage earned on a bar of chocolate in Ghana and the UK. [2]
 - (ii) Fair Trade is a way to help Ghana's cocoa farmers. What is meant by the term 'Fair Trade'? [1]
 - (iii) SUGGEST how Fair Trade might help countries like Ghana with their development. [4]
- (d) CASE STUDY: A COUNTRY THAT HAS RECEIVED AID.
- (i) NAME a country that has received Aid.
 - (ii) DESCRIBE the Aid received by this country.
 - (iii) EXPLAIN how this country has benefited from this Aid. [8]

[Total mark: 30]

END OF QUESTION C6

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