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# AS GEOGRAPHY

## Unit 1 Physical and Human Geography

Tuesday 17 May 2016

Afternoon

Time allowed: 2 hours

### Materials

For this paper you must have:

- a pencil
- a rubber
- a ruler.

You may use a calculator.

### Instructions

- Use black ink or black ball-point pen. Use pencil only for drawing.
- Fill in the boxes at the top of the page.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Answer Question 1 and **one other question** from **Section A** and Question 5 and **one other question** from **Section B**.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 120.
- Each question is worth 30 marks.
- You are expected to use a calculator where appropriate.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

### Advice

- Where appropriate, sketch maps and diagrams should be used to illustrate answers and reference made to examples and case studies.
- You are advised to spend about 60 minutes on **Section A** and about 60 minutes on **Section B**.



J U N 1 6 G E O G 1 0 1

PB/Jun16/E3

**GEOG1**

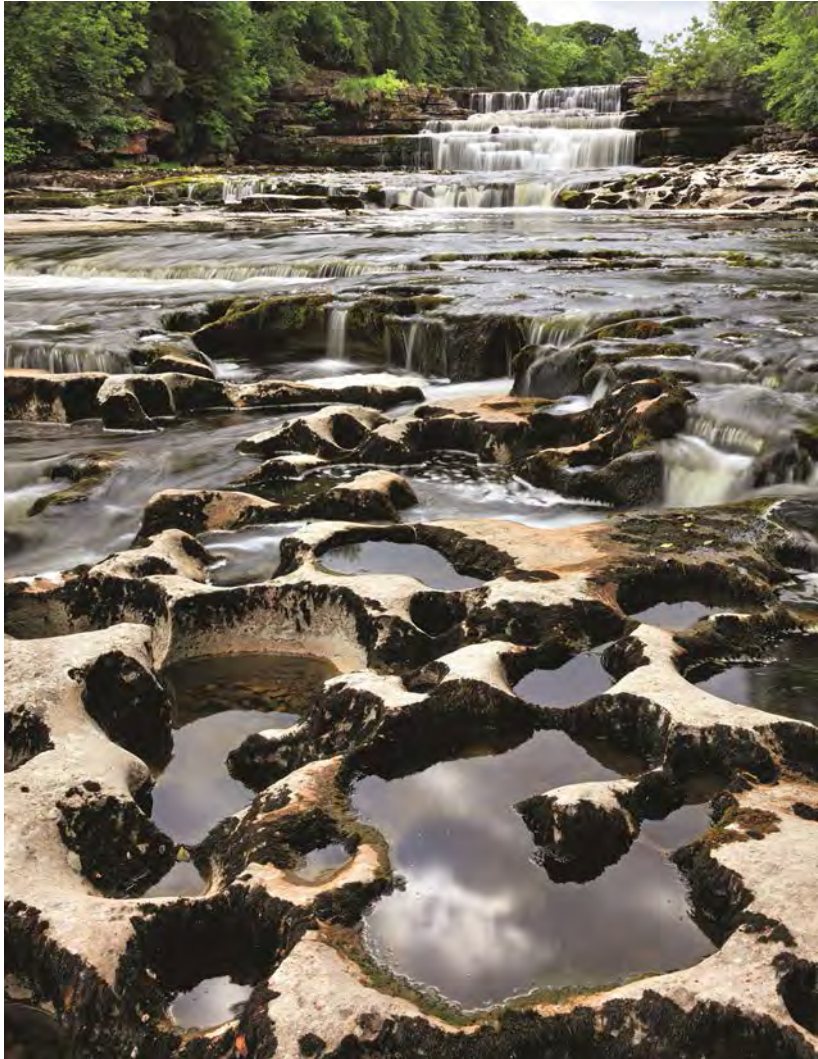
**Section A**

Answer **Question 1** and **one other question** from this section.

**1 Rivers, Floods and Management**

**1 (a)** **Figure 1** is a photograph of part of the River Ure in North Yorkshire.

**Figure 1**



**1 (a) (i)** Describe landforms resulting from fluvial erosion shown in **Figure 1**.

**[4 marks]**

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1 (a) (ii) Explain the formation of a waterfall.

**[4 marks]**

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**Question 1 continues on the next page**

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1 (b) Explain the role of rejuvenation in the formation of river terraces.

[7 marks]

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**1 (c)** With reference to **two** case studies, discuss the impact of river flooding in contrasting areas of the world.

**[15 marks]**

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**2 Cold Environments**

**2 (a)** Figure 2 is a photograph showing the area around a glacier in the Canadian Rockies.

**Figure 2**



**2 (a) (i)** Outline evidence that suggests frost shattering is an active process in the area shown in **Figure 2**.

**[3 marks]**

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2 (a) (ii) Describe how frost shattering influences the development of glacial landforms.

[4 marks]

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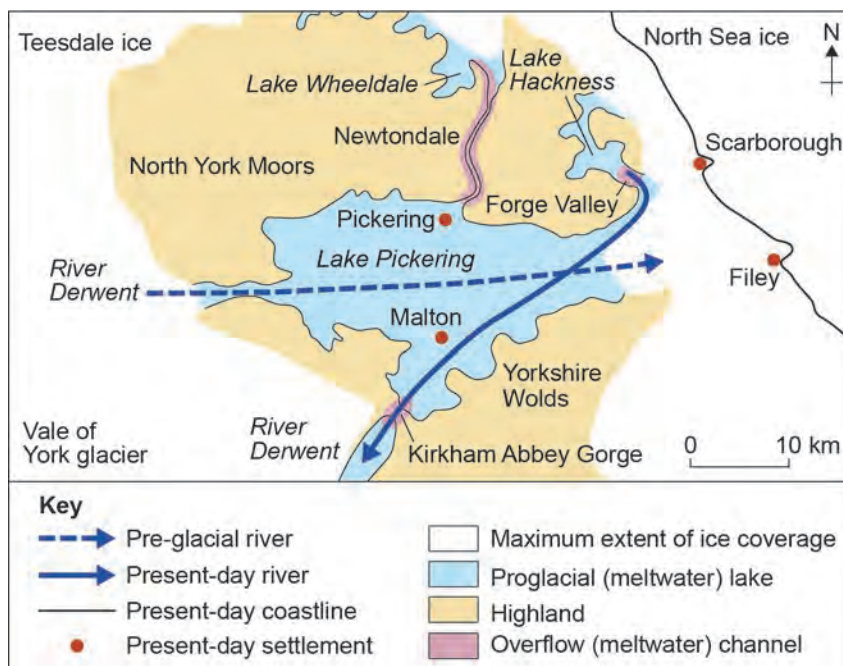
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2 (b) Figure 3 shows the influence of glaciation on drainage in North Yorkshire.

Figure 3





**2 (b) (i)** Summarise the changes in drainage (surface water) before, during and after glaciation shown in **Figure 3**.

**[3 marks]**

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**2 (b) (ii)** Describe a meltwater channel and explain its formation.

**[5 marks]**

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**2 (c)** 'Antarctica is the last great wilderness.' Discuss issues relating to its use. **[15 marks]**

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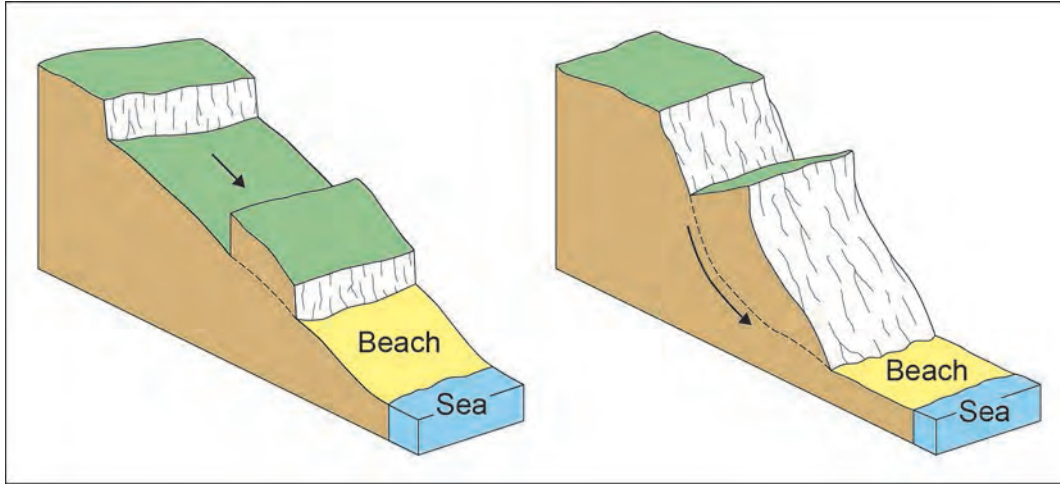
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3 Coastal Environments

3 (a) Figure 4 is a diagram showing two different types of mass movement on a coastline.

Figure 4



3 (a) (i) With the help of Figure 4, suggest how mass movement can occur along a coastline.

[3 marks]

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**3 (a) (ii)** Describe how mass movement can change coastal landforms.

**[4 marks]**

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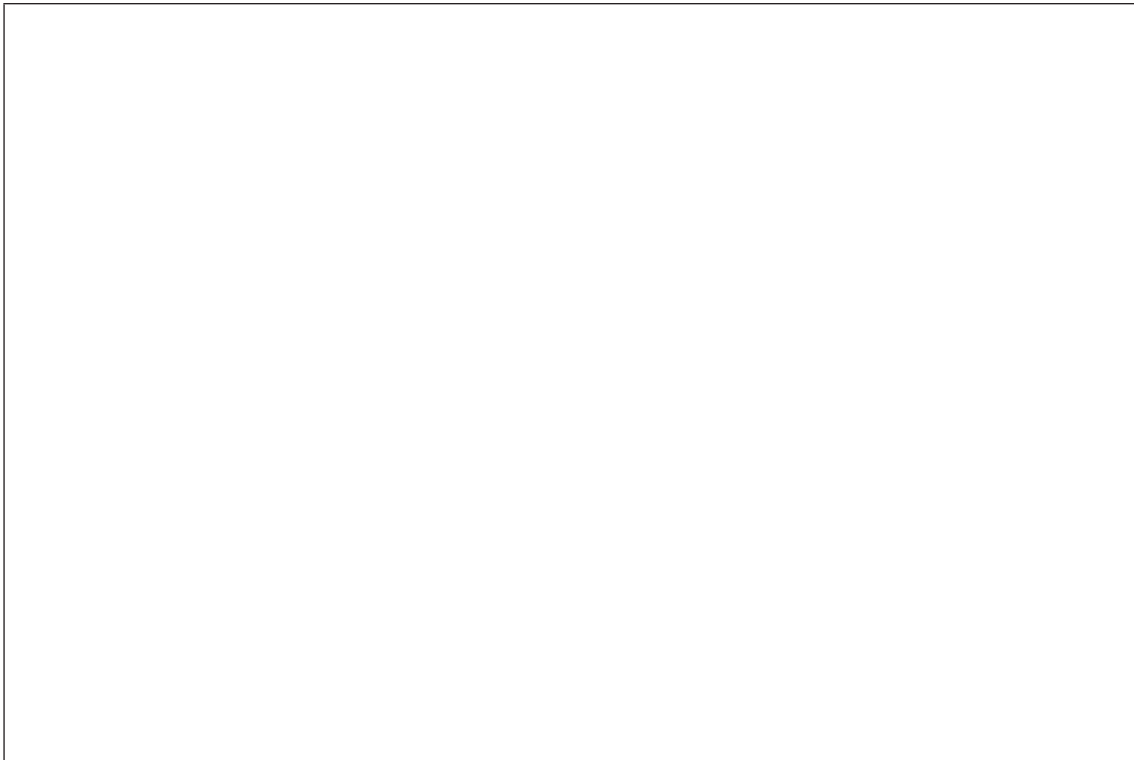
- 3 (b) Figure 5 is a photograph of a sea stack at Flamborough Head, East Yorkshire.

Figure 5



- 3 (b) (i) Draw an annotated sketch to describe this sea stack.

[3 marks]



**3 (b) (ii)** Explain the formation of a sea stack.

**[5 marks]**

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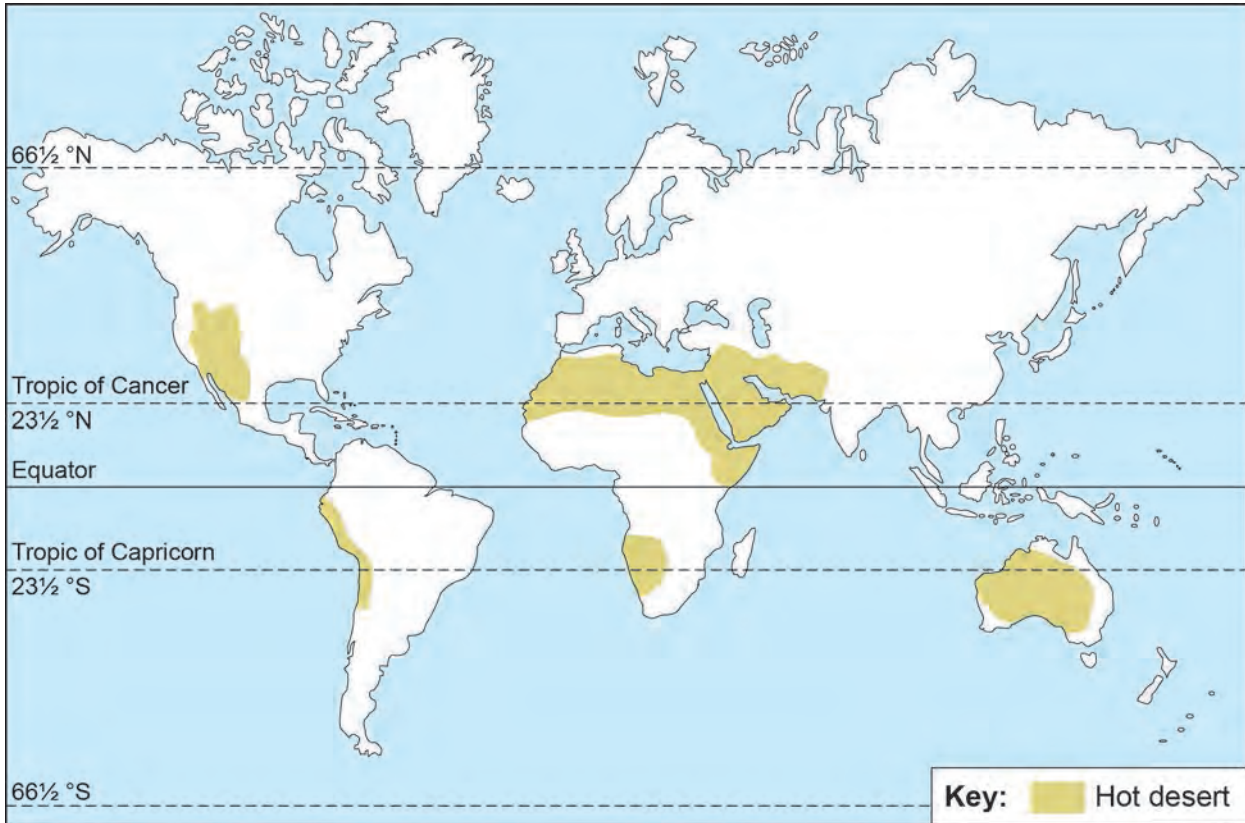
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4 Hot Desert Environments and their Margins

4 (a) Figure 6 shows the location of hot deserts.

Figure 6



Summarise the distribution of hot deserts shown in **Figure 6**.

[3 marks]

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**4 (b)** Describe how climate affects soils in hot deserts.

**[4 marks]**

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**4 (c) (i)** Outline how wind transports material in hot deserts.

**[3 marks]**

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4 (c) (ii) **Figure 7** is a photograph of a landform influenced by wind erosion.

**Figure 7**



With the help of **Figure 7**, explain how wind erosion influences the development of hot desert landforms.

**[5 marks]**

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**Turn over for Section B**

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**Section B**

Answer **Question 5** and **one other question** from this section.

**5 Population Change**

- 5 (a)** **Figure 8** is a table of six countries at different stages of development, ranked according to wealth and showing information on two population indicators.

**Figure 8**

| Rank according to wealth 2013 | Country    | Life expectancy |      | Population density per sq km 2013 |
|-------------------------------|------------|-----------------|------|-----------------------------------|
|                               |            | 1970            | 2013 |                                   |
| 1                             | USA        | 71              | 79   | 33                                |
| 2                             | UK         | 72              | 81   | 266                               |
| 3                             | Brazil     | 59              | 75   | 24                                |
| 4                             | Bolivia    | 46              | 67   | 9                                 |
| 5                             | India      | 49              | 66   | 394                               |
| 6                             | Bangladesh | 48              | 70   | 1101                              |

- 5 (a) (i)** Outline the changes in life expectancy between 1970 and 2013 for the countries shown in **Figure 8**.

**[3 marks]**


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**5 (a) (ii)** Comment on the relative usefulness of the two population indicators in **Figure 8** for showing different stages of development.

**[5 marks]**

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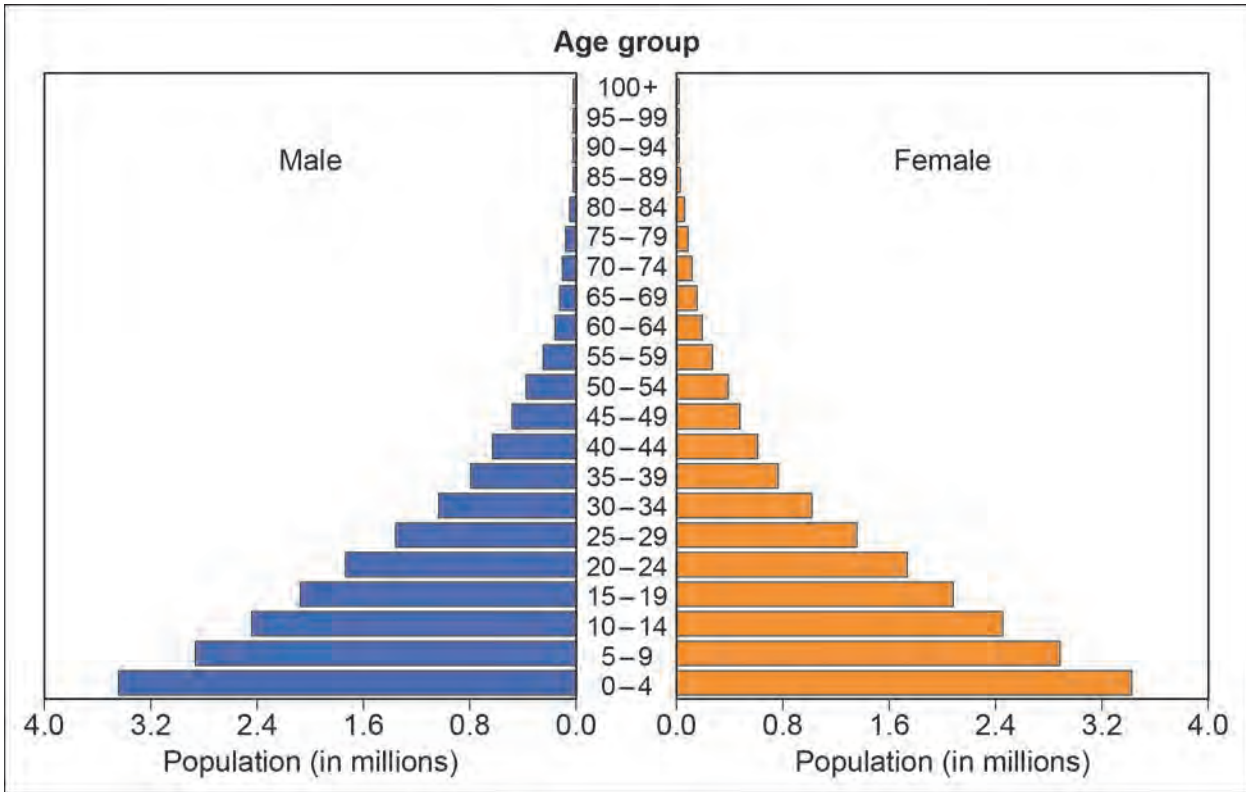
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5 (b) Figure 9 is a population pyramid showing the population structure of Uganda in 2014.

Figure 9



Describe Uganda's population structure in **Figure 9** and explain how this structure is likely to change if the country progresses through the demographic transition.

[7 marks]

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- 5 (c)** Contrast the characteristics of **two** settlement areas you have studied and comment on the implications for social welfare.

**[15 marks]**

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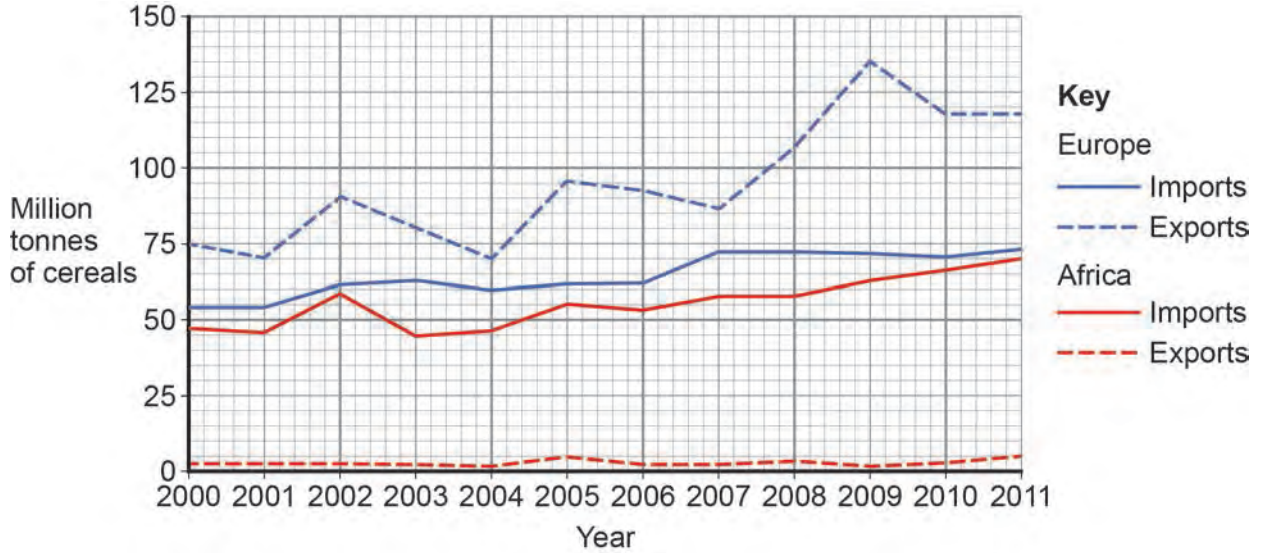
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6 Food Supply Issues

6 (a) Figure 10 is a comparative line graph showing imports and exports of cereals for Europe and Africa.

Figure 10



6 (a) (i) Contrast the imports and exports of cereals shown in Figure 10.

[4 marks]

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- 6 (a) (ii)** Comment on **one or more** environmental aspect(s) of the global trade in foodstuffs, such as cereals.

**[5 marks]**

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- 6 (b)** Explain how genetic modification can lead to an increase in food production.

**[6 marks]**

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- 6 (c)** Describe and justify how agricultural food production systems can be classified. **[15 marks]**

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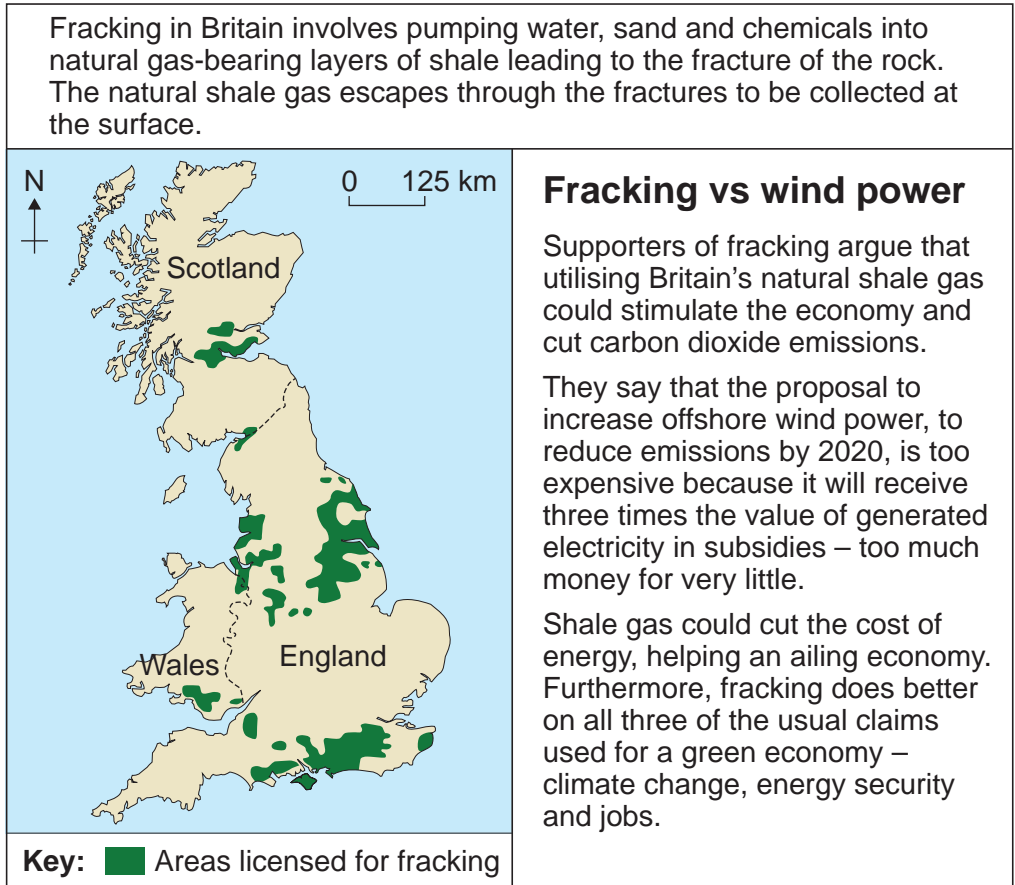


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7 Energy Issues

7 (a) Figure 11 is an extract from a geographical publication about fracking in 2014.

Figure 11



7 (a) (i) Describe the distribution of areas licensed for fracking shown in Figure 11. [4 marks]

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**7 (a) (ii)** With the help of **Figure 11**, comment on the possible benefits of fracking in providing a clean, economic and reliable supply of energy.

**[5 marks]**

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7 (b) Explain the impact of fuelwood gathering on the environment.

[6 marks]

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**7 (c)** ‘There is the potential for a sustainable energy supply and a sustainable level of energy consumption.’ Discuss this view.

**[15 marks]**

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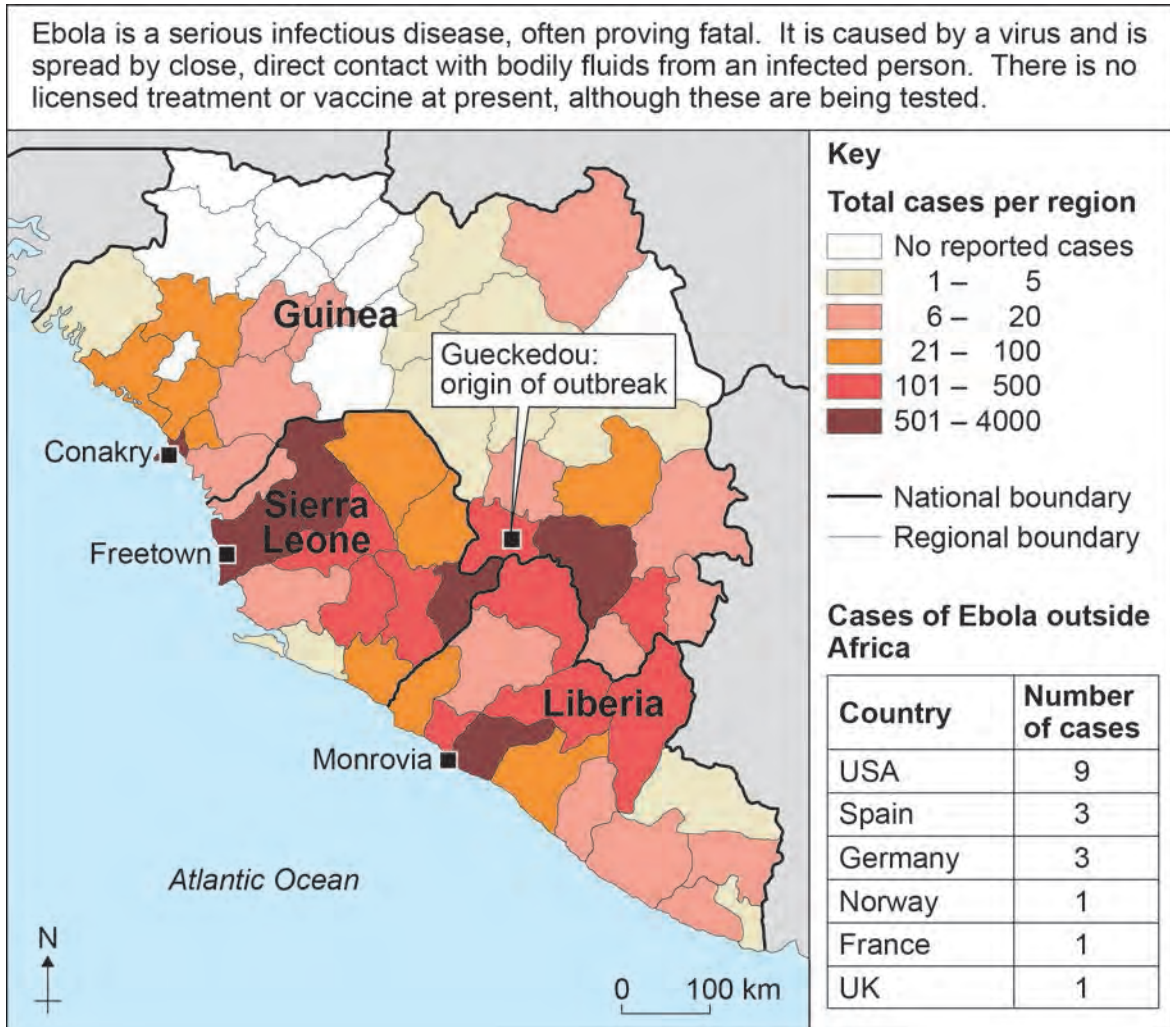
**Turn over ▶**



8 Health Issues

8 (a) Figure 12 shows the distribution of Ebola cases in part of West Africa and cases outside Africa up to November 2014.

Figure 12



8 (a) (i) Describe the distribution of Ebola cases shown on the map in Figure 12.

[4 marks]

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**8 (a) (ii)** With the help of **Figure 12**, comment on the fact that the Ebola outbreak in 2014 became a matter of global concern.

**[5 marks]**

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**8 (b)** Explain why malnutrition is widespread in certain parts of the world.

**[6 marks]**

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**8 (c)** Discuss the impacts of **one** non-communicable disease on health, economic development and lifestyle.

**[15 marks]**

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**END OF QUESTIONS**

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