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|---------------|---------------|------------------|
| Surname       | Centre Number | Candidate Number |
| First name(s) |               | 0                |



**GCSE**

**C112U10-1**



**WEDNESDAY, 14 MAY 2025 – MORNING**

## **GEOGRAPHY B – Component 1**

### **Investigating Geographical Issues**

1 hour 45 minutes

| For Examiner's use only |              |              |
|-------------------------|--------------|--------------|
| Question                | Maximum Mark | Mark Awarded |
| 1.                      | 32           |              |
| SPaG                    | 4            |              |
| 2.                      | 32           |              |
| 3.                      | 32           |              |
| Total                   | 100          |              |

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#### **ADDITIONAL MATERIALS**

A calculator and a ruler if required.

#### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

Additional space is provided for some questions within the booklet (if required). If further space is required for any question, you should use the additional page(s) at the end of this booklet. The question number(s) should be clearly shown.

#### **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 your ability to spell, punctuate and use grammar and specialist terminology accurately in your answer to Question 1(d).



**JUN25C112U10101**

**Theme 1: Changing Places - Changing Economies**Answer **all** questions.

1. (a) (i) Study
- Figure 1.1**
- .

**Figure 1.1: Definitions of some terms to do with people who work**

| Letter | Definition                                           |
|--------|------------------------------------------------------|
| A      | People who come from another country to work         |
| B      | People who work in television and media              |
| C      | People who do seasonal work                          |
| D      | People who work from home using phones and computers |
| E      | People who move from one country to another to work  |
| F      | People who travel to work each day                   |

Complete the table below by adding the correct letter from **Figure 1.1** to give the correct definition of the terms. [2]

| Term       | Letter |
|------------|--------|
| Commuter   |        |
| Teleworker |        |

- (ii) Commuting and teleworking influence where people live. Give **one** advantage and **one** disadvantage of working from home. [2]

Advantage: .....

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Disadvantage: .....

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(iii) Explain why numbers of commuters in the UK have changed over time. [4]

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(iv) Describe some of the issues in UK villages that have become commuter settlements. [4]

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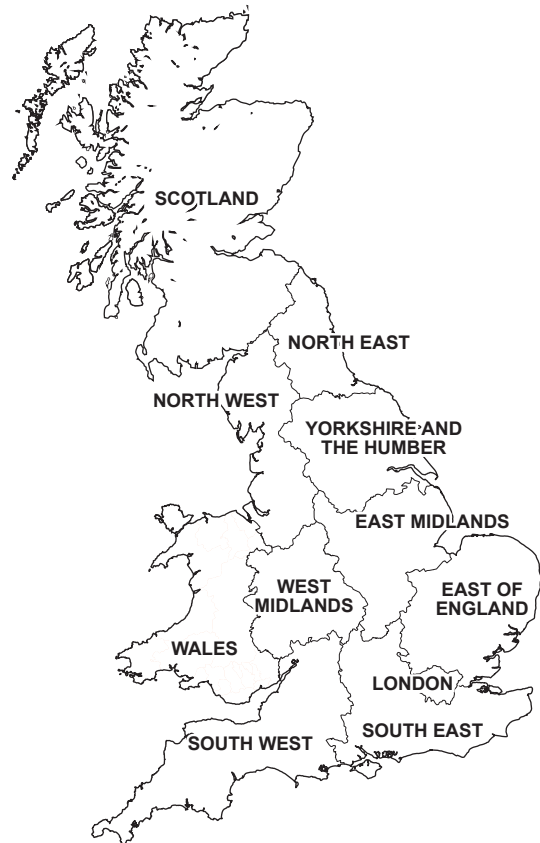
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(b) Study **Figure 1.2**.

**Figure 1.2: Data showing the average commuting time, distance and use of cars in UK regions**

| Region                 | Average commuting distance (miles) | Average commuting time (minutes) | % who travel to work by car |
|------------------------|------------------------------------|----------------------------------|-----------------------------|
| London                 | 20                                 | 85                               | 27                          |
| South East             | 28                                 | 67                               | 75                          |
| North West             | 21                                 | 58                               | 73                          |
| North East             | 21                                 | 61                               | 76                          |
| West Midlands          | 22                                 | 56                               | 79                          |
| East Midlands          | 25                                 | 54                               | 80                          |
| Yorkshire & the Humber | 22                                 | 57                               | 75                          |
| South West             | 21                                 | 49                               | 75                          |
| East of England        | 31                                 | 65                               | 76                          |
| Wales                  | 19                                 | 48                               | 81                          |
| Scotland               | 25                                 | 62                               | 68                          |



(i) Tick (✓) the **two** correct statements about commuting using **Figure 1.2**.

[2]

| Statement                                                    | Tick (✓) |
|--------------------------------------------------------------|----------|
| London has the longest average commuting time.               |          |
| North West has the shortest average commuting time.          |          |
| North East has the longest average commuting distance.       |          |
| East of England has the shortest average commuting distance. |          |
| Scotland has the lowest % of workers who travel by car.      |          |
| Wales has the highest % of workers who travel by car.        |          |



- (ii) What is the **median** value for the average commuting **distance** shown in **Figure 1.2**?

[1]

- (iii) Calculate the **range** of the data for the average commuting **time** shown in **Figure 1.2**.  
Show your working in the box below.

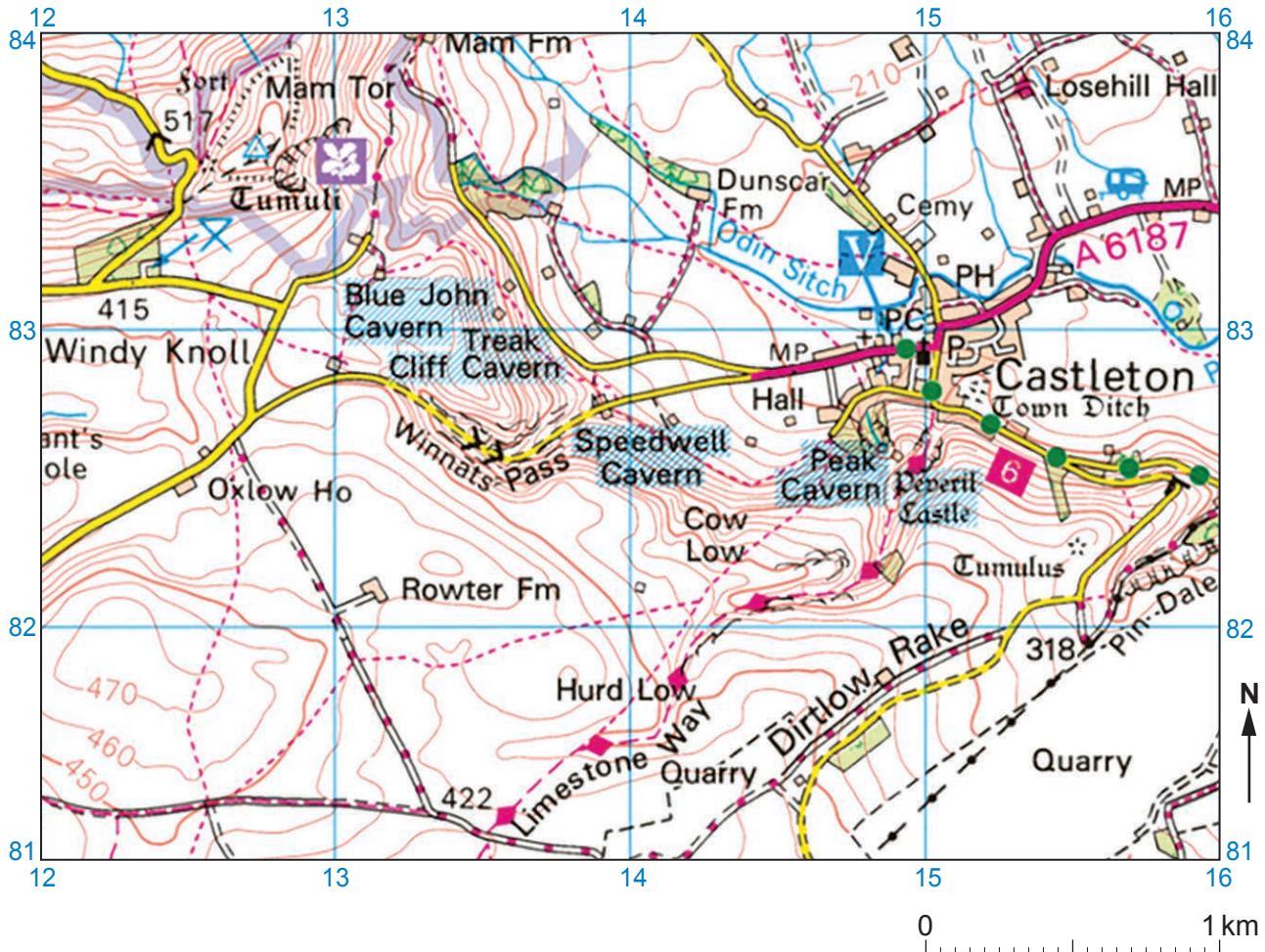
[2]

Range = ..... minutes



(c) Study **Figure 1.3**.

**Figure 1.3: OS Map extract of Castleton, a honeypot area of the Peak District National Park in the UK. There are many caverns (caves) and other features in this area.**



- (i) Give **three** pieces of map evidence from **Figure 1.3** (other than named caverns) to suggest why Castleton is a honeypot site. Use the OS map key on the back page. [3]

Map Evidence 1: .....

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Map Evidence 2: .....

.....

Map Evidence 3: .....

.....



- (ii) Give **two** reasons why too many visitors can cause damage to honeypot sites. [4]

Reason 1: .....

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Reason 2: .....

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(d) Study **Figure 1.4**.

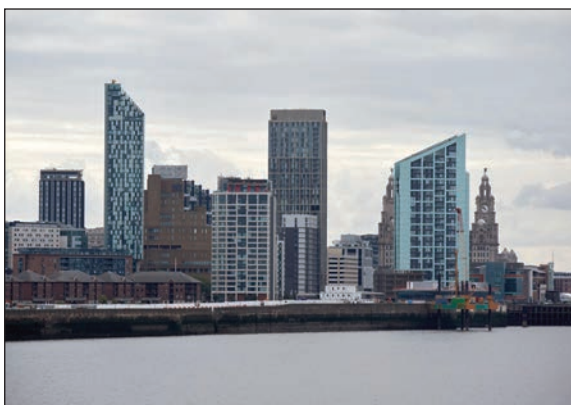
**Figure 1.4: The Liverpool Waters project, an example of a multi-purpose zone**



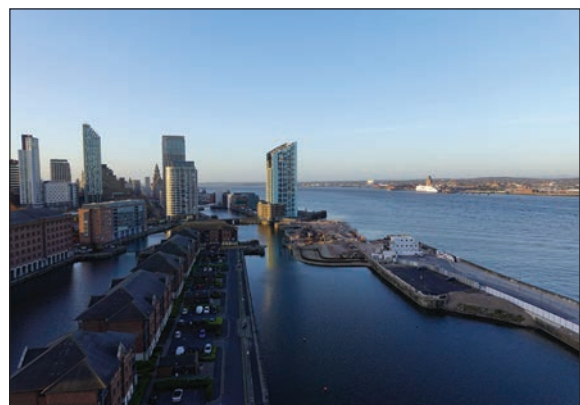
**Building the new Everton Football Club stadium**

#### **Fact Box**

- The Liverpool Waters project plans to redevelop derelict docks on the River Mersey.
- The project will cost approximately £5 billion.
- There will be coffee shops, restaurants, shops and offices.
- Leisure facilities will include a health club, canoe club, fitness centre and hotels.
- A new stadium for Everton Football Club is being constructed.
- A central park will provide open space.
- There will be 600 new homes including apartments and some affordable housing.



**New apartments and offices along the River Mersey**



**New ferry/cruise ship terminal**



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Additional space for Question 1(d) only:

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**End of Question 1**



**Theme 2: Changing Environments**Answer **all** questions.

2. (a) River landscapes are the result of many different processes.

- (i) Match the process with the correct definition by drawing lines to link them. One has been done for you. [4]

| Process       | Definition                                              |
|---------------|---------------------------------------------------------|
| Abrasion      | The movement of rocks and material down a slope         |
| Mass movement | Rocks carried by the river smash against the river bank |
| Weathering    | The breaking down of rock in place                      |
| Attrition     | The dissolving of minerals in river water               |
| Solution      | Rocks carried by the river smash against each other     |

- (ii) Within a river basin, there are flows, stores and outputs.

Circle the correct answer in each of the following sentences. [3]

| Term             | Circle the correct answer         |
|------------------|-----------------------------------|
| Vegetation is    | ( a flow / a store / an output ). |
| Infiltration is  | ( a flow / a store / an output ). |
| Transpiration is | ( a flow / a store / an output ). |



- (b) (i) Explain why creating a reservoir affects natural river processes.

[4]

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- (ii) Give **one economic** impact of managing a river by hard engineering methods. [1]

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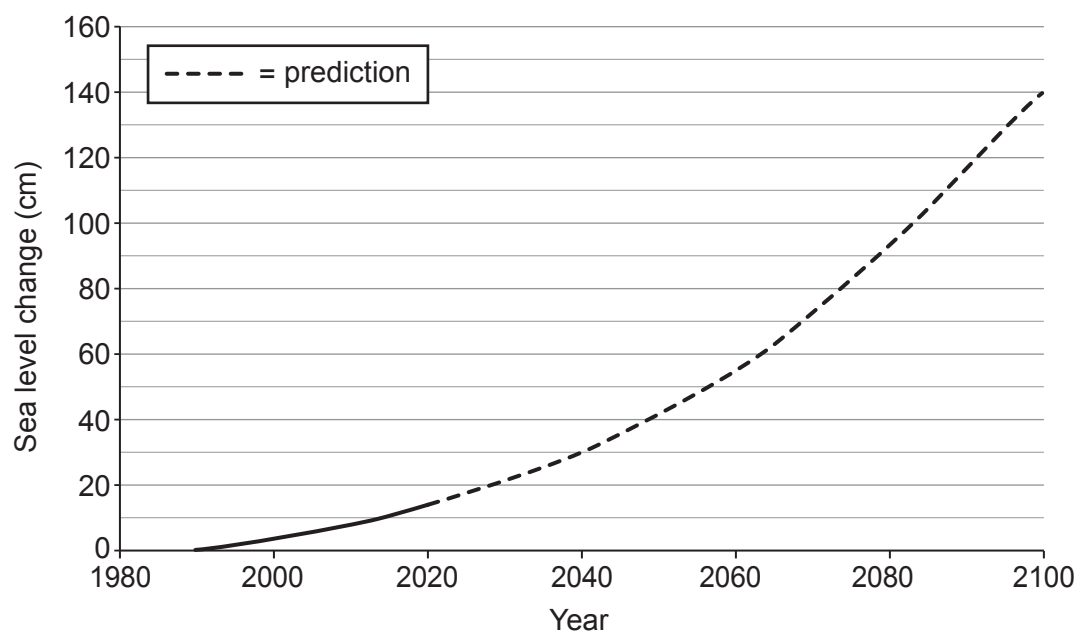
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- (c) (i) One consequence of climate change is rising sea levels.

Study **Figure 2.1**.

**Figure 2.1: Graph of predicted global sea level change 1990–2100**



Describe the trend for global sea level change between 1990 and 2100 shown in **Figure 2.1**.

Use figures in your answer.

[3]

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- (ii) Give **two** reasons why a line graph is the most appropriate technique to show the data in **Figure 2.1**. [2]

Reason 1: .....

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Reason 2: .....

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- (iii) Explain the consequences of changes in sea level for people living in coastal communities. [4]

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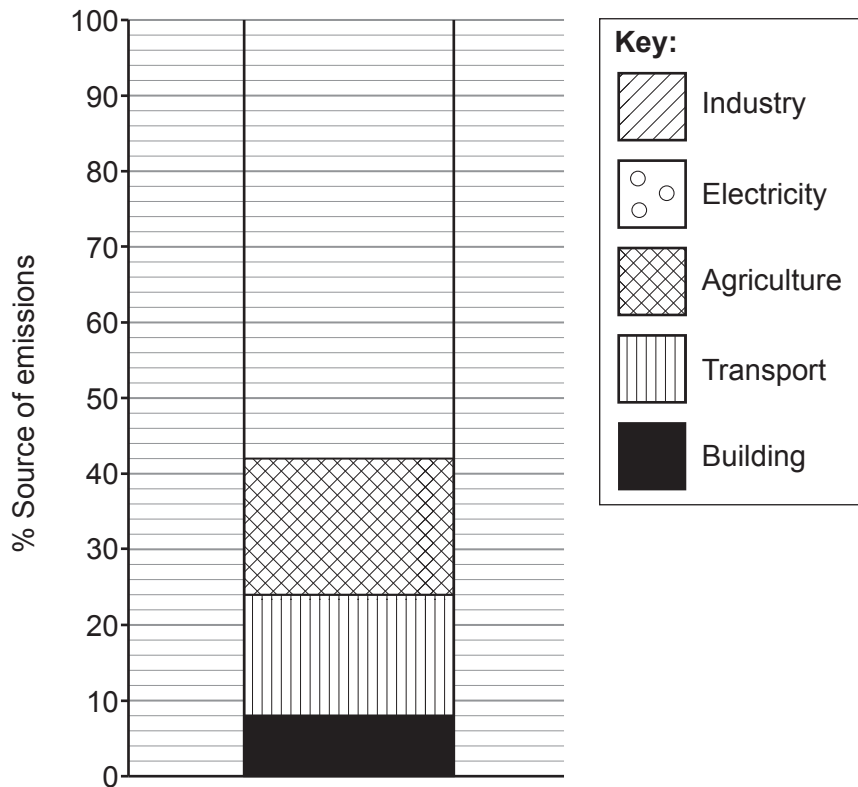
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- (iv) One cause of global warming is greenhouse gas emissions.

Study **Figure 2.2**.

**Figure 2.2: Source of global greenhouse gas emissions**



Complete the graph in **Figure 2.2** by adding the following data. Use the correct shading from the key. [2]

|             |     |          |     |
|-------------|-----|----------|-----|
| Electricity | 28% | Industry | 30% |
|-------------|-----|----------|-----|



- (v) Choose **one** other appropriate graphical technique which could be used to show the data in **Figure 2.2**. [1]

|                  | Tick (✓) |
|------------------|----------|
| Kite diagram     |          |
| Line graph       |          |
| Scatter graph    |          |
| Pie chart        |          |
| Triangular graph |          |



(d) Study **Figure 2.3**.

**Figure 2.3: Some climate change initiatives**



'It is only actions by governments and not actions by individuals that will reduce the global impacts of climate change.'  
How far do you agree?

[8]

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**Theme 3: Environmental Challenges**Answer **all** questions.

3. (a) There are many processes that occur in an ecosystem.

(i) Complete the sentences using words from the box below.

[3]

|                     |            |                   |
|---------------------|------------|-------------------|
| secondary consumers | rocks      | primary producers |
| decomposition       | soil       | sun               |
| photosynthesis      | herbivores | recycling         |

Plants are an example of .....

They use energy from the ..... to produce food by

the process of .....

(ii) Describe the nutrient cycle in an ecosystem. You may draw a labelled diagram if you wish.

[3]

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(iii) Name a small-scale ecosystem **in the UK** you have studied.

Name of ecosystem .....

Explain why managing this ecosystem can be challenging.

[4]

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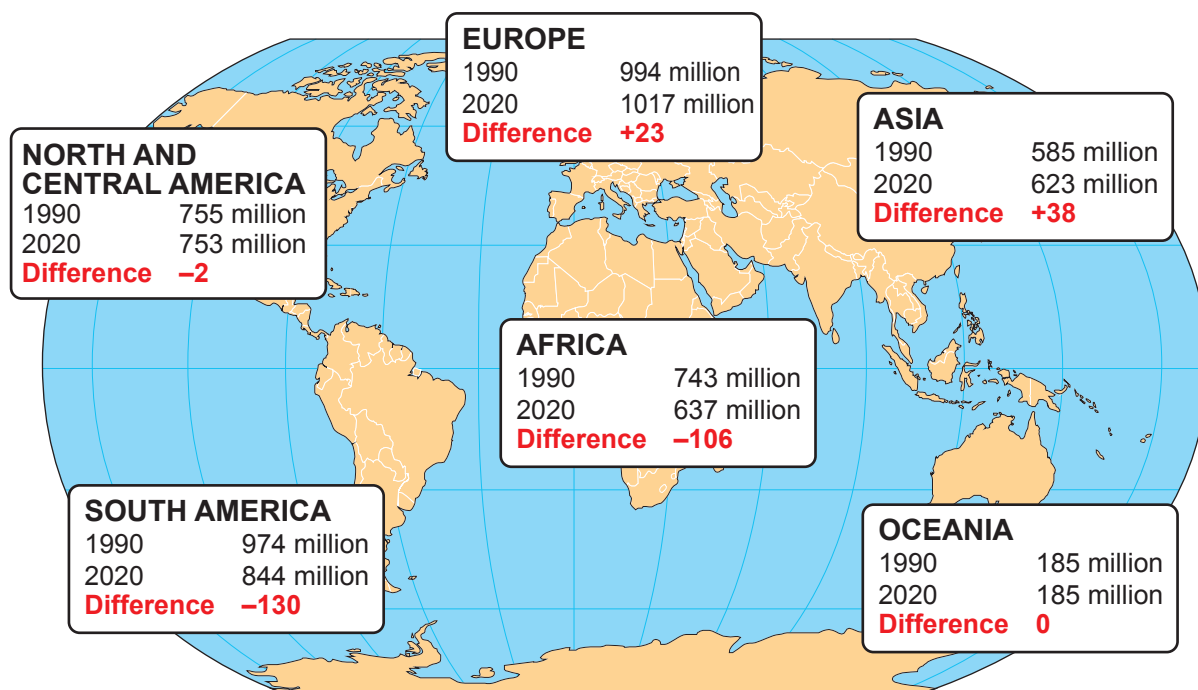
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(b) (i) Study **Figure 3.1**.**Figure 3.1: Changes in global forest area 1990–2020 (hectares)**Use **Figure 3.1**. Tick (✓) the **three** correct statements in the table below.

[3]

| Statement                                                   | Tick (✓) |
|-------------------------------------------------------------|----------|
| Africa has lost more forest than South America.             |          |
| Asia has had the greatest gain in forest.                   |          |
| South America has had the greatest loss of forest.          |          |
| Africa has lost less forest than North and Central America. |          |
| Europe has gained less forest than Asia.                    |          |
| North and Central America gained more forest than Europe.   |          |



- (ii) Calculate the % loss of forest in South America between 1990 and 2020.  
Show your working in the box below.

[2]

Answer: ..... %



- (c) (i) Global water supply and demand is constantly changing.

What is meant by the term 'water footprint'?

[1]

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- (ii) Tick (✓) the correct definition of the term 'over-abstraction' of water.

[1]

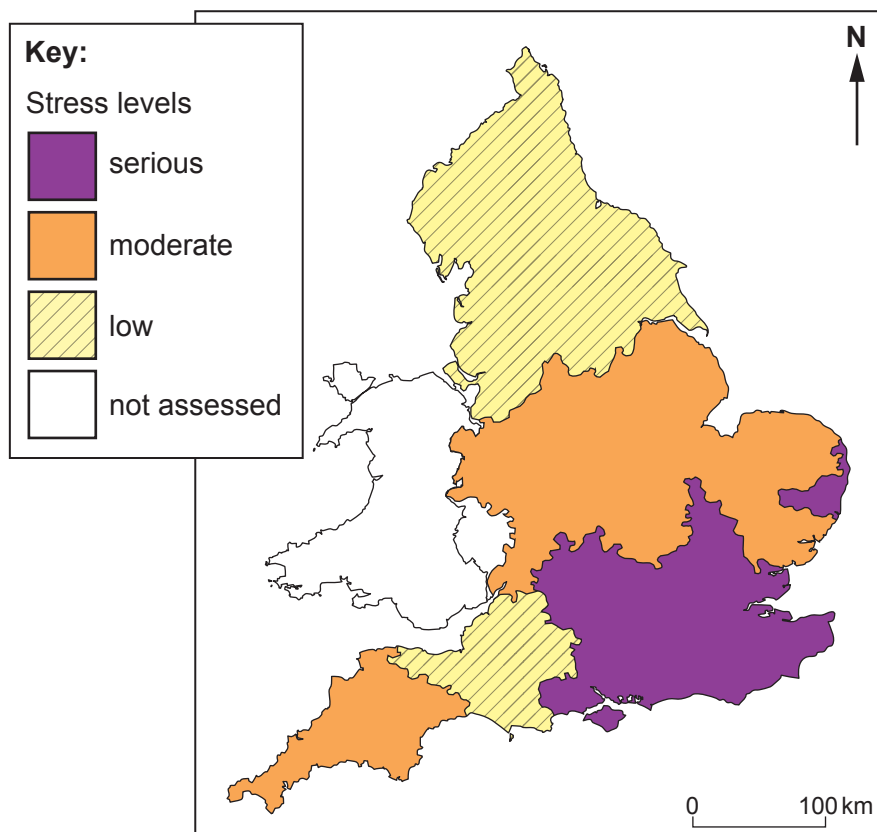
| Definition                                                                 | Tick (✓) |
|----------------------------------------------------------------------------|----------|
| Where water soaks into the ground to replace water lost                    |          |
| Where sediment is taken out of a reservoir                                 |          |
| Where water is taken out of a source at a faster rate than it is recharged |          |
| Where water is taken from one area and transferred to another              |          |



- (iii) Water stress is when demand is greater than supply.

Study **Figure 3.2**.

**Figure 3.2: Water stress in England**



Describe the pattern of water stress in England, as shown in **Figure 3.2**.

[3]

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- (iv) Explain **two** ways that individuals could help to reduce pressure on water supply. [4]

Way 1: .....

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Way 2: .....

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(d) Study **Figure 3.3**.

**Figure 3.3: Global water issues**



**Children collecting water in an African village    Aerial view of houses with pools in the USA**



**Dried up river bed in Spain**



**Reservoir and dam in Wales**

Analyse the environmental and economic reasons why water supply and demand vary in different parts of the world. [8]

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**END OF PAPER**



[illegible]

[illegible]

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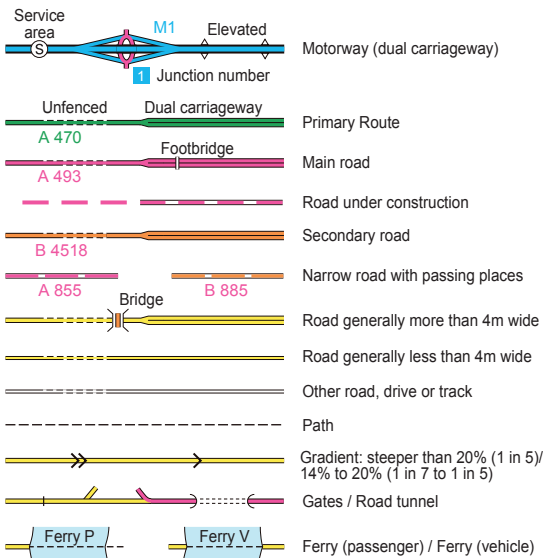
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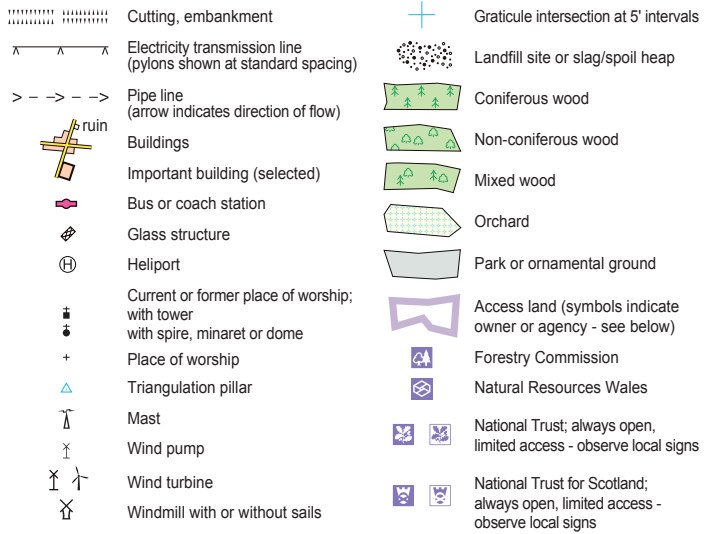
# LANDRANGER MAP SYMBOLS

## ROADS AND PATHS

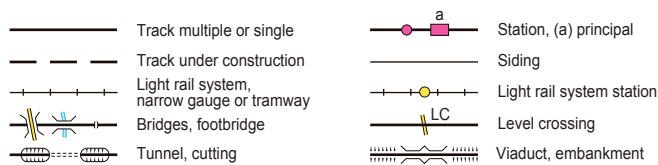
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## LAND FEATURES

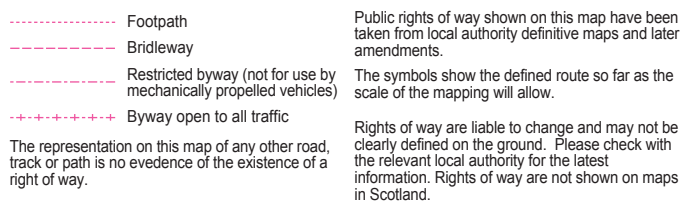


## RAILWAYS

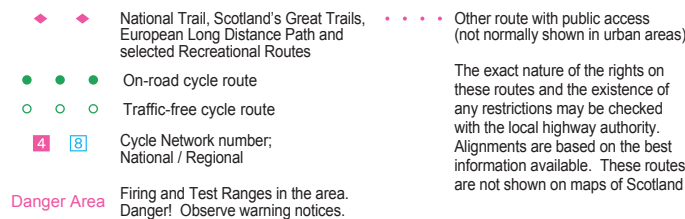


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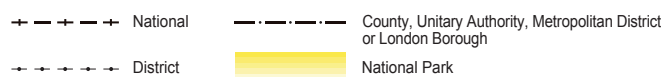
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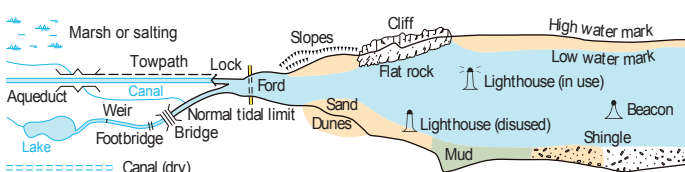
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## BOUNDARIES



## WATER FEATURES



## ABBREVIATIONS

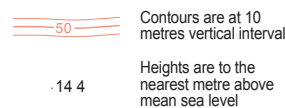
See website for full list

|       |             |      |                                     |
|-------|-------------|------|-------------------------------------|
| Br    | Bridge      | MS   | Milestone                           |
| Cemy  | Cemetery    | Mus  | Museum                              |
| CG    | Cattle grid | P    | Post office                         |
| CH    | Clubhouse   | PC   | Public convenience (in rural areas) |
| Coll  | College     | PH   | Public house                        |
| Fm    | Farm        | Sta  | Station                             |
| Ho    | House       | Sch  | School                              |
| Hospl | Hospital    | TH   | Town Hall, Guildhall or equivalent  |
| MP    | Milepost    | Univ | University                          |

## ARCHAEOLOGICAL AND HISTORICAL INFORMATION

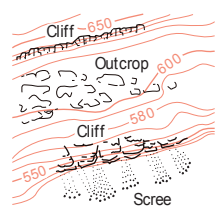
|   |                   |        |           |      |                            |
|---|-------------------|--------|-----------|------|----------------------------|
| + | Site of antiquity | VILLA  | Roman     | 1066 | Site of battle (with date) |
| ☆ | Visible earthwork | Castle | Non-Roman |      |                            |

## HEIGHTS



Where two heights are shown, the first is the height of the natural ground in the location of the triangulation pillar, and the second (in brackets) to a separate point which is the natural summit.

## ROCK FEATURES



## TOURIST INFORMATION

