GCSE
4241/02
GEOGRAPHY
(Specification B)
HIGHER TIER
UNIT 1

P.M. TUESDAY, 13 May 2014
1 hour

For Examiner’s use only

<table>
<thead>
<tr>
<th>Question</th>
<th>Maximum Mark</th>
<th>Mark Awarded</th>
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<td>1.</td>
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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.
Write your name, centre number and candidate number in the spaces at the top of this page.
Answer both questions. At the end of each question there is a choice of case studies.
Write your answers in the spaces provided in this booklet.
If you run out of space, use the continuation pages at the back of the booklet, taking care to number the question(s) 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 to questions 1(e) and 2(e).
In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answers to questions 1(e) and 2(e).
Theme 1: Challenges of Living in a Built Environment

Answer all parts of (a) to (d). There is a choice of questions in (e).

1. (a) Study the maps below.

Tick (√) the correct answers in the sentences below. [3]

(i) To the east, Uganda shares a border with the country of

- Kenya
- Rwanda
- Tanzania

(ii) In which part of Uganda is Lake Victoria?

- north
- south-east
- south-west

(iii) The city of Gulu is how many kilometers north of Kampala?

- 170
- 270
- 370
(b) The pie chart below shows Uganda’s urban and rural population in 1950.

Uganda’s population in 1950

Uganda’s population in 2010

Complete the pie chart for 2010 using the following figures and the key provided. [2]

| Percentage (%) of population in Uganda living in urban areas | 12% |
| Percentage (%) of population in Uganda living in rural areas | 88% |
(c) Study the information below which shows differences between urban and rural Uganda.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>Literacy Rate</td>
<td>87%</td>
<td>66%</td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>76</td>
<td>105</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>Access to drinking</td>
<td>91%</td>
<td>64%</td>
</tr>
</tbody>
</table>

(i) Select information from the table below to complete the graphs.

(ii) Compare two features of quality of life in urban and rural areas.
(d) In many countries people are moving from rural areas to live in urban areas.

Rural Uganda

Kampala, an urban area of Uganda

(i) Explain why people might leave rural areas of Uganda to move to cities in Uganda. [5]
(ii) Suggest ways in which rural to urban migration may affect urban areas. [6]
(e) **Case Studies**

*Answer only one of the questions, either (i) or (ii).*

*You will be assessed on your spelling, punctuation and accurate use of grammar in this question.*

**Either,**

(i) A case study about retail change in one urban area:

- Name the urban area.
- Describe retail change in this urban area.
- Explain the reasons for this retail change.

(ii) A case study about one planning issue:

- Name the planning issue.
- Describe the planning issue.
- Explain why there is a range of views about this issue.

[8+3]
Theme 2: Physical Processes and the Relationships between People and Environments

*Answer all parts of (a) to (d). There is a choice of question in (e).*

2. Study the map below, it shows the pattern of precipitation across New Zealand.

(a) Describe the pattern of precipitation across South Island, New Zealand. [3]
(b) Relief rainfall influences the pattern of precipitation in New Zealand.

Complete the diagram below by adding annotation at points 1, 2 and 3 to explain the process of relief rainfall.
Precipitation in New Zealand is also associated with the passage of depressions across the country. The weather map below shows a depression crossing New Zealand in August 2011. August is a winter month in New Zealand because it is in the Southern hemisphere.

“Poor weather brings chaos to some parts of New Zealand”

August 2011

It was reported that many important services were disrupted, for example:

- airports were closed;
- roads were blocked;
- electricity supplies were cut;
- telephone lines were down.
The area around Queenstown faced serious social and economic disruption as a result of the storm. Use information from the weather map and the newspaper article to explain why.
(d) Study the map and the information box about the island of Tuvalu.

Tuvalu suffers from drought

In September 2011 the 10,000 residents of Tuvalu suffered a drought.

- Tuvalu has limited groundwater. This is now contaminated by sea water;
- New Zealand sent emergency aid, including 60,000 bottles of water.

(i) Suggest why drought causes particular problems for islands such as Tuvalu. Explain your answer. [3]
Drought sometimes affects other parts of the world. Suggest ways in which individuals and organisations can respond to drought.
(e) **Case Studies**

*Answer only one of the questions, either (i) or (ii).*

*You will be assessed on your spelling, punctuation and accurate use of grammar in this question.*

Either, 

(i) **A case study about one ecosystem:**

- Name the ecosystem.
- Describe how people manage this ecosystem.
- Explain why this management is necessary.

Or, 

(ii) **A case study about the management of one river at a local scale:**

- Name the river.
- Describe how the river is managed at a local scale.
- Explain why this management is necessary.

[8+3]
Additional page, if required. Write the question number(s) in the left-hand margin.
<table>
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Examiner only
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