

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4231/01



S15-4231-01

GEOGRAPHY
(Specification A)
FOUNDATION TIER
UNIT 1: Core Geography

P.M. TUESDAY, 19 May 2015

1 hour 45 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	15	
2.	15	
3.	15	
4.	15	
5.	15	
6.	15	
Total	90	

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** 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.

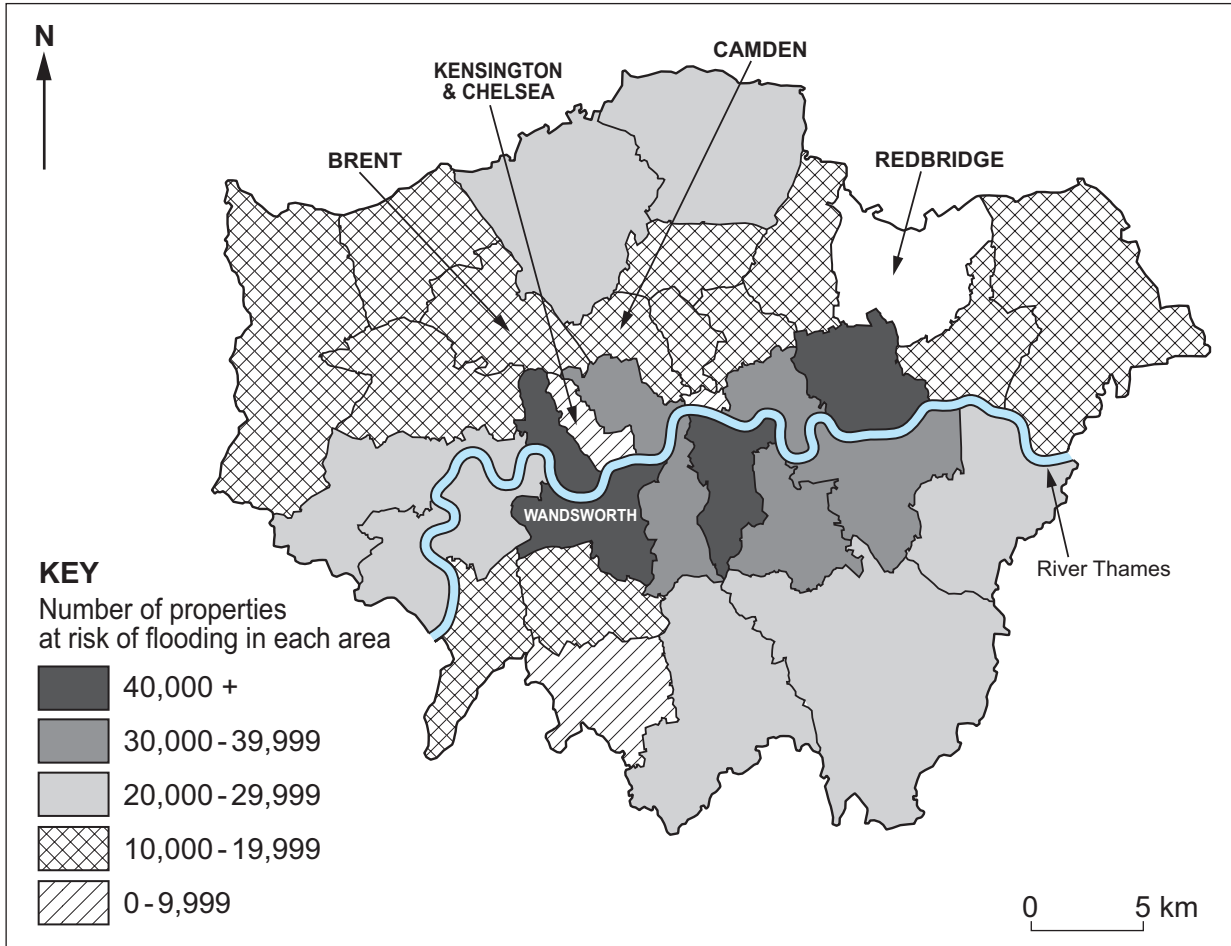
Answer all questions.

Examiner only

Theme 1 – Water

1. (a) Study the map below.

Properties at risk of flooding in Greater London



- (i) Redbridge has around 16,000 properties at risk of flooding. Use the key to apply the correct shading for Redbridge. [1]
- (ii) Complete the paragraph to describe the pattern of flood risk in Greater London. Choose your answers from the box below. [3]

30,000	lower	Wandsworth	Camden	10,000	
20,000	higher	south	north	Brent	west

The map shows that the risk of flooding in Greater London is generally the closer you are to the River Thames. Areas with the highest risk include with more than 40,000 homes at risk. However, some areas like Kensington and Chelsea are located close to the river and have fewer than homes at risk from flooding.

(b) Study the photograph below.



(i) Underline the correct word below to identify **one** landform from the picture. [1]

erosion deposition corrosion waterfall river cliff

(ii) Explain why the process of hydraulic action is taking place at **X**. [2]

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(iii) Describe **one** way in which landforms like the one in the photograph can benefit people who live near to them. [3]

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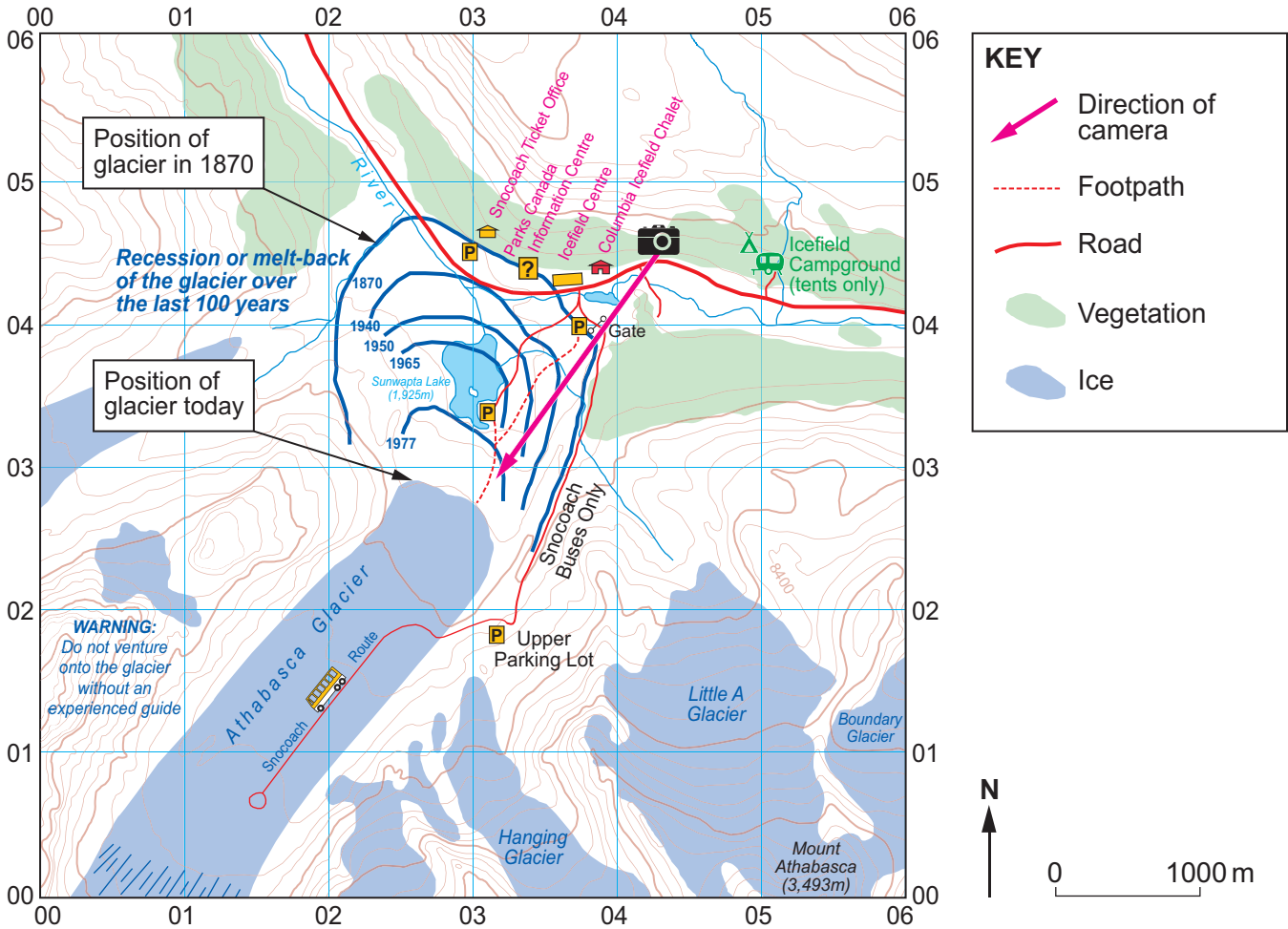
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Theme 2 – Climate Change

2. (a) Study the map below.

Glacier Retreat and Tourist Facilities



(i) Name the glacier in grid square 0401. [1]

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(ii) Give **two** pieces of map evidence that suggest this area is popular with tourists. [2]

I.

II.

(iii) Use the scale to work out how much the Athabasca Glacier has reduced in **length** since 1870. Underline the correct answer below. [1]

600m 1000m 1600m 2000m 2600m

(b) Study the photographs below. They show changes in the Athabasca Glacier between 1919 and 2005.



(i) Explain why the Athabasca Glacier has retreated over time. [2]

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(ii) Suggest **one** way in which this change may cause problems for people who work in the area shown in the photographs. [2]

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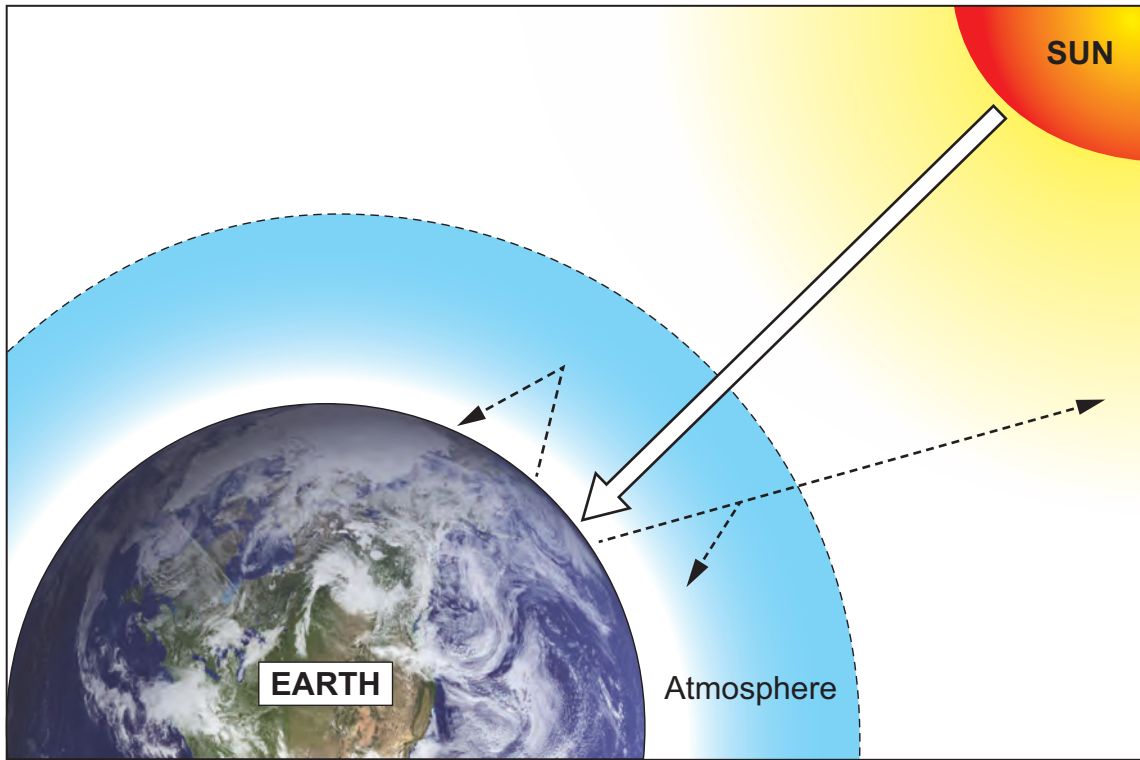
(iii) Suggest **one** way in which climate change might be an advantage to people living in a different part of the world. [2]

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(c) Describe how the greenhouse effect warms the Earth's atmosphere. You **must** add to the diagram below to help your answer. [5]



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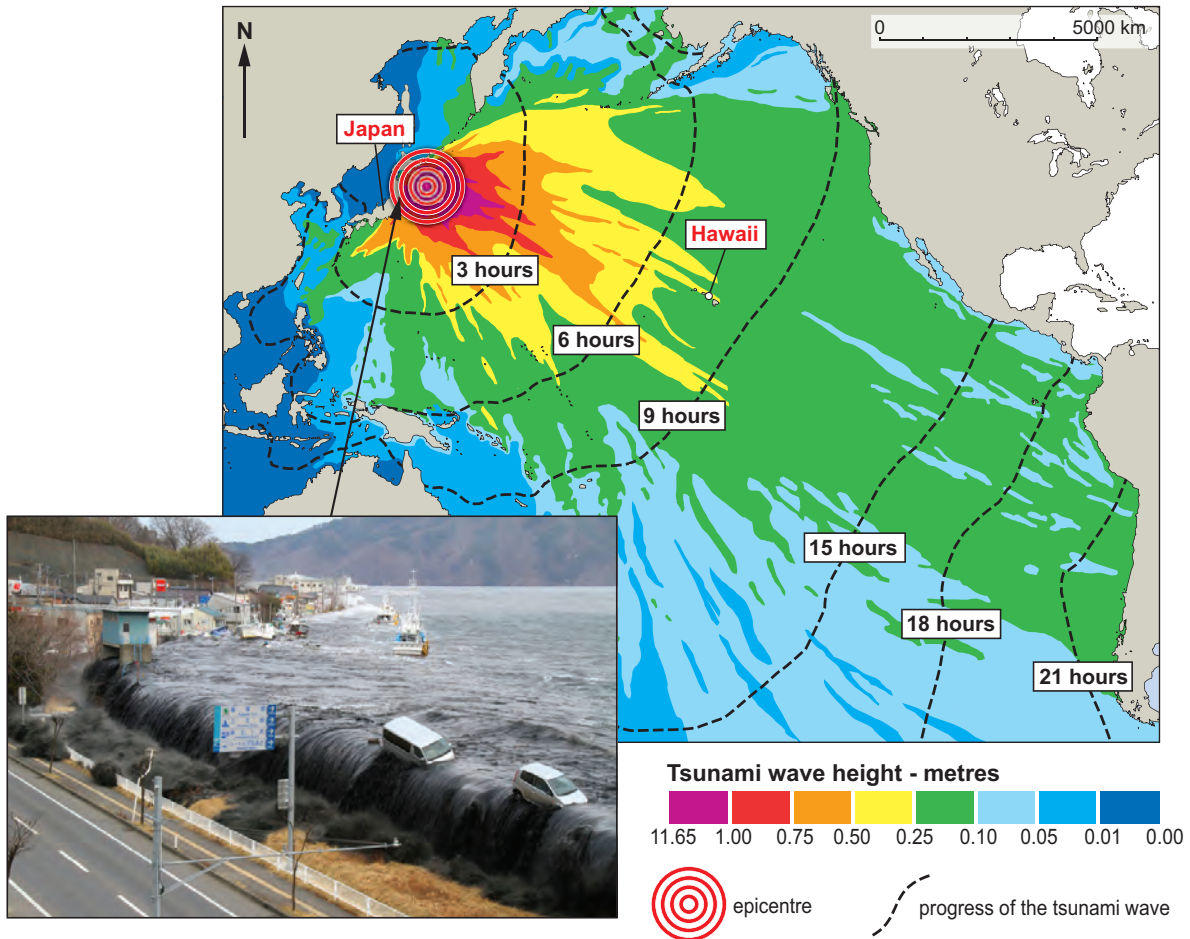
Theme 3 – Living in an Active Zone

Examiner only

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

A tsunami is a powerful wave that can be triggered by an earthquake

Pacific Ocean Tsunami, March 2011



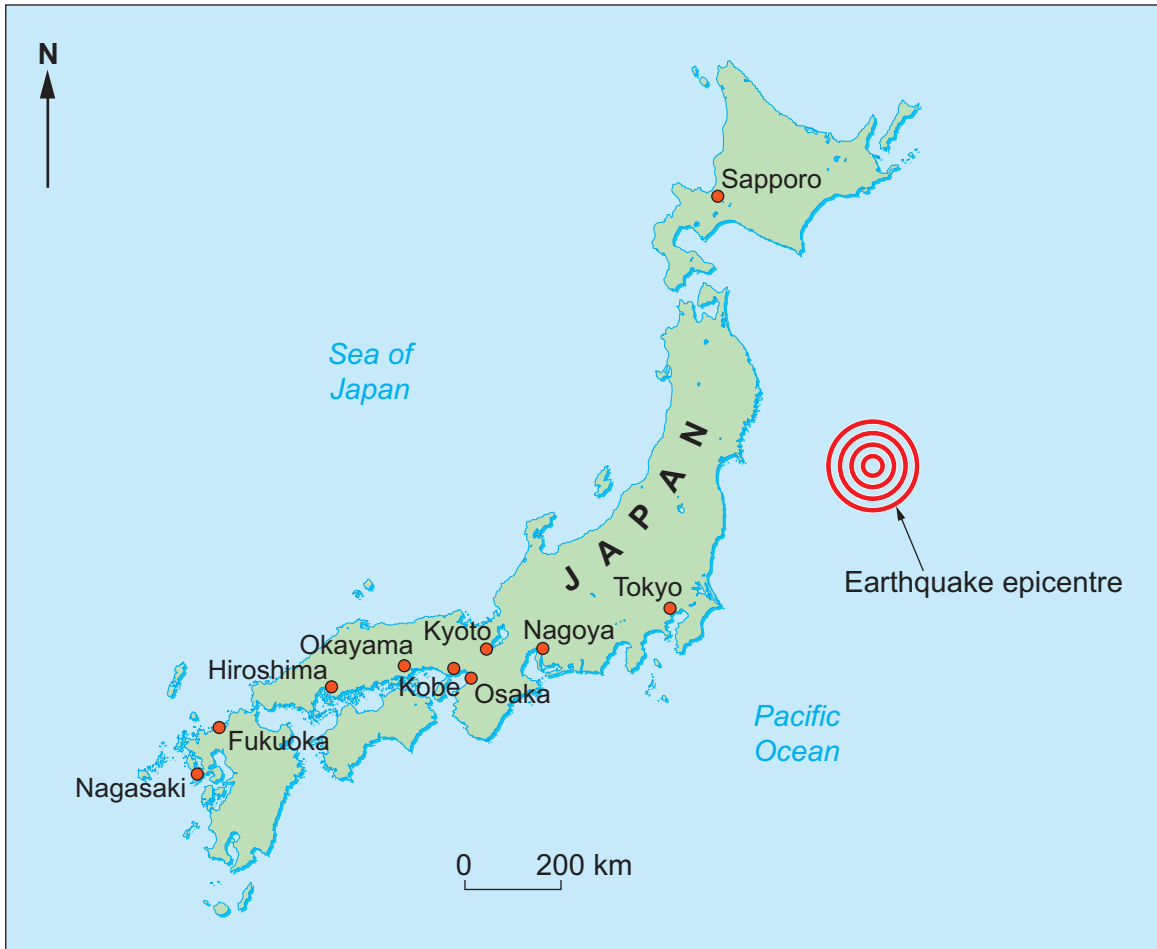
(i) Use evidence from the photograph only to give **one** impact of the tsunami. [1]

(ii) On the map, draw and label the missing line to show the progress of the tsunami wave after 12 hours. [2]

(iii) Use the map to work out how long the wave would have taken to reach Hawaii. [1]
 (hours)

(iv) Describe how the height of the tsunami wave changed as it moved away from Japan. [2]

(b) Study the map of Japan below.



This earthquake and tsunami killed over 20,000 people and destroyed 1.2 million buildings.

(i) Use the map to suggest why most damage was caused on the east coast of Japan. [2]

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(ii) Suggest why many people continue to live in places at risk of powerful earthquakes. [2]

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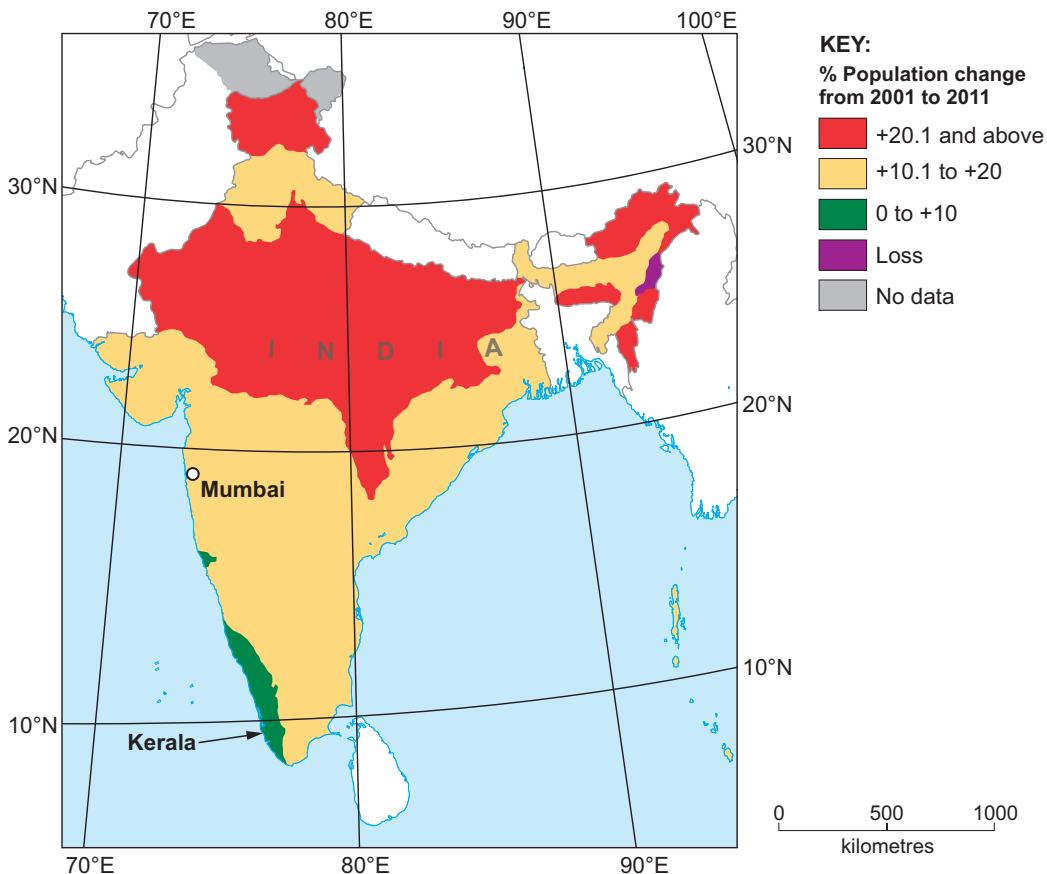
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Theme 4 – Changing Populations

4. (a) Study the map below. It shows India, a country in South Asia.

Population change in India (2001-2011)



(i) Give the latitude and longitude of Mumbai by completing the box below. [2]

	Latitude	Longitude
Mumbai	19° ° East

(ii) Give the rate of population change in Kerala between 2001 and 2011. [1]

..... %

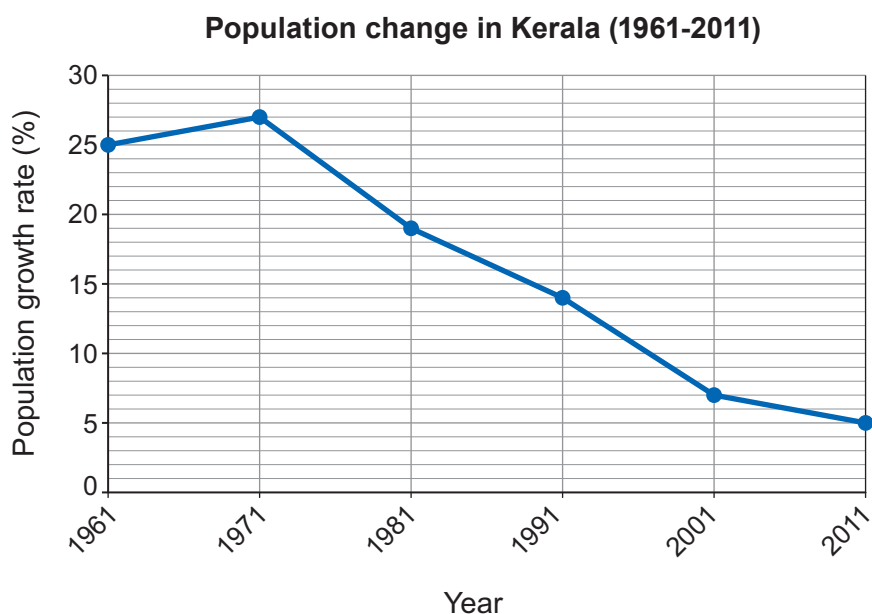
(iii) Describe the distribution of India's regions with population growth of over 20% between 2001 and 2011. [2]

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(b) Study the graph below.



(i) Put the letters **A**, **B** and **C** into the boxes below to make the correct statement. [1]

A Death Rate

B Population Growth Rate

C Birth Rate

equals

minus

(ii) Suggest how the following factors may have led to the fall in population growth in Kerala over the period shown in the graph. [4]

I. Increasing wealth of the population in places such as Kerala.

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II. The changing status of women in places such as Kerala.

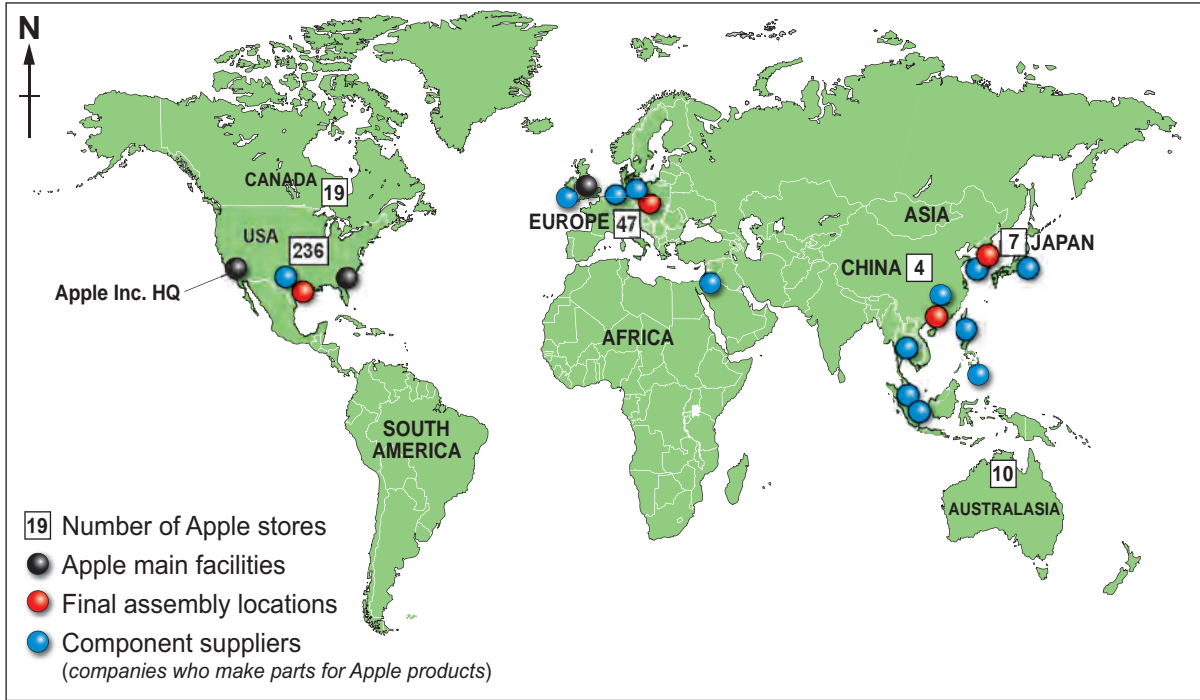
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Theme 5 – Globalisation

5. (a) Study the information below about the electronics company, Apple.



(i) Choose from the list below to give the correct description of the electronics company Apple. Underline the correct answer. [1]

- Out of town store Trading Bloc Transnational Company Aid Agency*

(ii) Give the number of Apple stores in Europe. [1]

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(iii) Give **two** pieces of evidence from the resource which suggest that Apple is an American company. [2]

I.

II.

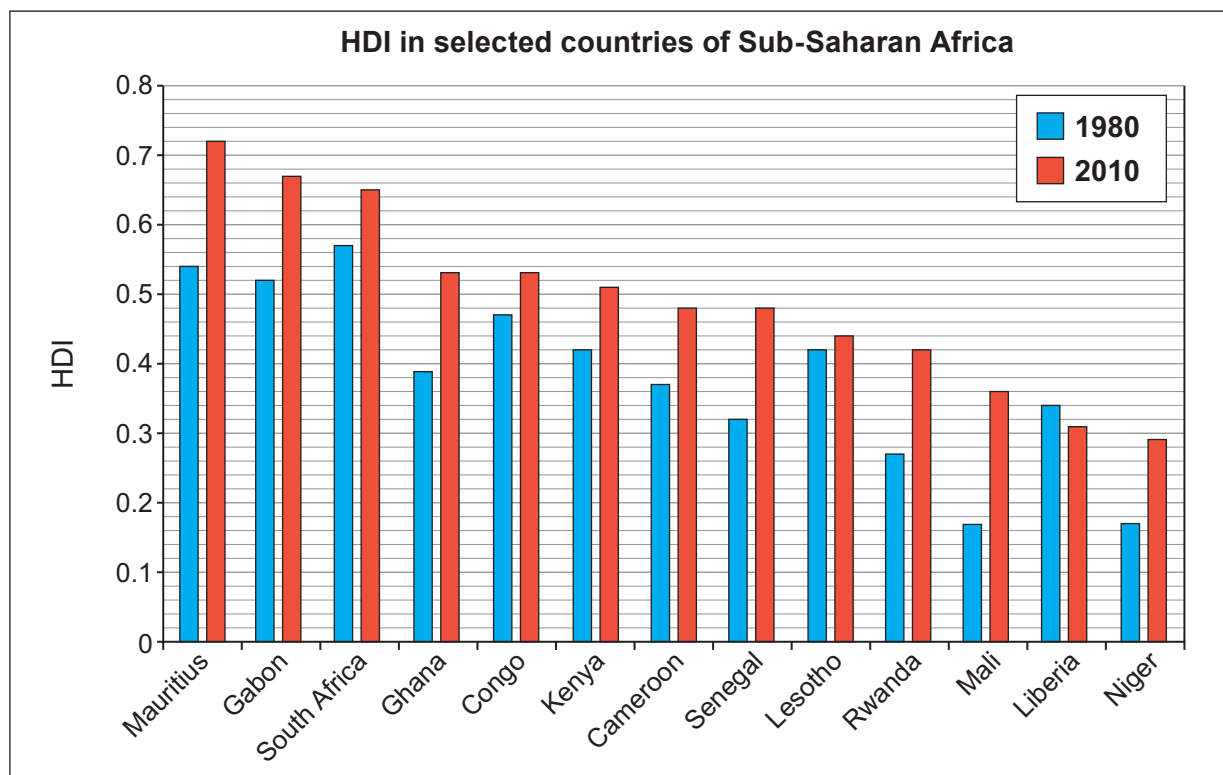
(iv) Describe the global distribution of factories that supply components for Apple products. [3]

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Theme 6 – Development

6. (a) Study the graph below.

HDI measures wealth, education and health. It is scored out of 1.0. Places with a higher score have a higher standard of living.



(i) Complete the paragraph by choosing your answers from the box below.

[4]

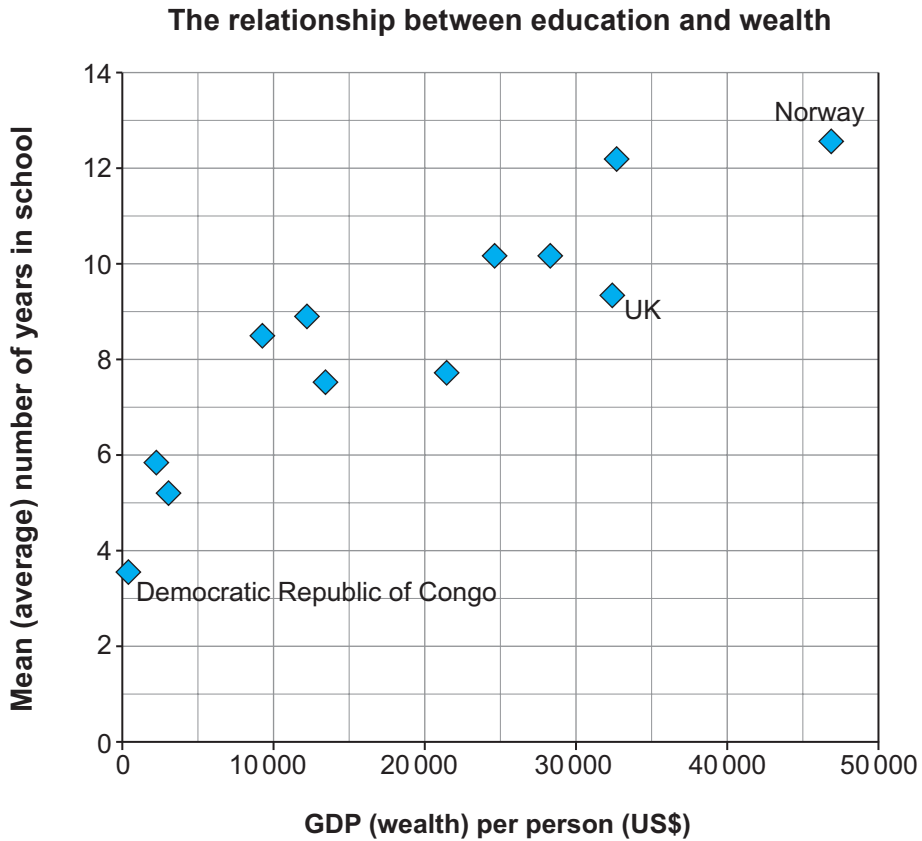
0.29	Mali	decreased	increased	2.9
Mauritius	Liberia	South Africa	0.31	Kenya

The graph shows that HDI in most Sub-Saharan countries has since 1980 but there is still a big gap between the most and least developed. In 2010, had the highest standard of living with HDI of 0.72 while the lowest was Niger with a HDI of In, HDI has more than doubled since 1980 while in some countries such as, people are actually worse off than they were in 1980.

(ii) Suggest **two** ways in which you would expect the graph opposite to be different if it showed HDI for countries in Western Europe. [2]

- I.
- II.

(b) Study the scattergraph below. GDP per person (US\$) is a measure of a country's wealth.



(i) Add the following data to the graph. [1]

Country	GDP per person	Mean number of years in school
Namibia	6 000	6.1

(ii) Explain why improving education helps a country to develop. [3]

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