

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4231/02



S15-4231-02

GEOGRAPHY
(Specification A)
HIGHER 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.

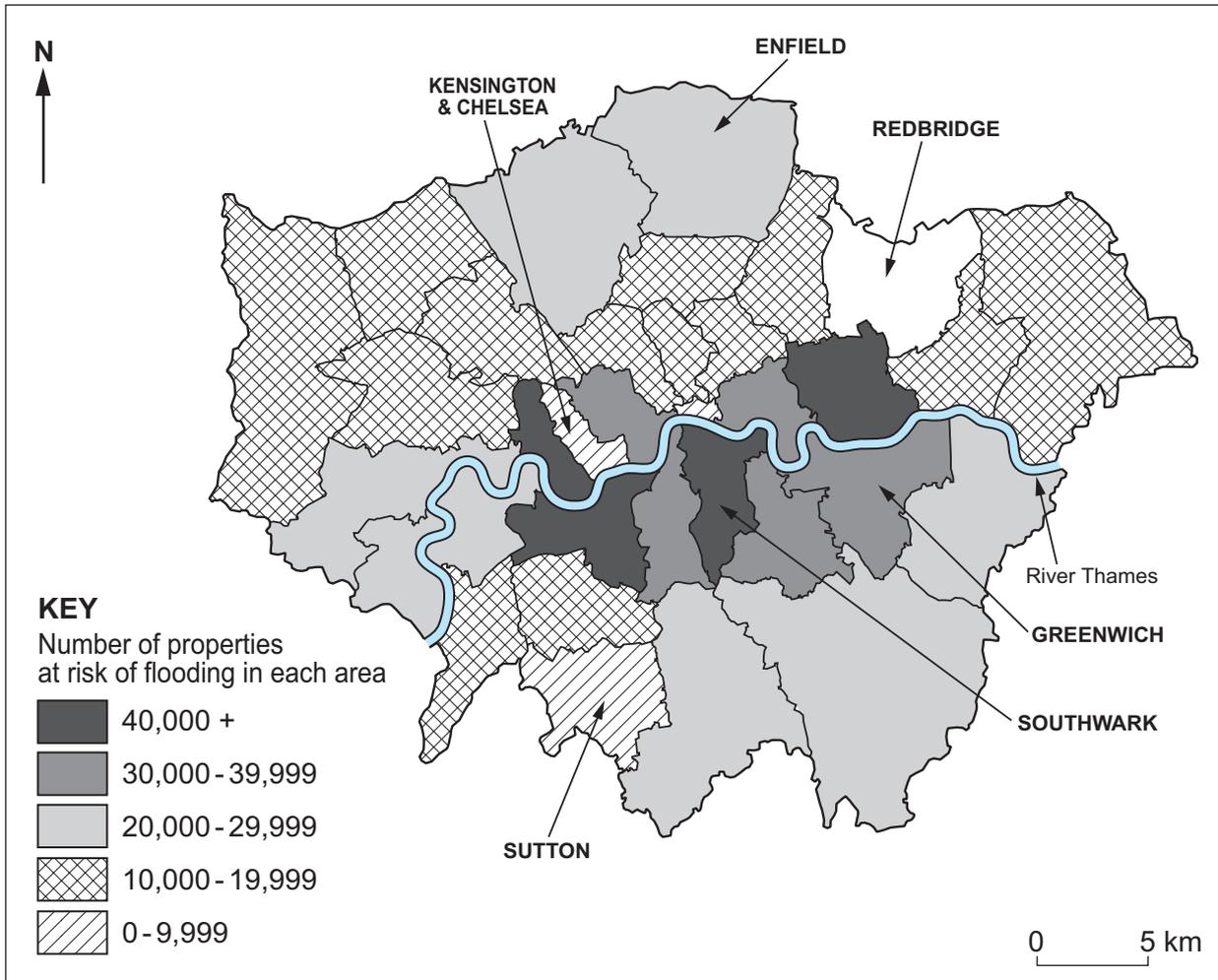
You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

Answer all questions.

Theme 1 – Water

1. (a) Study the map below.

Properties at risk of flooding in Greater London



(i) There are 16,000 properties in Redbridge at risk of flooding. Complete the map by applying the correct shading for Redbridge. [1]

(ii) Describe the distribution of properties at risk of flooding in Greater London. [3]

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(b) Study the photograph below.



(i) Name and describe **one** river landform shown in the photograph. [2]

Landform

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(ii) Name and describe **one** process by which rivers erode the land. [2]

Process

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(iii) Give **one** piece of photographic evidence which suggests that this area is popular with tourists. [1]

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Theme 2 – Climate Change

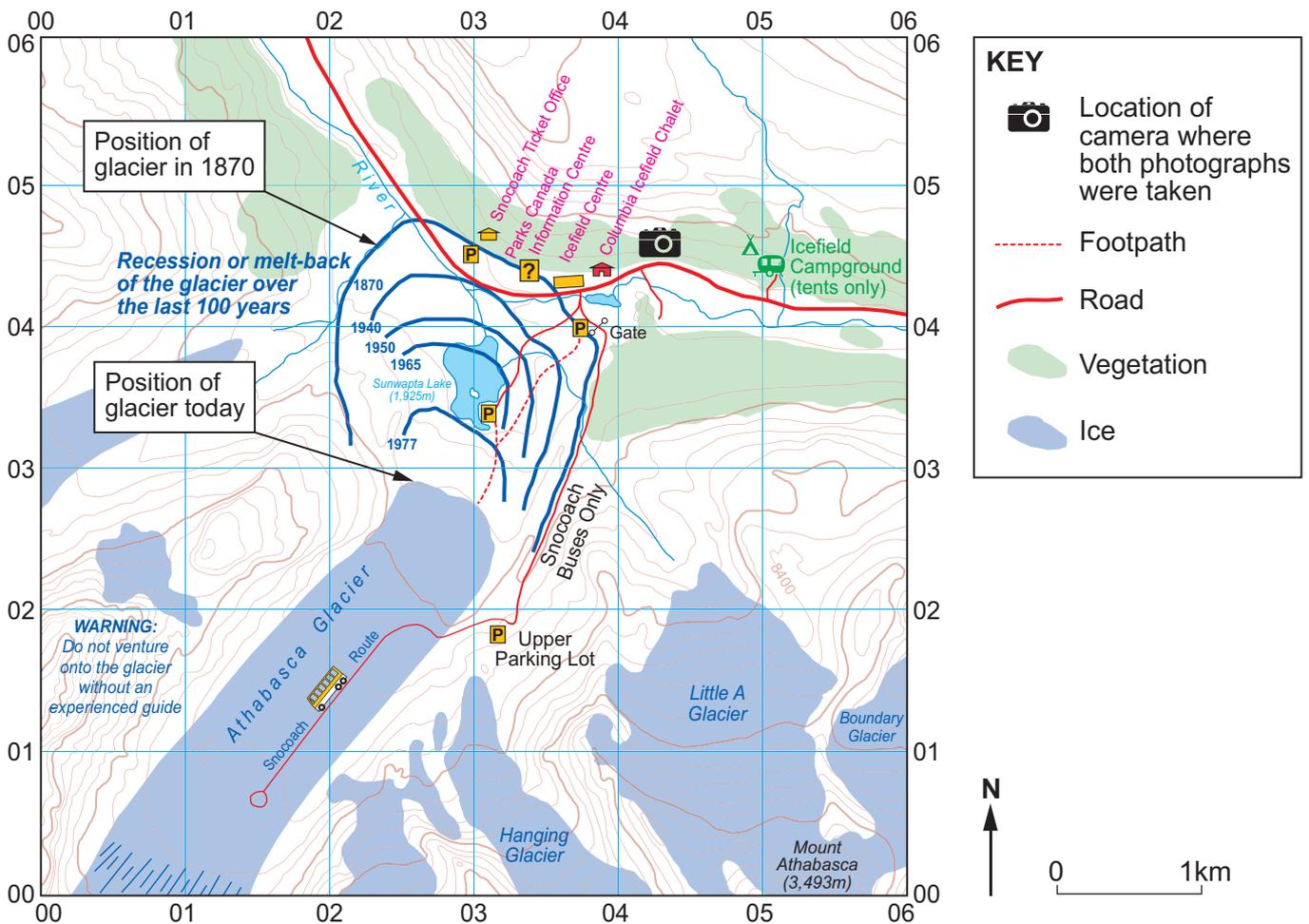
2. (a) Study the photographs and map below.

Athabasca Glacier, Jasper National Park, Canada

Source (a)



Source (b)



(i) In what direction was the camera facing when the photographs were taken? [1]

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(ii) Describe the changes in the Athabasca Glacier since 1870. [3]

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(iii) Use map evidence to suggest how changes in the Athabasca Glacier may affect the lives of people who work in this area. [2]

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(b) Explain how **one** piece of evidence, other than melting ice, supports the idea that climate change is taking place in a different part of the world. [3]

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- (c) Describe how the natural greenhouse effect warms the Earth's atmosphere and how people's actions are affecting this process. [6]
You must draw an annotated diagram below to help your answer.

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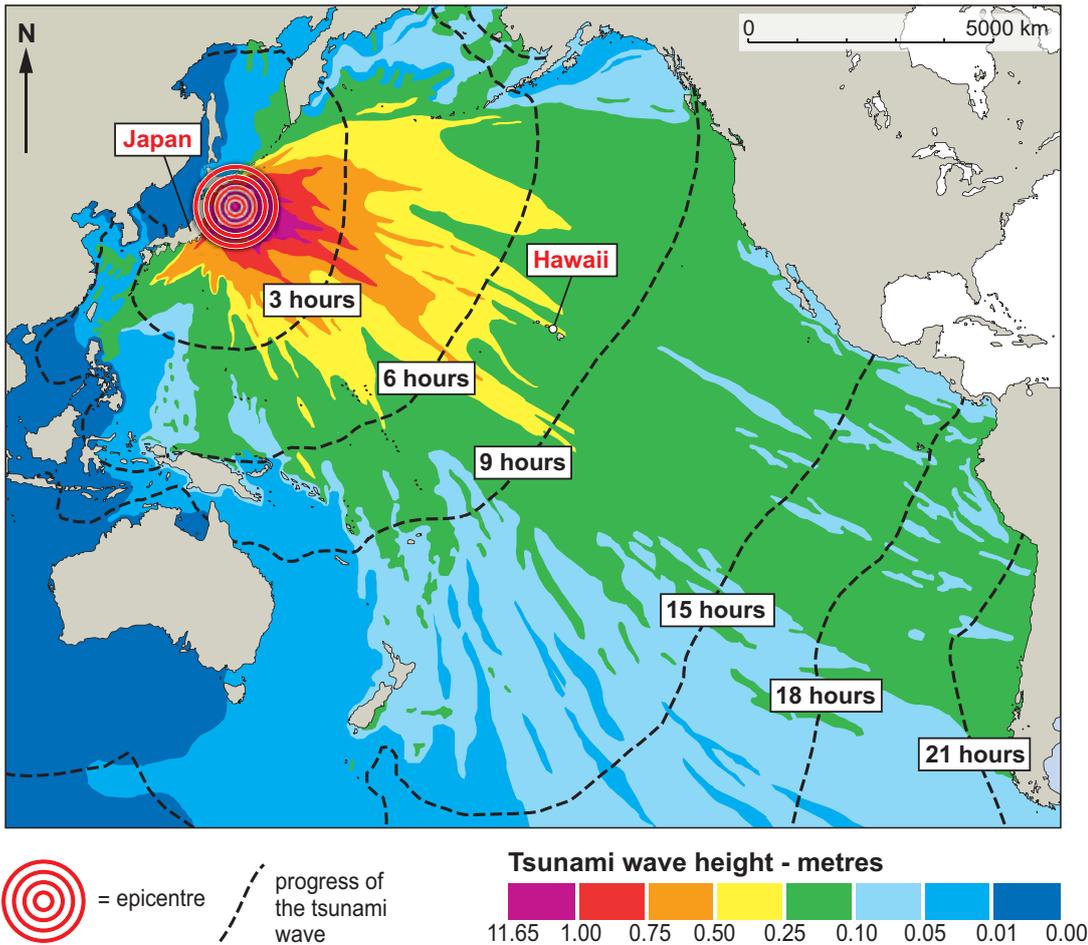
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Theme 3 – Living in an Active Zone

3. (a) Study the map below.

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

Pacific Ocean Tsunami, March 2011



(i) Use the map to calculate the time it took the tsunami wave to reach Hawaii. [1]

..... (hours)

(ii) Calculate the distance from the epicentre of the earthquake to Hawaii. [1]

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(iii) Use evidence from the map to describe the changes in the height of the tsunami wave as it moved away from Japan. [2]

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Study the photograph which shows the impact of the tsunami on the coast of Japan.



- (iv) Use evidence in the photograph only to describe **one** way in which the tsunami affected the lives of people who live in the coastal areas of Japan. [2]

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- (b) Explain why many people continue to live in areas which are affected by hazards associated with earthquakes. [3]

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- (c) Explain the formation of any **large scale** feature (such as a rift valley or ocean trench) that has been formed by plate movement. [6]

You must use an annotated diagram to help your answer.

Name of landform:

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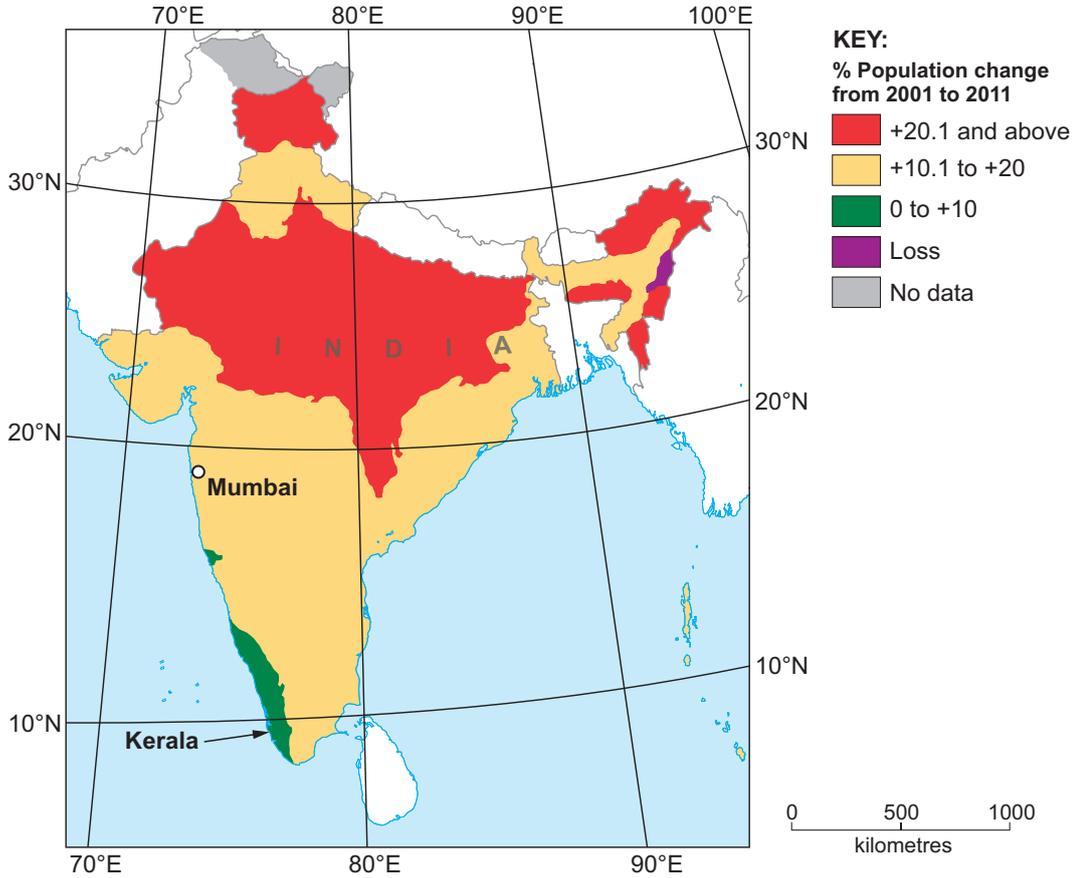
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Theme 4 – Changing Populations

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. [1]

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(ii) Describe the pattern of population change in India between 2001 and 2011. [4]

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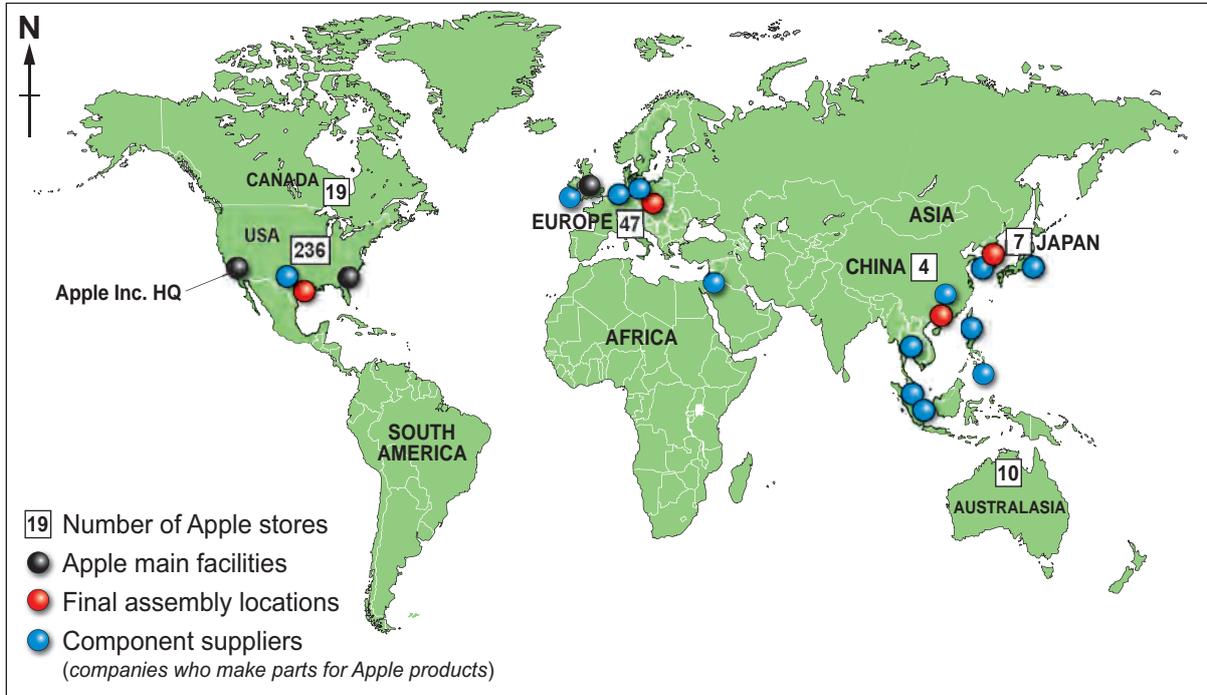
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Theme 5 – Globalisation

5. (a) Study the information below.

Worldwide distribution of the electronics company, Apple



(i) Describe the distribution of component suppliers. [3]

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(ii) Suggest reasons to explain the distribution of component suppliers. [4]

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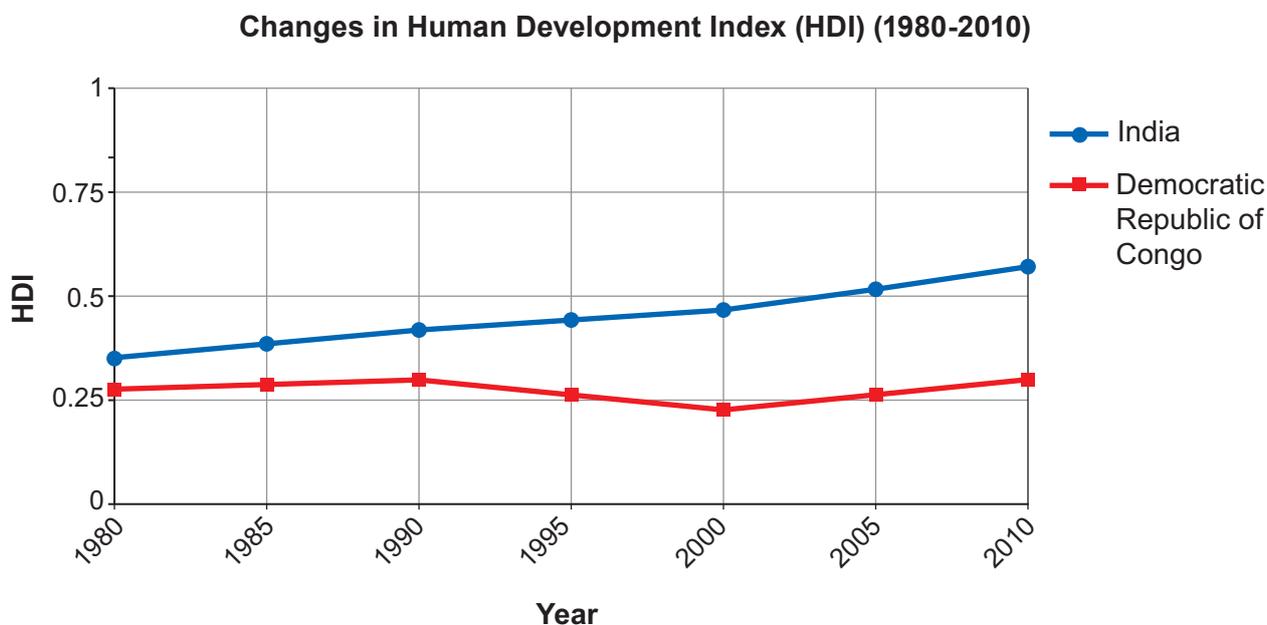
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Theme 6 – Development

6. (a) Study the graph below. It shows HDI which measures wealth, education and health. It is scored out of 1.0. Places with a higher score have a higher standard of living.



- (i) Compare the change in HDI of India and the Democratic Republic of Congo between 1980 and 2010. [2]

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- (ii) Suggest reasons which would explain the change in HDI for India. [3]

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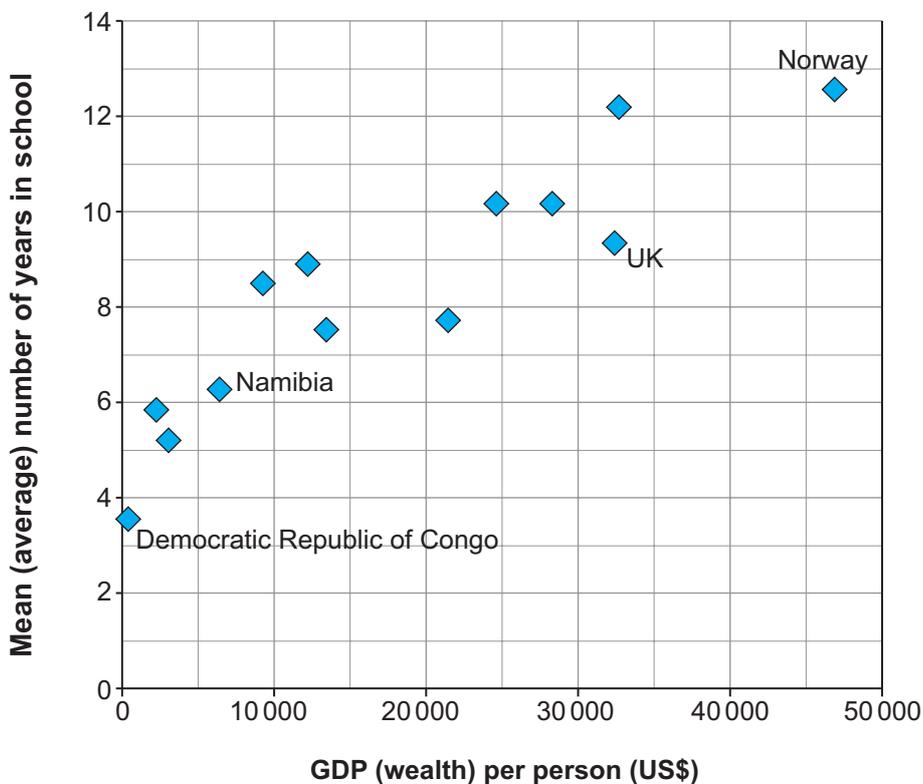
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(b) Study the scattergraph below.



- (i) Give the mean number of years in school of children in the Democratic Republic of Congo. [1]

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- (ii) Describe the relationship between mean number of years in school and GDP per person shown on the scattergraph. [3]

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