

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4241/01

**GEOGRAPHY
(Specification B)
FOUNDATION TIER
UNIT 1**

P.M. TUESDAY, 13 May 2014

1 hour

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	30	
SPaG	3	
2.	30	
SPaG	3	
Total	66	

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).

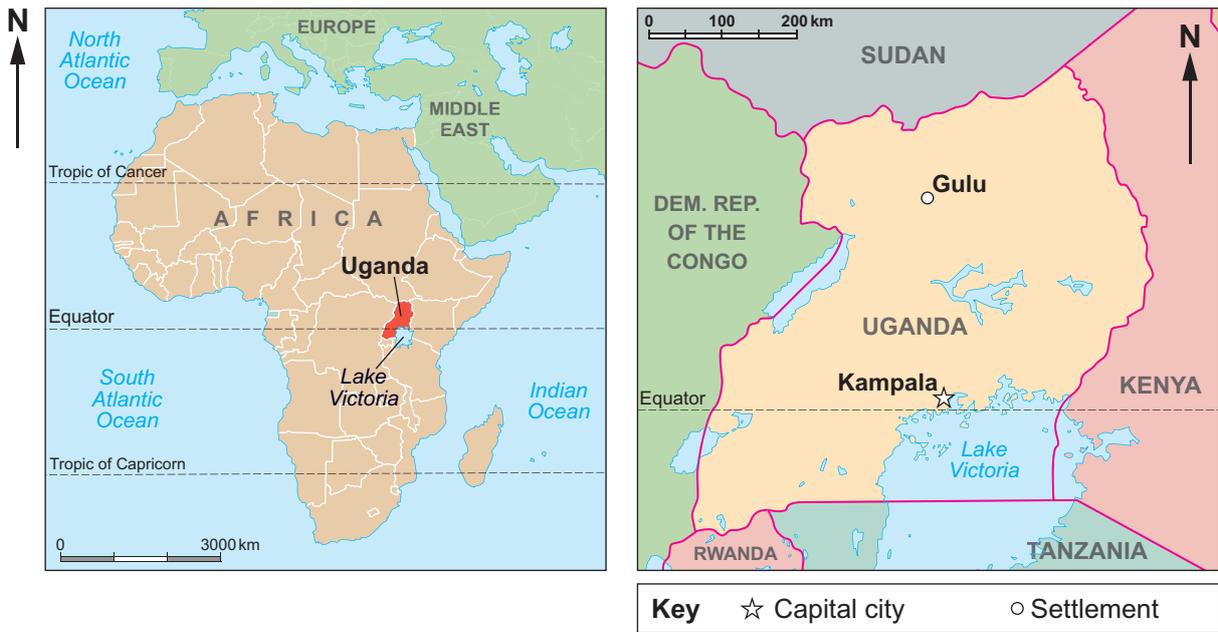


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Theme 1: Challenges of Living in a Built Environment

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

1. (a) Study the map of Africa and the map of Uganda.



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

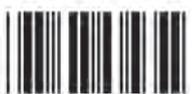
south-west

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

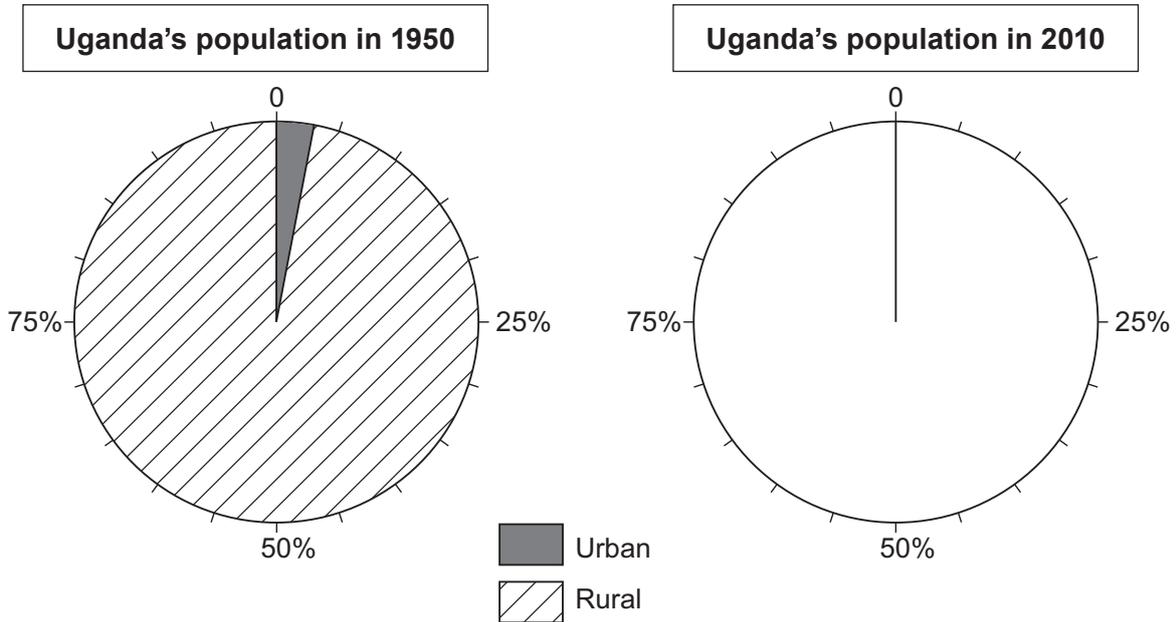
170

270

370



(b) The pie chart below shows Uganda's rural and urban population in 1950.



(i) 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%

(ii) Complete the following sentences to describe how the population in Uganda has changed since 1950. [2]

In 1950 the percentage of people living in urban areas was % and by 2010 it was 12%.

The percentage of people living in rural areas in Uganda has between 1950 and 2010.



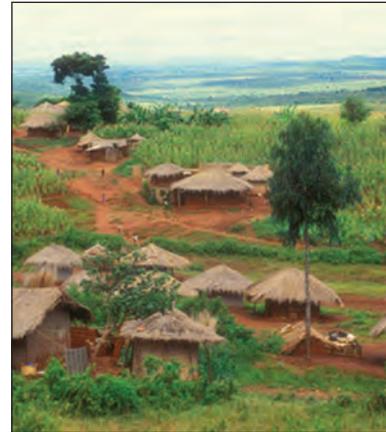
(c) Study the resources below. They show differences between urban and rural Uganda.

Kampala, an urban area of Uganda



© Zute Lightfoot/Alamy

Rural Uganda



© Charlotte Thege/Alamy

	Urban	Rural
Literacy rate	87%	66%
Infant mortality rate per 1000 live births	76	105
Life expectancy (years)	52	45
Access to safe drinking water	91%	64%

Complete the statements by matching up the sentences below. *One has been completed for you.* [4]

There are fewer schools in rural areas so

People in rural areas find it difficult to get safe drinking water so

There are few jobs in rural areas so

It is difficult to get affordable medicines in rural areas so

There is often a shortage of food in rural areas due to drought so

it is difficult to treat illnesses and diseases.

unemployment rates are high.

many people get illnesses from drinking contaminated water.

malnutrition is common and this can cause an increase in infant mortality.

fewer people can read and write.



(d) In many countries people are moving from rural areas to live in urban areas.

(i) People move away from rural areas because of push factors and pull factors. Identify the push and pull factors in the table below. *One has been completed for you.* [2]

	Push Factor	Pull Factor
Fewer jobs in rural areas	✓	
Lack of doctors and clinics in rural areas		
Lack of access to safe water in rural areas		
More chance of a job in urban areas		
Better quality housing in urban areas		

(ii) Explain why quality of life may improve for people who move from rural to urban areas in Uganda. [4]

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(iii) The population of Kampala is rising rapidly. Describe **two** problems this causes for people living in Kampala. [4]

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(iv) Suggest ways that rural to urban migration might affect those people continuing to live in rural areas. [4]

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Explain:

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End of Theme 1



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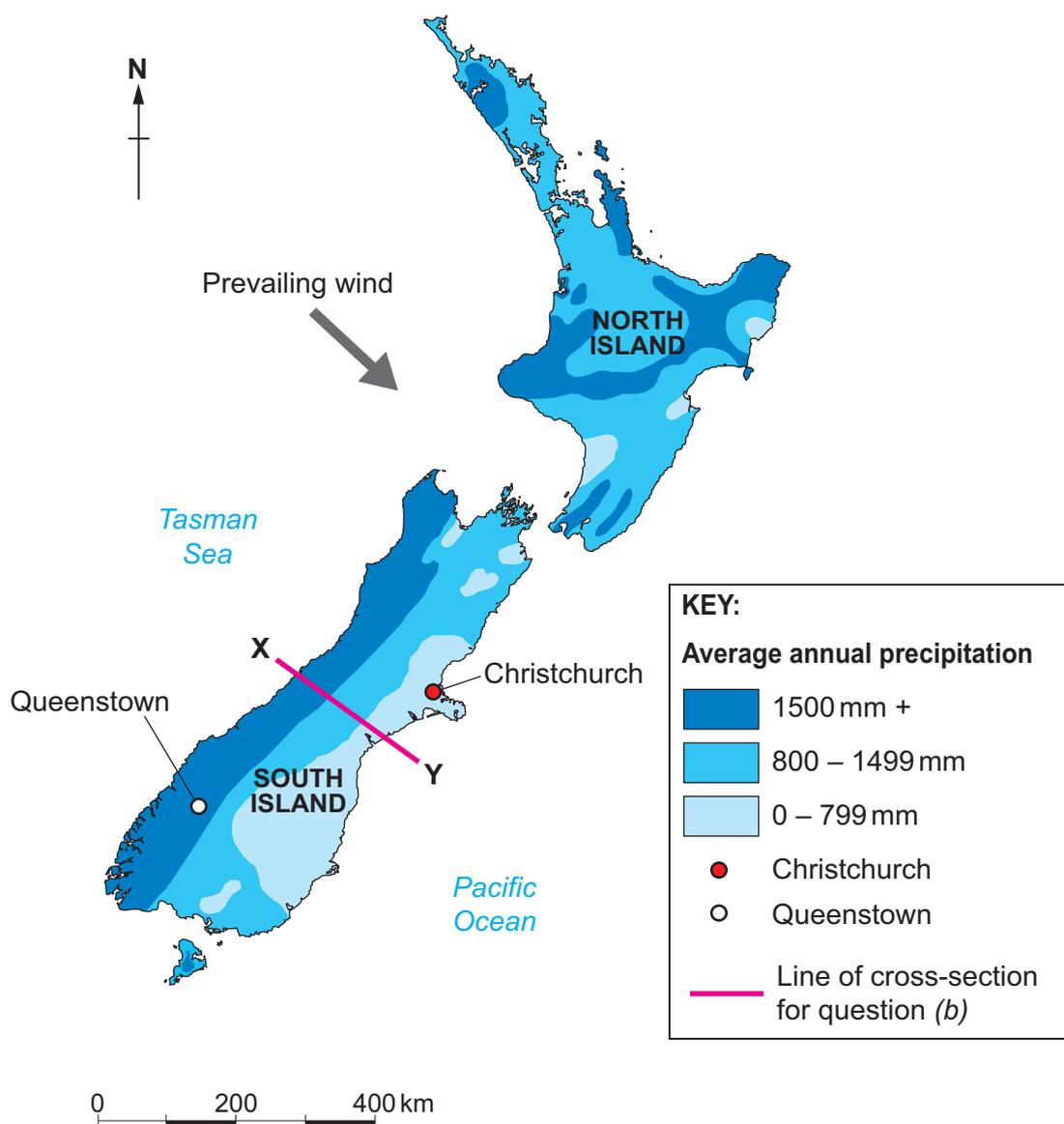


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Theme 2: Physical Processes and the Relationships between People and Environments

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

2. (a) Study the map below. It shows the pattern of precipitation across New Zealand.



- (i) What is *precipitation*? Tick (✓) the correct answer from the statements below. [1]

	Tick (✓)
When water vapour turns from a gas to a liquid	
Day to day temperature and rainfall	
Water particles that fall from the air in liquid or solid form	



(ii) Complete the passage below using words or figures from those provided in the box. [3]

east	0 - 799	northerly	0 - 1499	south-easterly
800 - 1499	north-westerly	south	west	

On the South Island of New Zealand, the highest precipitation is on the coast. Christchurch is drier than Queenstown.

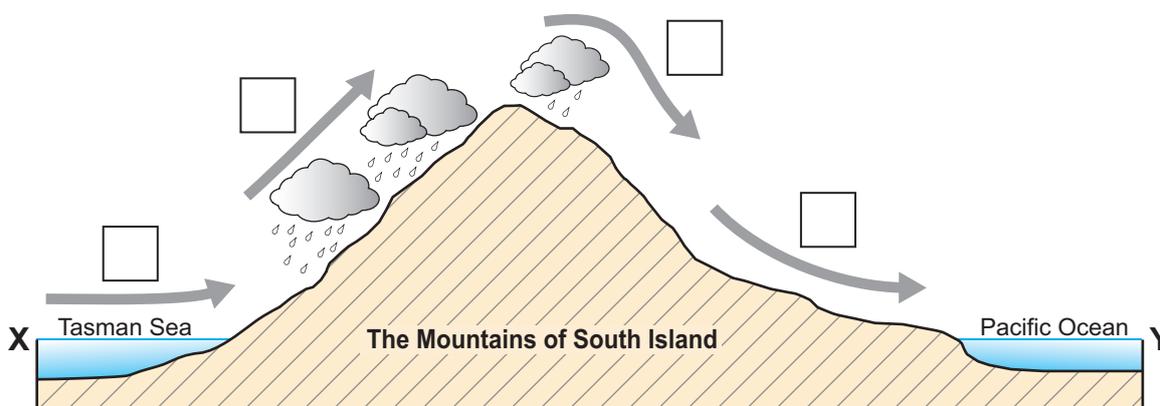
Precipitation in Christchurch is mm per year.

The prevailing winds blow from a direction.

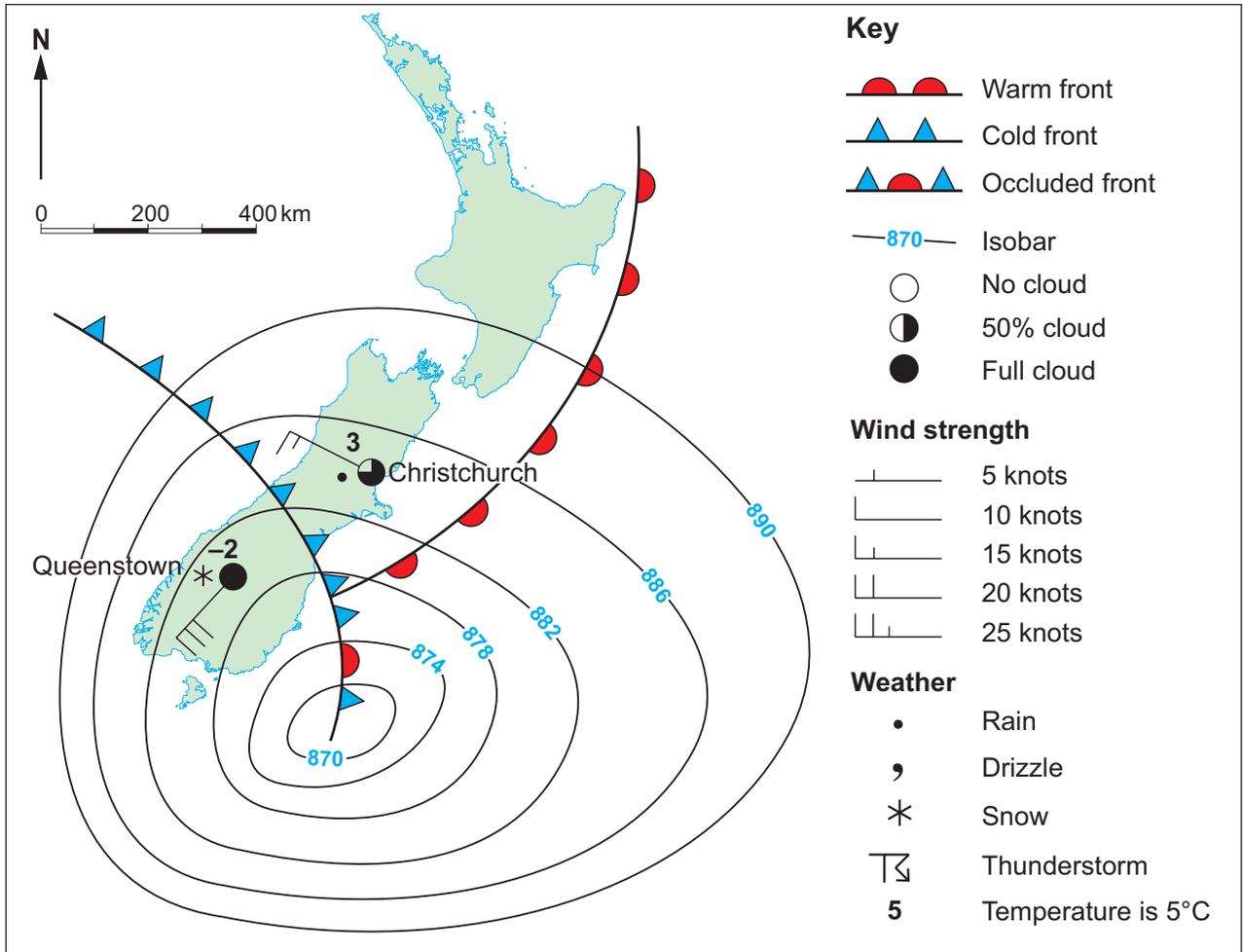
(b) Much of the precipitation in New Zealand is *relief rainfall*. The diagram shows how this type of rainfall is formed.

Complete the diagram below to explain how *relief rainfall* is formed. Use four of the labels provided. One of the labels is incorrect. [4]

1	Air rises, is cooled and water vapour condenses
2	Area of low rainfall (rain shadow)
3	Air sinks and is warmed
4	Air rises and is warmed
5	Prevailing winds pick up moisture from the sea



(c) Precipitation in New Zealand is also linked to *depressions*. Study the weather map below. It shows a depression located over New Zealand in August 2011. In New Zealand, August is a winter month.



(i) In relation to weather, what is a 'depression'? [1]

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(ii) Use the information from the weather map to complete the table below. [4]

The temperature in the Christchurch area was	
The precipitation falling in the Queenstown area was	
The wind speed in the Queenstown area was	
The wind direction in the Queenstown area was	



(iii) **“Snow brings chaos to New Zealand” August 2011**

The newspaper reported that many important services were disrupted, for example:

- 1 airports were closed;
- 2 roads were blocked;
- 3 electricity supplies were cut;
- 4 telephone lines were down.

The loss of these services resulted in serious *social* and *economic* problems. The heavy snow lasted for several days.

From the list above, select **one** disrupted service that would create problems for families and **one different** disrupted service that would create problems for business. Explain why this would cause a problem. [4]

Service disrupted:

This would cause problems for families because:

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Service disrupted:

This would cause problems for business because:

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(d) Study the map and the information box about the island of Tuvalu.

<p>The location of Tuvalu</p>	<p style="text-align: center;">Tuvalu suffers from drought</p> <p>In September 2011 the 10 000 residents of Tuvalu suffered a drought.</p> <ol style="list-style-type: none"> 1 Tuvalu has limited groundwater. This is now contaminated by sea water; 2 Farm animals were poisoned by drinking the contaminated water; 3 Households were allowed just two buckets of water per day; 4 New Zealand sent emergency aid, including 60 000 bottles of water; 5 In the long term, Tuvalu may have to rely on imported bottled water.
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(i) Give **two** effects of the drought on Tuvalu. For each one suggest how this might affect the people of Tuvalu. [4]

1st effect

How this would affect the people of Tuvalu:

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2nd effect

How this would affect the people of Tuvalu:

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(ii) Drought sometimes affects **other** parts of the world. Suggest ways in which people can respond to drought. [4]

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(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,

**Tick (✓)
your choice**

(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.

[5+3]

Name of the ecosystem / river:

Describe:

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