

Monday 18 June 2012 – Morning

GCSE GEOGRAPHY B

B563/02 Key Geographical Themes (Higher Tier)

Candidates answer on the Question Paper.

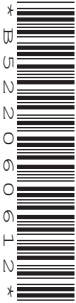
OCR supplied materials:

- OS map extract (inserted)
- Resource Booklet (B563/A772/01/02/RB – inserted)

Other materials required:

None

Duration: 1 hour 30 minutes



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- The OS map extract and Resource Booklet will be found in the centre of this document. You may not use all of the resources. The questions tell you which resources you need to use.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **THREE** questions. Answer **one** question from Section A (**either** Question 1 **or** Question 2), answer **one** question from Section B (**either** Question 3 **or** Question 4) and answer **one** question from Section C (**either** Question 5 **or** Question 6).
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **75**.
- You will be awarded marks in Questions 1(d), 2(e), 3(d), 4(f), 5(e) and 6(d) for the quality of written communication of your answer.
- This document consists of **24** pages. Any blank pages are indicated.

Section A

You must answer **either** Question 1 **or** Question 2.

Population and Settlement

EITHER

1 Use **Figs 4** and **5** in the Resource Booklet.

(a) Study **Fig. 4**, a graph which shows the Demographic Transition Model.

(i) Describe the changes in total population across the stages.

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..... [3]

(ii) Explain why the birth rate remains high in Stage 2.

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(d) CASE STUDY – an example of international migration

Name the two countries between which people have migrated.

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Explain the causes and the consequences of the migration. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 1

OR

2 Use the OS map extract.

(a) Study the OS map extract of the Nottingham area.

(i) Give the 6 figure grid reference of Lowdham railway station.

..... [1]

(ii) What is the distance along the railway from Lowdham station to Nottingham's principal railway station in grid square 5739?

Circle the correct answer.

8 km 10 km 12 km 14 km [1]

(iii) Name **one** other village linked by railway to Nottingham's principal railway station.

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(b) (i) The villages on the OS map extract have grown as a result of counter-urbanisation. Explain the term 'counter-urbanisation'.

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..... [2]

(ii) Explain **two** pull factors which cause counter-urbanisation.

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(c) Suggest **two** reasons to explain why people who live in Lowdham would go to the city centre of Nottingham.

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(d) Explain why some people who live in villages like Lowdham would be against any further population growth in their village.

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(e) CASE STUDY – a land use change in an urban area

Name the urban area.

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Describe a land use change and comment on the sustainability of the change. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 2

Section B

You must answer **either** Question 3 **or** Question 4.

Natural Hazards

EITHER

3 Use **Figs 6** and **7** in the Resource Booklet.

(a) Study **Fig. 6**, a map which shows the global locations of major tropical storms.

(i) Identify **two** features of the global distribution of areas where tropical storms form.

1

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..... [2]

(ii) Describe **one** feature of the path of typhoons.

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..... [1]

(b) Study **Fig. 7**, a satellite image of Hurricane Bill in 2009.

Give **two** pieces of evidence which show that this is a tropical storm.

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(c) (i) Describe the conditions needed for tropical storms to form.

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(ii) Explain why the impact of tropical storms is usually severe in LEDCs.

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(iii) Give **two** reasons why people in LEDCs continue to live in areas which experience tropical storms. Develop your ideas.

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(d) CASE STUDY – an example of a climatic hazard in an MEDC

Name the MEDC and state the type of climatic hazard.

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Describe the methods used to protect people and property from this climatic hazard, and explain how sustainable these methods are. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 3

OR

4 Use **Figs 8a** and **8b** in the Resource Booklet.

(a) Study **Fig. 8a**, a map showing the locations of the deadliest earthquakes in each year (measured by number of deaths) from 2000 to 2010.

State **three** features of the distribution of the earthquakes shown on **Fig. 8a**.

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- 2
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- 3
- [3]

(b) Study the information shown in **Fig. 8b**.

Suggest why some earthquakes in LEDCs can cause many deaths.

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- [4]

(c) Suggest **two** measurements, other than the number of deaths, which can be used to compare the impact of earthquakes.

- 1
- 2 [2]

(d) Explain **two** problems faced by people after an earthquake. Develop your ideas.

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(e) Describe ways of predicting when and where earthquakes might happen.

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(f) CASE STUDY – an example of a tectonic hazard event in an MEDC

Name the MEDC and state the type of tectonic hazard event.

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Explain the natural processes which caused the tectonic hazard event and describe how people were able to reduce the impact of the hazard. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 4

Section C

You must answer **either** Question 5 **or** Question 6.

Economic Development

EITHER

5 Use **Figs 9a, 9b, 10** and **11** in the Resource Booklet.

(a) Study **Figs 9a** and **9b**, scattergraphs showing GDP per person and infant mortality, and GDP per person and life expectancy.

(i) Which country has an infant mortality rate of 26 per thousand and a life expectancy of 72 years?

..... **[1]**

(ii) Describe the different relationships shown between the GDP per person and the two indicators (infant mortality and life expectancy).

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..... **[2]**

(iii) How does an increase in GDP per person help to change life expectancy and infant mortality rates? Develop your ideas.

Life expectancy

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Infant mortality

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..... **[4]**

(b) Explain how improvement in the level of literacy can affect quality of life.

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(c) Study **Figs 10** and **11** which are about economic development.
Which shows level of economic development better, **Fig. 10** or **Fig. 11**? Give **two** reasons to support your choice.

Fig

1

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..... [2]

(d) Aid can be helpful to a country’s long-term development, but there can also be disadvantages.
Explain **two** disadvantages of long-term aid.

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(e) CASE STUDY – an aid project in an LEDC

Name the LEDC and aid project.

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Describe the main features of the aid project and explain how sustainable the project is. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 5

(c) Study **Fig. 14**, a diagram showing the greenhouse effect which is a cause of global warming.

(i) Use **Fig. 14** to explain how the greenhouse effect is caused.

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(ii) Explain **two** reasons why the contribution of MEDCs to global warming is greater than that of LEDCs.

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(d) CASE STUDY – a multi-national company

Name a multi-national company and **one** country where it operates.

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Explain how the multi-national company affects local people and the economy of that country. Include at least **three** developed ideas.

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[Total marks: 25]

END OF QUESTION 6

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

This section of the page is a large, empty area for writing answers. It consists of a vertical solid line on the left side, which serves as a margin. To the right of this line, there are 25 horizontal dotted lines spaced evenly down the page, providing a guide for writing. The entire area is otherwise blank.

A vertical solid line is positioned on the left side of the page. From this line, 25 horizontal dotted lines extend across the page, creating a series of rows for writing.

A blank sheet of lined paper. On the left side, there is a solid vertical line that serves as a margin. The rest of the page is filled with horizontal dotted lines, spaced evenly down the page, providing a guide for handwriting.

A vertical solid line is positioned on the left side of the page. From this line, 25 horizontal dotted lines extend across the page, creating a series of rows for writing.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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