

**Wednesday 12 June 2013 – Morning**

**GCSE GEOGRAPHY B**

**B563/01** Key Geographical Themes (Foundation Tier)

Candidates answer on the Question Paper.

**OCR supplied materials:**

- 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 Resource Booklet will be found in the centre of this document. You may not use all of the resources. The questions tell you which resource(s) 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 **84**.
- You will be assessed on the quality of written communication in your answer to the following questions: 1(f), 2(f), 3(f), 4(f), 5(e) and 6(f). Questions marked with a pencil (✎) will carry **3** additional marks for spelling, punctuation and grammar.
- This document consists of **24** pages. Any blank pages are indicated.

**SECTION A – Rivers and Coasts**

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

**EITHER**

1 Use **Figs 1** and **2** in the Resource Booklet.

(a) Study **Fig. 1**, a map showing flooding in the Zambezi river basin from 1979 to 2009.

(i) How many countries are part of the Zambezi river basin?  
..... [1]

(ii) Which country had the highest number of floods?  
..... [1]

(iii) How many people were killed by flooding in Mozambique?  
..... [1]

(b) (i) What does 'river basin' mean?  
.....  
..... [1]

(ii) Which **one** of these is a store in a river basin?

Circle the correct answer.

**lake**                      **rain**                      **waterfall**                      [1]

(c) Suggest reasons to explain why the effects of flooding were more serious in some countries than in others in the Zambezi river basin.

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..... [4]



**(f)**  **CASE STUDY – an example of a landform in a river valley**

- Name the river valley.

.....

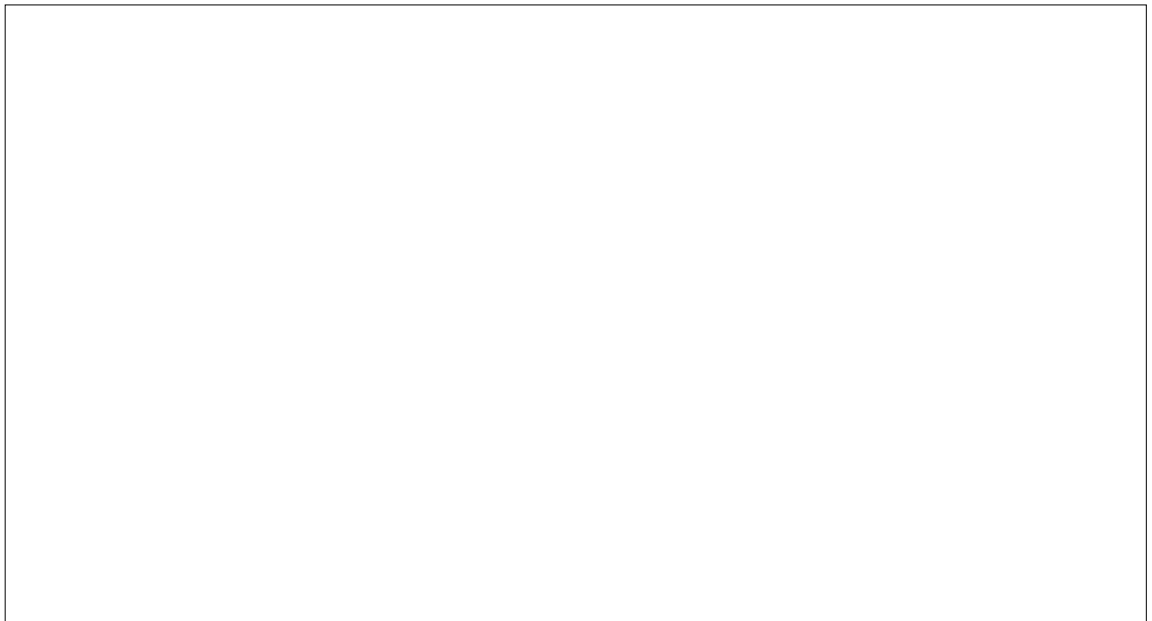
- Describe **one** landform in your chosen river valley.

.....

.....

- Explain, with detail, how natural processes may change this landform over time. You should refer to processes such as erosion and deposition.

You may draw a labelled diagram(s) as part of your answer.



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..... [8]

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 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 1**

OR

2 Use **Figs 3** and **4** in the Resource Booklet.

(a) Study **Fig. 3**, a map showing the value of buildings at risk from coastal erosion in California, USA.

(i) Approximately how long is the California coastline?

Circle the correct answer.

650 km                      1350 km                      2150 km                      [1]

(ii) Which county has the highest value of buildings at risk?

..... [1]

(iii) What is the exact value of buildings at risk in Ventura County?

..... US\$ billion                      [1]

(b) Some counties on the California coastline have a high value of buildings at risk from coastal erosion.

Suggest reasons to explain why.

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

(c) State **two** natural processes of erosion at the coast.

Process 1 .....

Process 2 .....

[2]

(d) Study **Fig. 4**, which shows the coastal management plan for Surfers' Point in Ventura County, California.

Explain:

- one **advantage** of this coastal management plan

.....  
.....  
.....  
.....

- one **disadvantage** of this coastal management plan

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[4]

(e) Describe **one** method (other than beach replenishment) that can be used to manage coastal erosion.

Explain how this method works.

Method .....

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[4]

**(f)**  **CASE STUDY – an example of a coastal landform**

- Name the coastal area.

.....

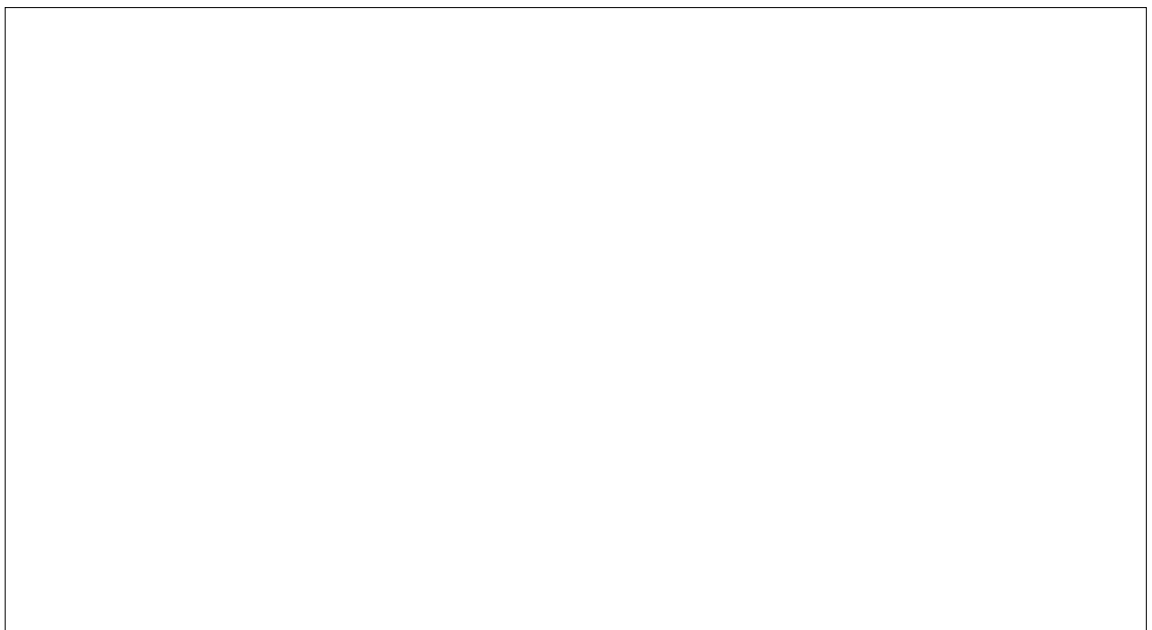
- Describe **one** landform in your chosen coastal area.

.....

.....

- Explain, with detail, how natural processes may change this landform over time. You should refer to processes such as erosion and deposition.

You may draw a labelled diagram(s) as part of your answer.



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..... [8]

 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 2**

**Turn over**

**SECTION B – Natural Hazards**

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

**EITHER**

**3** Use **Fig. 5** in the Resource Booklet.

**(a)** Study **Fig. 5**, a map which shows information about food shortages in part of Africa in 2011.

**(i)** Which country had the highest number of people affected by food shortages?

**Circle** the correct answer.

**Djibouti**                      **Ethiopia**                      **Kenya**                      **Somalia**                      **[1]**

**(ii)** In which country was there an area where the food shortages were at Level 5?

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

**(iii)** **Circle** the correct words to complete the sentence which follows.

Food shortages in the western area of the map were ...

**less severe than**                      **as severe as**                      **more severe than**  
... food shortages in the eastern area.                      **[1]**

**(b)** What is meant by the term 'drought'?

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



(c) Suggest reasons to explain why many people die because of drought in some **LEDCs**.

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

(d) Explain how human activities can make the impact of a drought worse.

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..... [4]

(e) Describe and explain how each of the following ideas could help people to live in areas affected by drought.

Improving water supply.....  
.....  
.....  
.....

Restricting water use.....  
.....  
.....  
.....

[4]

Turn over

(f)  **CASE STUDY – an example of a climatic hazard event in an MEDC place (such as a drought or a tropical storm)**

- Name your chosen **MEDC** place.

.....

- State the type of climatic hazard.

.....

- Describe, with detail, the impact of the climatic hazard on the people in your chosen **MEDC**.

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- Describe, with detail, the natural conditions which caused the hazard.

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[8]

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 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 3**

OR

4 Use **Fig. 6** in the Resource Booklet.

(a) Study **Fig. 6**, a map showing plate boundaries in the 'Pacific Ring of Fire'.

(i) Name the smallest plate shown on the map.

..... [1]

(ii) Name the ocean trench located on the boundary of the Nazca Plate and the South American Plate.

..... [1]

(iii) Near Japan, in which direction is the Eurasian Plate moving towards the Pacific Plate?

**Circle** the correct answer.

**north east**

**south east**

**south west**

[1]

(b) Complete the table below by adding the correct words for the type of plate boundary.

Description of plate movement	Type of plate boundary
Towards each other	.....
Away from each other	.....

[2]



- (d) The impact of earthquakes is often worse in **LEDCs** than in **MEDCs**. Suggest **two** reasons to explain why.

Reason 1 .....

.....

.....

.....

Reason 2 .....

.....

.....

.....

[4]

- (e) Give reasons to explain why it can be safe to live in an area in an **MEDC**, which has earthquakes.

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.....

[4]

**(f)  CASE STUDY – an example of a tectonic hazard event (such as an earthquake or a volcanic eruption) in an LEDC place.**

- Name your chosen **LEDC** place.

.....

- State the type of tectonic hazard (earthquake or volcanic eruption).

.....

- Describe, with detail, the impact of the tectonic hazard in your chosen **LEDC**.

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- Suggest how people may prepare for this hazard if it happens again.

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[8]

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 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 4**

**SECTION C – Economic Development**

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

**EITHER**

**5** Use **Fig. 7** in the Resource Booklet.

**(a)** Study **Fig. 7**, an OS map extract which shows the location of Cambridge Science Park.

**(i)** Add the correct A road number to complete the sentence which follows.

Cambridge Science Park is located near the junction of the A14, the A1309 and the

A ..... [1]

**(ii)** Approximately, how much land is covered by Cambridge Science Park?

**Circle** the correct answer.

**0.5 km<sup>2</sup>                      2 km<sup>2</sup>                      4 km<sup>2</sup>                      [1]**

**(iii)** What is the direction of the Cambridge Science Park **from** Histon in grid square 4463?

**Circle** the correct answer.

**north west                      north east                      south east                      [1]**

**(b)** Look again at **Fig. 7**.

Quaternary industries such as computer software and research companies are located at Cambridge Science Park. Suggest **two** reasons to explain why the science park is in this location.

Reason 1 .....  
.....  
.....  
.....

Reason 2 .....  
.....  
.....  
.....

**[4]**

(c) (i) Give **two** examples of jobs in the tertiary sector.

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

(ii) Suggest reasons to explain why many people work in tertiary industries in **MEDCs**.

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..... [4]

(d) Many multinational companies (MNCs) locate their factories and offices in **LEDCs**.  
Give **two** reasons to explain why.

Reason 1 .....

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Reason 2 .....

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[4]



**(e)  CASE STUDY – an economic activity that has damaged the physical environment**

- State the type and location of the economic activity.

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- Describe, with detail, the economic activity.

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- Describe, with detail, how the economic activity has damaged the physical environment.

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[8]

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 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 5**

OR

6 Use **Figs 8** and **9** in the Resource Booklet.

(a) Study **Fig. 8**, a graph showing changes in the Human Development Index (HDI) for Nepal, South Asia and the World.

(i) What was the Human Development Index (HDI) for Nepal in 2005?

..... [1]

(ii) In which year was the Human Development Index (HDI) for South Asia 0.4?

..... [1]

(iii) **Circle** the correct words to complete the sentence which follows.

The Human Development Index (HDI) from 1980 to 2010 shows that Nepal was

**more developed than**                      **as developed as**                      **less developed than**

the rest of South Asia. [1]

(b) One of the Human Development Index (HDI) measures is 'adult literacy'. What does 'adult literacy' mean?

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

(c) Describe and explain how the following measures could change as a country develops.

Life expectancy .....  
.....  
.....  
.....

Car ownership .....  
.....  
.....  
.....

[4]



**(f)  CASE STUDY – an economic activity in an LEDC**

- State the type and location of the economic activity.

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- Describe, with detail, an example of an economic activity in your chosen **LEDC**.

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- Explain, with detail, the factors affecting the location of this economic activity.

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[8]

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 **Spelling, punctuation and grammar [3]**

**END OF QUESTION 6**

**END OF QUESTION PAPER**

**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.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A vertical solid line is positioned on the left side of the page. From this line, a series of horizontal dotted lines extend across the page, creating a grid of writing lines. There are 21 such horizontal dotted lines, evenly spaced from top to bottom.

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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