

Section A

Answer **one** question from this section.

- 1 (a) Study Figs. 1.1 and 1.2, which show the population structure for a rural and urban area in Tanzania (an LEDC in Africa).
 Fig. 1.1 is the population structure of rural Ifakara.
 Fig. 1.2 is the population structure of urban Ifakara.

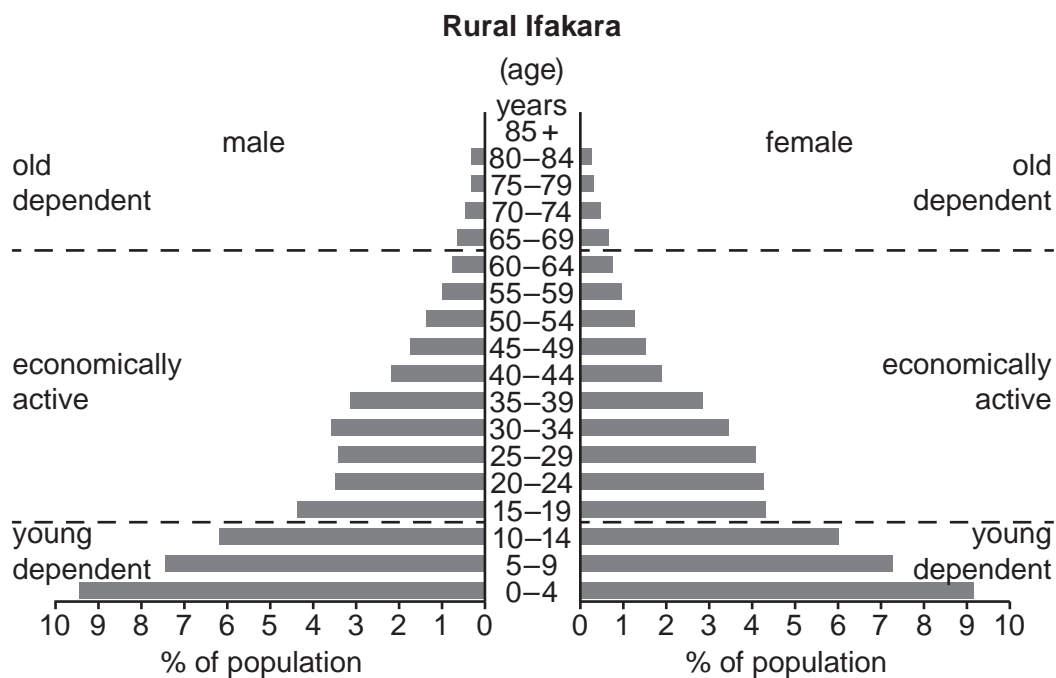


Fig. 1.1

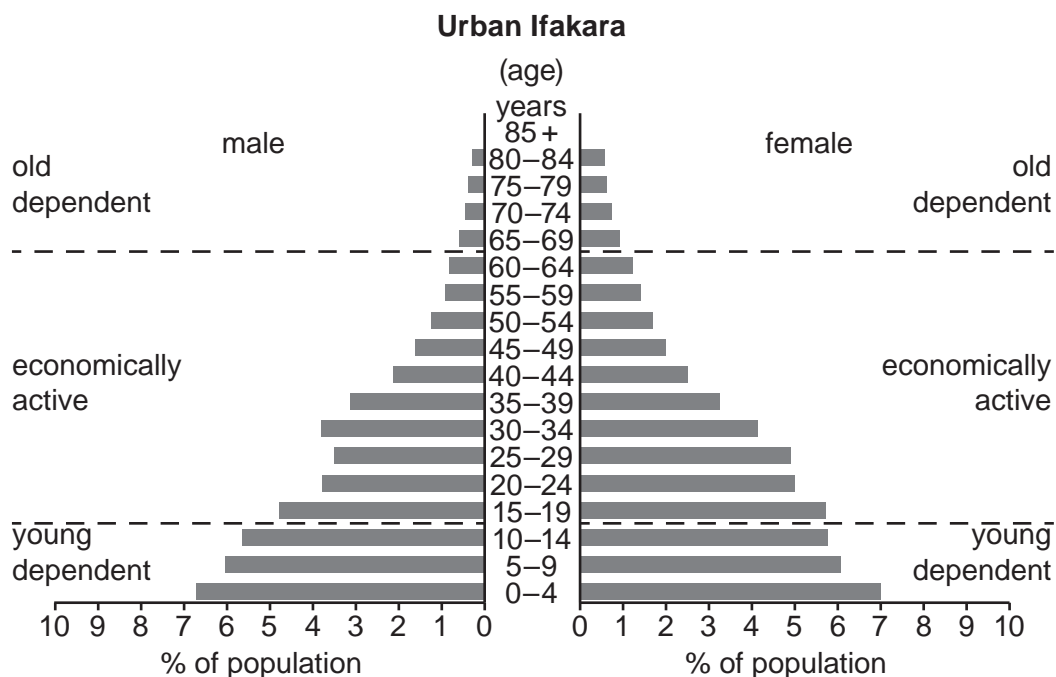


Fig. 1.2

3

(i) What percentage of the people in **urban** Ifakara are female and aged 0 to 4?

..... % [1]

(ii) Describe **two** differences between the **old dependent** population in rural and urban Ifakara.

1

2

(iii) What evidence in Figs. 1.1 and 1.2 suggests that:

the birth rate is high in rural Ifakara?

.....

life expectancy is low in rural Ifakara?

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many men have migrated from both rural and urban Ifakara?

..... [3]

(iv) Suggest reasons why birth rates are high in rural areas of Tanzania.

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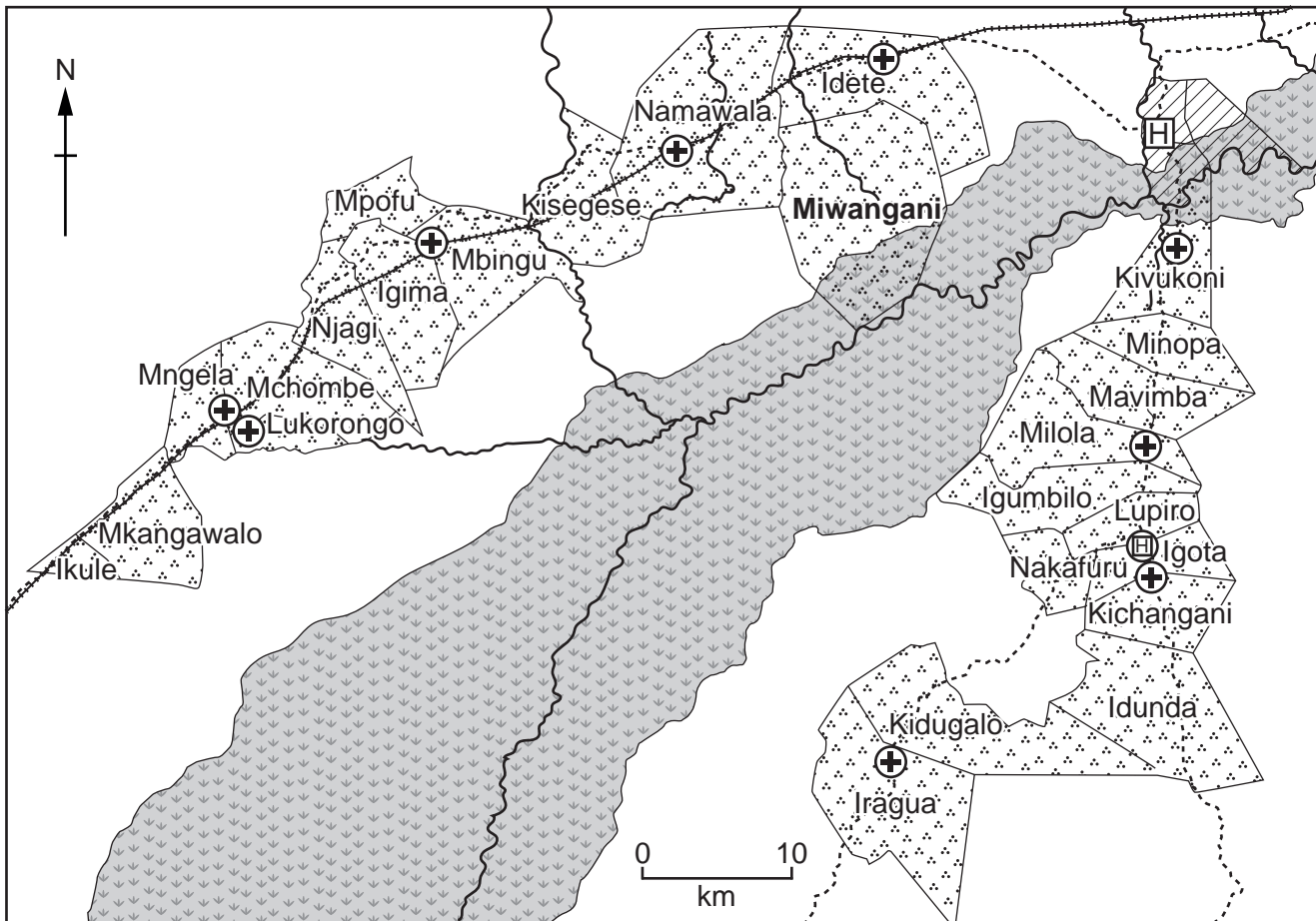
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(b) Study Fig. 1.3, which is a map showing rural and urban Ifakara.



Key

- ⊕ pharmacy/chemist
- ⊕ health centre
- ⊕ hospital
- ~ river
- road
- ++++ railway
- ↓ marsh
- rural Ifakara
- ▨ urban Ifakara

Fig. 1.3

(i) Using evidence from Fig. 1.3 **only**, suggest **three** reasons why death rates are high in **Miwangani**.

- 1
 - 2
 - 3
- [3]

- (ii) Some parts of Tanzania are over-populated. Describe the problems faced by people living in areas which are over-populated.

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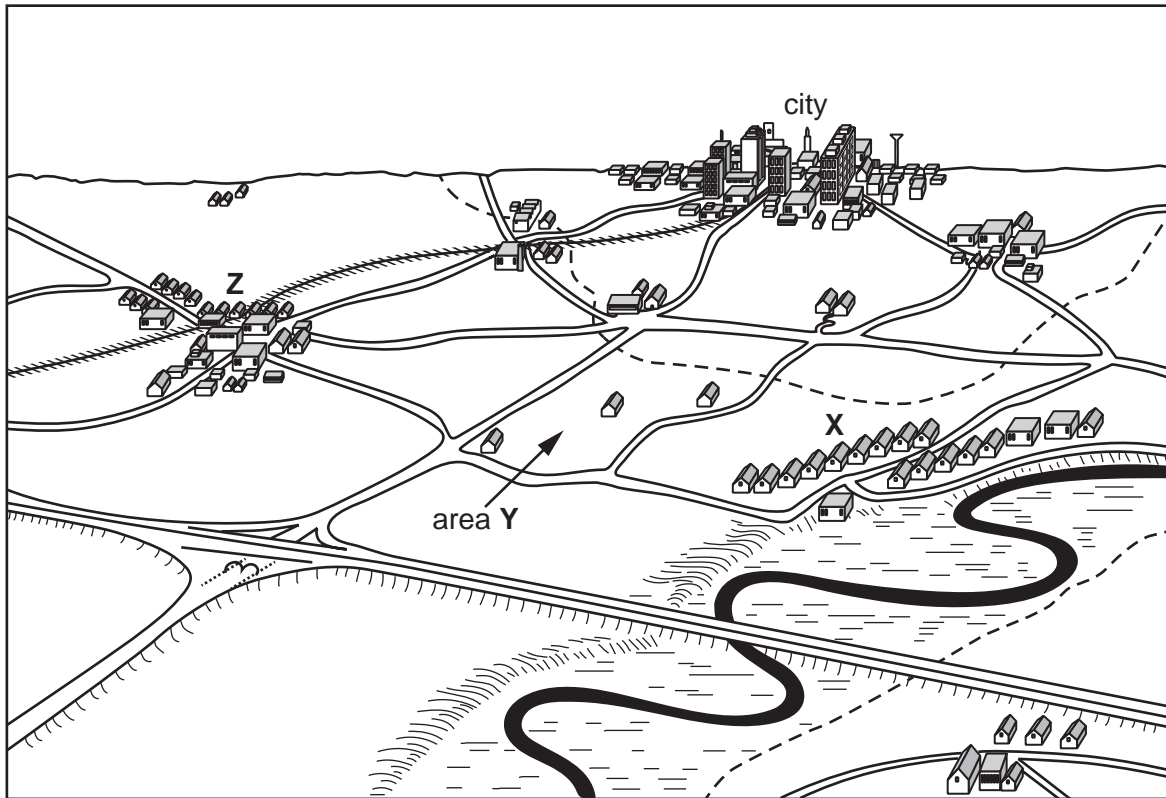
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2 (a) Study Fig. 2.1, which shows an area in an MEDC.



- Key**
- roads
 - ≡≡≡ motorway
 - ⊃⊃⊃ railway
 - ⤿ river

Fig. 2.1

(i) Identify the settlement pattern at X.

..... [1]

(ii) Area Y is an area of dispersed settlement. Describe **two** characteristics of dispersed settlement.

1

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2

..... [2]

(iii) Explain the growth of settlement Z.

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..... [3]

(iv) Describe the impacts on local people of the growth of settlements in the rural-urban fringe.

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Section B

Answer **one** question from this section.

3 (a) Study Fig. 3.1, which shows climate graphs for four places.

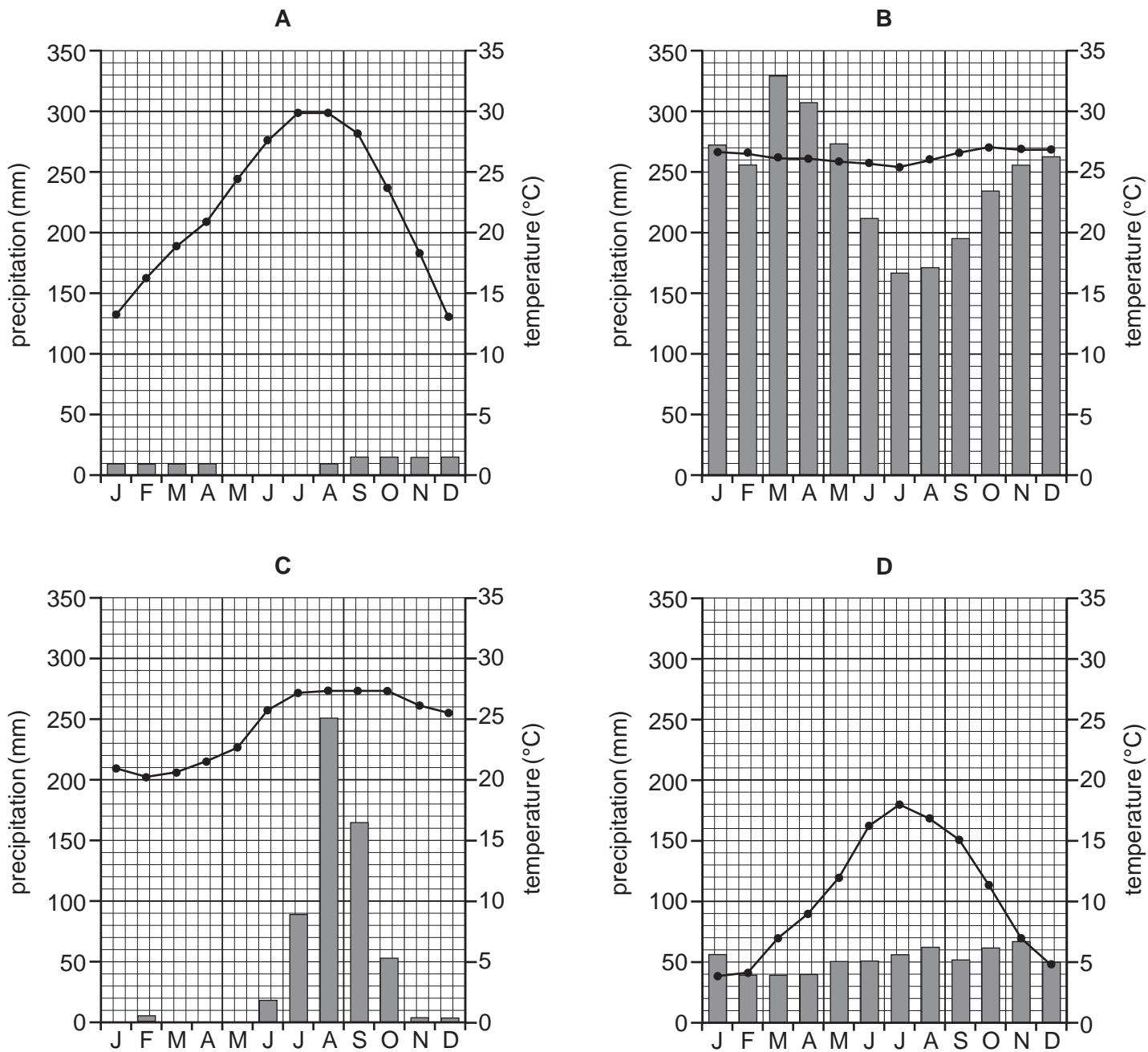


Fig. 3.1

(i) Estimate the average annual precipitation shown by climate graph C.

Circle your answer below.

250 mm

600 mm

1050 mm

1600 mm

[1]

(ii) Identify the climate graph which shows:

- a place with an annual temperature range of 14 °C

.....

- a place with an annual average temperature of 23 °C.

.....

[2]

(iii) Identify the graph which shows a hot desert climate. Give **two** reasons for your choice.

Climate graph

Reason 1

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Reason 2

..... [3]

(iv) Explain why some places have a hot desert climate.

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- (b) Study Fig. 3.2, which shows information about the Awa-Guajá tribe who live in the Amazon rainforest.

The Awa-Guajá tribe are one of the most threatened cultures on Earth and one of the last two surviving nomadic hunter-gatherer tribes in Brazil.

It was only recently that the tribe were first contacted in order to move them into a reserve intended to protect them. Loggers in the area, however, have refused to retreat from their territory and the Awa-Guajá tribe face extinction.

According to a recent report, 31% of the forest in the area has already been illegally logged. As the tribe come in contact with outsiders, they are likely to suffer from diseases which could be fatal, like influenza, as they have no resistance to them.

The tribe are also short of food due to the loss of their habitat, causing hunger and starvation. Loggers and ranchers continue to destroy their forests, creating situations that result in violent conflict with the Awa-Guajá. Some reports even suggest that plantation owners have offered money to those who kill a member of a local tribe.

Fig. 3.2

- (i) Using Fig. 3.2 **only**, give **three** reasons why the Awa-Guajá tribe face extinction.

- 1
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- 2
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- 3
- [3]

(ii) Explain why protecting the rainforest from deforestation is also important for the **natural environment** in the area where the Awa-Guajá tribe live.

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4 (a) Study Fig. 4.1 (Insert), which is a map of earthquakes in part of South America in the 21st century.

(i) What is meant by *depth of focus*?

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..... [1]

(ii) Describe how the depth of focus of the earthquakes shown in Fig. 4.1 changes along line **A–B**. Use data in your answer.

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..... [2]

(iii) Explain why the depth of focus changes from **A** to **B** in Fig. 4.1.

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..... [3]

(iv) Explain why many people live in areas where earthquakes occur.

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(b) Study Fig. 4.2, which shows information about how to make a room safer in an earthquake.

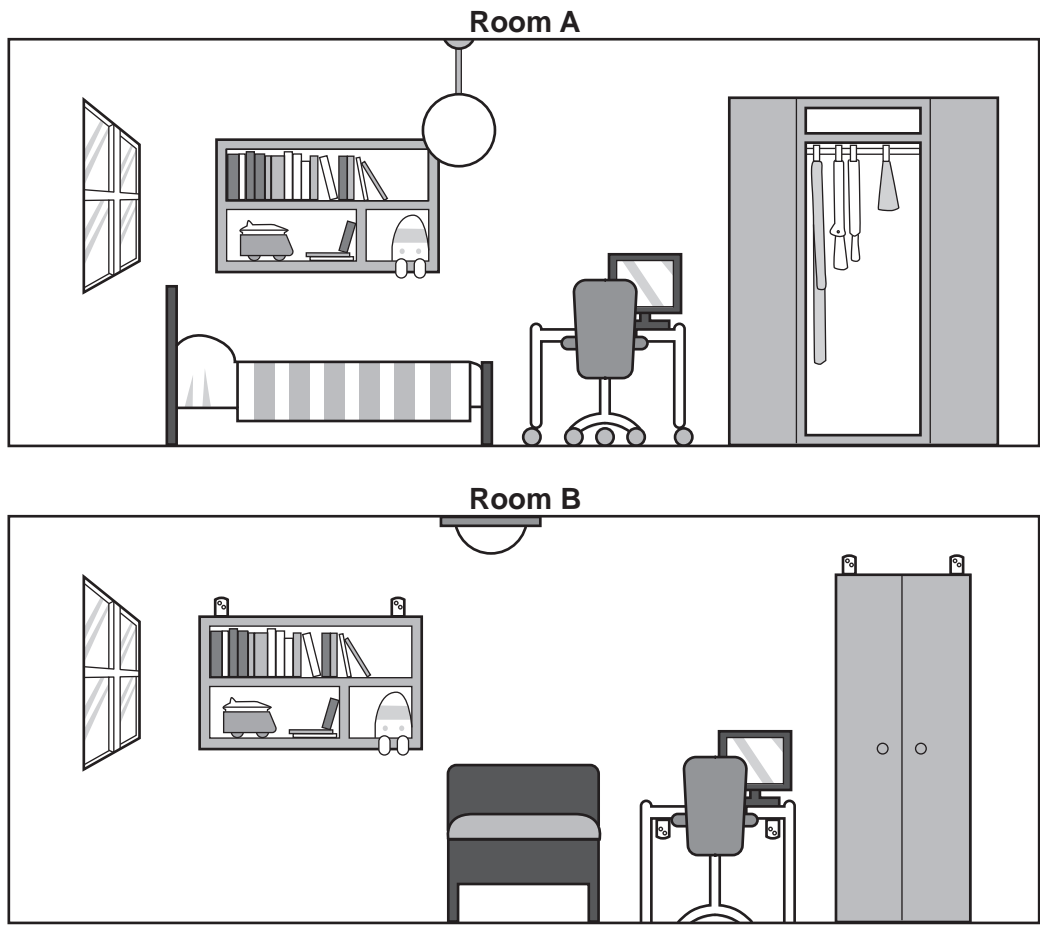


Fig. 4.2

(i) Give **three** ways that Room B is likely to be safer in an earthquake than Room A.

- 1
 - 2
 - 3
- [3]

(ii) Explain why earthquakes are likely to cause more injuries and deaths than volcanic eruptions.

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(iii) Explain why many rural areas in LEDCs have a **shortage** of water.

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..... [3]

(iv) Explain why it is important to increase the supply of **clean** water in rural areas in LEDCs.

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(b) Study Fig. 5.2, which is a map showing information about the Casier Sud water project in Southeast Asia.

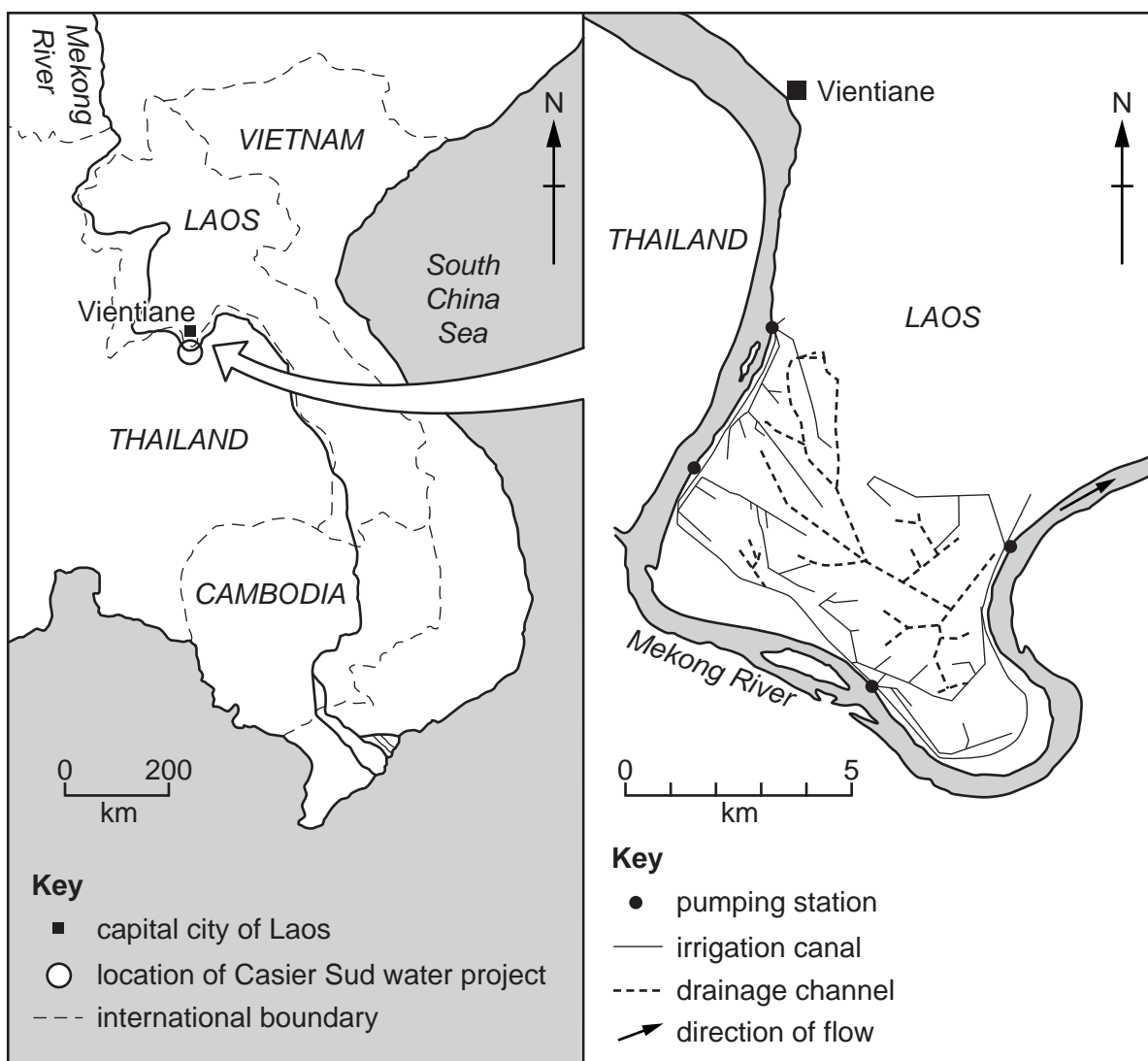


Fig. 5.2

(i) Describe the location of the Casier Sud water project.

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TURN PAGE FOR QUESTION 6

- 6 (a) Study Fig. 6.1, which shows information about the Kafue National Park in Zambia, an area where the tourist industry is important. Zambia is an LEDC in Africa.

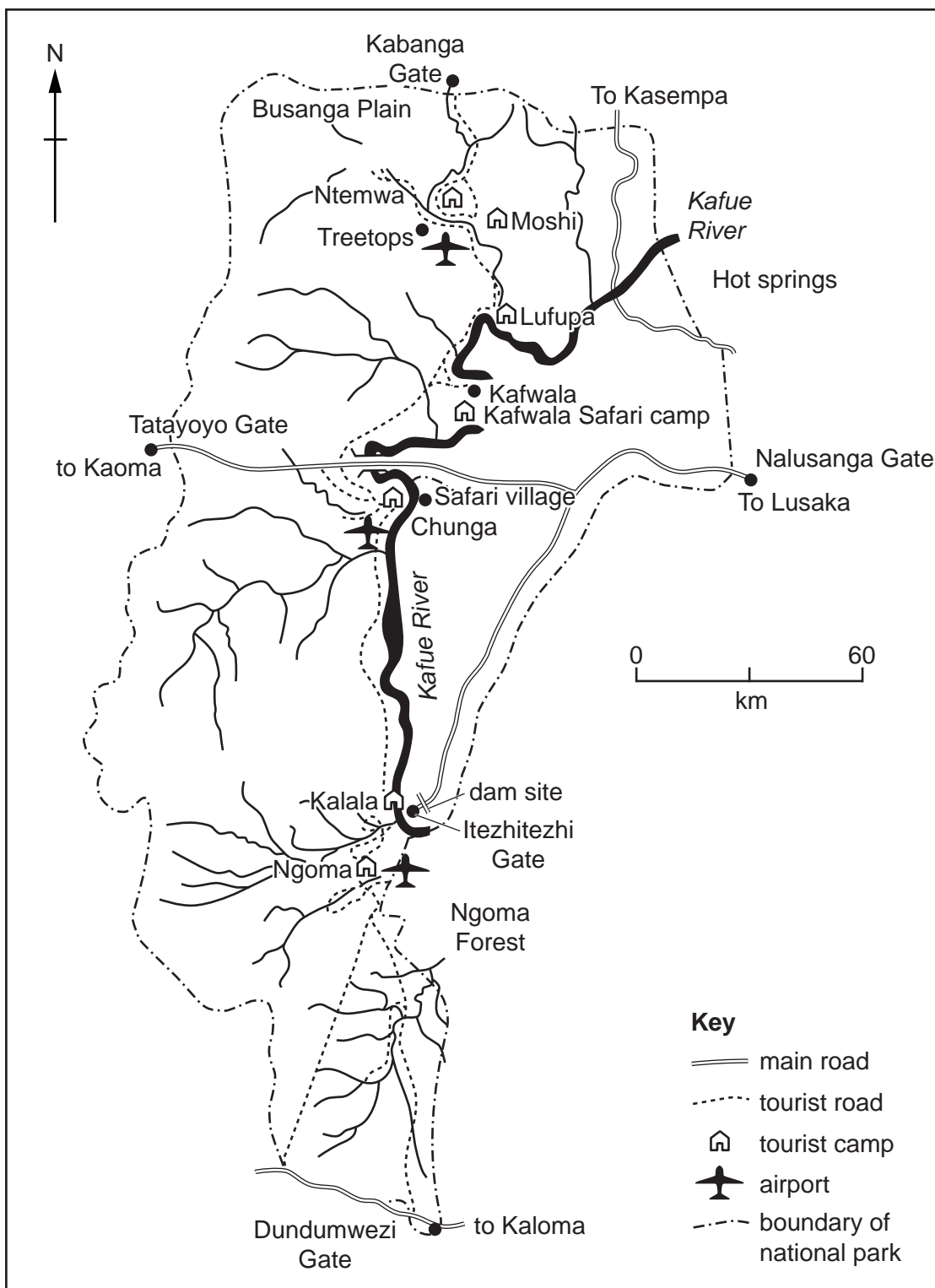


Fig. 6.1

- (i) Estimate the area of Kafue National Park in square kilometres.

Circle the correct answer below.

1000 6000 22 000 100 000 [1]

- (ii) Many tourists enter Kafue National Park at Nalusanga Gate and drive through it to Tatayoyo Gate.

What is the distance and direction along the main road from Nalusanga Gate to Tatayoyo Gate?

Distance km

Direction [2]

- (iii) Using Fig. 6.1 **only**, identify **three** things that have been done in Kafue National Park to attract tourists.

1

 2

 3
 [3]

- (iv) Suggest reasons why the government of Zambia is encouraging tourism.

.....

 [4]

(b) Study Figs. 6.2 and 6.3 (Insert), which are photographs taken in national parks.

Fig. 6.2 was taken in the Lake District National Park in the UK.

Fig. 6.3 was taken in the Matopos National Park in Zimbabwe.

(i) Describe the natural attractions of the Lake District and Matopos National Parks which are shown in Figs. 6.2 and 6.3.

Fig. 6.2

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Fig. 6.3

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..... [3]

(ii) Explain how national parks, such as those in Figs. 6.2 and 6.3, manage tourism.

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