



GCE AS/A level

1201/01

GEOGRAPHY – G1

Changing Physical Environments

P.M. MONDAY, 14 January 2013

1½ hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need one 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **all** questions.

Write your answers in the separate answer book provided.

Write your name, centre number and candidate number in the spaces at the top of the answer book.

INFORMATION FOR CANDIDATES

Each question carries **25** marks.

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.

THIS PAPER REQUIRES THAT YOU MAKE THE FULLEST POSSIBLE USE OF APPROPRIATE EXAMPLES IN SUPPORT OF YOUR ANSWERS. SKETCH-MAPS AND DIAGRAMS SHOULD BE INCLUDED WHERE RELEVANT.

G1 – CHANGING PHYSICAL ENVIRONMENTS

Answer all questions.

Make the fullest possible use of examples in support of your answers.

Figure 1: Impacts of climate change in Tajikistan, 2008-2009



"I think the weather has become warmer in the last 4 or 5 years and that is affecting our crops. The sickness of our crops is increasing but the pesticides are expensive and we are losing almost 30% of our onion, tomato and cucumber crops to diseases. The drought was very hard on the wheat crop last year."

Turaqulov Saidmuzator, a farmer in Tajikistan
Photo: Anita Swarup

Agriculture in Tajikistan

- Employs 66% of the workforce
- Contributes 24% of the GDP
- Makes up 36% of exports
- Provides 39% of tax revenue
- 75% of women employed in agriculture

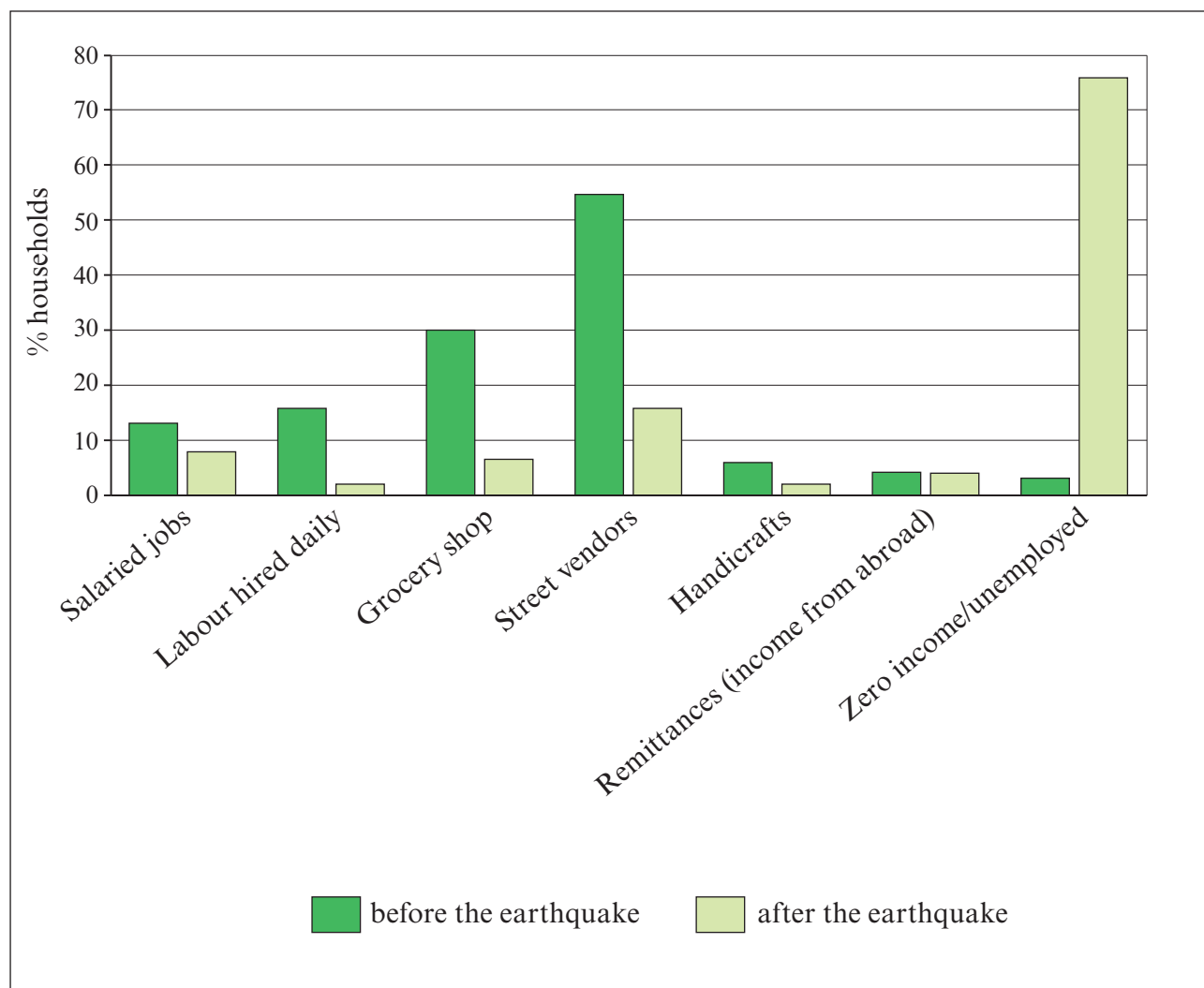


Source: adapted from Oxfam, World Bank and Relief Web

1. (a) Use **Figure 1** to describe the impacts of climate change in Tajikistan. [5]
- (b) Describe and explain how **one or more** changes to the physical environment provide evidence for climate change. [10]
- (c) Outline the impacts of extreme weather on human activities. [10]

Figure 2: Sources of household income in the shanty towns of Port-au-Prince, Haiti, before and after the earthquake of 12 January 2010

Note: Households may have more than one source of income



Source: <http://www.cash/learning.org/>

2. (a) Use **Figure 2** to compare sources of household income before and after the earthquake. [5]
- (b) Outline the processes operating at destructive plate margins. [10]
- (c) Outline the demographic and social impacts of **one or more** tectonic events. [10]

Figure 3: Flooding on the Richelieu River, St Jean-sur-Richelieu, Quebec, Canada, May 2011



Figure 3a



Figure 3b

Source: <http://www.sacbee.com>

3. (a) Use **Figure 3** to outline the consequences of flooding on St Jean-sur-Richelieu. [7]
- (b) Describe **one or more** methods that could be used to gain information on the causes of a flood. [8]
- (c) Discuss **two** limitations of your own investigation into a changing physical environment.
You should state clearly the question that you have investigated. [10]

END OF PAPER