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# GCSE GEOGRAPHY

## Paper 3 Geographical Applications

Thursday 13 June 2019

Morning

Time allowed: 1 hour 15 minutes

### Materials

For this paper you must have:

- the Pre-release resources booklet (enclosed)
- a pencil
- a rubber
- a ruler.

You may use a calculator.

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 76.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Questions **03.2** and **05.4**.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
<b>TOTAL</b>	




J U N 1 9 8 0 3 5 3 0 1

For the multiple-choice questions, shade the circle next to the correct answer.

CORRECT METHOD 

WRONG METHODS    

If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

### Section A Issue evaluation

Answer **all** questions in this section.

Study **Figure 1** in the resources booklet, 'Tropical rainforests'.

**0 1 . 1**

Calculate the temperature range for Manaus.

[1 mark]

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**0 1 . 2**

Explain why there are 'no real seasonal temperature differences' in areas of tropical rainforest.

[2 marks]

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**0 1 . 3**

Suggest **one** reason why so many medicinal drugs are derived from tropical rainforests.

[1 mark]

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0	1	.	4
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‘Tropical rainforests are important at both the local and global scales.’

Discuss this statement.

**[6 marks]**

[illegible]

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**Turn over for the next question**

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**Turn over ►**



Study **Figure 2** in the resources booklet, 'Deforestation of tropical rainforests'.

**0 2 . 1**

Compare the pattern of forest loss between the Brazilian Amazon and the non-Brazilian Amazon.

**[3 marks]**

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**0 2 . 2**

Complete the following diagram to show how the removal of trees can affect the rainforest environment.

Write the correct statement in each box.

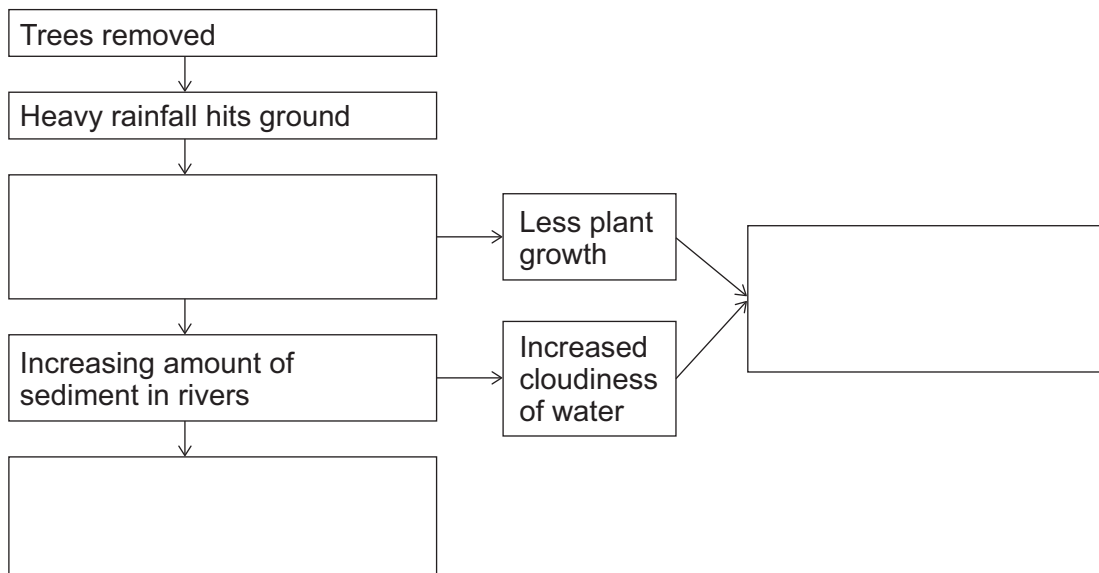
Choose from the statements below.

**[2 marks]**

**Increasing flood risk**

**Less animal life**

**Soil is eroded**



0	2	.	3
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'Some activities in areas of tropical rainforests are more damaging than others.'

To what extent do you agree with this statement?

**[6 marks]**

[illegible]

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**Turn over for the next question**

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Study **Figure 3** in the resources booklet, 'Road development in the Peruvian Amazon'.

0 3 . 1

What does the information in the 'Peru: development fact file' suggest about levels of development in Peru?

**[4 marks]**

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'The Peruvian government has decided to allow the development of new roads in the Amazon.'

Do you think that this was the right decision?

Yes

No

**Tick (✓) the box to show your choice.**

Use evidence from the resources booklet and your own understanding to explain your choice.

**[9 marks]**

**[+3 SPaG marks]**

[illegible]

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**End of Section A**





**Section B Fieldwork**Answer **all** questions in this section.

Study **Figure 4**, a table showing information collected by students about housing development in four areas on the edge of a town.

**Figure 4**

Area	Original area of countryside (hectares)	Area lost to housing developments (hectares)	Remaining countryside (hectares)	% loss of countryside
<b>A</b>	240	24	216	10
<b>B</b>	320	160	160	
<b>C</b>	260	39	221	15
<b>D</b>	420	84		20

**0 4 . 1** Complete the table (**Figure 4**) by filling in the data for Area **B** and Area **D**.

**[2 marks]****Question 4 continues on the next page****Turn over ►**

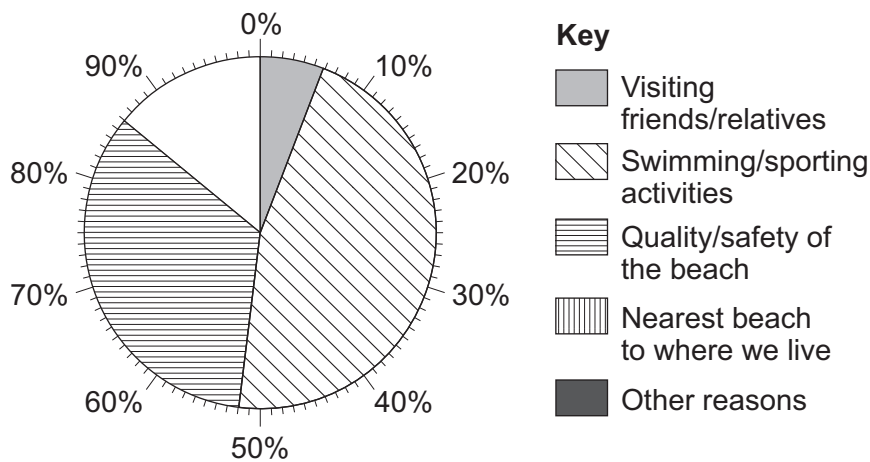
Study **Figure 5**, showing information from a survey of 100 people in a coastal area.

**Figure 5**

What is your main reason for visiting this coastal area?	Responses
Visiting friends/relatives	6
Swimming/sporting activities	46
Quality/safety of the beach	34
Nearest beach to where we live	8
Other reasons	6

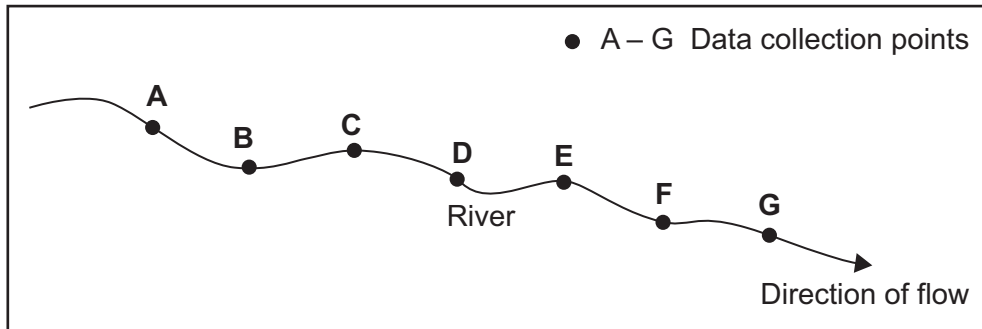
**0 4 . 2** Complete the pie chart below to show the information for **Figure 5**.

**[1 mark]**



Study **Figure 6**, part of a student's planning sheet in a fieldwork enquiry.

**Figure 6**



**0 4 . 3** Name the type of sampling method used in **Figure 6**.

Shade **one** circle only.

**[1 mark]**

**A** Opportunity sampling, selecting points which are easiest to access

☐

**B** Random sampling, based on chance

☐

**C** Stratified sampling, where more points are chosen from one area

☐

**D** Systematic sampling where points are chosen at regular intervals

☐

**0 4 . 4** Suggest why the type of sampling shown in **Figure 6** is not always possible in a fieldwork enquiry.

**[2 marks]**

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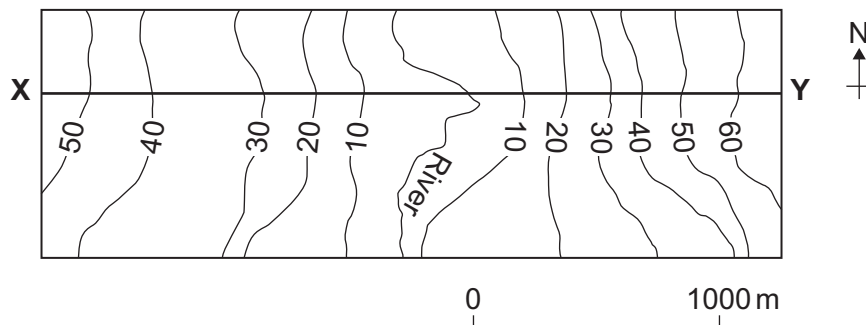
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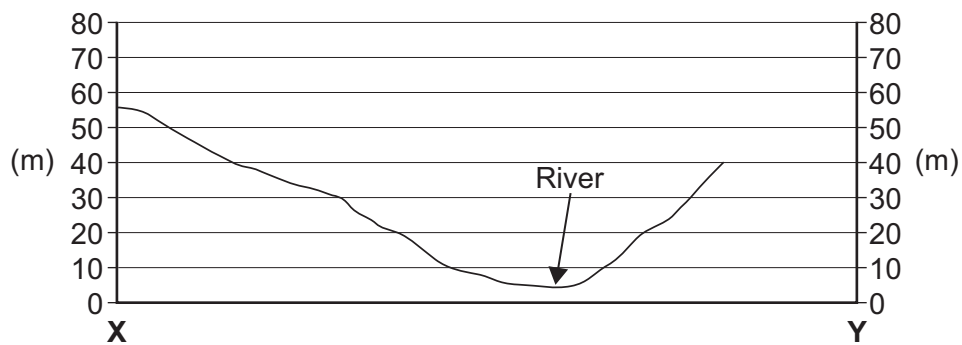


Study **Figures 7a** and **7b**, part of a contour map and a cross section used in a river enquiry.

**Figure 7a**



**Figure 7b**



**0 4 . 5** Complete the cross-section from X–Y on **Figure 7b**.

[1 mark]

**0 4 . 6** Describe the slope of the land from point X to the river.

[1 mark]

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Study **Figure 8**, information about a questionnaire survey.

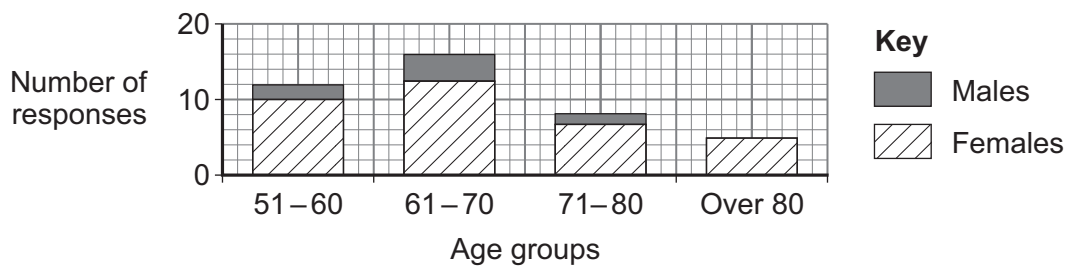
**Figure 8**

A group of students used a questionnaire to assess whether local facilities for the older population were good enough.

In this area 48% of the population are over 50 years old. Females account for 56% of this age group.

The students completed the questionnaire in the town centre on a Saturday morning.

The following diagram shows the age groups of people who were asked to complete the questionnaire.



**0 4 . 7**

Suggest **two** ways that students might adapt their method in order to obtain more appropriate data.

**[2 marks]**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

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**0 4 . 8**

Suggest **two** additional data collection techniques that the students could use to find out if local facilities are good enough for the older population.

**[2 marks]**

1 \_\_\_\_\_

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**Question 4 continues on the next page**

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Study **Figure 9**, a housing quality survey from twelve different areas of a town.

**Figure 9**

Area	Housing quality
1	4
2	6
3	6
4	2
5	9
6	3
7	10
8	1
9	5
10	8
11	10
12	1

Scale

1 —————> 10

Very poor                      Very good

**0 4 . 9**

Assess the usefulness of measures of central tendency, such as median, mean and mode, in analysing the housing quality data collected by the students.

**[4 marks]**

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Write the title of your **physical** geography fieldwork enquiry.

**Title of physical fieldwork enquiry** \_\_\_\_\_

\_\_\_\_\_

**0 5 . 1**

Suggest why **one** set of data you collected in your physical fieldwork enquiry may not have been accurate.

**[2 marks]**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**0 5 . 2**

Identify **one** potential risk in your physical geography fieldwork and explain how the risk was reduced.

**[3 marks]**

Risk \_\_\_\_\_

How the risk was reduced \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Question 5 continues on the next page**

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Write the title of your **human** geography fieldwork enquiry.

**Title of human fieldwork enquiry** \_\_\_\_\_

\_\_\_\_\_

**0 5 . 3**

Assess the suitability of the location chosen for your human geography enquiry.

**[6 marks]**

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To what extent did the data collected for **one** of your enquiries allow you to reach valid conclusions?

**[9 marks]**  
**[+3 SPaG marks]**

**Title of fieldwork enquiry** \_\_\_\_\_

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**END OF QUESTIONS**



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