



ANDERSON JUNIOR COLLEGE

JC2 H1 Geography Preliminary Examinations (2017)

H1 GEOGRAPHY

8813

28 August 2017

3 hours

Additional Materials: Writing Paper
1 Insert
World outline map

READ THESE INSTRUCTIONS FIRST

Write your name and class in the spaces provided below, and on the work you hand in.
Write in dark blue or black pen on both sides of the paper.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **four** questions in total.

Section A

Answer Question 1.

Section B

Answer Question 2.

Section C

Answer **two** question, each from a different theme.

The Insert contains all the Resources referred to in the questions.
You should make reference to appropriate examples studied in the field or the classroom, even where such examples are not specifically requested by the question.
Diagrams and sketch maps should be drawn whenever they serve to illustrate an answer.
You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

Name: _____ PDG: _____

Section A	Section B	Section C (please circle the no. of the attempted question)		Total
		3 / 4	5 / 6	
25	25	25	25	100

This question paper consists of 4 printed pages.

[Turn Over]

Section A

Theme 3: Geographical Investigation

- 1 A group of 24 18 year-old students from the city of Melbourne, in the state of Victoria, Australia wanted to examine liveability in different parts of Melbourne. They selected the neighbourhoods of Southbank and Kensington for their investigation.

Southbank is an inner urban neighbourhood of Melbourne, Victoria, Australia, 1 km south of Melbourne's central business district. Kensington is an inner suburb of Melbourne, Australia, 4 km north-west of Melbourne's central business district. The students had access to census information about the birthplace of the residents, the houses they stay in, their level of education and their monthly income.

The students wanted to gain further information on sports facilities, cultural opportunities, public transport and the quality of roads to gain a fuller picture of liveability. They were allocated three days for field investigation at the beginning, in the middle and at the end of November.

Resource 1 shows a map of Melbourne. Resource 2 shows selected data comparing the population numbers, population densities, median age, levels of education, median income, property prices, percentage of overseas born population, citizenship of migrants and English proficiency of migrants in Kensington and Southbank. Resource 3 shows the top 5 crime offence data in Southbank and Kensington respectively.

- (a) With reference to the background information provided and Resource 1, outline why there might be contrasts in liveability between Southbank and Kensington. [2]
- (b) Suggest a suitable research question for the students' investigation with reference to Resource 2, and state **three** reasons why the research question is at a suitable scale. [4]
- (c) Explain how Resources 2 and 3 can help the students understand liveability in Southbank and Kensington. [6]
- (d) For Southbank, sketch one **pie chart** to represent English proficiency of migrants using the information in Resource 2 and one **bar graph** to represent crime offence in 2015 using the information in Resource 3. [5]
- (e) Suggest a plan for the students to investigate the quality of public transport. [8]

Section B**Theme 1: Climate Change and Flooding****Flooding in Bangladesh**

- 2** Resource 4 shows a map based on the Climate Change Vulnerability Index in 2014. Resource 5 shows areas in Bangladesh which are prone to flooding and tidal surges as well as the proportion of the population below the poverty line. Resource 6 is a map of monsoon winds over South Asia during the months of June and July. Resource 7 is an article on floods in Dhaka, Bangladesh.
- (a)** Describe the pattern of vulnerability shown in Resource 4. [4]
- (b)** With reference to Resource 4 and 5, account for Bangladesh's vulnerability to climate change. [6]
- (c)** With reference to Resources 5 and 6, suggest how the monsoon in June and July accounts for the nature of flooding in Bangladesh. [6]
- (d)** With reference to Resource 7 and your own knowledge, suggest possible impacts of flooding in Dhaka. [4]
- (e)** With reference to Resource 7 and your own knowledge, suggest how flood impacts in Dhaka may be managed. [5]

Section C

Answer **two** questions from this section. **Either** Question 3 **or** Question 4 and **Either** Question 5 **or** Question 6

Theme 1: Climate Change and Flooding

- 3 (a) Explain the key evidence for long-term climate change since the last ice age. [9]
- (b) How far do you agree that the effects of climate change are more environmental in nature? [16]
- 4 (a) Compare how water passing through a drainage basin in the seasonally humid tropics differs from the arid tropics. [9]
- (b) To what extent can the drainage basin hydrological cycle be influenced by anthropogenic activities? [16]

Theme 2: Urban Change

- 5 (a) Explain the reasons for urban reimagining in cities in countries at high levels of development. [9]
- (b) *'The re-imaging of cities may be motivated by practical concerns, but they may not be practical solutions.'*
To what extent do you agree with this statement? [16]
- 6 (a) Explain the reasons for the development of slums in cities in countries at low levels of development. [9]
- (b) *The target in sustainable development goals to 'ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums by 2030' seems overambitious at best, and simply delusional at worst.*
How far do you agree that it is impossible to overcoming housing problems in cities in countries at low levels of development? [16]