



**GCE A LEVEL – NEW**

1110U30-1



S18-1110U30-1

**GEOGRAPHY – A2 unit 3**  
**Global Systems and Global Governance**

**FRIDAY, 8 JUNE 2018 – AFTERNOON**

**2 hours**

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**ADDITIONAL MATERIALS**

A WJEC pink 16-page answer booklet.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your answers in the separate answer booklet provided.

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

Answer questions **1 and 2 and either 3 or 4** in Section A.

Answer questions **5 and 6 and either 7 or 8** in Section B.

Answer **one** question in Section C.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets [ ] at the end of each question or part-question; you are advised to divide your time accordingly.

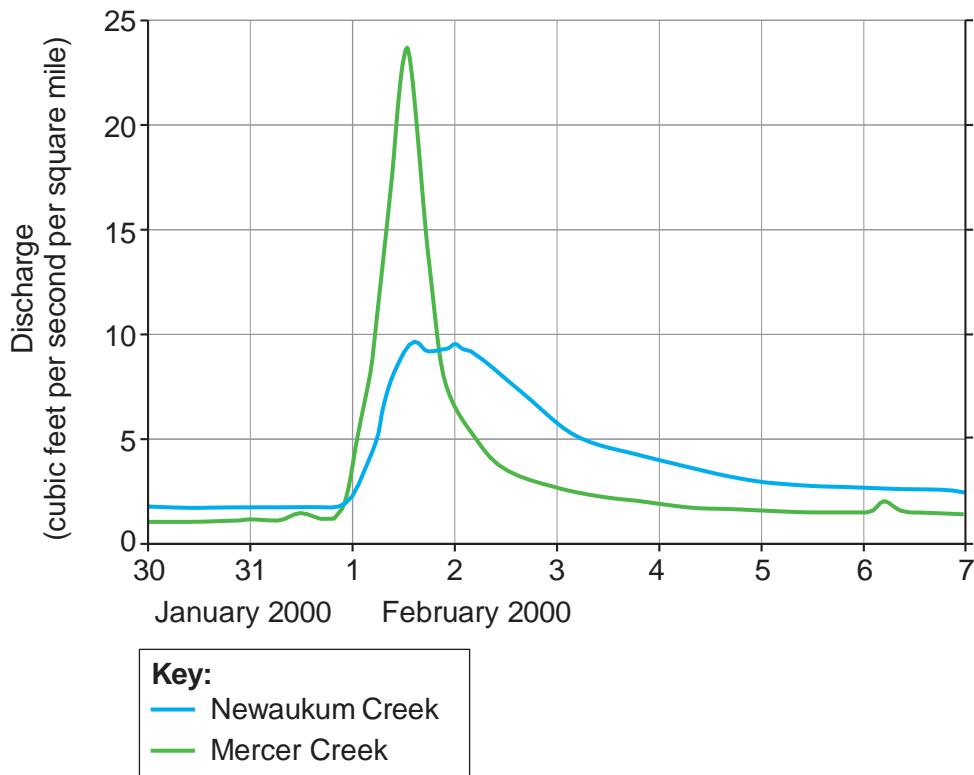
**This paper requires that you make as full use as possible of appropriate examples and reference to data to support your answers. Sketch maps and diagrams should be included where relevant.**

### Section A: Global Systems

Answer questions 1 and 2 and either 3 or 4.

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

**Figure 1: Storm hydrographs for two similar streams in Washington State, USA**



Source: <https://pubs.usgs.gov>

1. (a) Use **Figure 1** to compare the peak discharge of the storm hydrographs. [3]
- (b) Outline how **one** change of land use within a river catchment can lead to the generation of excess runoff. [4]

**Figure 2: Peatland near Llyn Teifi in the Cambrian Mountains, Wales**



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2. (a) Explain the process of peat formation. [5]

(b) Suggest how peat extraction and/or drainage could lead to changes in the carbon store in the area shown in **Figure 2**. [5]

**Either**

3. Assess the importance of meteorological factors as a cause of deficit within the water cycle. [18]

**Or**

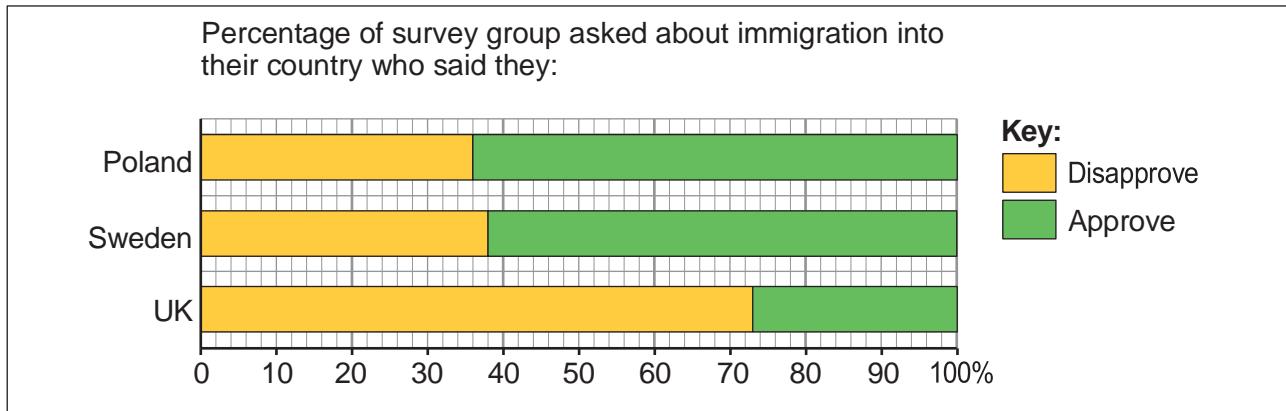
4. Examine reasons for changes in the atmospheric carbon store over time. [18]

## Section B: Global Governance: Change and Challenges

Answer questions 5 and 6, and either 7 or 8.

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

**Figure 3: The results of a survey in different countries about attitudes towards immigration, 2015**

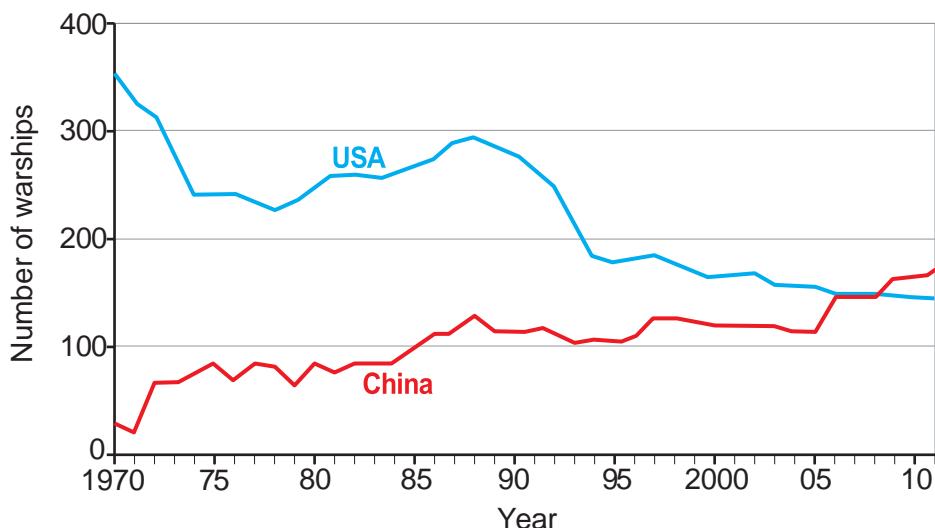


Adapted from Pew Research Centre

5. (a) Suggest how economic factors may have affected people's attitudes towards immigration in countries such as those shown in **Figure 3**. [5]

(b) Outline **two** political factors that can affect the volume of migration. [4]

**Figure 4: Changes in the maritime power of USA and China**



*Adapted from The Economist*

6. (a) Use **Figure 4** to describe changes in the balance of maritime power. [3]

(b) Outline how state sovereignty over islands can become a source of geopolitical tension. [5]

**Either**

7. Assess the importance of poverty as a cause of economic migration. [18]

**Or**

8. Assess the success of strategies to manage marine environments sustainably. [18]

### Section C: 21<sup>st</sup> Century Challenges

Answer **either** question 9 or question 10.

*In your answer to either question 9 or 10, you should use the maps in Figures 5, 6, 7 and 8 and apply your knowledge and understanding from across the whole specification.*

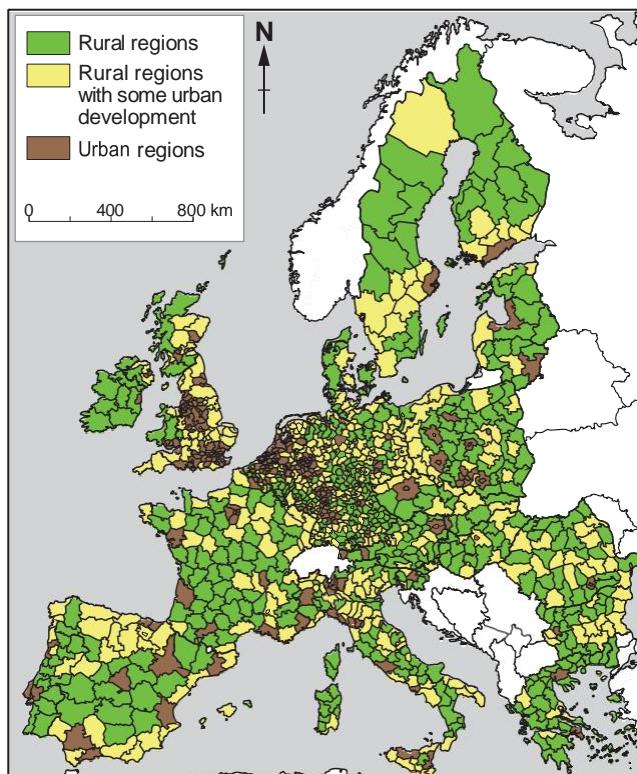
**Either**

9. Discuss the view that fewer people will live in rural areas in the future. [26]

**Or**

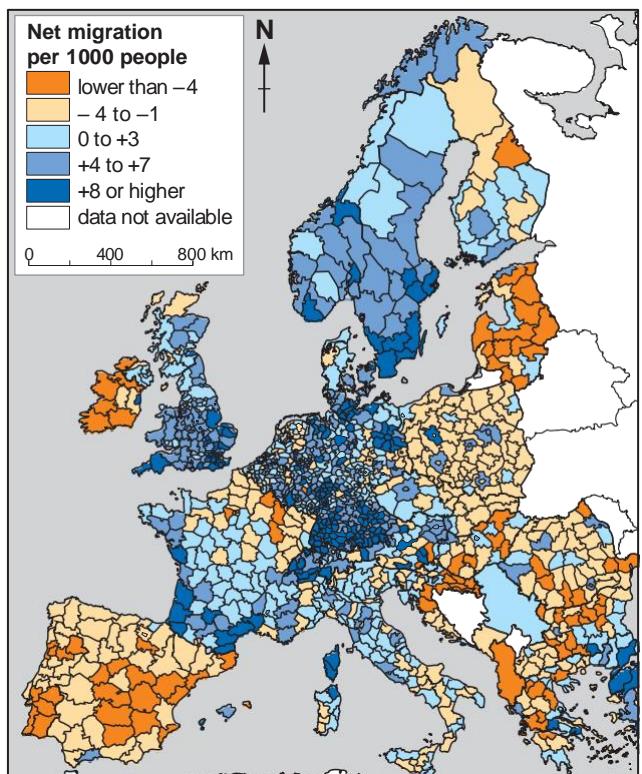
10. To what extent can rural areas be protected from change? [26]

**Figure 5: Rural and urban regions of Europe (excludes non-EU states)**



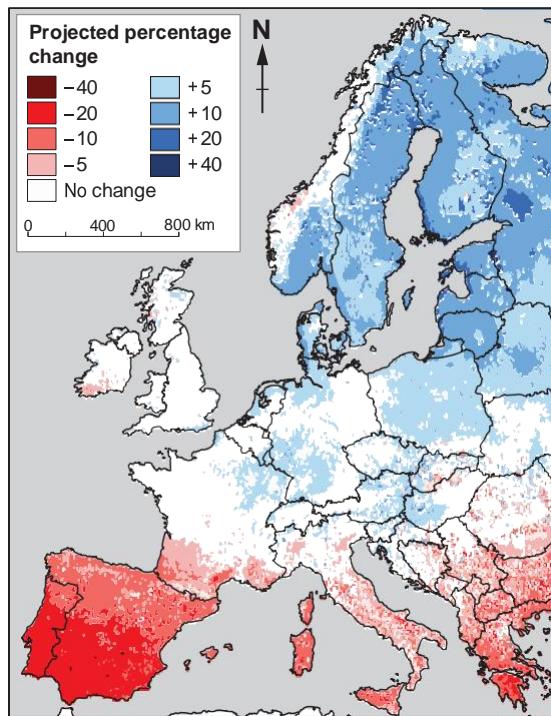
Source: <http://ec.europa.eu>

**Figure 6: Net migration within Europe in 2014**



Source: <http://ec.europa.eu>

**Figure 7: Projected precipitation changes in Europe by 2100 (without climate change mitigation)**



Source: <http://ec.europa.eu>

**Figure 8: National Parks in England and Wales**

National Parks are protected rural areas on account of their beautiful countryside, wildlife and cultural heritage. People live and work in the National Parks and the farms, villages and towns are protected along with the natural environment.



Source: <http://webarchive.nationalarchives.gov.uk>

**END OF PAPER**