



Cambridge O Level

GEOGRAPHY

2230/01

Paper 1 Geographical Themes

May/June 2022

2 hours



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed) Ruler
 Insert (enclosed)
 Calculator

INSTRUCTIONS

- Answer **three** questions in total, **each** from a different theme.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 75.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains additional resources referred to in the questions.

This document has **12** pages. Any blank pages are indicated.

Theme 1: Population and settlement

Answer **one** question from this theme.

EITHER

- 1 (a) (i) Define the term *birth rate*. [2]
- (ii) Suggest reasons why the birth rate remains high in many LICs (low income countries). [5]
- (b) (i) Study Fig. 1.1, which shows a population pyramid for Brunei in 2018.

Population pyramid for Brunei, 2018

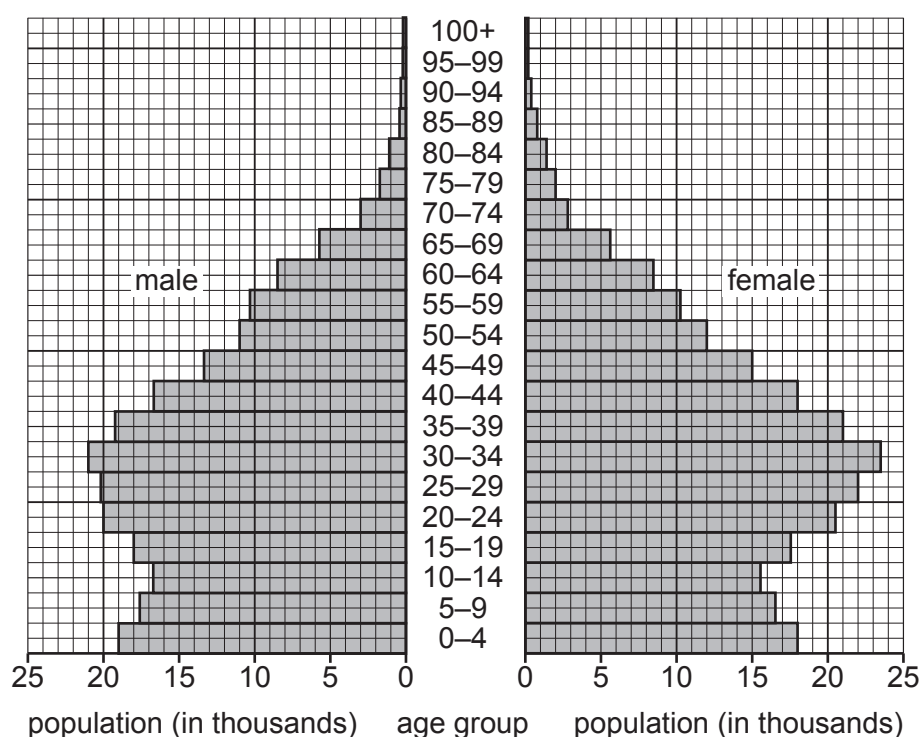


Fig. 1.1

- State the total number of children in the 0–4 age group. [1]
- (ii) Which age group has the highest total population in Brunei? [1]
- (iii) State whether Brunei is likely to have an ageing population in the future. Give evidence from Fig. 1.1 to support your answer. [2]
- (c) (i) Study Fig. 1.2 (Insert), which shows a settlement in a rural area in an MIC (middle income country). Describe the features of the settlement shown in Fig. 1.2. [3]
- (ii) For urban areas, describe the effects of counter-urbanisation. [4]
- (d) For **one** named country, describe the policy used to control the rate of population growth. How effective was this policy in controlling the population growth? [7]

[Total: 25]

OR

- 2 (a) (i) Define the term *quality of life*. [2]
- (ii) Name the index that uses life expectancy, education and income to measure the level of development of a country. [1]
- (b) (i) Study Fig. 2.1 (Insert), which shows mean years of schooling in 2017.
- Describe the distribution of countries with 3–6 years of schooling shown in Fig. 2.1. [3]
- (ii) Explain why education is so important in improving the quality of life of people in a country. [4]
- (iii) Apart from education, suggest other strategies that could be used to improve the quality of life in LICs (low income countries). [3]
- (c) Study Fig. 2.2 (Insert), which shows an urban area in the UK.
- Name the land use zone shown in Fig. 2.2. Give reasons for your answer. [5]
- (d) With reference to examples, describe the problems associated with urban growth in HICs (high income countries). How effective have strategies for overcoming problems in urban areas in HICs been? [7]

[Total: 25]

Theme 2: The natural environment

Answer **one** question from this theme.

EITHER

- 3 (a) From Fig. 3.1, identify **two** types of river erosion.

| | | |
|-----------|------------|----------------|
| traction | abrasion | suspension |
| saltation | deposition | transportation |
| attrition | waterfall | meander |

Fig. 3.1

[2]

- (b) Study Fig. 3.2, which shows a cross-section of a meander.

A cross-section of a meander

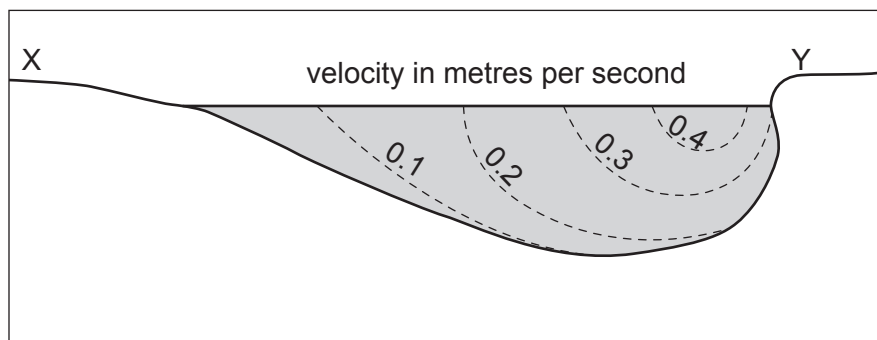


Fig. 3.2

- (i) Does Y in Fig. 3.2 represent the outside of the meander or the inside of the meander? [1]
- (ii) Describe how the river and river bank features change as you move from X to Y in Fig. 3.2. [3]
- (iii) Suggest **one** reason to explain the difference in velocity between X and Y in Fig. 3.2. [1]

- (c) Study Fig. 3.3, which shows a human activity in a forested area.

A human activity in a forested area



Fig. 3.3

Name the human activity taking place in Fig. 3.3 and explain how this can result in increased flooding in an area. [5]

- (d) (i) Explain how flooding can have an impact on the following:

A economy

B transport

C health of the population. [6]

- (ii) With reference to **one** major river flooding event, describe the management strategies used to reduce the impact of flooding on the people and the environment. How effective have these strategies been? [7]

[Total: 25]

OR

- 4 (a) Describe the differences between continental crust and oceanic crust. [2]
- (b) Study Fig. 4.1, which shows a plate boundary.

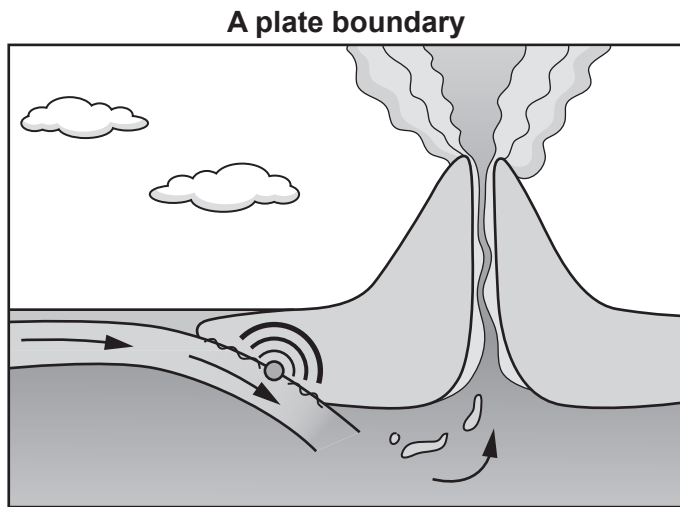


Fig. 4.1

- (i) Name the type of plate boundary shown in Fig. 4.1. [1]
- (ii) Explain how volcanoes are formed at the plate boundary shown in Fig. 4.1. [4]
- (iii) Describe the long-term impacts on the people and the economy of an area resulting from a volcanic eruption. [3]
- (c) Study Fig. 4.2 (Insert), which shows an area in Southern India affected by a tsunami.
- (i) What is a tsunami? [1]
- (ii) Describe the damage caused by a tsunami shown in Fig. 4.2. [3]

(d) Study Fig. 4.3, which shows global deaths resulting from earthquakes from 2000 to 2015.

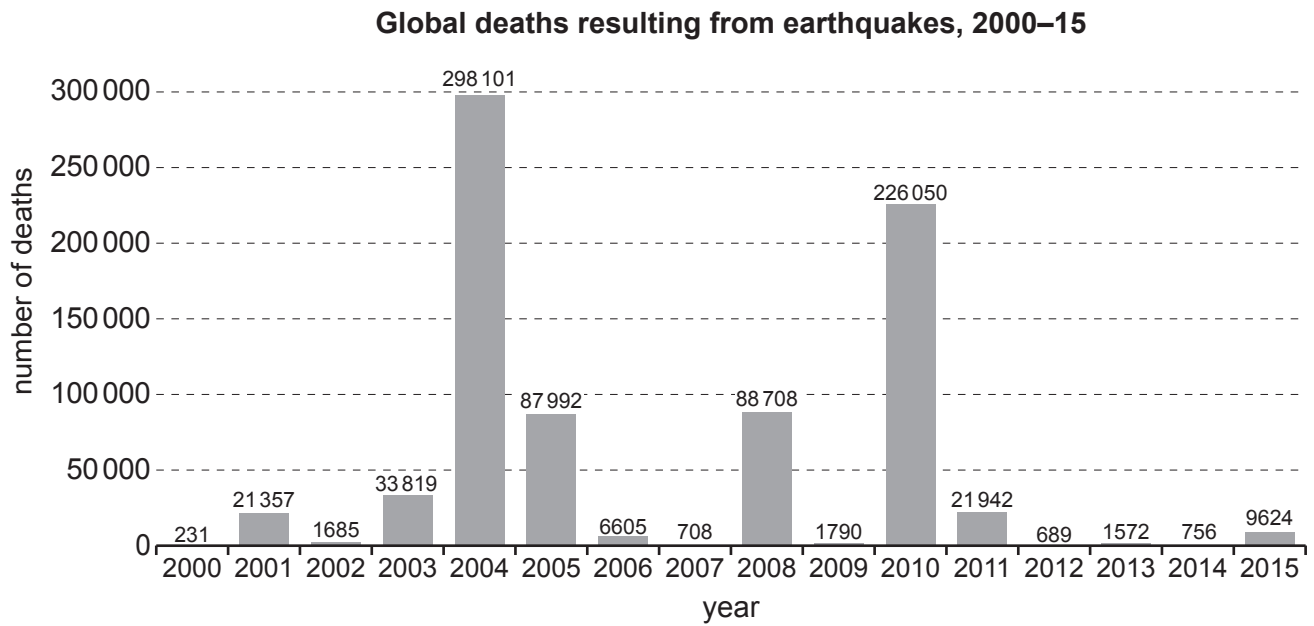


Fig. 4.3

- (i) Describe the overall pattern shown in Fig. 4.3. [1]
- (ii) Suggest reasons for the pattern shown in Fig. 4.3. [3]
- (e) With reference to an earthquake that you have studied, describe the impact on the people living in the area. To what extent were the people prepared for an earthquake in this area? [7]

[Total: 25]

Theme 3: Economic development

Answer **one** question from this theme.

EITHER

- 5 (a) Explain the growth of global tourism. [5]
- (b) Study Fig. 5.1, which shows a sign attached to a building located on a small tourist island.

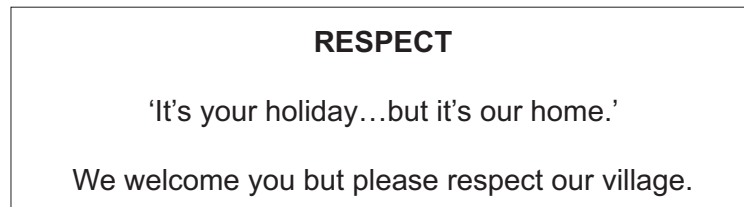


Fig. 5.1

Suggest reasons for the sign shown in Fig. 5.1. [2]

- (c) Study Fig. 5.2, which shows information about air travel to Brunei in 2010 and 2018.

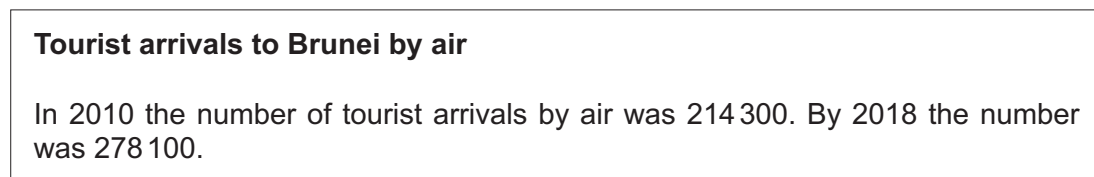


Fig. 5.2

- (i) Calculate the increase in the number of tourists arriving by air in Brunei from 2010 to 2018. [1]
- (ii) Suggest **one** impact that increased air travel might have on the environment of Brunei. [1]

(d) (i) Study Fig. 5.3, which shows locations in Brunei visited by tourists in 2018.

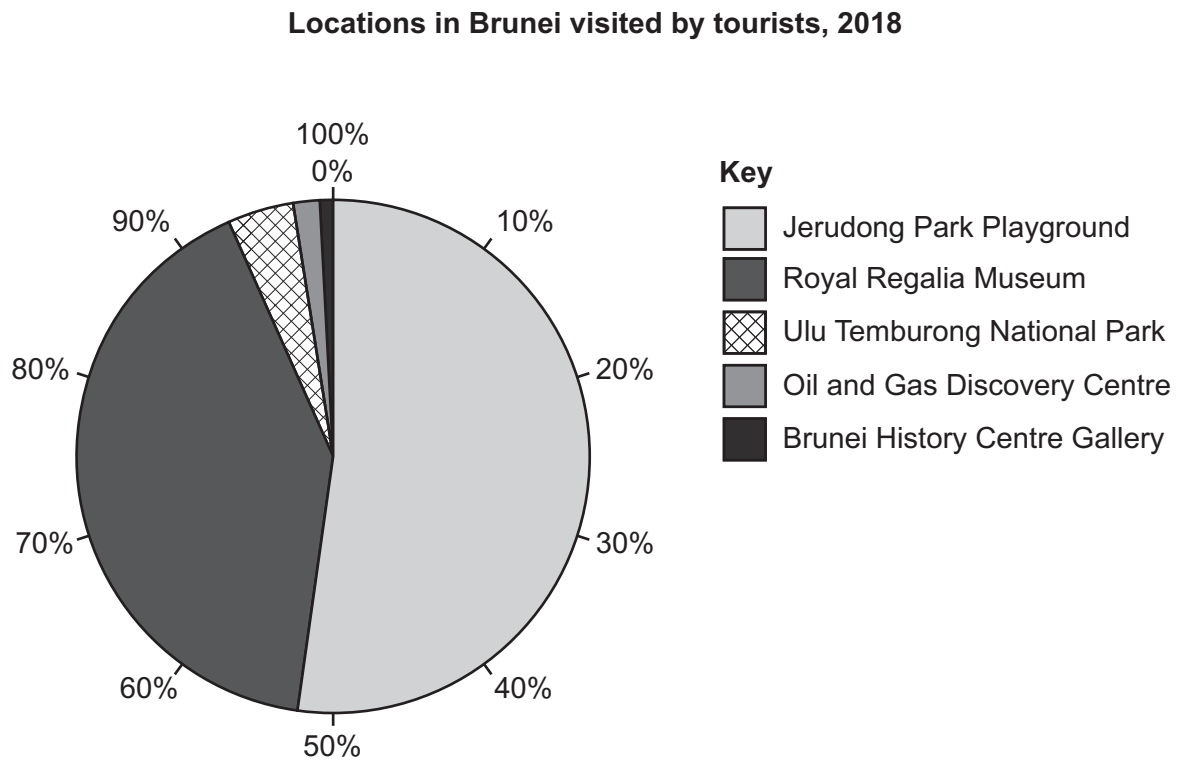


Fig. 5.3

Name the location that received the most visitors in 2018, as shown in Fig. 5.3. [1]

(ii) Name **one** example of a natural attraction and **one** example of a cultural attraction shown in Fig. 5.3. [2]

(e) Explain how the following can be used to promote tourism in Brunei:

A trade shows

B familiarisation trips

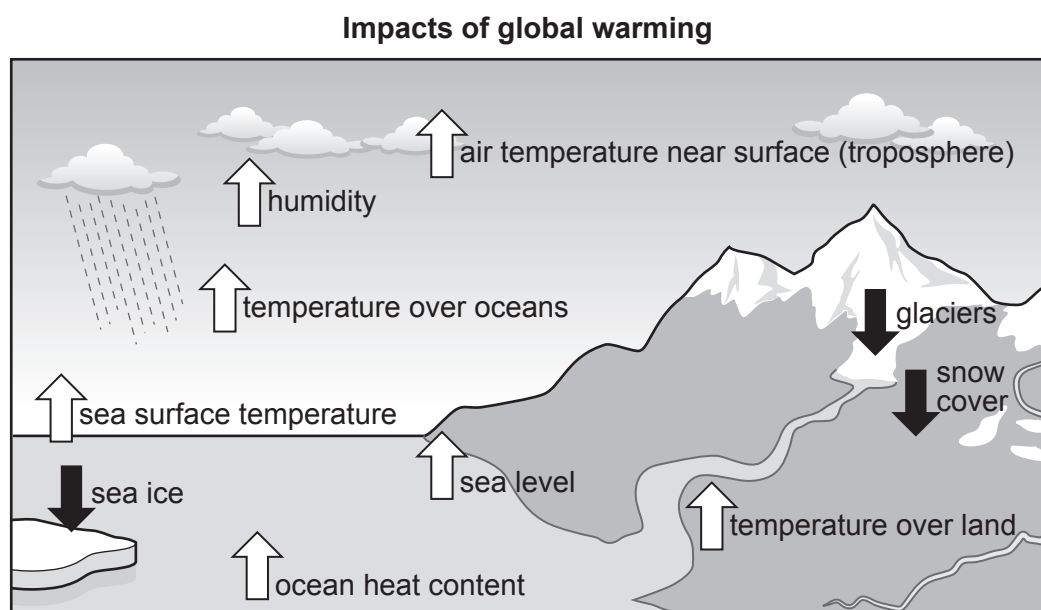
C Royal Brunei Airlines. [6]

(f) With reference to a tourist area in Brunei, describe the strategies used to control the impact of tourism on the people and the environment. How effective have these strategies been? [7]

[Total: 25]

OR

- 6 (a) Describe the difference between renewable and non-renewable energy. [1]
- (b) (i) Explain the factors influencing the siting of a nuclear power station. [5]
- (ii) Study Fig. 6.1 (Insert), which shows how electricity was produced in Germany from 2009 to 2019.
- Calculate the overall change in the production of nuclear power between 2009 and 2019. [1]
- (iii) Describe how natural gas changed between 2009 and 2019, as shown in Fig. 6.1. [2]
- (iv) Suggest reasons for the increase of wind power from 2009 to 2019. [4]
- (c) State **two** different sources of greenhouse gases. [2]
- (d) Study Fig. 6.2, which shows some impacts of global warming.

**Fig. 6.2**

- With the help of Fig. 6.2, suggest the effects of global warming on the land. [3]
- (e) The Tenaga Suria Brunei solar power plant could bring many benefits to the society and economy of Brunei. Describe these benefits and evaluate how important the solar power plant is in developing alternative energy in Brunei. [7]

[Total: 25]

BLANK PAGE

The boundaries and names shown, the designations used and the presentation of material on any maps contained in this question paper/insert do not imply official endorsement or acceptance by Cambridge Assessment International Education concerning the legal status of any country, territory, or area or any of its authorities, or of the delimitation of its frontiers or boundaries.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.