

| Please write clearly i | in block capitals.             |    |
|------------------------|--------------------------------|----|
| Centre number          | Candidate number               |    |
| Surname                |                                |    |
| Forename(s)            |                                |    |
| Candidate signature    | I declare this is my own work. | _/ |

# GCSE GEOGRAPHY

Paper 1 Living with the Physical Environment

Monday 22 May 2023 Afternoon Time allowed: 1 hour 30 minutes

#### **Materials**

For this paper you must have:

- the OS map key insert (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 in Section A and Section B.

Answer two questions in Section C.

Question 3 (Coasts), Question 4 (Rivers), Question 5 (Glacial)

| For Examiner's Use |      |  |
|--------------------|------|--|
| Question           | Mark |  |
| 1                  |      |  |
| 2                  |      |  |
| 3                  |      |  |
| 4                  |      |  |
| 5                  |      |  |
| TOTAL              |      |  |

- You must answer the questions in the spaces provided. Do not write outside the box around each
  page or on blank pages.
- If you need additional extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

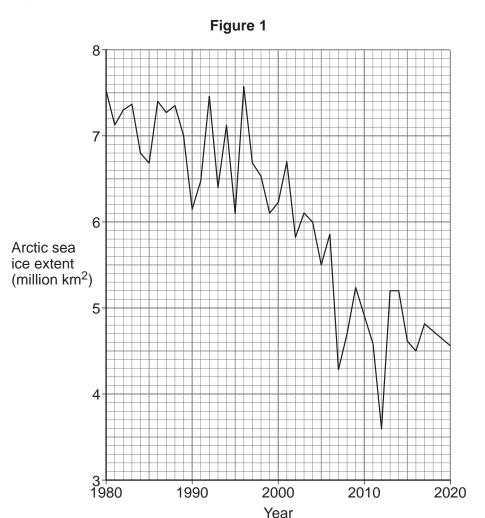
#### Information

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 88.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.11.



| 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 The challenge  Answer all questions                          |                                  |
| 0   | <b>T</b> I. |  |                                  |
| Question 1  |             | e challenge of natural hazards  nich one of the following is a natural | factor affecting climate change? |
| 0 1 . 1   |             | ade <b>one</b> circle only.  | ractor affecting climate change: |
|   | 0           | aud ene andra anny.  | [1 mark]                         |
|   | Α           | Agriculture  |                                  |
|   | В           | Burning fossil fuels   | 0                                |
|   | С           | Deforestation  |                                  |
|   | D           | Volcanic activity  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |
|   |             |  |                                  |

Study **Figure 1**, a graph showing average monthly Arctic sea ice extent in September between 1980 and 2020.



Using Figure 1, which one of the following statements is true?Shade one circle only.

[1 mark]

- A The sea ice extent in 1980 and 2000 was the same.
- **B** The sea ice reached its smallest extent in 2012.
- **C** The sea ice decreased every year between 1980 and 1996.

|--|

**D** The sea ice increased from 2000 to 2020.

| 0 |
|---|
|---|

0 1 Using **Figure 1**, by how much did the extent of sea ice change between 1980 and 2016?

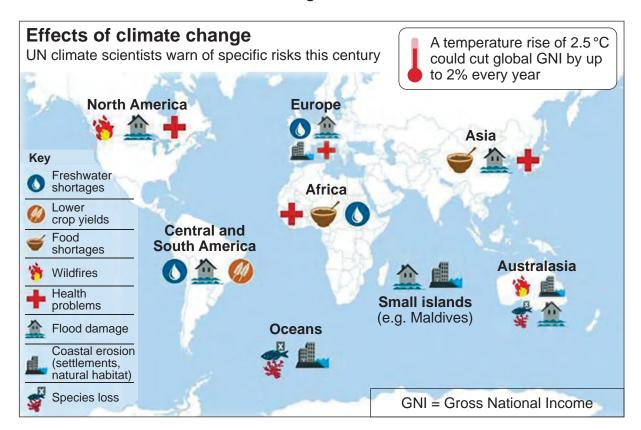
[1 mark]

million km<sup>2</sup>



Study Figure 2, a world map showing some possible effects of climate change.

## Figure 2



0 1 • 4 Suggest how climate change may have effects on people.

Use Figure 2 and your own understanding.

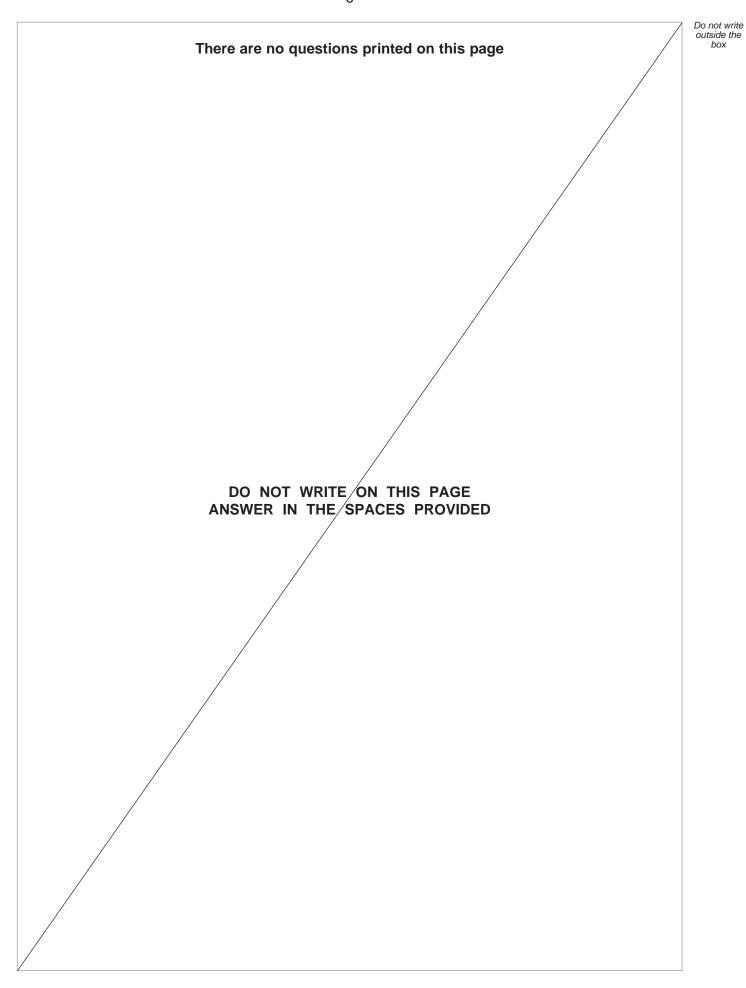
|      |      | [4 marks] |
|------|------|-----------|
|      |      |           |
| <br> | <br> |           |
|      |      |           |
|      |      |           |
|      |      |           |
|      |      |           |
|      |      |           |
|      |      |           |
| <br> | <br> |           |
|      |      |           |
|      |      |           |
|      |      |           |
|      |      |           |
| <br> |      |           |
|      |      |           |
| <br> | <br> |           |
|      |      |           |
| <br> | <br> |           |
|      |      |           |



[4 marks]

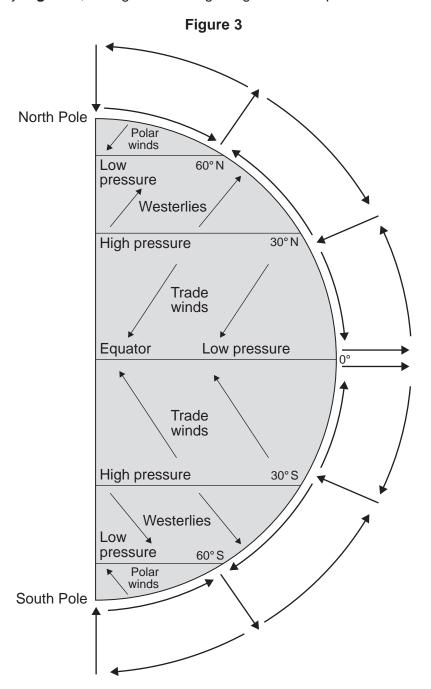
| Extra s | space                                 |  |
|---------|---------------------------------------|--|
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         | Question 1 continues on the next page |  |
|         | Question i continues on the next page |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |
|         |                                       |  |







Study Figure 3, a diagram showing the global atmospheric circulation.



0 1 . 5 Using **Figure 3**, complete the following paragraph.

[3 marks]

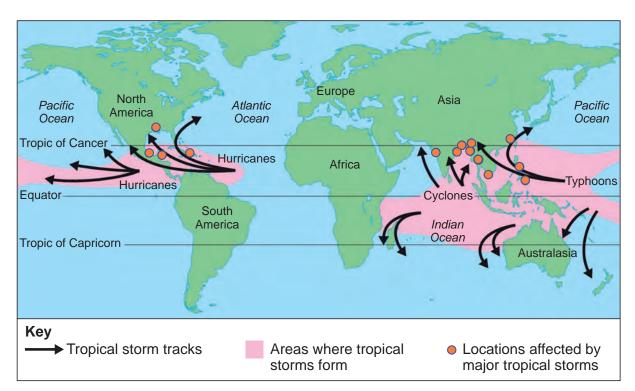
Air from the Equator rises and moves towards the poles, then cools down and sinks at approximately \_\_\_\_\_\_ north and south of the Equator.

The sinking air creates an area of \_\_\_\_\_ pressure with very little rainfall. Some of the air moves back to the Equator as surface winds called



Study **Figure 4**, information about the tracks of tropical storms and the locations affected by major tropical storms.

Figure 4



| Year | Areas affected  | Name of storm | Number of deaths |
|------|-----------------|---------------|------------------|
| 1970 | Bangladesh      | Great Bola    | 300 000          |
| 1975 | China           | Nina          | 171 000          |
| 1991 | Bangladesh      | Gorky         | 138 866          |
| 2008 | Myanmar         | Nargis        | 138 366          |
| 1985 | Bangladesh      | Urir          | 15 000           |
| 1977 | India           | Devi Taluk    | 14 200           |
| 1998 | Central America | Mitch         | 11 400           |
| 2013 | Philippines     | Haiyan        | 6 200            |
| 1991 | Philippines     | Uring         | 5 960            |
| 2007 | Bangladesh      | Sidr          | 4 234            |
| 1997 | Vietnam         | Linda         | 3 859            |
| 2004 | USA, Caribbean  | Jeanne        | 2 782            |
| 2005 | USA             | Katrina       | 1 833            |
| 2005 | Central America | Stan          | 1 629            |



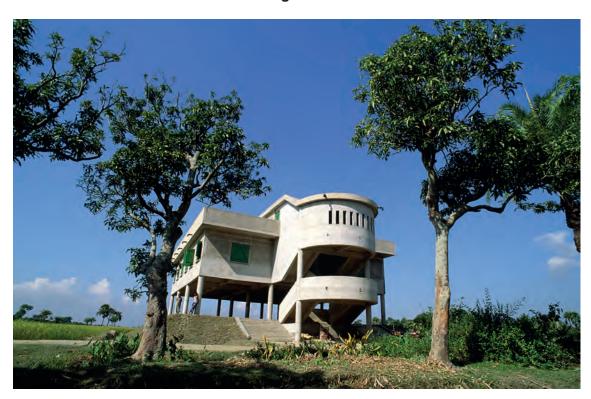
| Do | not   | writ  |
|----|-------|-------|
| ou | tside | e the |
|    | ho    | ~     |

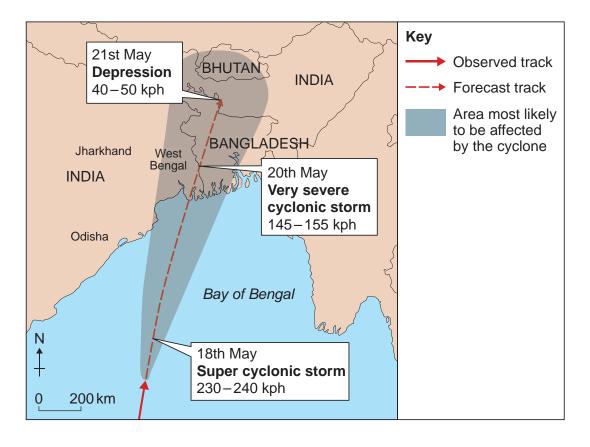
| Using Figure 4, which statement describes where tropical storms form? |  |  |
|---|--|--|
| rk]   |  |  |
| -   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
| rk]   |  |  |
| rk]   |  |  |
| ks]   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
| a<br>a  |  |  |



Study **Figure 5**, a photograph of a cyclone shelter in Bangladesh and a map showing the predicted track of Cyclone Amphan in May 2020.

Figure 5







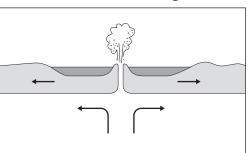
| 0 1 . 1 0 | To what extent can protection and prediction strategies reduce the effect tropical storms? | ets of    |
|-----------|--|-----------|
|           | Use <b>Figure 5</b> and your own understanding.  | [6 marks] |
|           |  |           |
|           |  |           |
|           |  |           |
|           |  |           |
|           |  |           |
|           |  |           |
|           |  |           |
|           | Extra space  |           |
|           |  |           |
|           |  |           |
|           |  |           |
|           | Question 1 continues on the next page  |           |
|           |  |           |
|           |  |           |



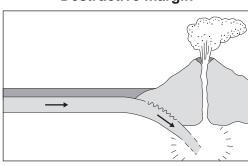
Study Figure 6, diagrams of different types of plate margin.

Figure 6

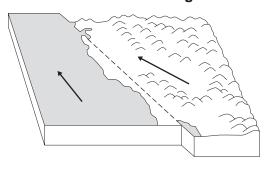
## **Constructive margin**







### Conservative margin



0 1 - 1 Suggest how the processes taking place at different types of plate margin can lead to earthquakes and volcanic activity.

Use Figure 6 and your own understanding.

| [+ 3 SPaG marks] |  |
|------------------|--|
|                  |  |
|                  |  |
|                  |  |
| <br>             |  |
| <br>             |  |
|                  |  |
|                  |  |
| <br>             |  |
|                  |  |
|                  |  |
|                  |  |
|                  |  |



[9 marks]

|             | Do not write                       |
|-------------|------------------------------------|
|             | Do not write<br>outside the<br>box |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
| Extra ange  |                                    |
| Extra space |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |
|             | 33                                 |
|             | JJ                                 |

**End of Section A** 

**Turn over for Section B** 



| Do | not   | writ  | 6 |
|----|-------|-------|---|
| ou | tside | e the | Э |
|    | ha    |       |   |

| Section | В | The | living | worl | d |
|---------|---|-----|--------|------|---|
|---------|---|-----|--------|------|---|

Answer all questions in this section.

# Question 2 The living world

Study Figure 7, a diagram of a food web.

Figure 7

The image is not reproduced here due to third party copyright restrictions

| 0 2 . 1 | Using Figure 7, identify a producer.  | [1 mark]                 |
|---------|---|--------------------------|
| 0 2.2   | What is the difference between a food chain and a food web?                               | [1 mark]                 |
| 0 2 . 3 | Using <b>Figure 7</b> , state <b>one</b> effect on the food web if disease killed most or | f the trout.<br>[1 mark] |
|         |   |                          |



| D | o no | ot v | vrite |
|---|------|------|-------|
| 0 | utsi | de   | the   |
|   | h    | ov   |       |

| 0 2.4   | For a small-scale ecosystem that you have studied, outline the link between producers and consumers.  [2 marks] |
|---|---|
|   |   |
|   |   |
|   |   |
|   | Study <b>Figure 8</b> , a world map showing the location of tropical rainforests.                               |
|   | Figure 8  |
| Tropic of Cance 20° Equator  Tropic of Capric 40° | South   |
| 0 2 . 3   | [2 marks]   |
|   |   |
|   |   |
|   |   |
|   |   |



Study Figure 9, a diagram showing flows and stores in the nutrient cycle of a tropical rainforest. Figure 9 **Biomass store** Rainfall (tonnes carbon/hectare) **Biomass** Fallout Trunk 120 pathway Branches 80 Litter Leaves 10 Roots 30 Uptake Key pathway Decay Runoff Nutrient store pathway (size of circle proportional to (Soil amount stored) Nutrient flow Leaching (width proportional to amount of Weathering nutrient flow) 0 2 - 6 Using Figure 9, what percentage of the biomass is stored in the roots? Shade **one** circle only. [1 mark] 7.5%  $\bigcirc$ 12.5%  $\bigcirc$ 17.5%  $\bigcirc$ 22.5%  $\bigcirc$ 2 | Outline **one** reason why nutrient cycling is very rapid in tropical rainforests. [1 mark]



| 2 . 8 | Suggest <b>one</b> example of a human activity that might interfere with the nu shown in <b>Figure 9</b> . | [1 mark] |
|-------|--|----------|
|       |  |          |
|       |  |          |
|       |  |          |
|       | Question 2 continues on the next page  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |
|       |  |          |



### Study Figure 10, a Fact file about deforestation in the tropical rainforests.

## Figure 10

Tropical rainforests are home to more than 50% of the plant and animal species on Earth.

Deforestation from 2001 to 2019 released 105 gigatonnes of carbon dioxide into the atmosphere.

Cattle ranching accounts for 80% of current deforestation in Brazil.

Indonesia's forests are being cleared to create oil palm plantations.

Bauxite, iron ore, manganese, gold and diamonds are mined in tropical forests.

Removal of forest increases the risk of flooding and soil erosion.

| 0 2 . 9 | opical rainforest deforestation has major economic and environmental impacts.'     |  |  |  |
|---------|--|--|--|--|
|         | Use <b>Figure 10</b> and your own understanding to explain your answer.  [6 marks] |  |  |  |
|         |  |  |  |  |
|         |  |  |  |  |
|         |  |  |  |  |
|         |  |  |  |  |
|         |  |  |  |  |
|         |  |  |  |  |



| Extra space _ |              |             |             |      |      |
|---------------|--------------|-------------|-------------|------|------|
|               |              |             |             |      |      |
|               |              |             |             |      | <br> |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               | Question 2 o | continues o | on the next | page |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |
|               |              |             |             |      |      |



| 0 2 . 1 0 | Extreme environments provide opportunities for economic development. These opportunities include energy, farming, fishing, mining and tourism. |
|-----------|--|
|           | Choose either a hot desert environment or a cold environment.  |
|           | Discuss the opportunities for economic development in your chosen environment.   |
|           | Use a case study and your own understanding.  [9 marks]  |
|           | Chosen environment   |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           | Extra space  |
|           |  |
|           |  |
|           |  |
|           |  |



|                         | Do not write outside the |
|-------------------------|--------------------------|
|                         | outside the<br>box       |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         | 25                       |
|                         |                          |
|                         |                          |
| End of Section B        |                          |
|                         |                          |
| Turn over for Section C |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |
|                         |                          |



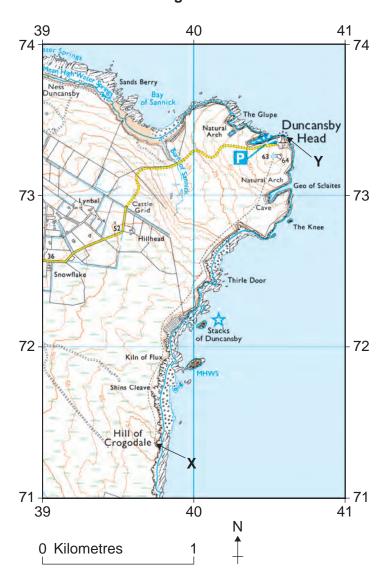
# Section C Physical landscapes in the UK

|            |     | Answer <b>two</b> questions                | from the following:              |          |
|------------|-----|--|----------------------------------|----------|
|            |     | Question 3 (Coasts), Question 4            | (Rivers), Question 5 (Glacial).  |          |
| Question 3 | Со  | pastal landscapes in the UK                |                                  |          |
| 0 3 . 1    | Wł  | nich one of the following is a proce       | ess of erosion in coastal areas? |          |
|            | Sh  | ade <b>one</b> circle only.                |                                  | [1 mark] |
|            | A   | Hydraulic power                            |                                  |          |
|            | В   | Longshore drift                            |                                  |          |
|            | С   | Rock fall                                  |                                  |          |
|            | D   | Slumping                                   |                                  |          |
| 0 3 . 2    | Giv | ve <b>one</b> type of weathering that take | es place in coastal areas.       | [1 mark] |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |
|            |     |  |                                  |          |



Study Figure 11, a 1:25 000 Ordnance Survey map showing part of northern Scotland.

Figure 11



0 3 Using **Figure 11**, what is the straight-line distance between Hill of Crogodale, marked **X**, and Duncansby Head, marked **Y**?

Shade **one** circle only.

[1 mark]

**A** 2.25 km

0

**B** 2.75 km

C 3.25 km

**D** 3.75 km



Study **Figure 12**, a photograph looking northwards along the coastline towards Duncansby Head.

Figure 12



| 0 3 4 | Using <b>Figure 11</b> and <b>Figure 12</b> , describe <b>two</b> pieces of evidence that show that t coastline is being eroded. |       |  |  |
|-------|--|-------|--|--|
|       | · · · · · · · · · · · · · · · · · · ·  | marks |  |  |
|       | 1  |       |  |  |
|       |  |       |  |  |
|       | 2  |       |  |  |



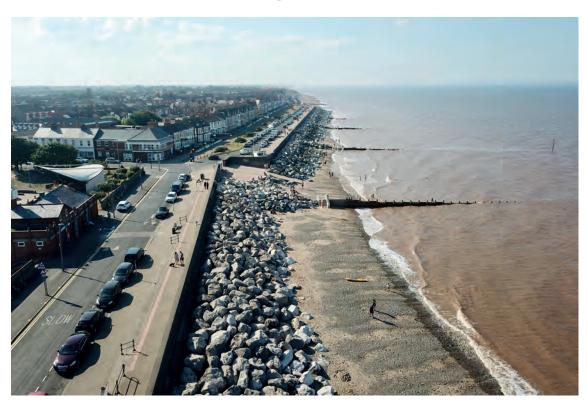
| Do not v | vrite |
|----------|-------|
| outside  | the   |
| hox      |       |

| 0 3.5 | Explain how spits and bars form along the coast as a result of deposition. | [4 marks] |
|-------|--|-----------|
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       | Extra space  |           |
|       |  |           |
|       | Question 3 continues on the next page                                      |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |



Study **Figure 13**, a photograph of coastal defences in Withernsea in eastern England.

Figure 13



0 3 - 6 Discuss the costs and benefits of hard engineering strategies for coastal management.

| Use <b>Figure 13</b> and your own understanding. | [6 marks] |
|--|-----------|
|  |           |
|  |           |
|  |           |
|  |           |
|  |           |
|  |           |



|             | <br> | <br> |
|-------------|------|------|
|             | <br> | <br> |
|             |      |      |
|             |      |      |
|             |      |      |
| Extra space |      |      |
|             | <br> | <br> |
|             |      |      |
|             |      | <br> |
|             |      |      |
|             |      |      |
|             |      |      |

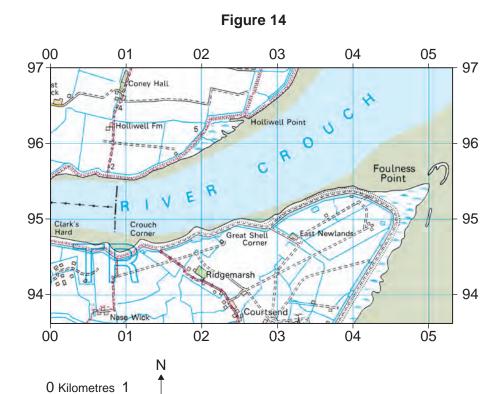
**End of Question 3** 



| Question 4 | River landscapes in the UK  |                    |
|------------|---|--------------------|
| 0 4 . 1    | Which word describes the process of erosion when stones collide withey move downstream? | vith each other as |
|            | Shade <b>one</b> circle only.   | [1 mark]           |
|            | A Abrasion  |                    |
|            | B Attrition   |                    |
|            | C Hydraulic action  |                    |
|            | <b>D</b> Solution   |                    |
| 0 4 2      | Give <b>one</b> way rivers transport material.  | [1 mark]           |
|            |   | [1 mark]           |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |
|            |   |                    |



Study **Figure 14**, a 1:50 000 Ordnance Survey map extract showing the River Crouch estuary in Essex.



**0 4 . 3** Using **Figure 14**, what is the approximate area of grid square 0495 covered by salt marsh?

Shade **one** circle only.

[1 mark]

**A**  $0.2 \text{ km}^2$ 

**B**  $0.4 \text{ km}^2$ 

0

 $\mathbf{C}$  0.6 km<sup>2</sup>

0

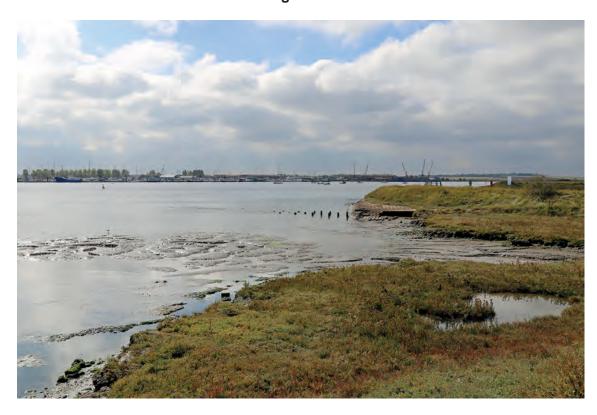
**D**  $0.8 \text{ km}^2$ 

Question 4 continues on the next page



Study Figure 15, a photograph of the Crouch estuary in Essex.

Figure 15



| 0 4 - 4 | Using Figure 14 and Figure 15, describe two characteristics of an estuary. |          |
|---------|--|----------|
|         | ι  | 2 marks] |
|         | 1  |          |
|         |  |          |
|         | 2  |          |



| Do not write |
|--------------|
| outside the  |
| hox          |

| 0 4 . 5 | Explain how physical factors can affect flood risk. | [4 marks] |
|---------|---|-----------|
|         |   |           |
|         |   |           |
|         |   |           |
|         |   |           |
|         | Extra space   |           |
|         |   |           |
|         | Question 4 continues on the next page               |           |
|         |   |           |
|         |   |           |
|         |   |           |
|         |   |           |
|         |   |           |



Study **Figure 16**, an extract from a website that gives details of a flood management scheme on the River Thames.

#### Figure 16

The River Thames between Datchet and Teddington has the largest area of undefended developed floodplain in England.

The estimated economic impact of a major flood in the area is currently around £1 billion. Due to the impact of climate change, damage could be twice as great by 2055.

The Environment Agency is planning to build a new flood channel along this part of the River Thames.

This scheme will bring many benefits, including protection from flooding for 15 000 homes and 2400 businesses, improved biodiversity for wildlife through the creation of 250 hectares of new habitat and opportunities for recreational activities including walking, cycling, boating and angling.

| 0 4 6 | Discuss the issues which can arise from flood management schemes. |           |
|-------|---|-----------|
|       | Use <b>Figure 16</b> and your own understanding.                  | [6 marks] |
|       |   |           |
|       |   |           |
|       |   |           |
|       |   |           |
|       |   |           |
|       |   |           |
|       |   |           |



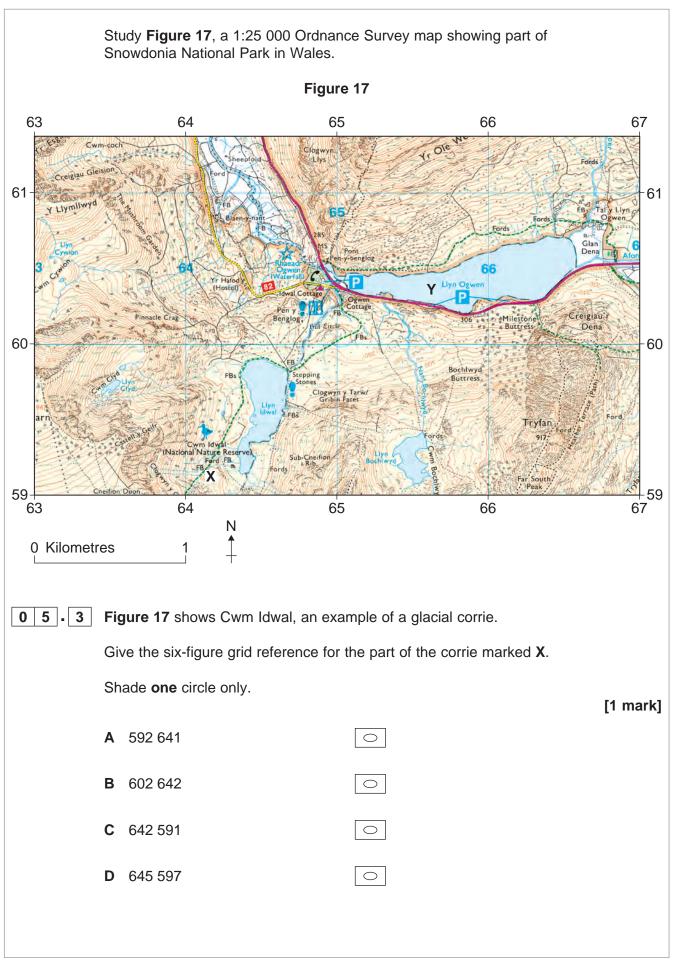
|             | not wri<br>side th<br>box |
|-------------|---------------------------|
| Extra space |                           |
|             |                           |
|             |                           |
|             |                           |
|             | $\neg$                    |
| 15          | 15                        |
|             | _                         |

**End of Question 4** 



| Question 5 | Gl  | acial landscapes in the UK               |    |          |
|------------|---|--|----|----------|
| 0 5.1      | What is the name given to a large boulder transported and deposited by glacic areas with a different rock type? |  |    |          |
|            | Sh  | ade <b>one</b> circle only.              |    | [1 mark] |
|            | Α   | Erratic                                  |    | [Timurk] |
|            | В   | Moraine                                  |    |          |
|            | С   | Outwash                                  |    |          |
|            | D   | Till                                     |    |          |
| 0 5 - 2    | Giv   | ve <b>one</b> way glaciers move material | l. | [1 mark] |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |
|            |   |  |    |          |

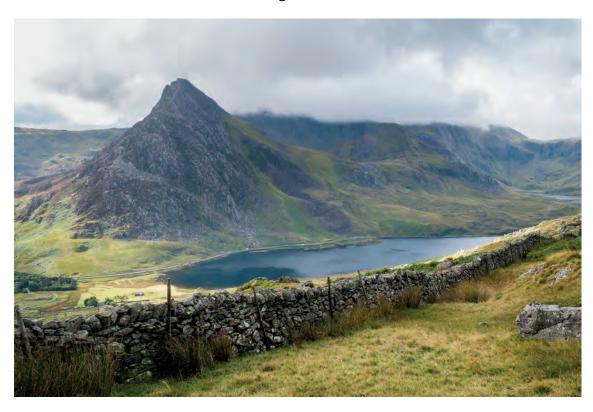






Study **Figure 18**, a photograph of Llyn Ogwen, a ribbon lake in Snowdonia shown on the map extract at point  $\mathbf{Y}$ .

Figure 18



| 0 5 - 4 | Using Figure 17 and Figure 18, describe two characteristics of a ribbon la |           |
|---------|--|-----------|
|         |  | [2 marks] |
|         | 1  |           |
|         |  |           |
|         |  |           |
|         | 2  |           |
|         |  |           |



| Do not write |
|--------------|
| outside the  |
| box          |

| 0 5.5 | Explain how corries form as a result of glacial erosion. | [4 marks] |
|-------|--|-----------|
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       | Extra space  |           |
|       |  |           |
|       | Question 5 continues on the next page                    |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |
|       |  |           |



Study **Figure 19**, an extract from a newspaper article about a zip wire proposal in the Lake District in 2018.

## Figure 19

There are concerns about plans to build a zip wire across the Thirlmere Valley in the Lake District. Some people think it will spoil the view. Others are concerned about the extra traffic it will bring to the narrow roads.



Participants at a zip wire attraction in North Wales

| 0   5   - 6 | Discuss the possible conflict between development and conservation in glacia areas. | ated     |
|-------------|---|----------|
|             | Use <b>Figure 19</b> and your own understanding.                                    | 6 marks] |
|             |   |          |
|             |   |          |
|             |   |          |
|             |   |          |
|             |   |          |



| 39               |                               |
|------------------|-------------------------------|
|                  | Do not write outside the box  |
|                  |                               |
|                  |                               |
|                  |                               |
| Extra space      |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  | 15                            |
|                  |                               |
|                  |                               |
| END OF QUESTIONS |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  |                               |
|                  | Extra space  End of Questions |



There are no questions printed on this page DO NOT WRITE ON THIS PAGE ANSWER IN THE SPACES PROVIDED



| Question<br>number | Additional page, if required. Write the question numbers in the left-hand margin. |
|--------------------|---|
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |



| Question<br>number | Additional page, if required. Write the question numbers in the left-hand margin. |
|--------------------|---|
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |



| Question<br>number | Additional page, if required. Write the question numbers in the left-hand margin. |
|--------------------|---|
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
|                    |   |



There are no questions printed on this page

Do not write outside the box

# DO NOT WRITE ON THIS PAGE ANSWER IN THE SPACES PROVIDED

#### Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Map extracts and key reproduced by permission of Ordnance Survey on behalf of HMSO. © Crown copyright 2023. All rights reserved. Ordnance Survey Licence number 100041328.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2023 AQA and its licensors. All rights reserved.



