



**Cambridge International Examinations**  
Cambridge Pre-U Certificate

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**GEOGRAPHY (PRINCIPAL)**

**9768/01**

Paper 1 Geographical Issues

**May/June 2015**

**2 hours 30 minutes**

Additional Materials: Answer Booklet/Paper

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**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use paper clips, glue or correction fluid.

Answer **five** questions.

**Two** questions must be answered from **each** of Sections A and B.

**One** question must be answered from Section C.

Candidates are encouraged to support their answers with appropriate examples, sketch maps and diagrams.

The Insert contains all the Figures referred to in the questions.

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.

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **4** printed pages and **1** Insert.

## Section A

Answer **two** questions from this section.

## Tectonic Hazards

- 1 (a) Define the term *tsunami*. [2]
- (b) Fig. 1 shows the levels of risk from earthquakes.  
Describe the pattern of risk shown on Fig. 1. [4]
- (c) Briefly explain the pattern of risk shown on Fig. 1. [5]
- (d) Explain why it is difficult to predict the magnitude, timing and location of earthquakes. [9]

## Hazardous Weather

- 2 (a) State **two** hazards resulting from tropical cyclones (hurricanes). [2]
- (b) Fig. 2A shows the current tracks and intensities of tropical cyclones (hurricanes) in the Caribbean and Atlantic Ocean and Fig. 2B shows the predicted tracks and intensities in the future as a result of climate change.  
Using Figs 2A and 2B, outline the changes to the tracks shown. [4]
- (c) Briefly explain some of the possible causes for the differences you have described in (b). [5]
- (d) With reference to examples, assess some of the ways in which the risks from tropical cyclones (hurricanes) may be modified. [9]

## Hydrological Hazards

- 3 (a) Fig. 3 shows the main components of the hydrological cycle.  
(i) Name the component labelled **A**. [1]  
(ii) Name the component labelled **B**. [1]
- (b) Fig. 4 shows the year with the highest water level 'above flood stage' of the River Mississippi at a number of points.  
Describe the pattern of flooding shown in Fig. 4. [4]
- (c) Briefly explain **two** possible reasons for the pattern of flooding such as that shown in Fig. 4. [5]
- (d) Assess the extent to which water deficit is the result of human causes. [9]

**Section B**

Answer **two** questions from this section.

**The Geography of Crime**

- 4 (a) State **two** types of crime. [2]
- (b) Fig. 5 shows homicide (murder) rates per 100 000 people for 2011.  
Describe the distribution shown in Fig. 5. [4]
- (c) Outline **two** possible reasons why murder rates might differ between countries. [5]
- (d) Assess the contribution of the media to people's perception of the crime hazard. [9]

**Health and Disease**

- 5 (a) State **two** ways in which diseases may be transmitted. [2]
- (b) Fig. 6 shows infant mortality rates for 1990 and 2012 for selected geographical regions.  
Compare and contrast the infant mortality rates shown in Fig. 6. [4]
- (c) Briefly examine the possible links between health, socio-economic status and poverty. [5]
- (d) With reference to specific examples, examine some of the ways in which welfare and health-care provision can be improved. [9]

**Spatial Inequality and Poverty**

- 6 (a) State **two** single criterion indices that measure poverty and inequality. [2]
- (b) Fig. 7 shows the share of national income of the top one per cent of earners for selected countries for the period 1980–2010.  
Compare and contrast the trends for the USA and Sweden. [4]
- (c) Briefly explain how levels of inequality may change within a country. [5]
- (d) Examine some of the ways in which the global development gap might be reduced. [9]

**Section C**

Answer **one** question from this section.

- 7 Assess the extent to which it is possible to reduce the impacts of geographical hazards. [25]
- 8 Evaluate the effectiveness of different approaches to tackling the geographical issues faced by an area you have studied. [25]
- 9 'It is easier to tackle socio-economic issues than it is to manage the impacts of geographical hazards.'
- Discuss the validity of this statement. [25]

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