



WESTMINSTER SCHOOL
THE CHALLENGE 2019

GEOGRAPHY

Wednesday 1 May 2019

Time allowed: 1 hour

You must answer all of Section A and one question from Section B.

Section A is worth 25 marks and Section B is worth 25

Answers to Section A and Section B should be written on the headed lined booklets provided.

Please write in black or blue ink.

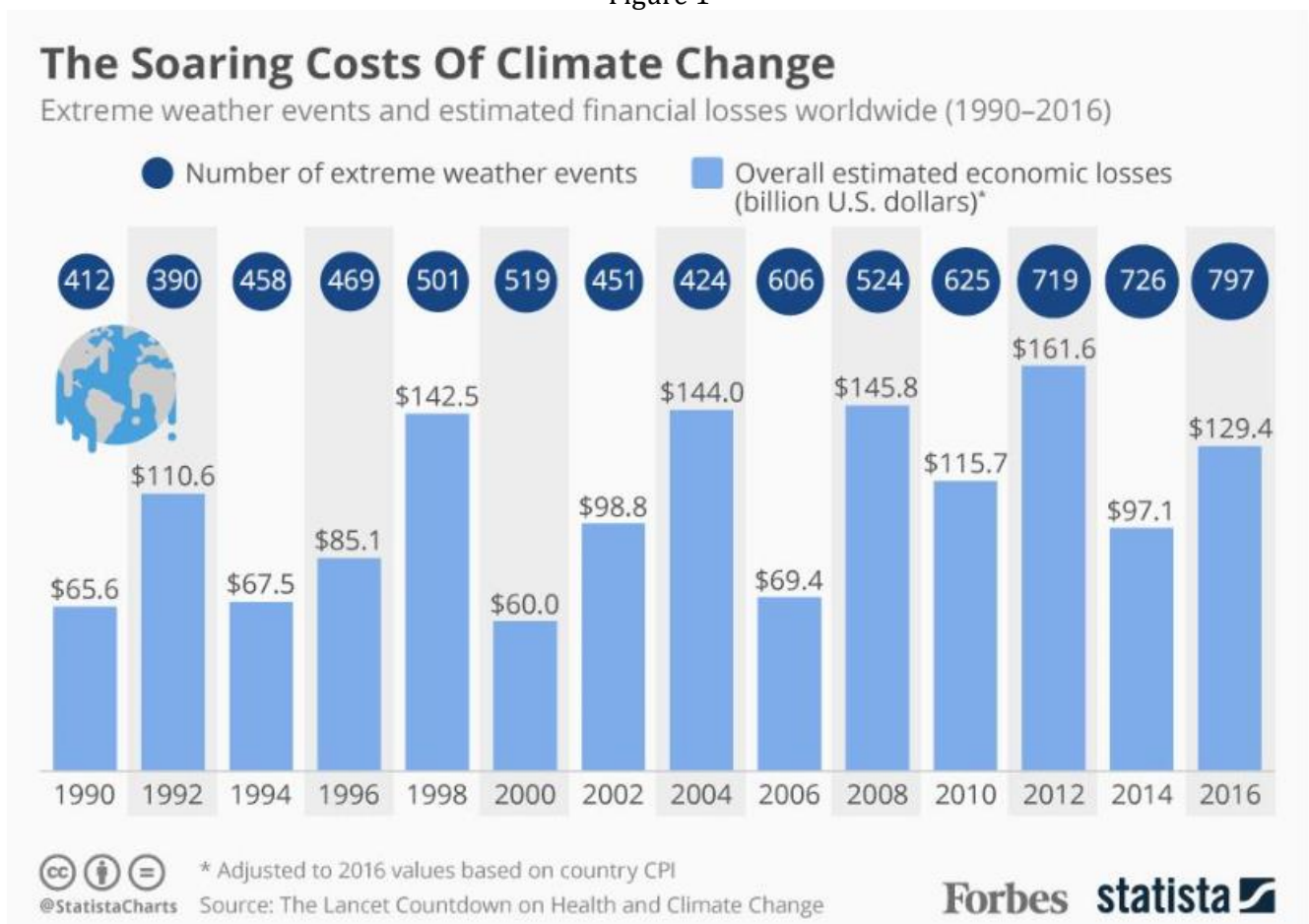
SECTION A (25 marks)

Answer all questions

QUESTION 1

Study Figure 1, which shows the number of extreme weather events and estimated economic losses worldwide (1990 – 2016).

Figure 1



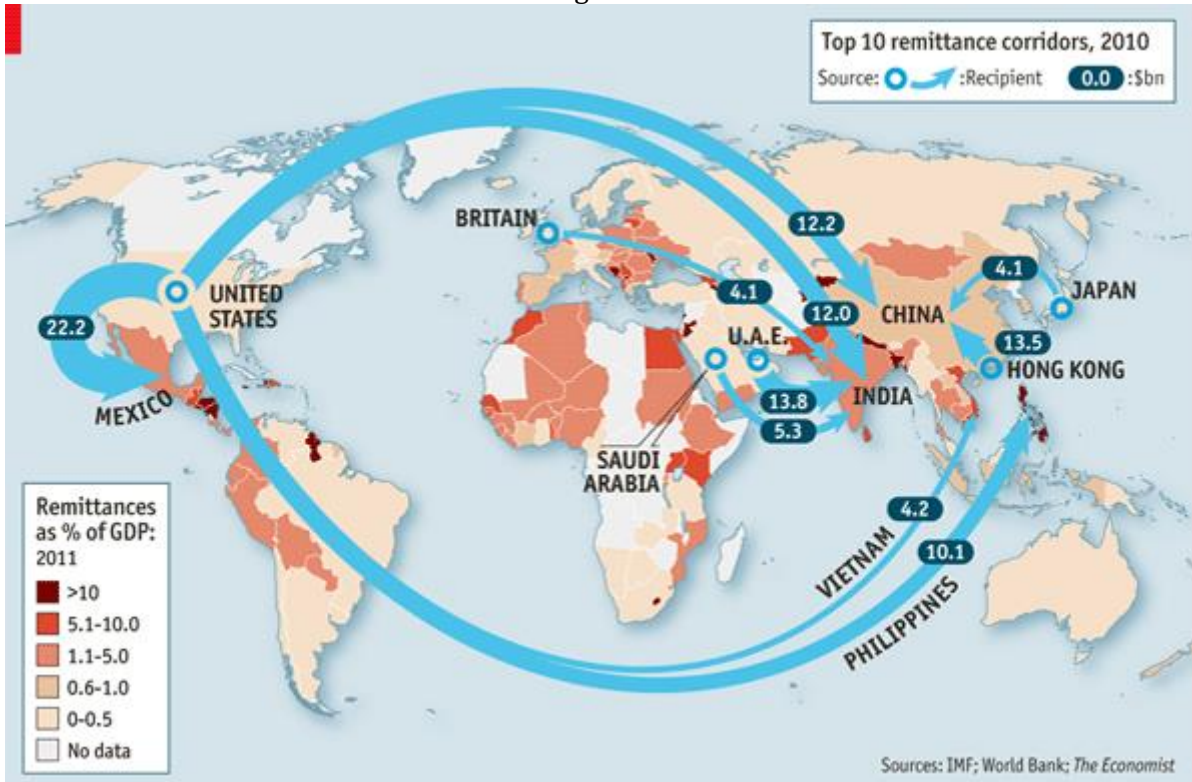
According to Figure 1,

1. Which year had the largest number of extreme weather events? [1]
2. With reference to figure 1, describe the pattern of estimated economic losses (billion US dollars) between 1990 and 2016. [2]
3. Suggest two reasons why the years with the greatest number of extreme weather events don't necessarily result in the largest economic losses. [2]

QUESTION 2

Study figure 2, which shows the top 10 greatest flows of remittances in 2010. A remittance is a transfer of money by a foreign worker to an individual in their home country.

Figure 2



According to Figure 2,

1. Which country received the greatest amount of remittances in 2010? [1]
2. Describe the global pattern of remittance distribution in figure 2. [2]
3. Suggest reasons for the global pattern of remittance distribution shown in figure 2. [2]

QUESTION 3

Study the map, which shows Salcombe, Devon in the South West of the UK

- a) Compare the physical characteristics of grid squares 7439 and 7438. [4]
- b) The Kingsbridge Estuary area (central point 7441) is very large compared to the various creeks, which feed into it. Suggest a possible reason for this physical development. [2]
- c) Describe the stretch of coastline to the south of Salcombe, from Slippery Point (6838) to Bolt Head (7235). You could include any coastal or relief features, land use or tourism functions. [3]
- d) The Salcombe area is currently very popular with tourists in the summer months. With reference to the map, suggest what type of jobs might have taken place in the area 100 years ago. [2]
- e) With reference to the map extract, suggest some conflicts that might arise between the local residents, tourists or environmentalists. [4]

Salcombe, Devon

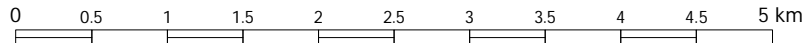


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Digimap for Schools



Scale 1:50000



Mar 19, 2019 11:03

Westminster School
17 Deans Yard
London
SW1P3PB

Digimap for Schools



1:50 000 Scale OS Landranger Series

ROADS & PATHS Not necessarily rights of way

	Motorway
	Primary Route
	Main road
	Road under construction
	Secondary road
	Narrow road with passing places
	Road generally more than 4m wide
	Road generally less than 4m wide
	Path / Other road, drive or track
	Gradient: steeper than 20%, 14% to 20%
	Gates, Road tunnel
	Ferry (passenger), Ferry (vehicle)

TOURIST INFORMATION

	Camp site / caravan site
	Garden
	Golf course or links
	Information centre (all year / seasonal)
	Nature reserve
	Parking, Park and ride (all year / seasonal)
	Picnic site
	Recreation / leisure / sports centre
	Selected places of tourist interest
	Telephone, public / roadside assistance
	Viewpoint
	Visitor centre
	Walks / Trails
	World Heritage site or area
	Youth hostel

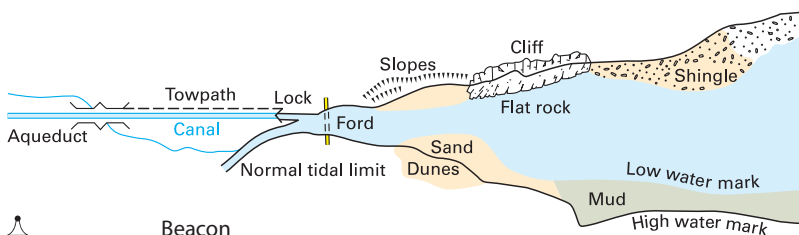
RAILWAYS

	Track multiple or single		Bridges, Footbridge
	Track under construction		Level crossing
	Siding		Viaduct, embankment
	Tunnel, cuttings		Station, (a) principal
	Light rapid transit system, narrow gauge or tramway		Light rapid transit system station

HEIGHTS 1 metre = 3.2808 feet

	Contours are at 10 metres vertical interval
	Heights are to the nearest metre above mean sea level

WATER FEATURES



	Beacon		Lighthouse (disused)
	Bridge		Lighthouse (in use)
	Canal (dry)		Marsh or salting
	Footbridge		Weir
	Lake		

ROCK FEATURES



























PUBLIC RIGHTS OF WAY







	Footpath
	Bridleway
	Restricted byway
	Byway open to all traffic
	Firing and Test Ranges in the area. Danger! Observe warning notices.

Digimap for Schools

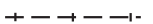



LAND FEATURES

-  Electricity transmission line
-  Pipe line
(arrow indicates direction of flow)
-  Buildings
-  Important building (selected)
-  Bus or coach station
-  } Current or former place of worship {
with tower
with spire, minaret or dome
-  + Place of worship
-  Glass structure
-  (H) Helicopter
-  Triangulation pillar
-  Mast
-  Wind pump, wind turbine
-  Windmill with or without sails
-  Graticule intersection at 5' intervals
-  Cutting, embankment
-  Landfill site or slag/spoil heap
-  Coniferous woods
-  Non-coniferous woods
-  Mixed wood
-  Orchard
-  Park or ornament ground
-  Forestry Commission land
-  National Trust (always open / limited access, observe local signs)
-  National Trust for Scotland (always open / limited access, observe local signs)






OTHER PUBLIC ACCESS

-  Other route with public access
-  On-road cycle route
-  Traffic-free cycle route
-  National Cycle Network number
-  Regional Cycle Network number
-  National Trail

BOUNDARIES

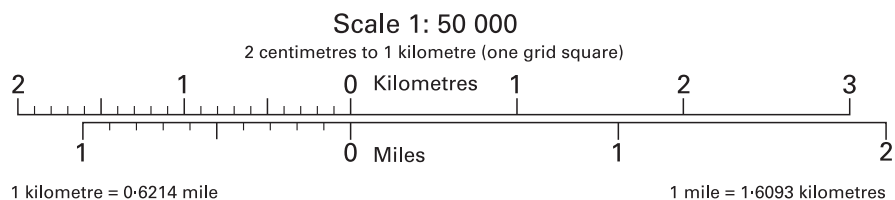
-  National
-  District
-  County, Unitary Authority, Metropolitan District or London Borough
-  National Park

ANTIQUITIES

-  Site of antiquity
-  Battlefield (with date)
-  Visible earthwork
-  VILLA Roman
-  Castle Non-Roman

ABBREVIATIONS

Br	Bridges	Mus	Museum
Cemy	Cemetery	P	Post office
CG	Cattle grid	PC	Public convenience (in rural areas)
CH	Clubhouse	PH	Public house
Fm	Farm	Sch	School
Ho	House	TH	Town Hall, Guildhall
MP	Milepost		
MS	Milestone		



SECTION B (25 marks)

Answer one of the following essay titles. Credit will be given for reference to place specific case studies as well as to sketch maps and labelled diagrams.

Each essay is worth 25 marks.

1. To what extent do both human and physical processes lead to the evolution of landforms?
2. To what extent can rivers or coasts be managed?
3. To what extent is the weather of the UK predictable?
4. Is it wise for developing countries to follow the same path of development as the most developed countries?
5. 'Urban areas will be the most sustainable way of living in the future.' Discuss this statement with reference to examples.