

Write your name here

Surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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Candidate Number

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Geography

International Advanced Subsidiary/Advanced Level
Unit 2: Geographical Investigations

Sample assessment material for first teaching
September 2016

Time: 1 hour 30 minutes

Paper Reference

WGE02/01

You must have:

Resource booklet (enclosed), calculator.

Total Marks

Candidates may use any calculator permitted by Pearson regulations.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- In Section C answer **either** Question 4 **or** Question 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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SECTION A

You must use the Resource booklet.

Answer ALL questions in this section. Write your answers in the spaces provided.

Crowded Coasts

1 Study Figure 1 in the Resource booklet.

(a) (i) Identify the features labelled on Figure 1.

(2)

A

B

(ii) Explain **one** physical process that has formed the rock arch in Figure 1.

(2)

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(b) Evaluate the success of **two** policies designed to be sustainable used to manage coastlines.

(8)

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(Total for Question 1 = 12 marks)

Urban Problems, Planning and Regeneration

2 Study Figure 2 in the Resource booklet.

(a) (i) Describe **two** characteristics of the settlement in area A.

(2)

(ii) Explain **one** socio-economic process that has contributed to the housing challenges in urban areas of developing countries, such as those shown in Figure 2.

(2)

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(b) Examine why the social and environmental problems associated with transport are greater in some urban environments than others.

(8)

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 24 MARKS

SECTION B

COMPULSORY FIELDWORK QUESTION

Answer ALL questions in this section. Write your answers in the spaces provided.

- 3** You have undertaken geography fieldwork as part of the course.
Use this experience to answer Question 3.

State the research question of your fieldwork investigation.

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- (a) Explain the main purpose of your fieldwork investigation.

(4)

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- (b) Explain why you chose **one** particular method to analyse your fieldwork data.

(2)

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(c) Summarise the main results and conclusions from your fieldwork investigation.

(6)

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- (d) Evaluate your route to enquiry, from the initial research question design through to the development of your conclusions.

(12)

(Total for Question 3 = 24 marks)

TOTAL FOR SECTION B = 24 MARKS

SECTION C

FIELDWORK OPTION QUESTION

You must use the Resource booklet.

Answer ONE question in this section – EITHER Question 4 OR Question 5.

Write your answers in the spaces provided.

Investigating Crowded Coasts

- 4 (a) Study Figures 3a and 3b in the Resource booklet.

A group of students wanted to investigate a sand dune as part of a study into coastal ecosystems and environments.

They started their investigation by trying to select appropriate secondary information that might help them understand the geographical context more fully.

- (i) Describe how they might use the information in Figures 3a and 3b to help **plan** their investigation.

(4)

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- (ii) Explain **one** problem associated with secondary data, such as that shown in Figure 3a.

(3)

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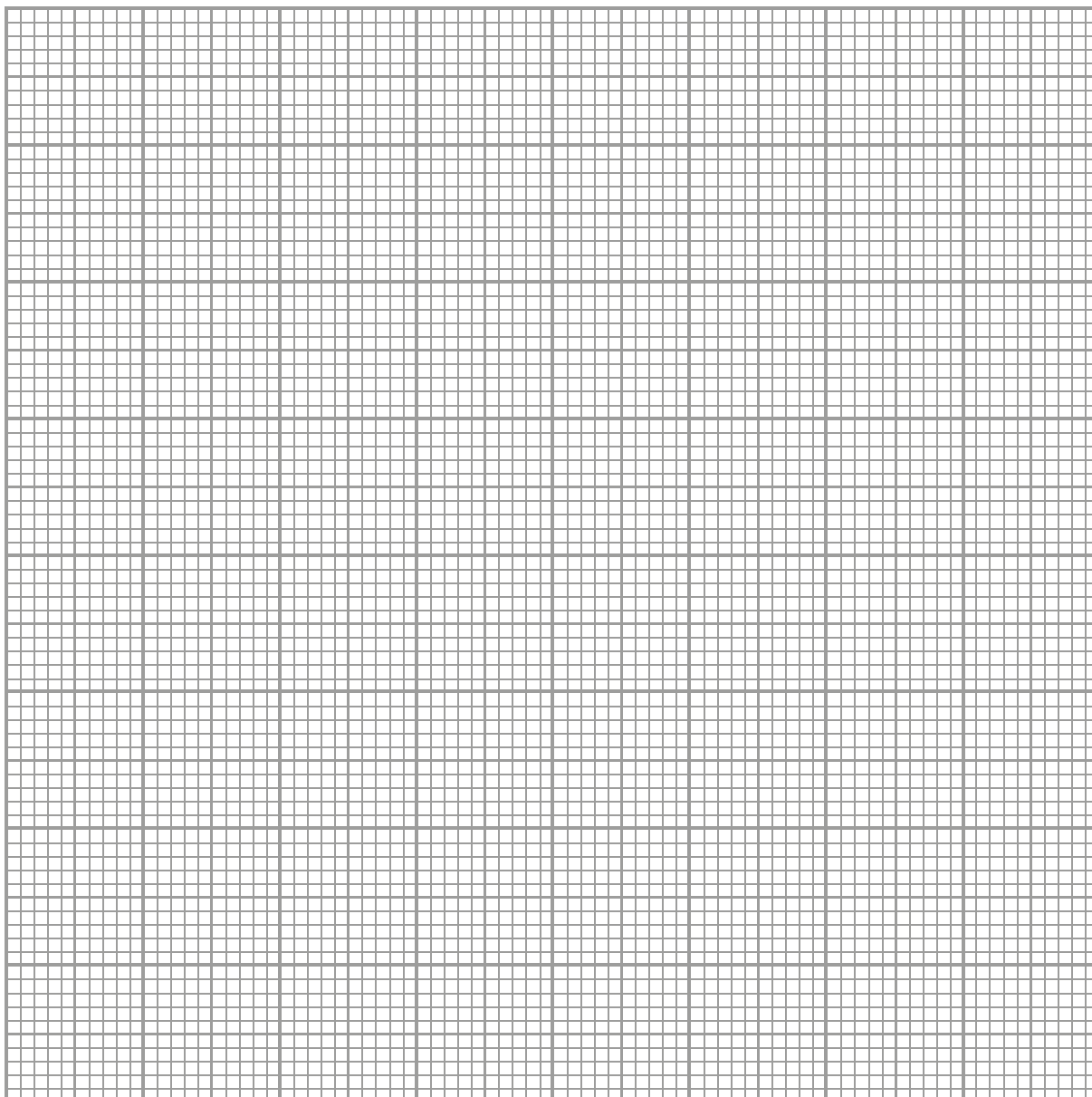
(b) Study Figure 3c in the Resource booklet.

A group of students have undertaken a questionnaire survey of visitors to a local beach near to their school, in order to better understand activities and development at the coast.

The students will present their information as a **divided bar chart**.

- (i) Using the results from Figure 3c, sketch the bars for categories 15–20 and 51–65, in the space below.

(2)



- (ii) Explain **one** reason why the questionnaire results shown in Figure 3c may be unreliable.

(3)

(Total for Question 4 = 12 marks)

Investigating Urban Problems, Planning and Regeneration

- 5 (a) Study Figures 4a and 4b in the Resource booklet.

A group of students wanted to study air pollution levels in their local city as part of a study into urban transport issues.

They started their investigation by trying to select appropriate secondary information that might help them understand the geographical context more fully.

- (i) Describe how they might use the information in Figures 4a and 4b to help **plan** their investigation.

(4)

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- (ii) Explain **one** problem associated with secondary data, such as that shown in Figure 4a.

(3)

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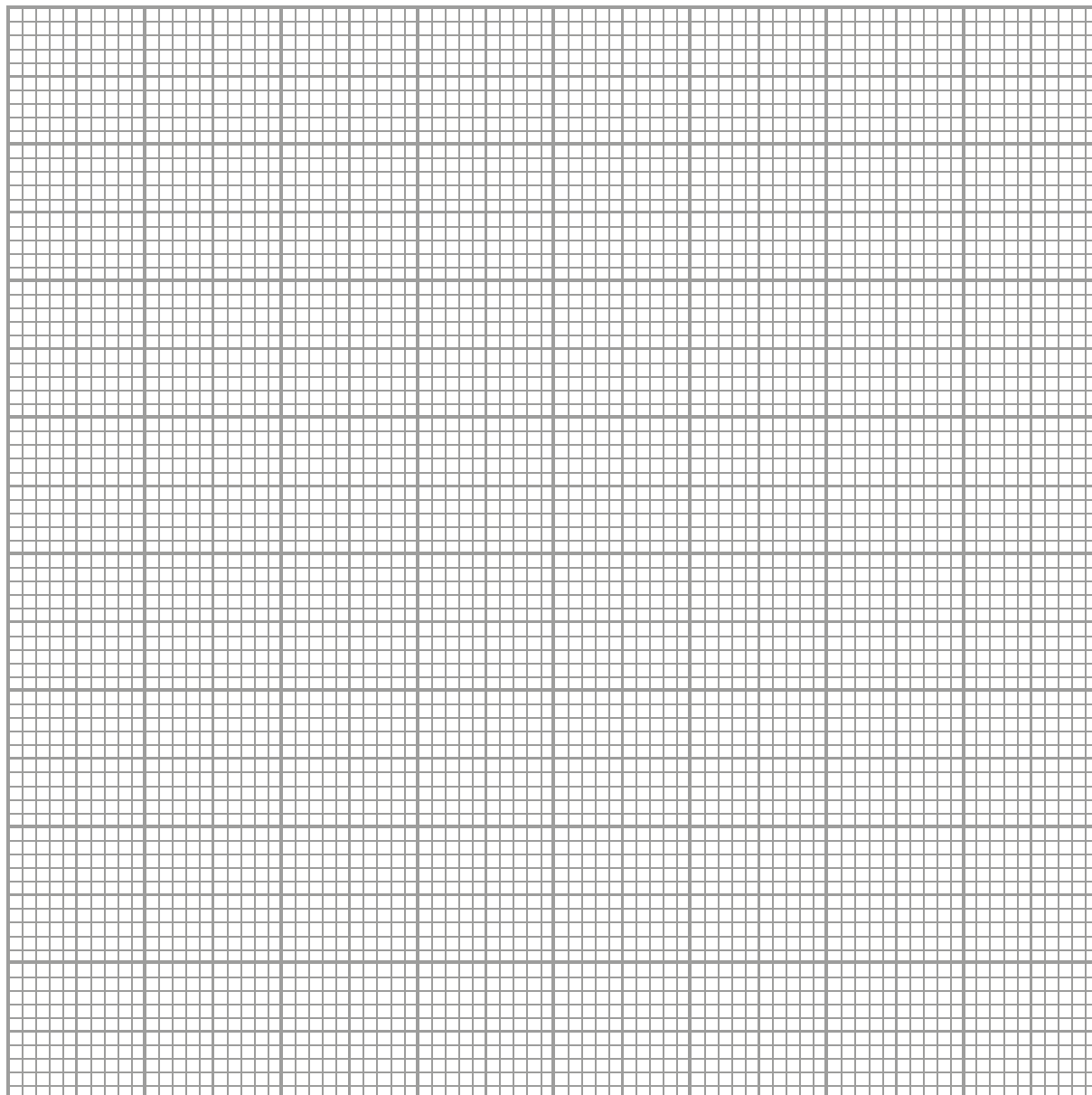
(b) Study Figure 4c in the Resource booklet.

A group of students have undertaken a questionnaire survey of visitors to Hong Kong, in order to better understand the impacts of urban regeneration.

The students will present their information as a **divided bar chart**.

- (i) Using the results from Figure 4c, sketch the bars for categories 15–20 and 51–65, in the space below.

(2)



- (ii) Explain **one** reason why the questionnaire results shown in Figure 4c may be unreliable.

(3)

(Total for Question 5 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS

TOTAL FOR PAPER = 60 MARKS

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International Advanced Level

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SECTION A

The following resource relates to Question 1.

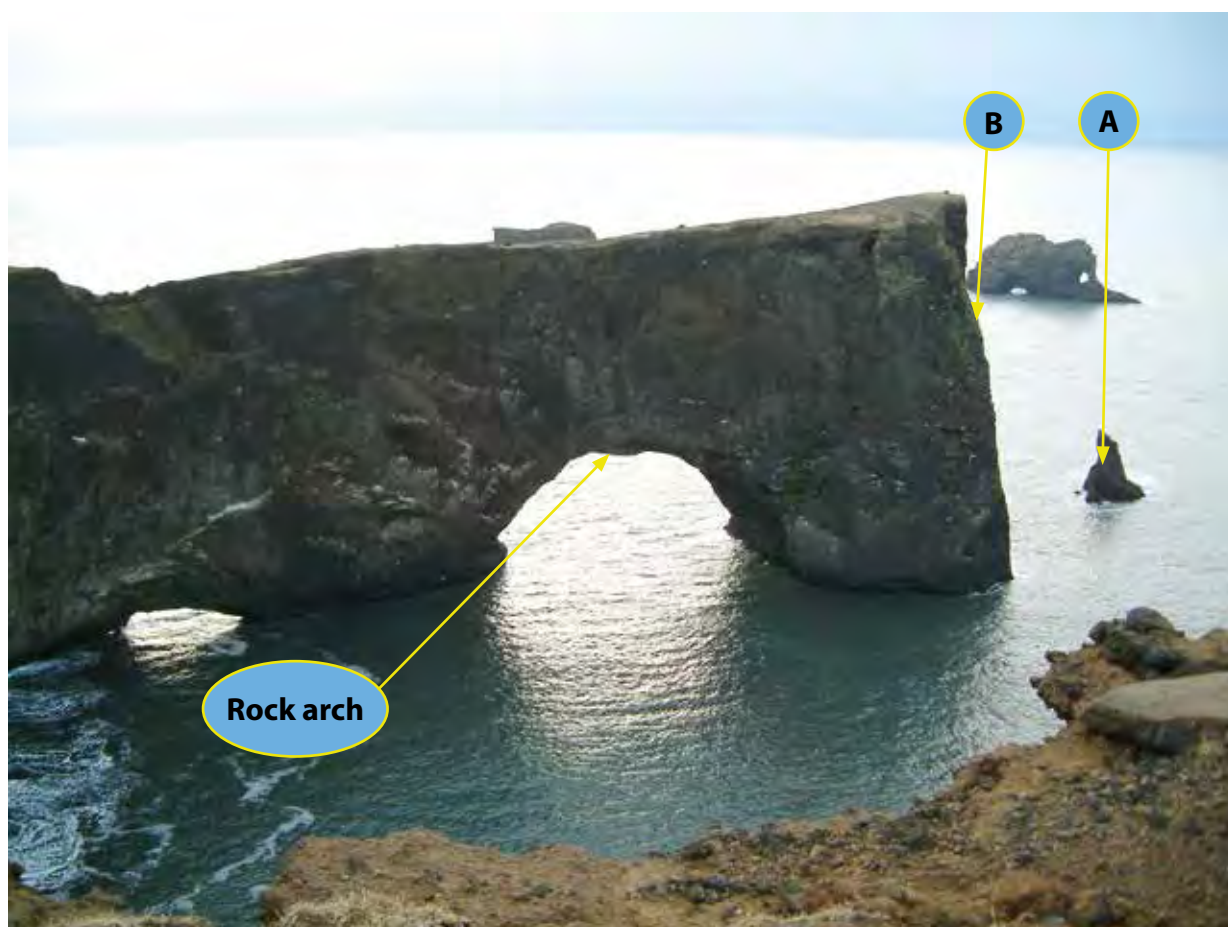


Figure 1

A headland with rock arches, southern coastline of Iceland

The following resource relates to Question 2.



Figure 2

Housing challenges, Nairobi, Kenya

SECTION C

The following resources relate to Question 4a.

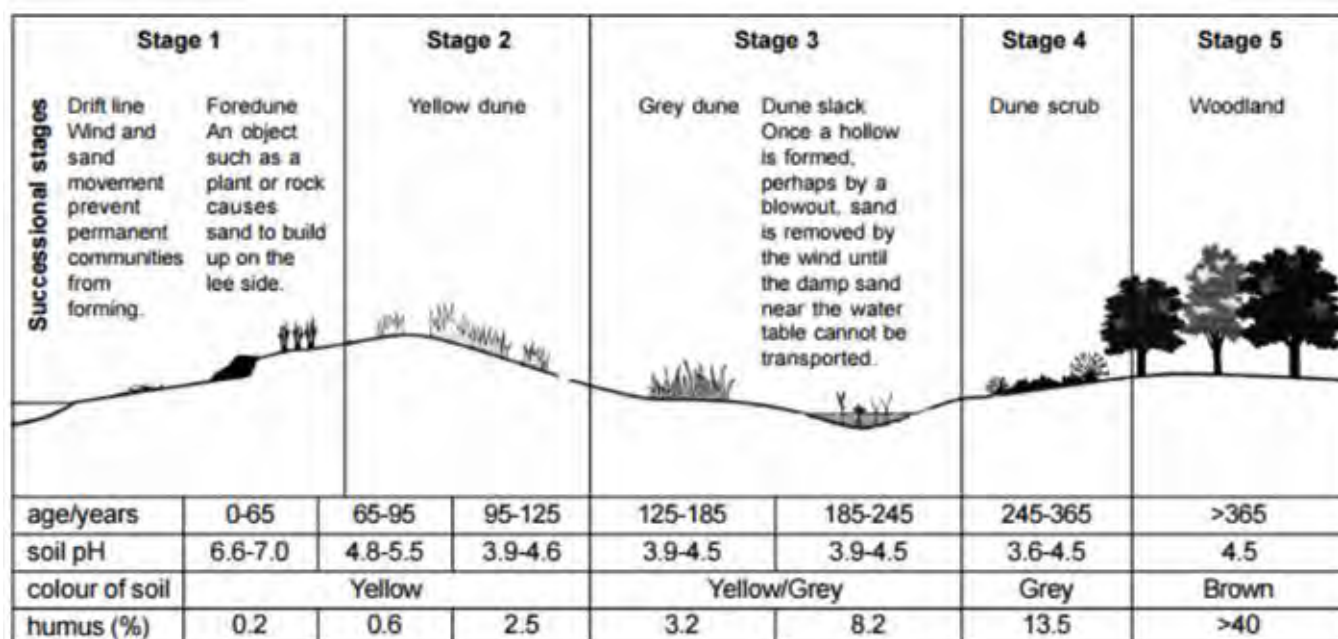


Figure 3a

Extract from a published resource showing a typical sand dune ecosystem



Figure 3b

A coastal ecosystem near Barcelona, Spain

The following resource relates to Question 4b.

Activity	Age					Totals
	15–20	21–35	36–50	51–65	>65	
Beach sports	2	8	32	42	8	92
Leisure/fitness/walking	1	5	15	*	6	39
Swimming	*	5	0	0	10	17
Dog walking	1	3	8	9	6	27
Totals	6	21	55	63	30	175

Figure 3c

An extract from a student's activity survey of people (by age) visiting a coastal holiday resort in Florida, August 15, 2015

* A number must be entered in order to complete question 4b(i)

The following resources relate to Question 5a.

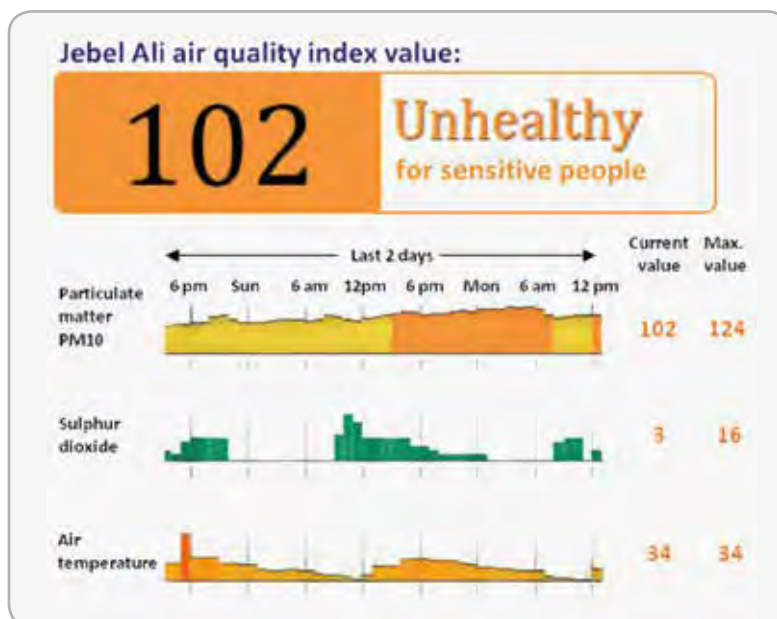


Figure 4a

Extract from a website showing air pollution levels in Jebel Ali, Dubai (October 2015) for a two-day period



Figure 4b

View of part of the city of Dubai

The following resource relates to Question 5b.

	Age					
Activity	15–20	21–35	36–50	51–65	>65	Totals
For business	2	8	32	42	8	92
Travelling through	1	5	15	*	6	39
Visiting friends and family	*	5	0	0	10	17
Sightseeing	1	3	8	9	6	27
Totals	6	21	55	63	30	175

Figure 4c

**An extract from a student's tourism survey of people
(by age) visiting Hong Kong, June 25, 2015**

*** A number must be entered in order to complete question 5b(i)**

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