

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.

Turn over ►

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**PEARSON**

**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)

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(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)

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**(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.

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

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

(12)

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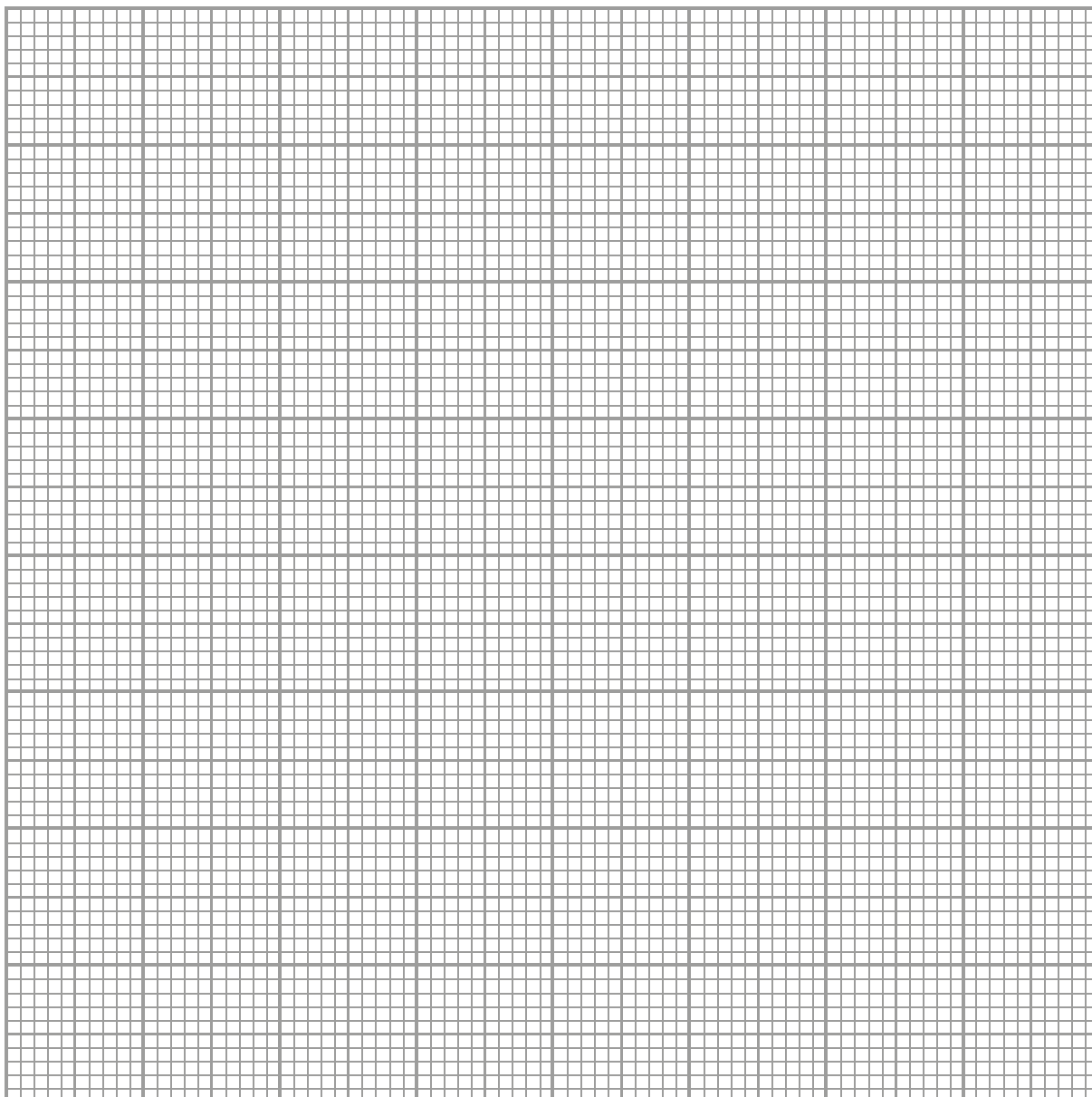
(b) Study Figure 3c in the Resource booklet.

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)



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

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**(Total for Question 4 = 12 marks)**

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### 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.

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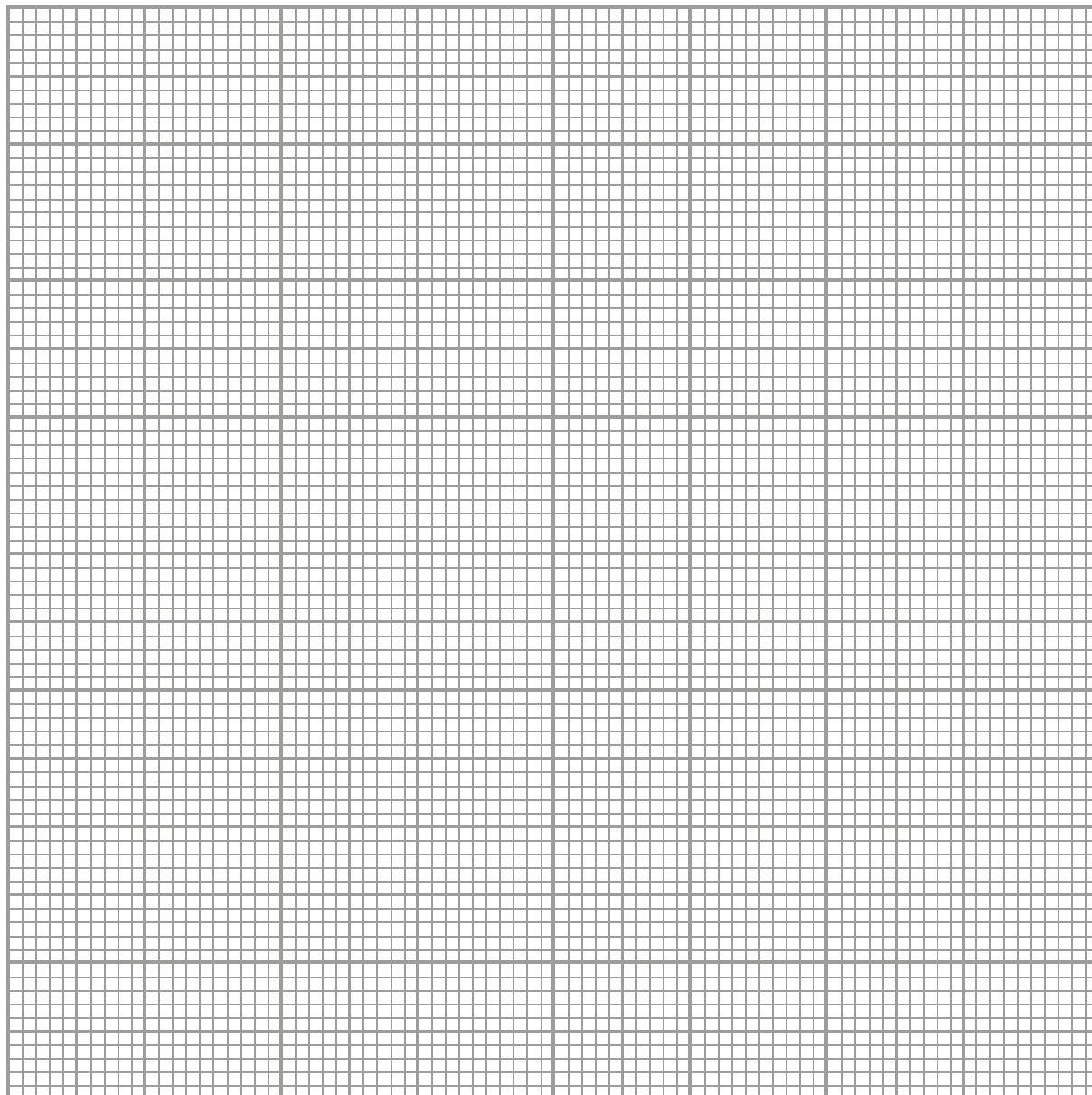
(b) Study Figure 4c in the Resource booklet.

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)

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**(Total for Question 5 = 12 marks)**

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**TOTAL FOR SECTION C = 12 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**

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