

Please check the examination details below before entering your candidate information

Candidate surname					Other names			
Centre Number					Candidate Number			
<b>Pearson Edexcel</b> <b>International GCSE (9–1)</b>					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
<b>Wednesday 3 June 2020</b>								
Afternoon (Time: 1 hour 45 minutes)					Paper Reference <b>4GE1/02R</b>			
<b>Geography</b> <b>Paper 2: Human Geography</b>								
<b>You must have:</b> Resource Booklet (enclosed), calculator							Total Marks	

### Instructions

- Use **black** ink or **black** ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **two** questions from Questions 1, 2 **and** 3.
- In Section B answer **one** question from Questions 4, 5 **and** 6.
- In Section C answer **one** question from Questions 7, 8 **and** 9.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Calculators may be used.
- Where asked you must **show all your working out** with **your answer clearly identified** at the **end of your solution**.

### Information

- The total mark for this paper is 105.
- 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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## SECTION A

Answer TWO questions from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 1 put a cross in the box ☒.

## 1 Economic activity and energy

(a) Identify the meaning of **shale gas**.

(1)

<input type="checkbox"/>	<b>A</b> a gas that comes from underground coal mines
<input type="checkbox"/>	<b>B</b> a gas that is emitted from the sun
<input type="checkbox"/>	<b>C</b> natural gas that is trapped within shale formations
<input type="checkbox"/>	<b>D</b> natural gas released from burning renewable energy resources

(b) Define the term **energy efficiency**.

(1)

(c) Identify **one** source of renewable energy.

(1)

<input type="checkbox"/>	<b>A</b> hydroelectric power
<input type="checkbox"/>	<b>B</b> coal
<input type="checkbox"/>	<b>C</b> oil
<input type="checkbox"/>	<b>D</b> natural gas

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(d) Study Figure 1a in the Resource Booklet.

Suggest **one** reason for the change in population shown in Figure 1a.

(2)

.....  
.....  
.....  
.....

(e) State **one** example of secondary employment.

(1)

.....

(f) For a named megacity, explain **two** characteristics of informal employment.

(4)

Named megacity .....

1.....  
.....  
.....

2.....  
.....  
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(g) Study Figure 1b in the Resource Booklet.

Suggest **one** advantage of the power source shown in Figure 1b.

(3)

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(h) Explain **two** reasons why energy demand varies between countries.

(4)

1

2



(i) Study Figure 1c in the Resource Booklet.

Analyse the possible reasons for the changes in manufacturing employment.

(8)

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**(Total for Question 1 = 25 marks)**



If you answer Question 2 put a cross in the box ☒ .

## 2 Rural environments

(a) Identify the meaning of the term **rural–urban migration**.

(1)

<input type="checkbox"/>	<b>A</b> the growth of urban areas
<input type="checkbox"/>	<b>B</b> population movement from rural to urban areas
<input type="checkbox"/>	<b>C</b> increasing movement of people from urban to rural areas
<input type="checkbox"/>	<b>D</b> population movement from the suburbs to the countryside

(b) Define the term **biome**.

(1)

.....

.....

(c) Identify the meaning of the term **NGO**.

(1)

<input type="checkbox"/>	<b>A</b> intergovernmental organisation
<input type="checkbox"/>	<b>B</b> national government organisation
<input type="checkbox"/>	<b>C</b> not-guaranteed operation
<input type="checkbox"/>	<b>D</b> non-governmental organisation

(d) Study Figure 2a in the Resource Booklet.

Suggest **one** physical factor that could have influenced the land use shown in Figure 2a.

(2)

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(e) State **one** way that farmers can diversify to provide new income streams.

(1)

.....  
.....

(f) Explain **one** type of goods and **one** service provided by natural ecosystems.

(4)

Goods.....

.....  
.....  
.....

Service.....

.....  
.....  
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(g) Study Figure 2b in the Resource Booklet.

Suggest **one** reason for the distribution of tundra.

(3)

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(Total for Question 2 = 25 marks)



If you answer Question 3 put a cross in the box ☒ .

### 3 Urban environments

(a) Identify the meaning of the term **megacity**.

(1)

<input type="checkbox"/>	<b>A</b> a city with a population of more than 2 million
<input type="checkbox"/>	<b>B</b> a city with a population of more than 5 million
<input type="checkbox"/>	<b>C</b> a city with a population of more than 10 million
<input type="checkbox"/>	<b>D</b> a city with a population of more than 20 million

(b) Define the term **urbanisation**.

(1)

.....

.....

(c) Identify **one** characteristic of a **greenfield site**.

(1)

<input type="checkbox"/>	<b>A</b> a location that has never been built on
<input type="checkbox"/>	<b>B</b> a location that has high-rise development
<input type="checkbox"/>	<b>C</b> a location that has illegally-built housing
<input type="checkbox"/>	<b>D</b> a location that has previously been built on

(d) Study Figure 3a in the Resource Booklet.

Suggest **one** piece of evidence that shows this urban area experiences transport problems.

(2)

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(e) State **one** land use associated with development of the rural–urban fringe. (1)

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(f) Explain **two** reasons why urban land use patterns vary. (4)

1 .....

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2 .....

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(g) Study Figure 3b in the Resource Booklet.  
Suggest **one** reason for the differences in pollution levels between Dubai and Delhi. (3)

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(Total for Question 3 = 25 marks)

**TOTAL FOR SECTION A = 50 MARKS**



SECTION B

Geographical enquiry

Answer ONE question only from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 4 put a cross in the box ☒ .

4 Investigating economic activity and energy

You have studied economic activity and energy as part of your geographical enquiry.

State the title of your geographical enquiry.

.....  
.....

(a) Explain how you managed **one** risk associated with your geographical enquiry. (2)

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(b) (i) Explain **one** limitation of a method that you used to collect **qualitative** data. (2)

Qualitative method .....

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(ii) Explain **one** way you could have improved the collection of your qualitative data. (2)

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(c) Explain **one** way secondary data was used to support your geographical enquiry. (2)

.....

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(d) Explain **two** methods you used to present some of your fieldwork data. (4)

1.....

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2.....

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(e) Study Figures 4a and 4b in the Resource Booklet. These show extracts from a student's methods and techniques used to investigate the changing use of energy.

The aim of the student's enquiry was to investigate the attitudes and perceptions about changing energy use.  
The student designed a method and carried out a questionnaire.

Evaluate the student's data collection methods.

(8)

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(Total for Question 4 = 20 marks)



If you answer Question 5 put a cross in the box  .

**5 Investigating rural environments**

You have studied rural environments as part of your geographical enquiry.

State the title of your geographical enquiry.

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.....

(a) Explain how you managed **one** risk associated with your geographical enquiry. (2)

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.....  
.....

(b) (i) Explain **one** limitation of a method that you used to collect **qualitative** data. (2)

Qualitative method .....

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(ii) Explain **one** way you could have improved the collection of your qualitative data. (2)

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(c) Explain **one** way secondary data was used to support your geographical enquiry. (2)

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(d) Explain **two** methods you used to present some of your fieldwork data. (4)

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2.....

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(e) Study Figures 5a and 5b in the Resource Booklet. These show extracts from a student's methods and techniques used to investigate the changing use of rural environments.

The aim of the student's enquiry was to investigate the attitudes and perceptions about the changing use of rural environments.  
The student designed a method and carried out a questionnaire.

Evaluate the student's data collection methods.

(8)

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(Total for Question 5 = 20 marks)



If you answer Question 6 put a cross in the box ☒ .

**6 Investigating urban environments**

You have studied the use of central/inner urban environments as part of your geographical enquiry.

State the title of your geographical enquiry.

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(a) Explain how you managed **one** risk associated with your geographical enquiry. (2)

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(b) (i) Explain **one** limitation of a method that you used to collect **qualitative** data. (2)

Qualitative method .....

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(ii) Explain **one** way you could have improved the collection of your qualitative data. (2)

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(c) Explain **one** way secondary data was used to support your geographical enquiry. (2)

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(d) Explain **two** methods you used to present some of your fieldwork data. (4)

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2.....

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(e) Study Figures 6a and 6b in the Resource Booklet. These show extracts from a student's methods and techniques used to investigate the changing use of central/inner urban environments.

The aim of the student's enquiry was to investigate the attitudes and perceptions about the changing use of urban environments.  
The student designed a method and carried out a questionnaire.

Evaluate the student's data collection methods.

(8)

Area with horizontal dotted lines for writing the evaluation.





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**(Total for Question 6 = 20 marks)**

**TOTAL FOR SECTION B = 20 MARKS**



## SECTION C

## Global issues

Answer ONE question only from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 7 put a cross in the box ☒.

## 7 Fragile environments and climate change

(a) (i) Identify the meaning of the term **malnutrition**.

(1)

<input type="checkbox"/>	<b>A</b> a diet that is high in sugar
<input type="checkbox"/>	<b>B</b> a diet with too many nutrients
<input type="checkbox"/>	<b>C</b> a diet with too few nutrients
<input type="checkbox"/>	<b>D</b> a diet associated with scarcity of food

(ii) Identify **one** characteristic of a fragile environment.

(1)

<input type="checkbox"/>	<b>A</b> a place that is suffering deforestation
<input type="checkbox"/>	<b>B</b> a place that has a high biodiversity
<input type="checkbox"/>	<b>C</b> a place that is being managed sustainably
<input type="checkbox"/>	<b>D</b> a place threatened by human and physical factors

(b) (i) State **one** economic cause of deforestation.

(1)

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(ii) Study Figure 7a in the Resource Booklet.

Identify **two** areas labelled A–F in Figure 7a with a predicted –15% to –50% loss in agricultural productivity.

(2)

1 .....

2 .....

(iii) Suggest **two** possible reasons for the pattern shown in Figure 7a.

(4)

1 .....

2 .....

(c) Explain **two** economic impacts climate change is having on people.

(4)

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2 .....

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(d) Study Figure 7b in the Resource Booklet.

(i) Calculate the range in loss between the countries shown.

You must show all your workings in the space below.

(2)

..... millions of hectares

(ii) Describe the amount of tree cover loss shown in Figure 7b.

(2)

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(e) Study Figure 7c in the Resource Booklet.

Assess the fragile environments at risk from increasing temperatures.

(6)

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(f) Discuss the view:

'Climate change will have a bigger impact on agricultural food productivity than on fragile environments.'

Use Figures 7a and 7c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

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(Total for Question 7 = 35 marks)



If you answer Question 8 put a cross in the box ☒ .

## 8 Globalisation and migration

(a) (i) Identify **one** role of the WTO (World Trade Organization).

(1)

<input type="checkbox"/>	<b>A</b> managing rates of international migration
<input type="checkbox"/>	<b>B</b> increasing global security between countries
<input type="checkbox"/>	<b>C</b> dealing with the rules of trade between nations
<input type="checkbox"/>	<b>D</b> promoting global tourism

(ii) Identify the meaning of the term IMF.

(1)

<input type="checkbox"/>	<b>A</b> International Monetary Fund
<input type="checkbox"/>	<b>B</b> Intergovernmental Monetary Fund
<input type="checkbox"/>	<b>C</b> International Monetary Force
<input type="checkbox"/>	<b>D</b> International Money Formation

(b) (i) Define the term **forced migration**.

(1)

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(ii) Study Figure 8a in the Resource Booklet

Identify **two** areas labelled A–F in Figure 8a with a net loss in migration.

(2)

1 .....

2 .....

(iii) Suggest **two** possible reasons for the pattern shown in Figure 8a.

(4)

1 .....

2 .....

(c) Explain **two** positive impacts of the growth of global tourism.

(4)

1 .....

2 .....



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(d) Study Figure 8b in the Resource Booklet.

(i) Calculate the range in the tourism revenue, 2000–2017.

You must show all your workings in the space below.

(2)

..... billion US\$

(ii) Describe how tourism revenue changes in Figure 8b.

(2)

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(e) Study Figure 8c in the Resource Booklet.

Assess the different costs resulting from globalisation.

(6)

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(f) Discuss the view:

'Greater international migration is more of a cost of globalisation than a benefit.'

Use Figures 8a and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

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(Total for Question 8 = 35 marks)



If you answer Question 9 put a cross in the box ☒ .

**9 Development and human welfare**

- (a) (i) The Gini coefficient is an index used in understanding development. Identify what it measures.

(1)

<input type="checkbox"/>	<b>A</b> equality of women
<input type="checkbox"/>	<b>B</b> inequality
<input type="checkbox"/>	<b>C</b> water availability
<input type="checkbox"/>	<b>D</b> food availability

- (ii) Identify the meaning of the term **demographic data**.

(1)

<input type="checkbox"/>	<b>A</b> information about population and people
<input type="checkbox"/>	<b>B</b> information about political corruption
<input type="checkbox"/>	<b>C</b> information on the level of development in a country
<input type="checkbox"/>	<b>D</b> information about political stability

- (b) (i) Define the term **development gap**.

(1)

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(ii) Study Figure 9a in the Resource Booklet.

Identify **two** areas labelled A–F in Figure 9a with a GDP above \$14,600

(2)

1 .....

2 .....

(iii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1 .....

2 .....



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(c) Explain **two** advantages of top-down development.

(4)

1 .....

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.....

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2 .....

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(d) Study Figure 9b in the Resource Booklet.

(i) Calculate the range in mean per capita income between urban and rural populations in 2012.

You must show all your workings in the space below.

(2)

..... yuan

(ii) Describe how mean per capita income in urban areas had changed between 2001 and 2014.

(2)

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(e) Study Figure 9c in the Resource Booklet.

Assess the different factors and indicators of the Human Development Index (HDI).

(6)

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(f) Discuss the view:

'GDP per capita is the best indicator to measure development.'

Use Figures 9a and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

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**(Total for Question 9 = 35 marks)**

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**TOTAL FOR SECTION C = 35 MARKS**  
**TOTAL FOR PAPER = 105 MARKS**



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**Pearson Edexcel International GCSE (9–1)**

**Wednesday 3 June 2020**

Afternoon (Time: 1 hour 45 minutes)

Paper Reference **4GE1/02R**

**Geography**

**Paper 2: Human Geography**

**Resource Booklet**

**Do not return the Resource Booklet with the question paper**

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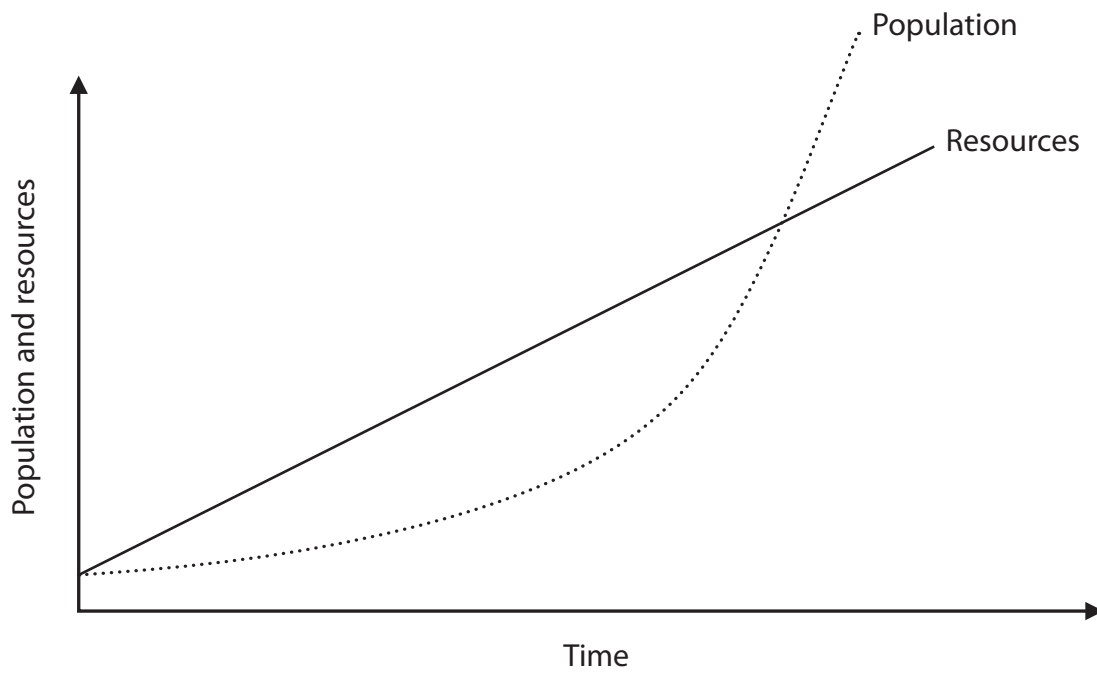
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**Figure 1a**

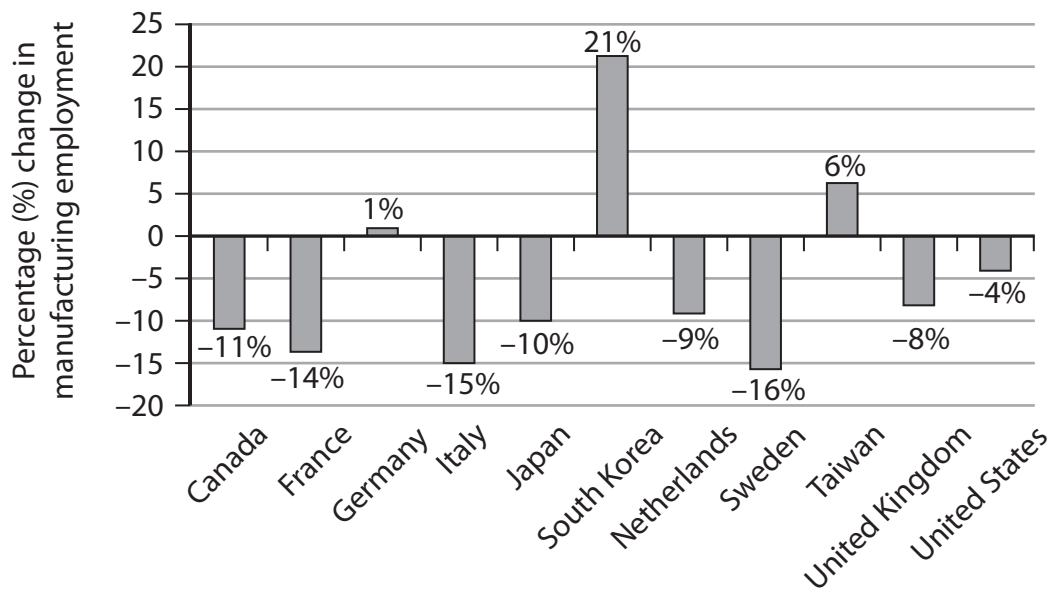
**A population–resource relationship model**



(Source: © David Holmes Geography)

**Figure 1b**

**An example of an electricity power source**



(Source: <https://fas.org/sgp/crs/misc/R42135.pdf>)

**Figure 1c**

**Percentage (%) change in manufacturing employment in selected countries, 2008–2016**

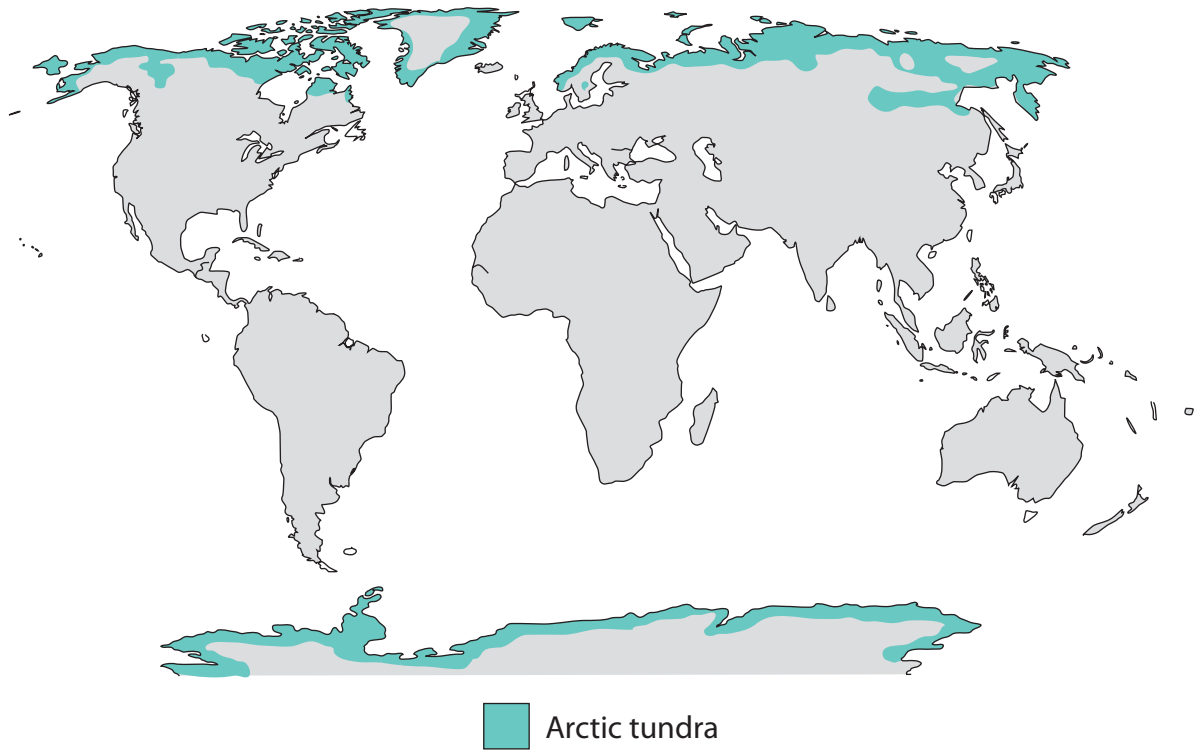




(Source: © David Holmes Geography)

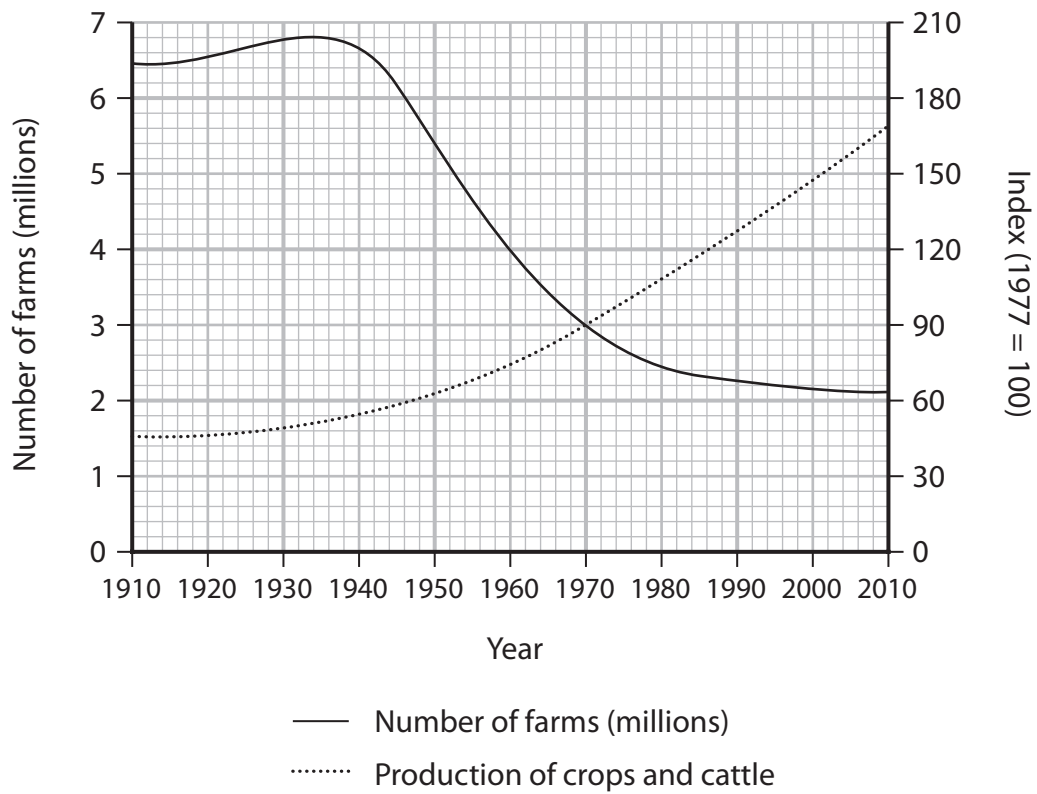
**Figure 2a**

**A remote area of north west Scotland**



**Figure 2b**

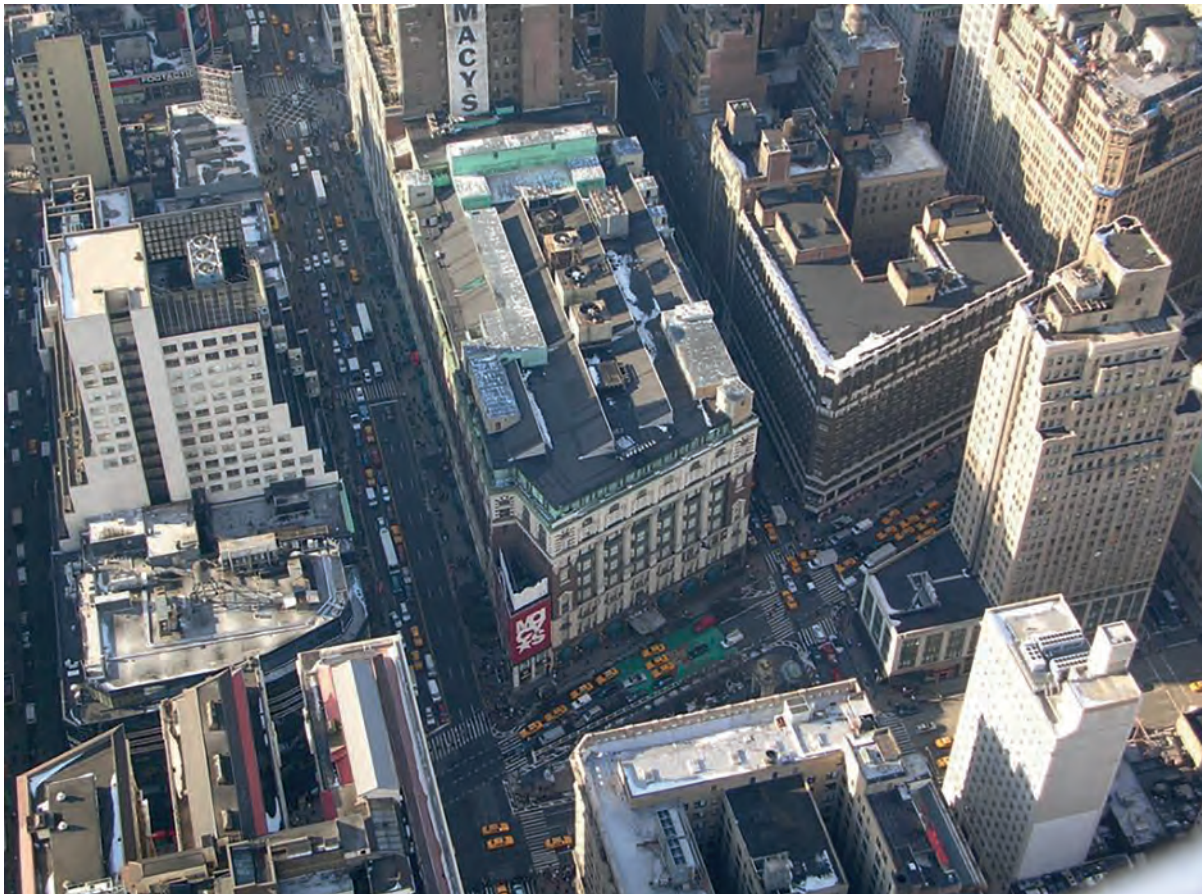
**The distribution of arctic tundra**



(Source: <http://www.globalharvestinitiative.org/gap-report-gap-index/2015-gap-report/gap-report-2015-infographics/>)

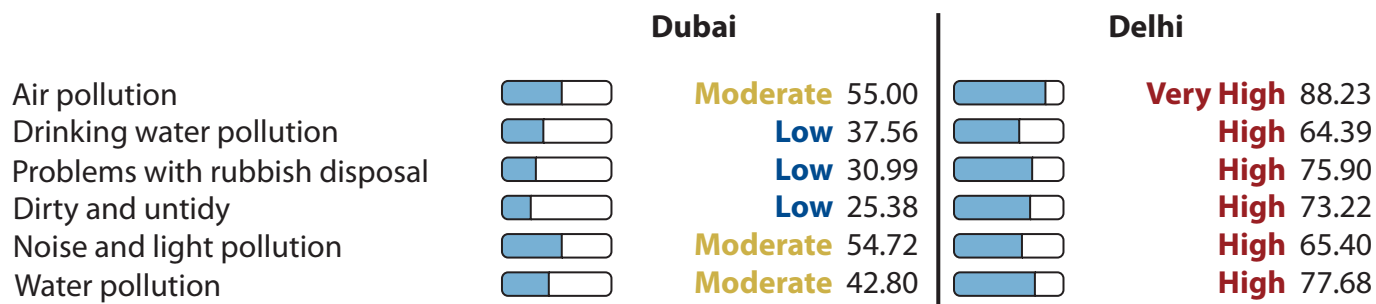
**Figure 2c**

**USA: number of farms and an index of crops and cattle production, 1910–2010**



(Source: © David Holmes Geography)

**Figure 3a**  
**An urban area in the USA**

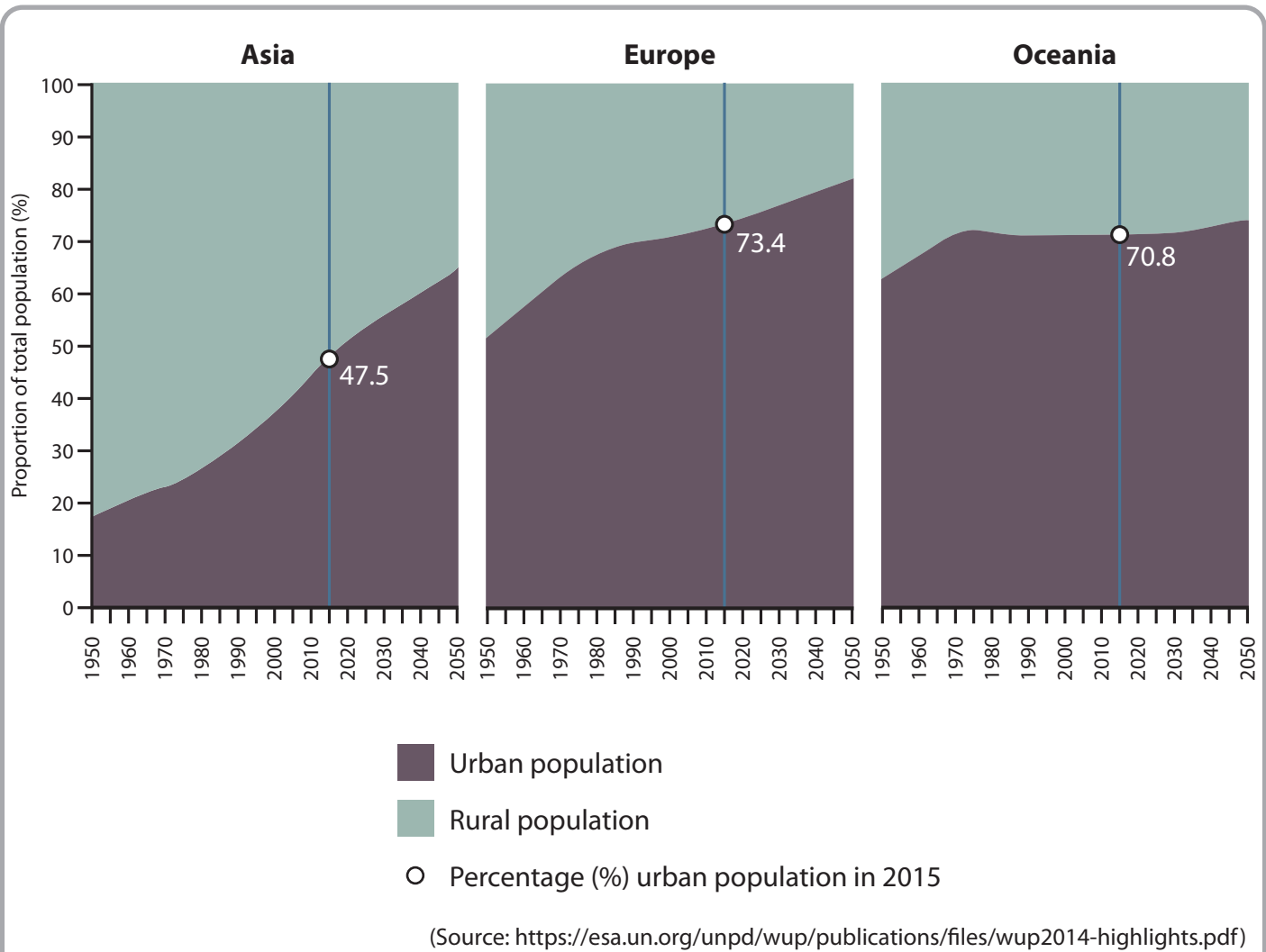


(Source: [https://www.numbeo.com/pollution/compare\\_cities.jsp?country1=United+Arab+Emirates&country2=India&city1=Dubai&city2=Delhi](https://www.numbeo.com/pollution/compare_cities.jsp?country1=United+Arab+Emirates&country2=India&city1=Dubai&city2=Delhi))

**Figure 3b**

**Pollution indicators for Dubai and Delhi (index out of 100)**





**Figure 3c**

**Urban and rural population changes 1950–2050 (projected) for global regions**

- Sample size will be 5–10 questionnaires to local people and visitors.
- Questionnaires undertaken at lunchtime.
- I will ask every 8th person that I see in the street.

**Figure 4a**

**The student's proposed design methodology**

**Hello, I'm a student on a GCSE Geography field trip. I would like to ask you a few questions. It won't take long.**

**1. What do you think of the new biomass plant being built here? Do you like the idea?**

*Mark only one oval.*

1	2	3	4	5	
<span style="display: inline-block; width: 15%;">Yes, I'm really happy</span> <input style="width: 20px; height: 20px; margin: 0 10px;" type="radio"/> <input style="width: 20px; height: 20px; margin: 0 10px;" type="radio"/> <input style="width: 20px; height: 20px; margin: 0 10px;" type="radio"/> <input style="width: 20px; height: 20px; margin: 0 10px;" type="radio"/> <input style="width: 20px; height: 20px; margin: 0 10px;" type="radio"/> <span style="display: inline-block; width: 15%;">No, I really don't want it</span>					

**2. Lots of people are worried about climate change. How do you think it will affect this area?**

*Mark only one oval.*

- More cyclones
- More flooding
- More tornadoes
- More earthquakes
- Not sure

**3. How old are you?**

*Check all that apply.*

- 0-10
- 10-20
- 20-30
- 30+

**4. Do you think 'green energy' is better than a gas-fired power station?**

*Check all that apply.*

- Yes
- No
- Don't know

**Figure 4b**

**An extract from a student's questionnaire**

- Sample size will be 5–10 questionnaires to local people and visitors.
- Questionnaires undertaken at lunchtime.
- I will ask every 8th person that I see in the street.

**Figure 5a**

**The student's proposed design methodology**

**Hello, I'm a student on a GCSE Geography field trip. I would like to ask you a few questions. It won't take long.**

**1. What do you think of the new quarry being opened here? Do you like the idea?**  
*Mark only one oval.*

1      2      3      4      5

---

Yes, I'm really happy      No, I really don't want it

**2. Lots of people are worried about noise pollution. How do you think it will affect this area?**  
*Mark only one oval.*

More traffic

More flooding

More light pollution

More earthquakes

Not sure

**3. How old are you?**  
*Check all that apply.*

0-10

10-20

20-30

30+

**4. Do you think it's a good idea to plant more trees in this area?**  
*Check all that apply.*

Yes

No

Don't know

**Figure 5b**

**An extract from a student's questionnaire**



- Sample size will be 5–10 questionnaires to local people and visitors.
- Questionnaires undertaken at lunchtime.
- I will ask every 8th person that I see in the street.

**Figure 6a**

**The student's proposed design methodology**

**Hello, I'm a student on a GCSE Geography field trip. I would like to ask you a few questions. It won't take long.**

**1. What do you think of the new high-rise flats being built here? Do you like the idea?**  
*Mark only one oval.*

1      2      3      4      5

---

Yes, I'm really happy                        No, I really don't want it

**2. Lots of people are worried about air pollution. How do you think it will affect this area?**  
*Mark only one oval.*

More noise  
 More flooding  
 More breathing problems  
 More earthquakes  
 Not sure

**3. How old are you?**  
*Check all that apply.*

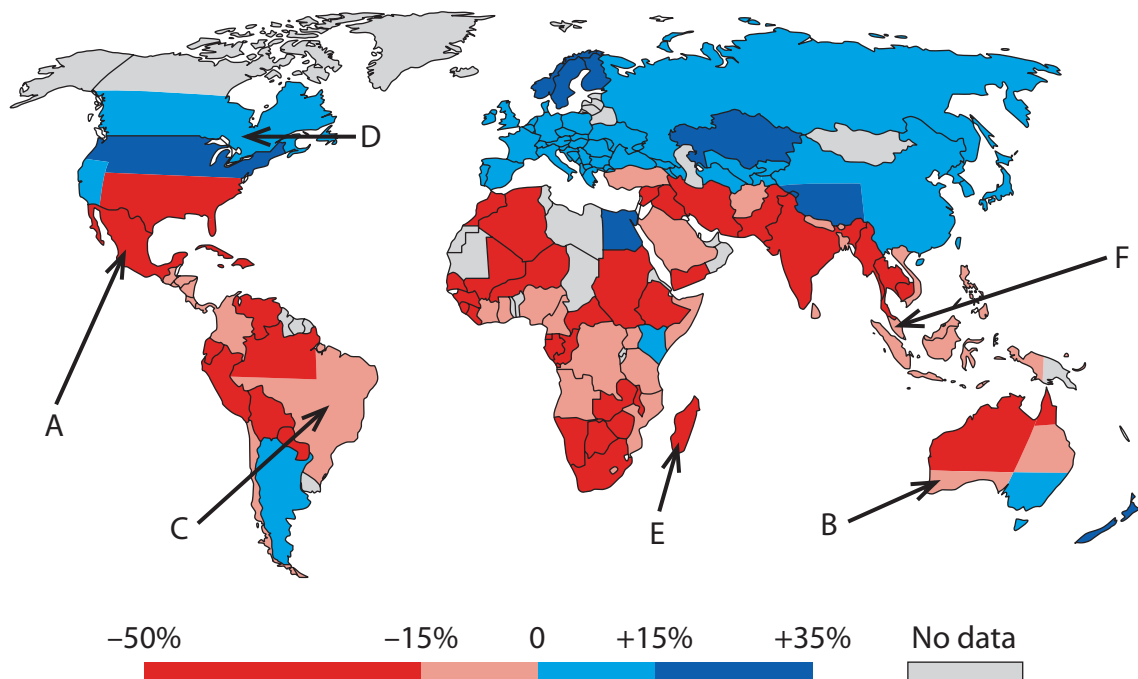
0-10  
 10-20  
 20-30  
 30+

**4. Do you think it's a good idea to build more schools in this area?**  
*Check all that apply.*

Yes  
 No  
 Don't know

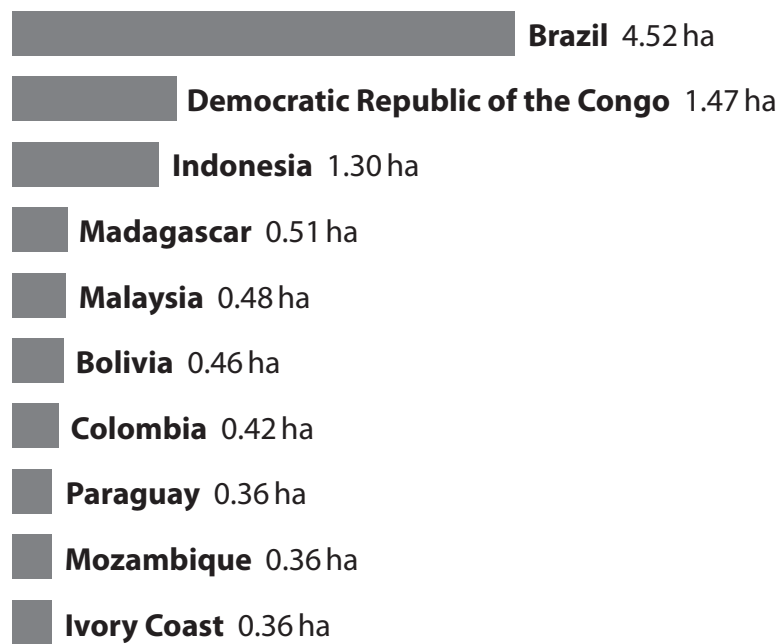
**Figure 6b**

**An extract from a student's questionnaire**



KEY:  
A – Mexico  
B – South west Australia  
C – Brazil  
D – Southern Canada  
E – Madagascar  
F – Malaysia

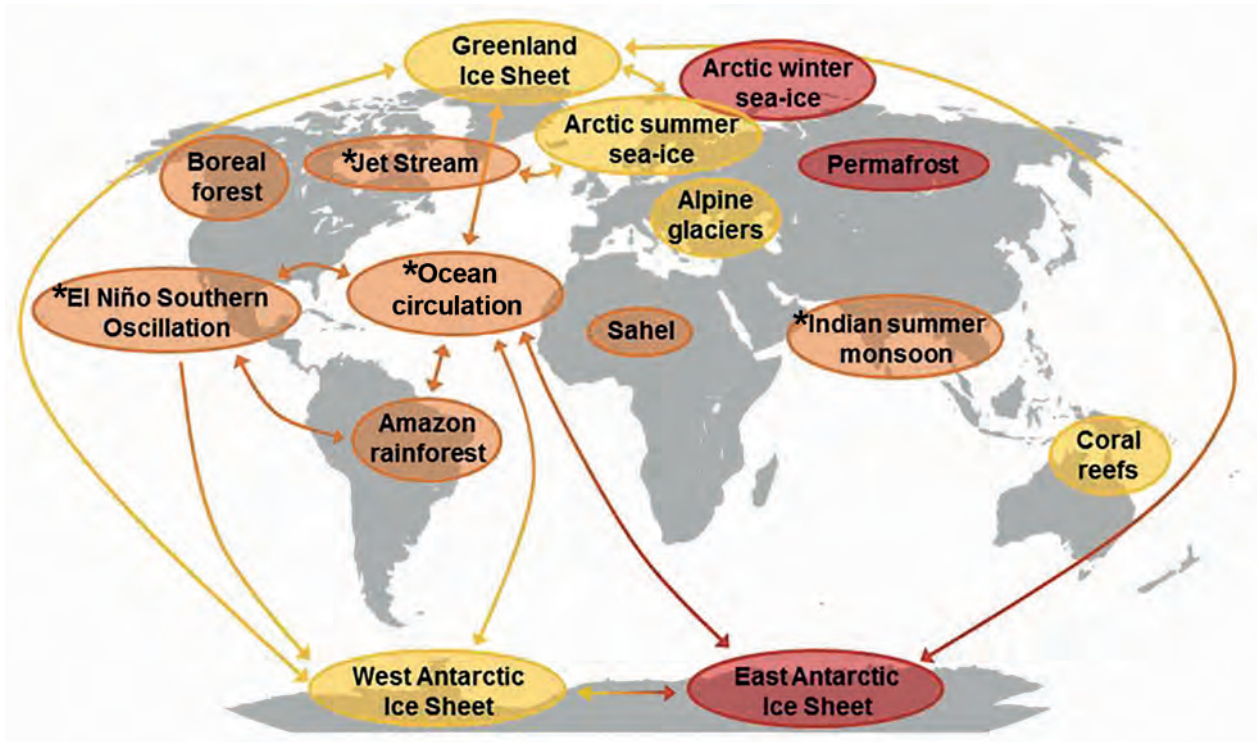
**Figure 7a**  
**Predicted changes in agricultural productivity in 2080, as a result of climate change**



(Source: <https://www.wri.org/blog/2018/06/2017-was-second-worst-year-record-tropical-tree-cover-loss>)

**Figure 7b**

**Top ten countries for tree cover loss in 2017 (millions of hectares)**



KEY:

\* Earth's natural systems at risk

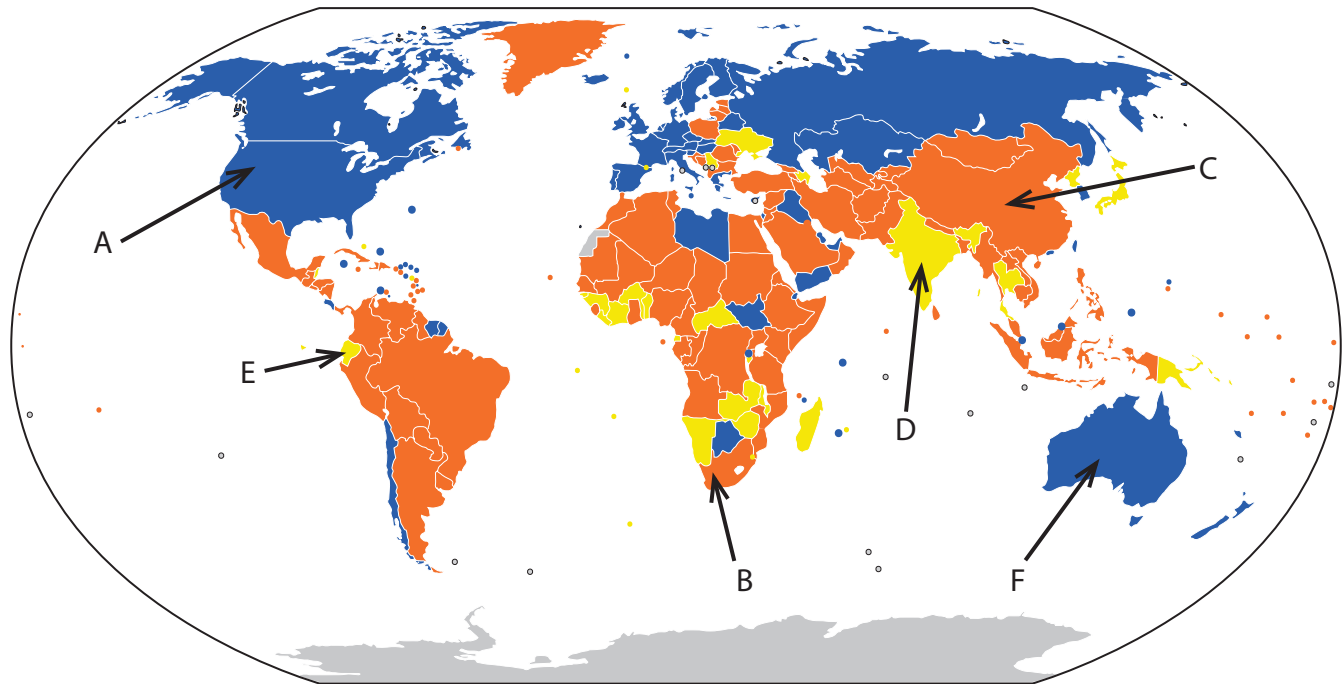
Temperature tipping points which will put fragile environments and natural systems at risk

- 1°C – 3°C
- 3.1°C – 5°C
- >5°C

(Source: <http://www.stockholmresilience.org/research/research-news/2018-08-06-planet-at-risk-of-heading-towards-hothouse-earth-state.html>)

**Figure 7c**

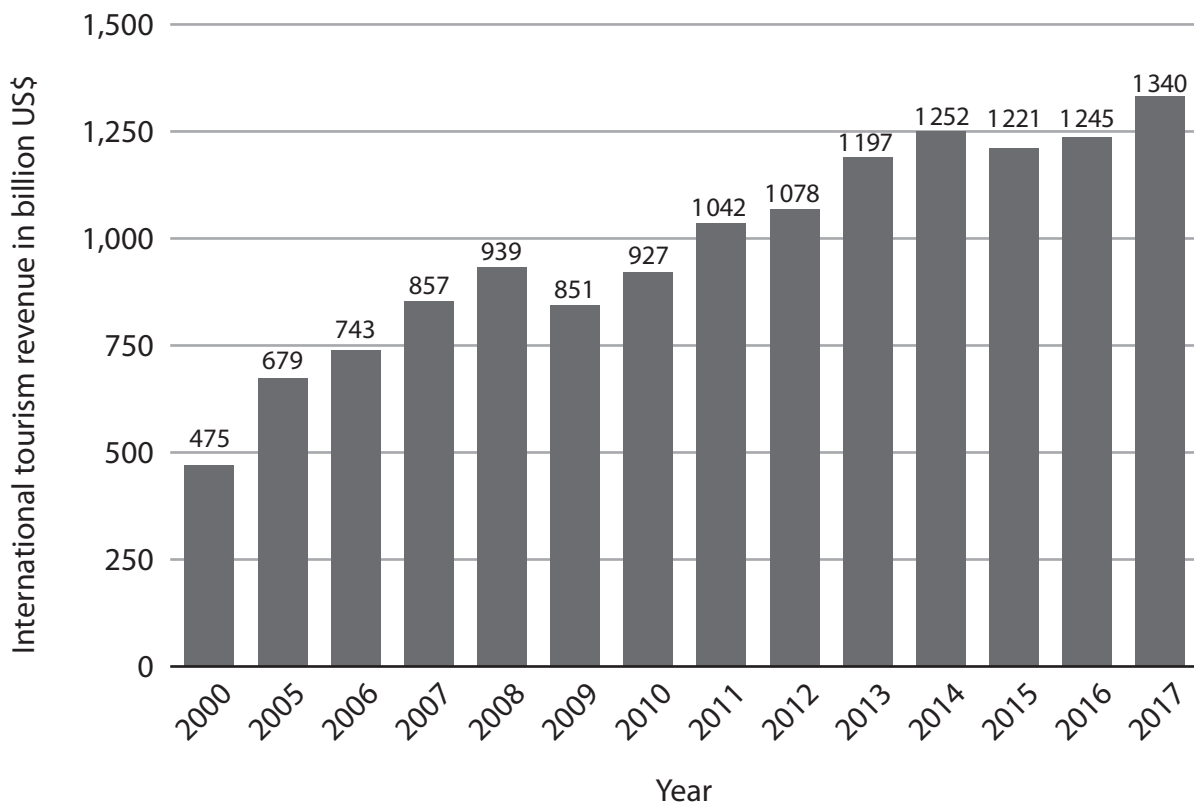
**Fragile environments and natural systems at risk from increasing temperatures**



KEY:	
A – USA	● Net gain
B – South Africa	● Neutral
C – China	● Net loss
D – India	○ No data
E – Ecuador	
F – Australia	

(Source: The World Factbook 2016-17. Washington, DC: Central Intelligence Agency, 2016.)

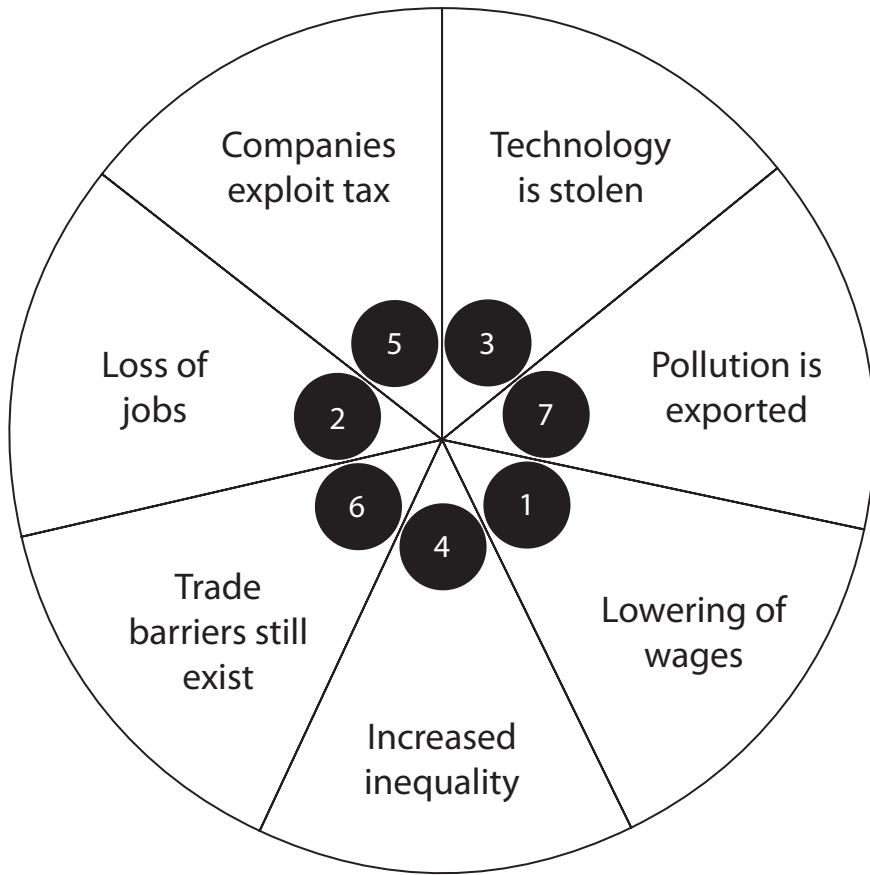
**Figure 8a**  
**Net global migration in 2016: gains, losses and neutral**



(Source: <https://www.statista.com/statistics/273123/total-international-tourism-receipts/>)

**Figure 8b**

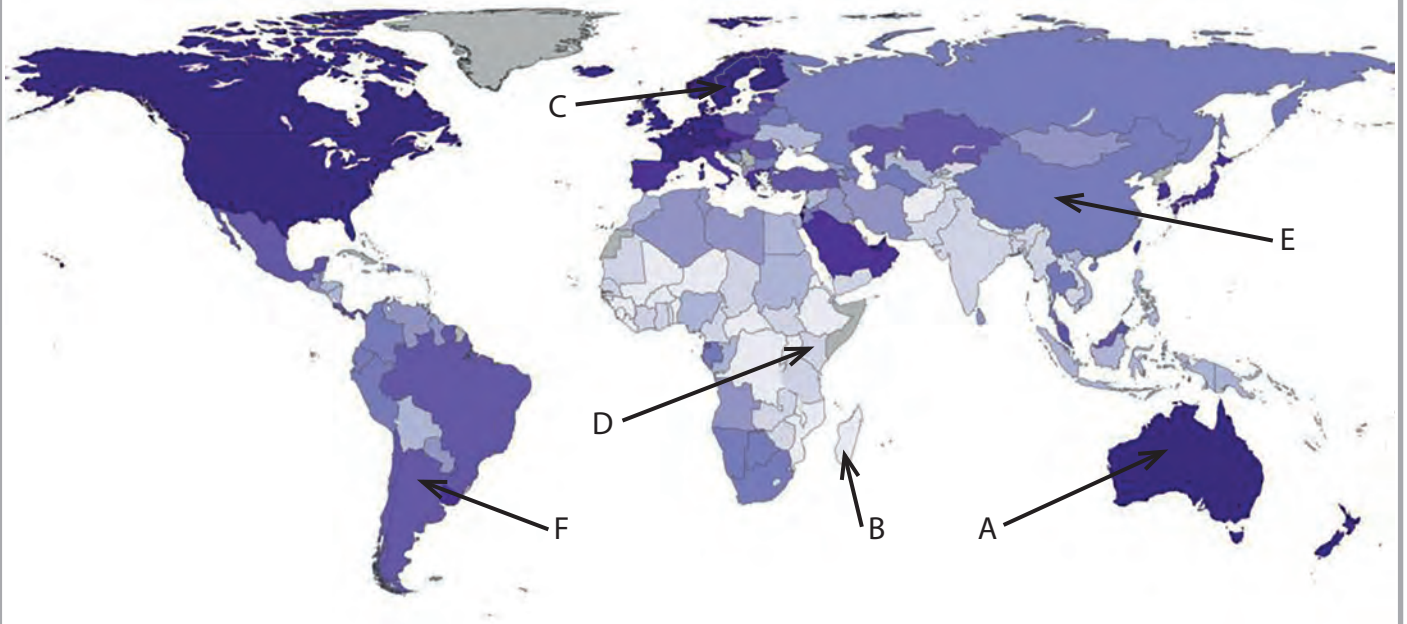
**Global total international tourism revenue (billion US\$) 2000–2017**



**Figure 8c**

**Selected costs of globalisation, ranked from 1 (highest) to 7 (lowest)**

Gross domestic product per capita (US\$)

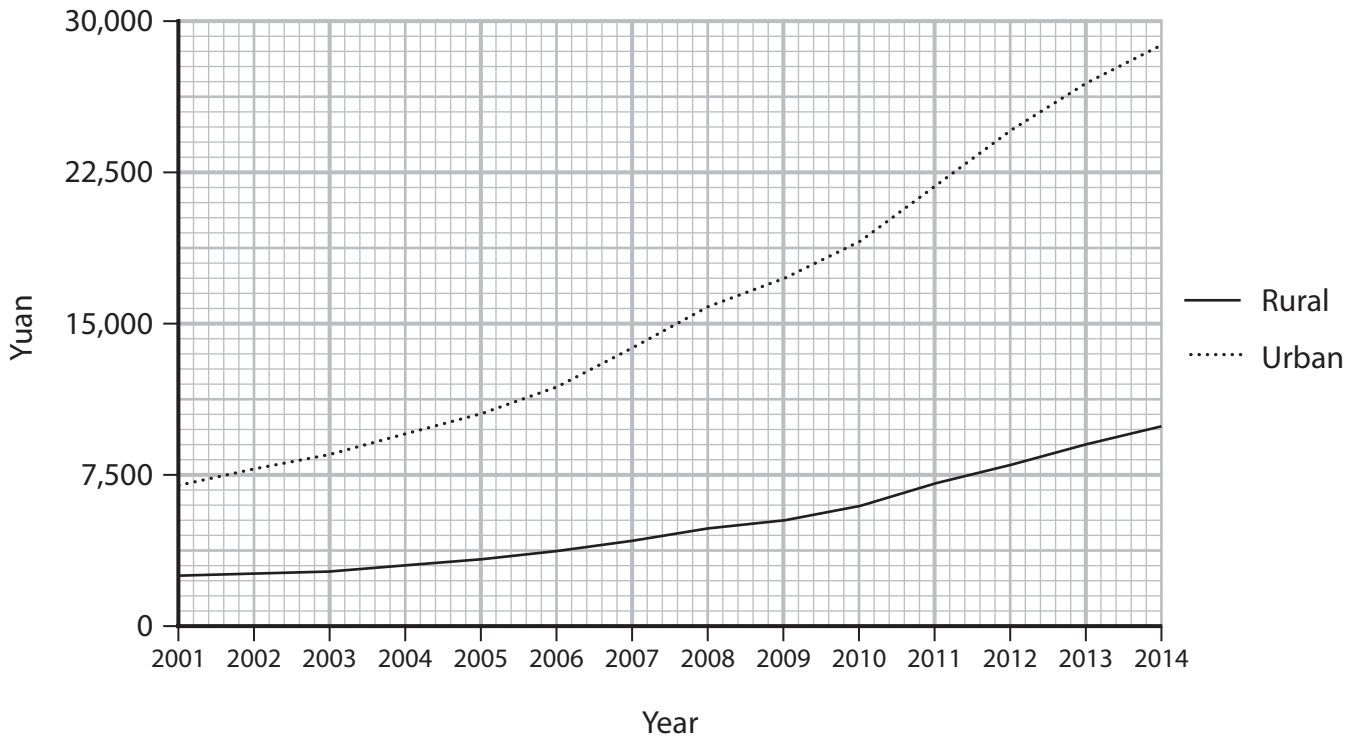


KEY:	
A – Australia	<1,800
B – Madagascar	1,800–3,500
C – Sweden	3,501–5,000
D – Kenya	5,001–8,800
E – China	8,801–14,600
F – Argentina	14,601–35,400
	>35,400

(Source: © actualitix.com)

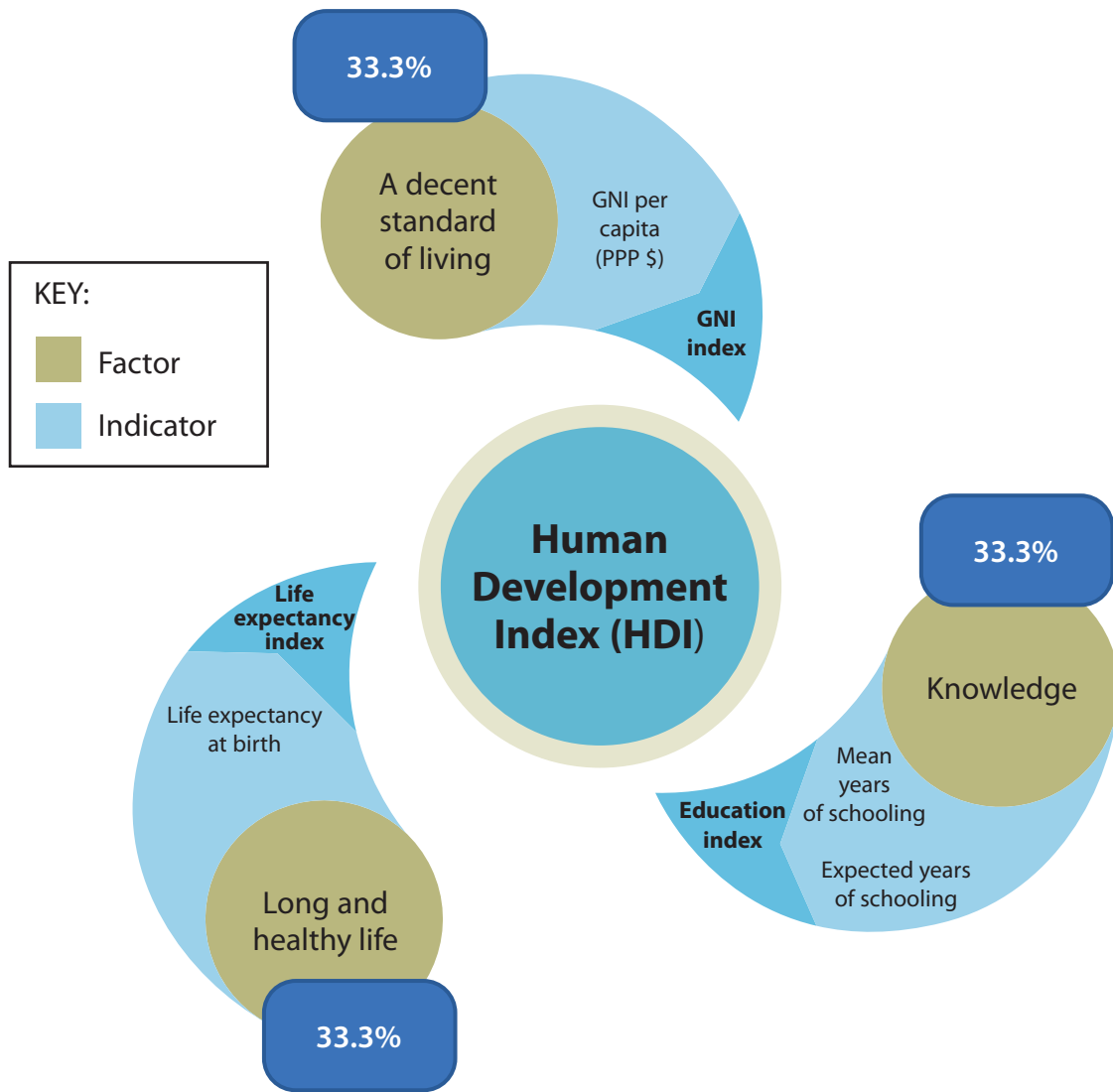
**Figure 9a**  
**GDP per capita (US\$), 2016**





(Source: <https://www.theatlas.com/charts/H1BZr8Bde>)

**Figure 9b**  
**Mean per capita income in China, 2001–2014**



(Source: United Nations Development Programme, Human Development Reports Office, 2018.)

**Figure 9c**

**Factors contributing to the Human Development Index, with weightings as a percentage (%)**

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