

Please check the examination details below before entering your candidate information

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|------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|
| Candidate surname                                                |                      |                      |                      |                      | Other names          |                      |                      |                      |  |
| Centre Number                                                    |                      |                      |                      |                      | Candidate Number     |                      |                      |                      |  |
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| <b>Pearson Edexcel International GCSE (9–1)</b>                  |                      |                      |                      |                      |                      |                      |                      |                      |  |
| <b>Wednesday 5 June 2024</b>                                     |                      |                      |                      |                      |                      |                      |                      |                      |  |
| Morning (Time: 1 hour 45 minutes)                                |                      |                      |                      |                      | Paper reference      |                      | <b>4GE1/02</b>       |                      |  |
| <b>Geography</b><br><b>PAPER 2: Human geography</b>              |                      |                      |                      |                      |                      |                      |                      |                      |  |
| <b>You must have:</b><br>Resource Booklet (enclosed), calculator |                      |                      |                      |                      |                      |                      |                      | Total Marks          |  |

### 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.
- 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 which employment sector a school teacher belongs to.

(1)

- ☐ A primary
- ☐ B secondary
- ☐ C tertiary
- ☐ D quaternary

(b) (i) Identify **one** cause of employment in the informal sector.

(1)

- ☐ A access to pensions
- ☐ B lack of qualifications
- ☐ C population decline
- ☐ D reliable income

(ii) State **one** job that can be found in the informal sector.

(1)

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

Suggest **one** reason why the activities shown are part of the primary sector.

(2)



- (d) State **one** reason for a decline in employment in the primary sector in many countries.

(1)

- (e) For a named developing or emerging country, explain **one** positive and **one** negative impact of an economic sector shift.

(4)

Named developing or emerging country

Positive

Negative

- (f) Study Figure 1b in the Resource Booklet.

Suggest **one** possible reason for a trend in the levels of investment shown.

(3)



- (g) Explain **one** advantage and **one** disadvantage of using hydroelectric power (HEP) to generate electricity.

(4)

Advantage

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Disadvantage

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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) (i) Identify the best definition of a biome.

(1)

- ☐ **A** a community of animals which are connected through a food web
- ☐ **B** a community of animals and plants occupying a major habitat
- ☐ **C** a habitat where weather conditions change all year around
- ☐ **D** a habitat that is affected by human activity

(ii) State **one** characteristic of a desert biome.

(1)

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

Explain **one** factor that can affect the distribution of biomes.

(2)

(c) Identify the best definition of arable farming.

(1)

- ☐ **A** farming that grows trees
- ☐ **B** farming that produces crops
- ☐ **C** farming that specialises in rearing fish
- ☐ **D** farming that specialises in rearing livestock

(d) State **one** way commercial farming can affect rural environments.

(1)



(e) Explain **two** reasons accessibility is important in rural environments.

(4)

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

Suggest **one** reason why diversification is important for farmers, using the information shown.

(3)

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- (g) For a named developed country, explain **two** ways tourist pressures can affect rural areas.

(4)

Named developed country

1

2



P 7 5 7 5 0 A 0 9 4 8

(h) Study Figure 2c in the Resource Booklet.

Analyse the importance of natural ecosystems for the provision of goods.

You **must** refer to the resource in your answer.

(8)

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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) (i) Identify which **one** of the following cities is a megacity.

(1)

- ☐ **A** Chennai, India – 11.9 million people
- ☐ **B** Luanda, Angola – 7.8 million people
- ☐ **C** Rome, Italy – 4.3 million people
- ☐ **D** Toronto, Canada – 6.4 million people

- (ii) Define the term **suburbanisation**.

(1)

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- (b) Identify **one** reason for building on the rural-urban fringe.

(1)

- ☐ **A** to support biodiversity in the area
- ☐ **B** to preserve the greenbelt
- ☐ **C** population growth
- ☐ **D** to be close to the Central Business District (CBD)

- (c) Study Figure 3a in the Resource Booklet.

Suggest **one** reason for a type of land use that could be found in the urban area shown.

(2)

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- (d) State **one** group of stakeholders who can help improve the quality of life in urban areas.

(1)

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(e) Explain **two** challenges caused by the informal economy in cities.

(4)

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(f) Study Figure 3b in the Resource Booklet.

Suggest **one** way rapid urbanisation could have affected a trend shown.

(3)

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- (g) For a named developing or emerging country, explain **two** ways transport has been improved in urban areas.

(4)

Named developing or emerging country

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(8)

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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.

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 own geographical enquiry.

State the title of your geographical enquiry.

.....

.....

(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

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(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

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(b) Explain **one** way secondary data was used to support your enquiry.

(2)

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- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your geographical enquiry.

(4)

Advantage

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Disadvantage

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- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)

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- (e) Study Figures 4a and 4b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' attitudes to the construction of a new wind farm on the edge of Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

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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 own geographical enquiry.

State the title of your geographical enquiry.

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(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

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(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

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(b) Explain **one** way secondary data was used to support your enquiry.

(2)

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- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

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Disadvantage

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- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)

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- (e) Study Figure 5a and 5b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' attitudes to the construction of a new train line through greenfield land on the edge of Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

(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 urban environments as part of your own geographical enquiry.

State the title of your geographical enquiry.

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(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

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(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

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(b) Explain **one** way secondary data was used to support your enquiry.

(2)

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- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

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Disadvantage

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- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)

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- (e) Study Figures 6a and 6b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' opinions towards the construction of a new train line to link some of the suburbs in Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

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(Total for Question 6 = 20 marks)

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**TOTAL FOR SECTION B = 20 MARKS**

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## 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) Name **one** greenhouse gas.

(1)

(ii) Identify a strategy to try and reduce the impacts of climate change.

(1)

- ☐ **A** use of low yield seed varieties
- ☐ **B** use more timber from forests
- ☐ **C** use more fossil fuels
- ☐ **D** use more renewable energy

(iii) Identify which statement best describes a way of adapting to climate change.

(1)

- ☐ **A** increase in cattle farming
- ☐ **B** increase in flood protection
- ☐ **C** increase in number of airports
- ☐ **D** increase in use of coal

(b) (i) Study Figure 7a in the Resource Booklet.

Identify **two** labelled countries with the highest risk of drought.

(2)

1 .....

2 .....



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

(4)

1 .....

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(c) Explain **two** potential impacts of climate change.

(4)

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

Calculate the range in total forest loss, 2001–2015.

You **must** show all your workings in the space below.

(2)

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(ii) Describe a variation in forest loss shown for 2001–2015.

(2)

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

Assess the potential impacts of deforestation.

You **must** refer to the resource in your answer.

(6)





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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 the best definition of voluntary migration.

(1)

- ☐ **A** people are forced to move away
- ☐ **B** people have the choice to move location
- ☐ **C** people move due to natural disasters
- ☐ **D** people have to move due to climate change

(ii) Identify **one** pull factor for rural-urban migration.

(1)

- ☐ **A** availability of employment
- ☐ **B** availability of expensive land
- ☐ **C** lack of access to clean air
- ☐ **D** lack of access to healthcare services

(iii) State **one** strategy used by countries to manage migration.

(1)

(b) (i) Study Figure 8a in the Resource Booklet.

Identify the labelled countries with the highest levels of positive and negative net migration, 2017–2021.

(2)

Highest positive net migration

Highest negative net migration



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

(4)

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2 .....

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(c) Explain **one** advantage and **one** disadvantage of mass tourism.

(4)

Advantage

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Disadvantage

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

Calculate the range in development aid for Somalia, 1999–2019.

You **must** show all your workings in the spaces below.

(2)

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(ii) Describe a trend shown.

(2)

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

Assess the role of trade blocs in the creation of a more globalised economy.

You **must** refer to the resource in your answer.

(6)





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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) Identify the definition of gross domestic product (GDP).

(1)

- ☐ **A** a measure of development including health and income
- ☐ **B** a measure of improvement in inequality
- ☐ **C** the total value of all imports within a country in a year
- ☐ **D** the total value of goods and services produced by a country in a year

(ii) Identify an organisation that attempts to address the global development gap.

(1)

- ☐ **A** United States Geological Survey
- ☐ **B** North American Free Trade Association (NAFTA)
- ☐ **C** North Atlantic Treaty Organisation (NATO)
- ☐ **D** World Bank

(iii) State **one** way countries may use international aid to support development.

(1)

(b) (i) Study Figure 9a in the Resource Booklet.

Identify **two** labelled countries with the highest life expectancy.

(2)

1 .....

2 .....



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

(4)

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(c) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

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Disadvantage

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

Calculate the range in the number of people affected by food insecurity in Nigeria, 2015–2019.

You **must** show all your workings in the space below.

(2)

- (ii) Describe a trend shown.

(2)

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

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)





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(Total for Question 9 = 35 marks)

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



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**Pearson Edexcel International GCSE (9–1)****Wednesday 5 June 2024**

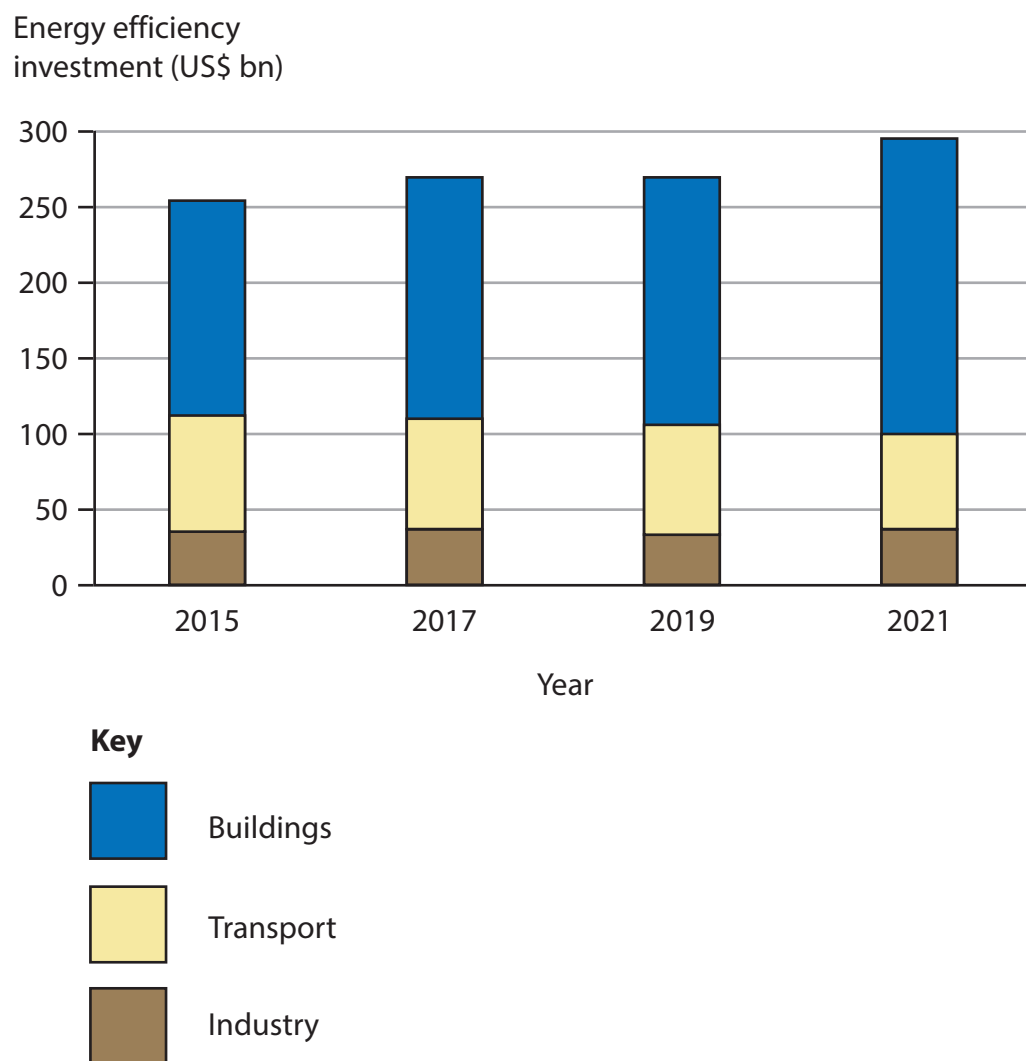
Morning (Time: 1 hour 45 minutes)

**Paper  
reference****4GE1/02****Geography****PAPER 2: Human geography****Resource Booklet****Do not return this Booklet with the question paper.***Turn over* ►**P75750A**©2024 Pearson Education Ltd.  
F:1/1/1/1/1/1  
**Pearson**

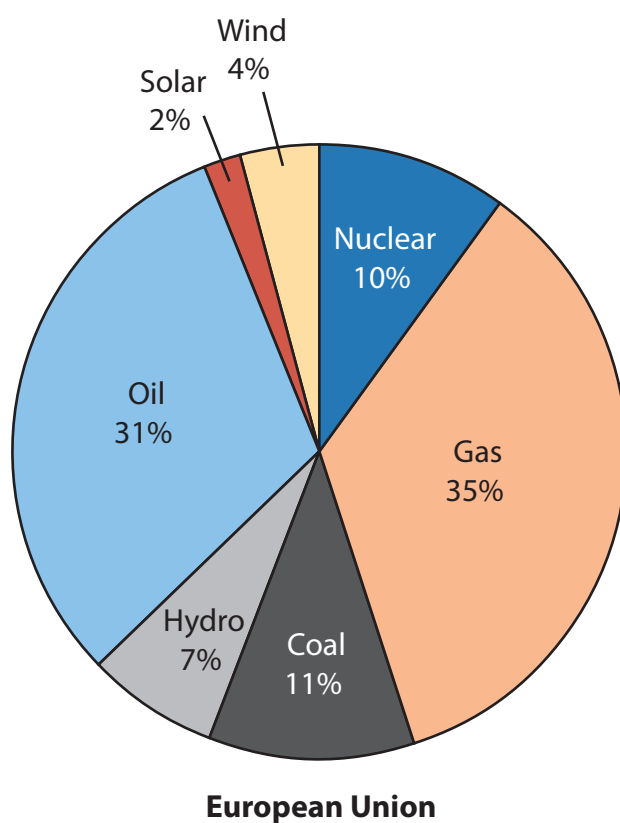
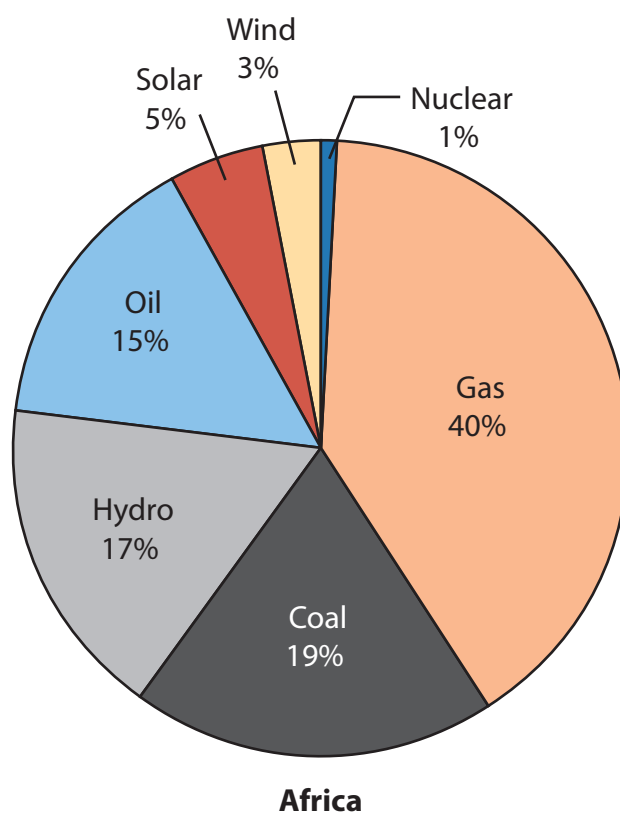


**Figure 1a**

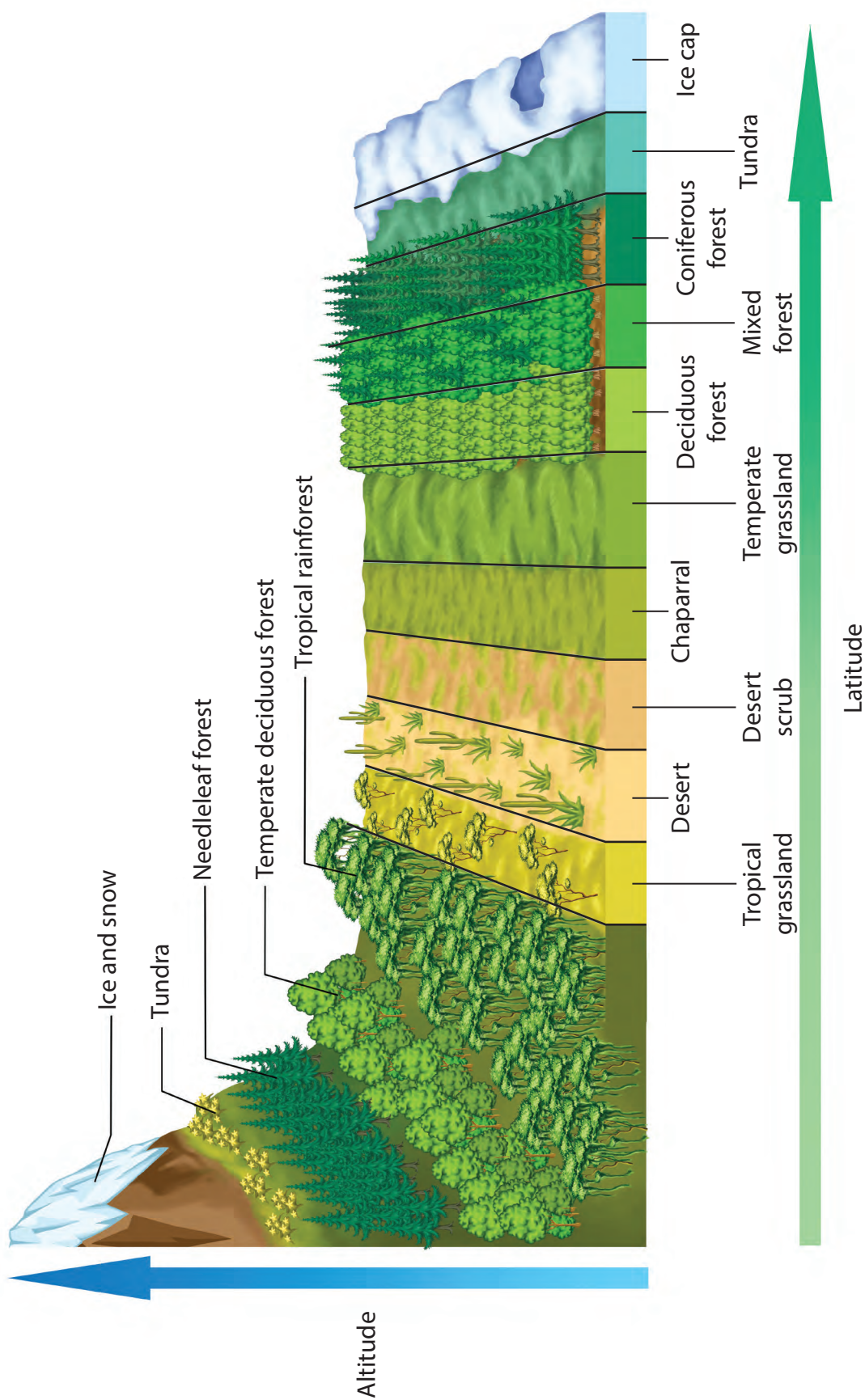
**Activities in the primary sector**



**Figure 1b**  
**Global investment in energy efficiency, 2015–2021**

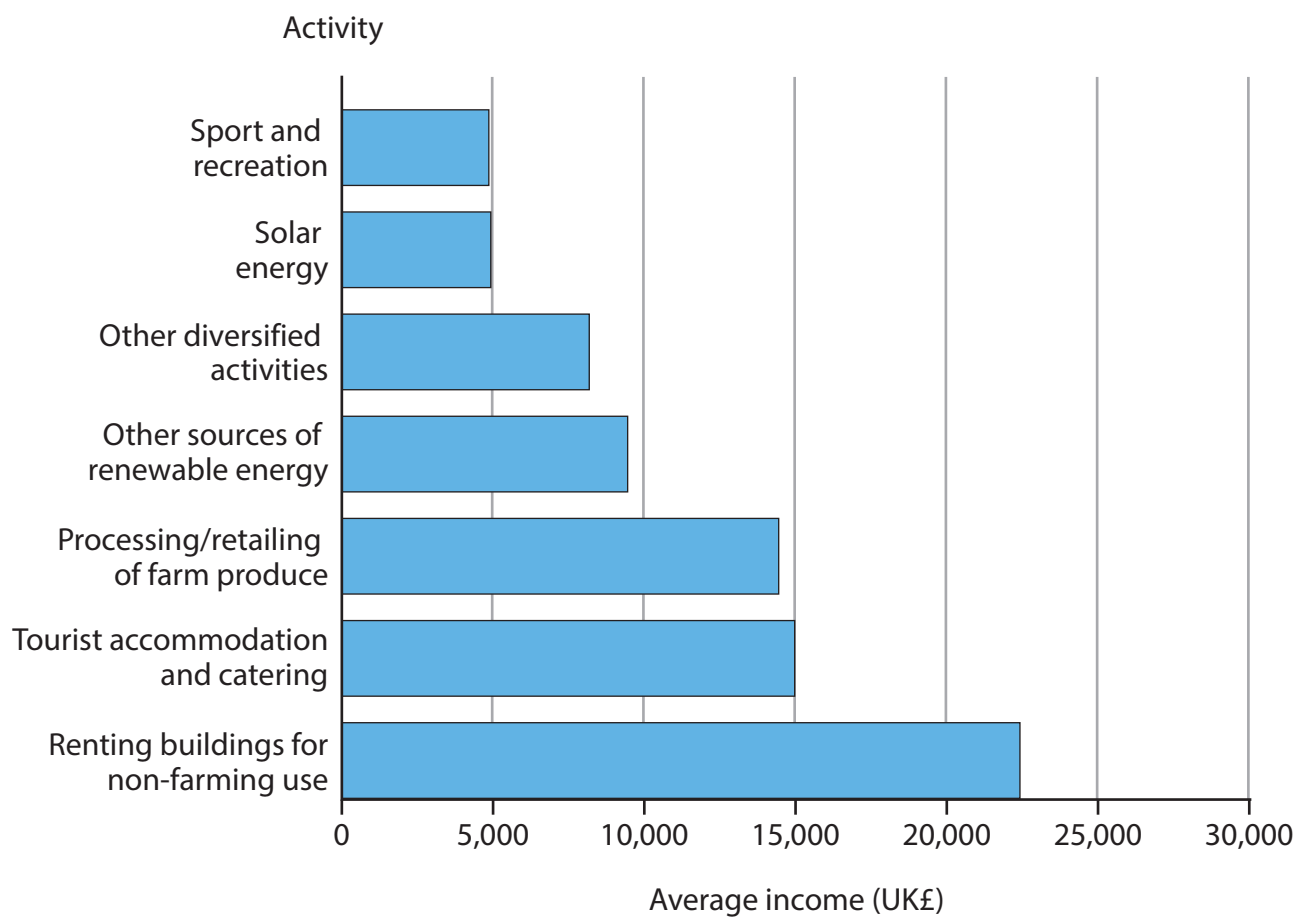


**Figure 1c**  
**Energy mix in Africa and the European Union, 2020**



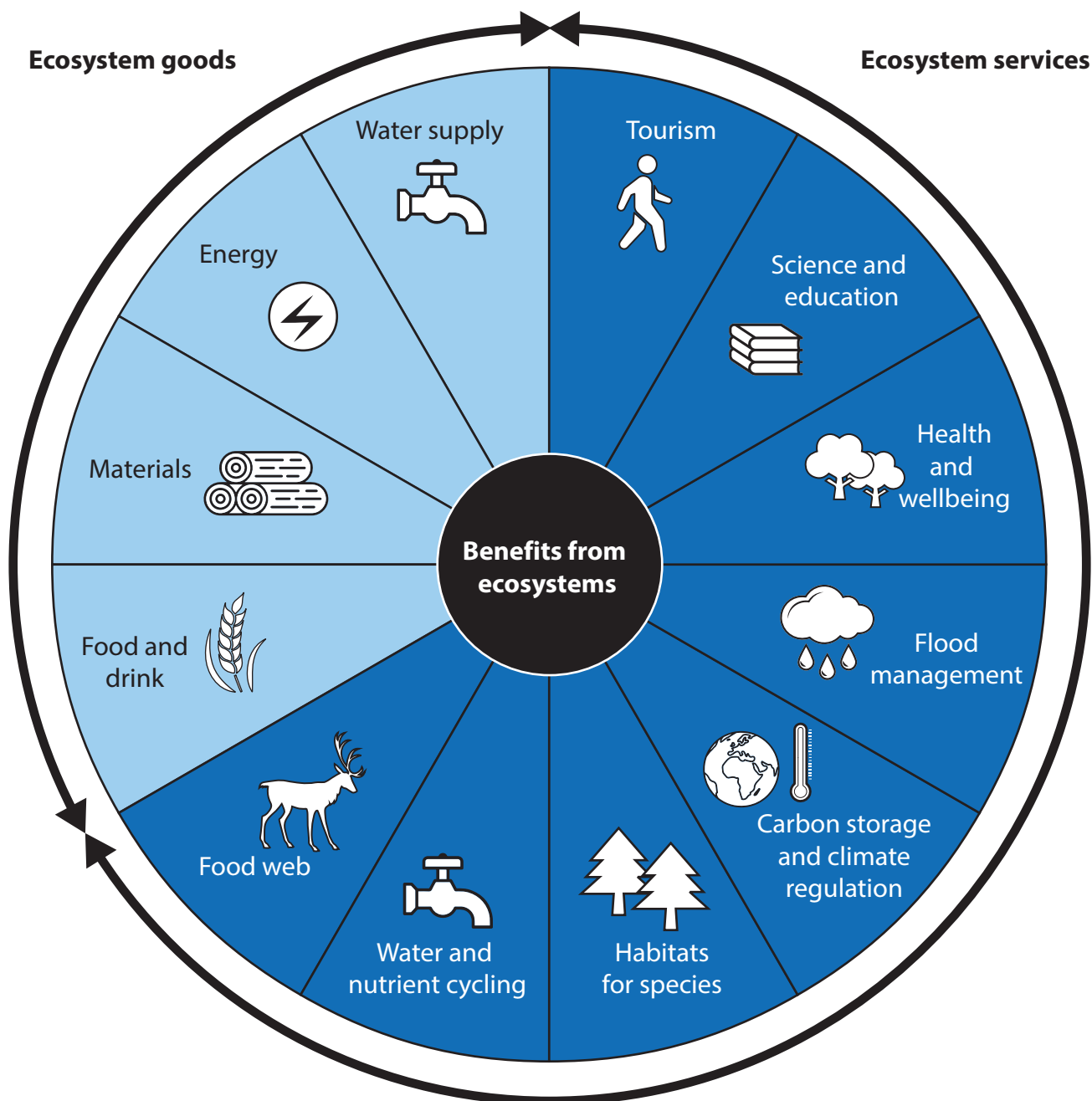
**Figure 2a**

**Global biomes**



**Figure 2b**

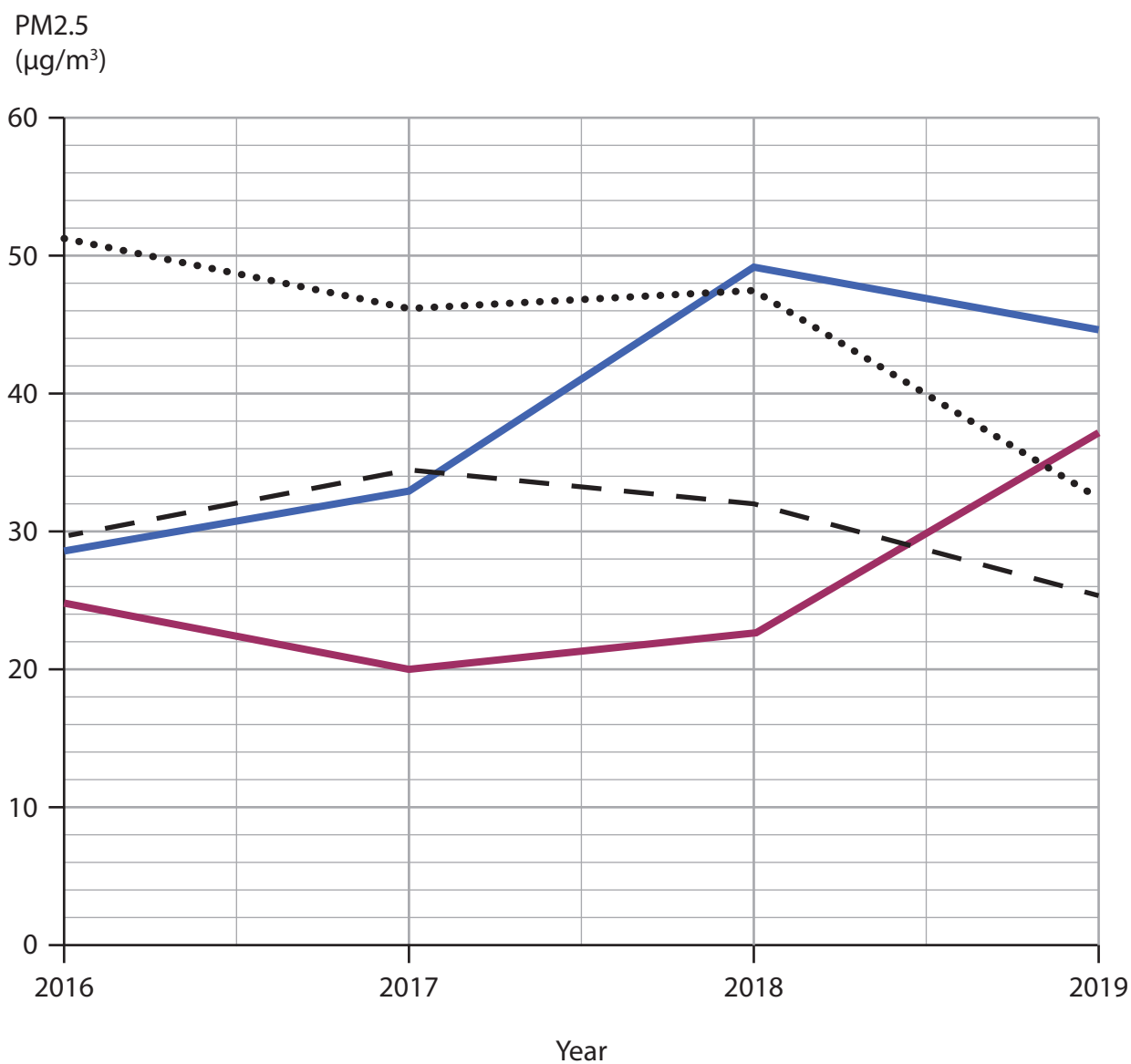
**Average income from farm diversification activities in England, 2022**



**Figure 2c**  
**Ecosystem goods and services**



**Figure 3a**  
**Aerial photograph of Frankfurt, Germany**



**Key: City**

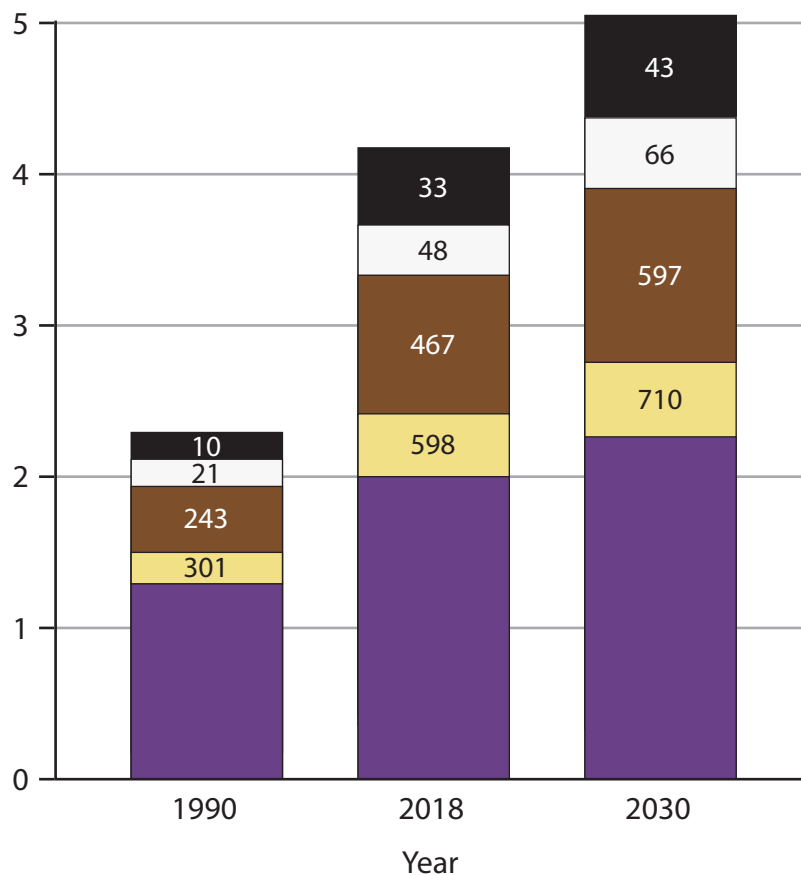
- ..... Bengaluru (India)
- - - Katowice (Poland)
- Abu Dhabi (United Arab Emirates)
- Johannesburg (South Africa)

**Figure 3b**

**Air quality in selected cities**

**Note:** Particulate matter 2.5 (PM2.5), refers to tiny particles or droplets in the air that are 2.5 microns or less in width.

Population size  
(billions)



### Key

- Megacities  
Population: More than 10 million. Examples: New York, Tokyo, Lagos
- Large cities  
Population: 5 to 10 million. Examples: Houston, Toronto, Hong Kong
- Mid-sized cities  
Population: 1 to 5 million. Examples: Vancouver, Prague, Brisbane
- Regional cities  
Population: 500,000 to 1 million. Examples: Syracuse, Ann Arbor, Liverpool
- Small cities\*  
Population: Less than 500,000. Examples: Boulder, Halifax, Christchurch

**Figure 3c**

**Global urban population and city numbers,  
1990, 2018 and projections to 2030, by size of city**

**Note:** numbers on bars indicate the number of each city type

\*Number in Small cities category unknown

### Fieldwork equipment and data collection methods used

| Interview guide |                                                                                           |                          |                          |                          |
|-----------------|-------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Q1              | To which age group do you belong?                                                         |                          |                          |                          |
|                 | .....                                                                                     |                          |                          |                          |
| Q2              | How long have you lived in this area?                                                     |                          |                          |                          |
|                 | Under a year                                                                              | 1–5 years                | 5–10 years               | 10 years +               |
|                 | <input type="checkbox"/>                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3              | What are your views on renewable energy?                                                  |                          |                          |                          |
|                 | .....                                                                                     |                          |                          |                          |
|                 | .....                                                                                     |                          |                          |                          |
| Q4              | Do you support the construction of a new wind farm?                                       |                          |                          |                          |
|                 | Yes                                                                                       | No                       |                          |                          |
|                 | <input type="checkbox"/>                                                                  | <input type="checkbox"/> |                          |                          |
| Q5              | What do you think the land should be used for?                                            |                          |                          |                          |
|                 | .....                                                                                     |                          |                          |                          |
| Q6              | On a scale of 1–5 what impact do you think the new wind farm will have on the local area? |                          |                          |                          |
|                 | 1                                                                                         | 2                        | 3                        | 4                        |
|                 | <input type="checkbox"/>                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | (Very negative)                                                                           |                          |                          | (Very positive)          |

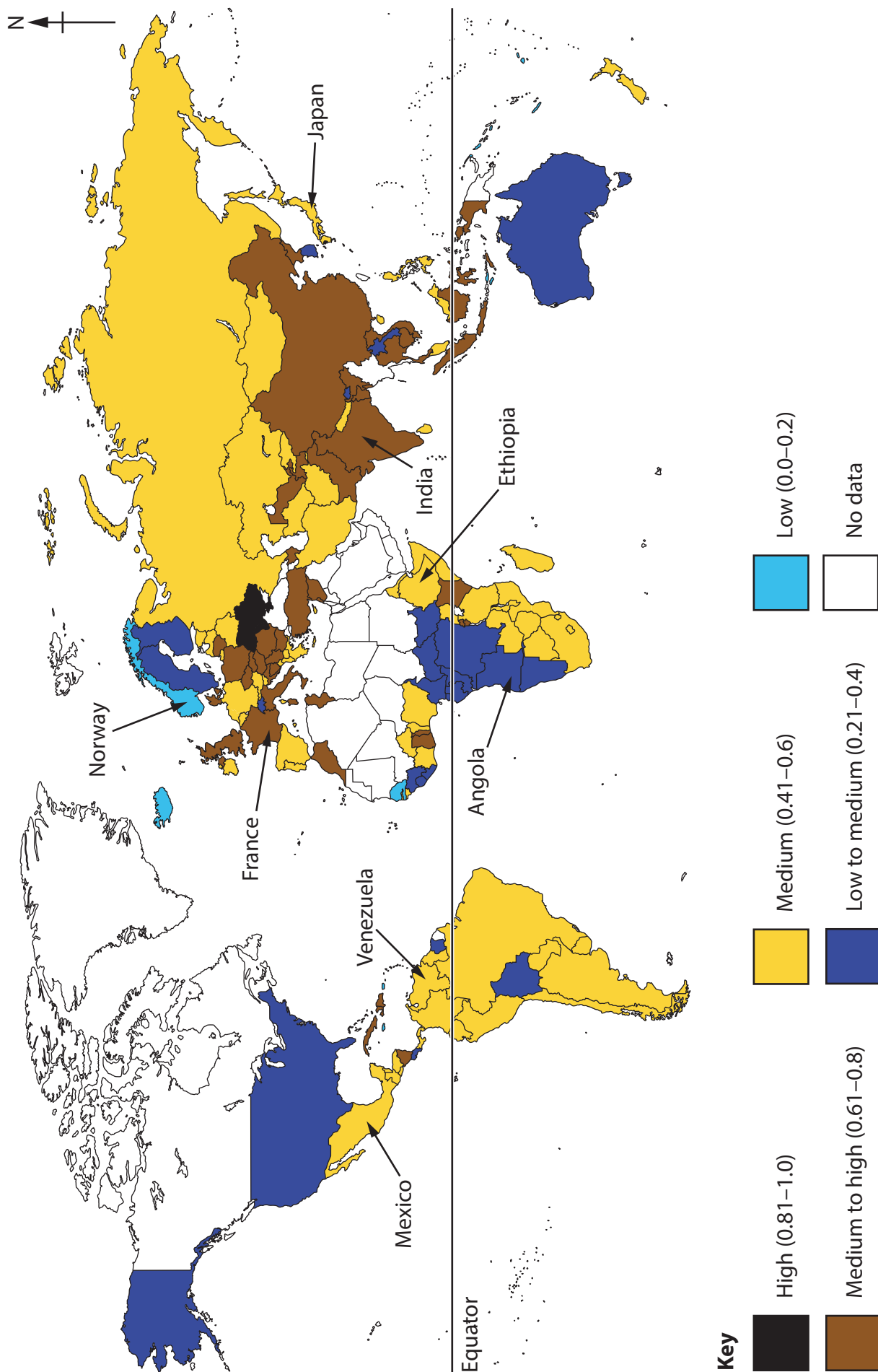
## Interview guide



## Fieldwork equipment and data collection methods used

| Interview guide |                                                                                                                                                                                                                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q1              | To which age group do you belong?<br><br>.....                                                                                                                                                                                                                                                          |
| Q2              | How long have you lived in this area?<br>Under a year      1–5 years      5–10 years      10 years +<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                                                                             |
| Q3              | What are your views on trains as a form of transport?<br><br>.....<br><br>.....                                                                                                                                                                                                                         |
| Q4              | Do you support the construction of the new train line?<br>Yes      No<br><input type="checkbox"/> <input type="checkbox"/>                                                                                                                                                                              |
| Q5              | What do you think should be a development priority for the city?<br><br>.....                                                                                                                                                                                                                           |
| Q6              | On a scale of 1–5 what impact do you think the new train line will have on the local area?<br><br>1      2      3      4      5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>(Very negative)      (Very positive) |

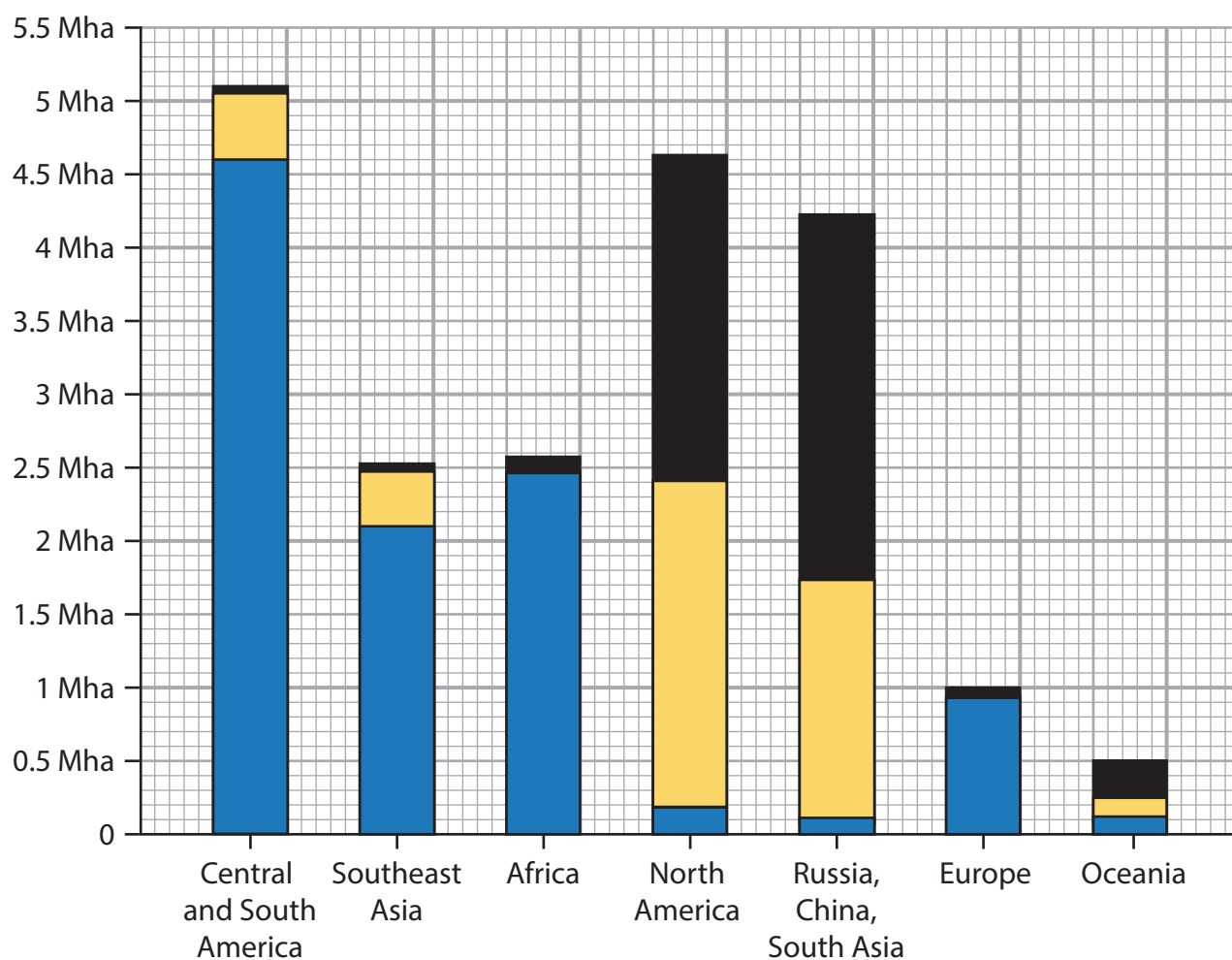
## Interview guide



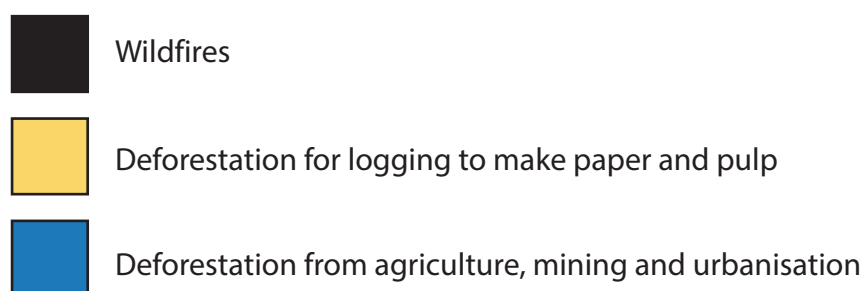
**Figure 7a**

**Global distribution of drought risk**

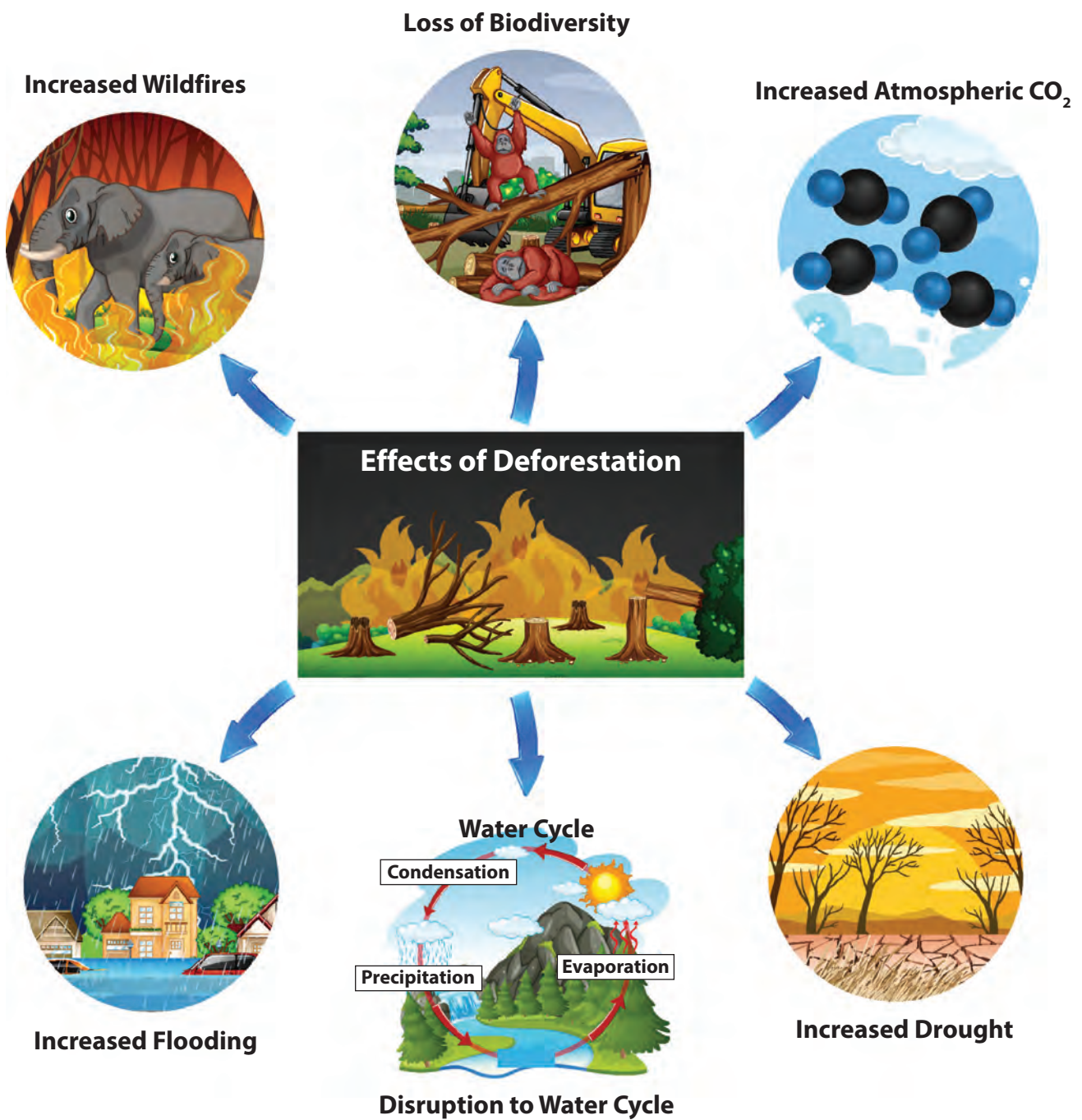
Total forest loss  
(millions hectares)



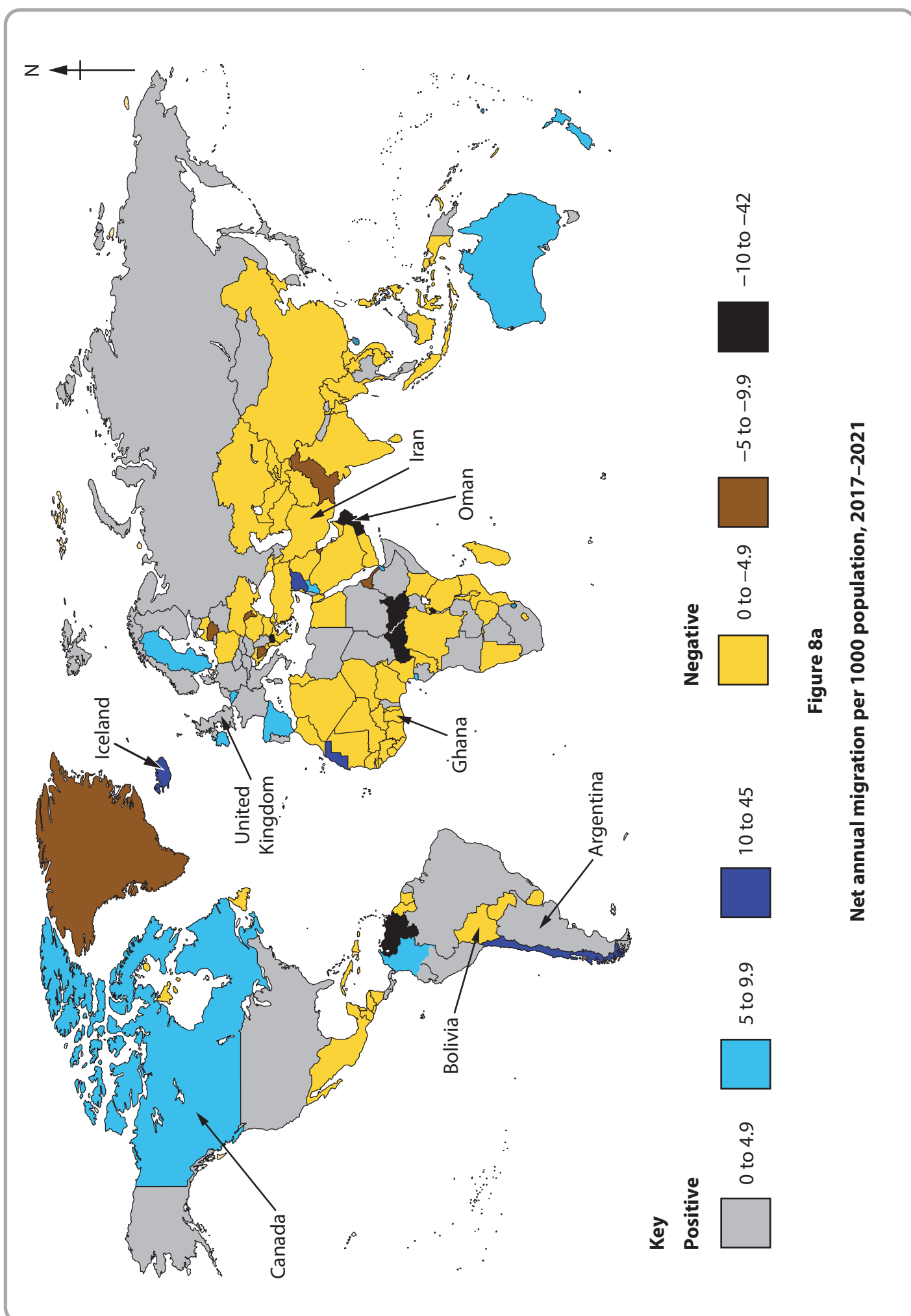
**Key: Cause of forest loss**

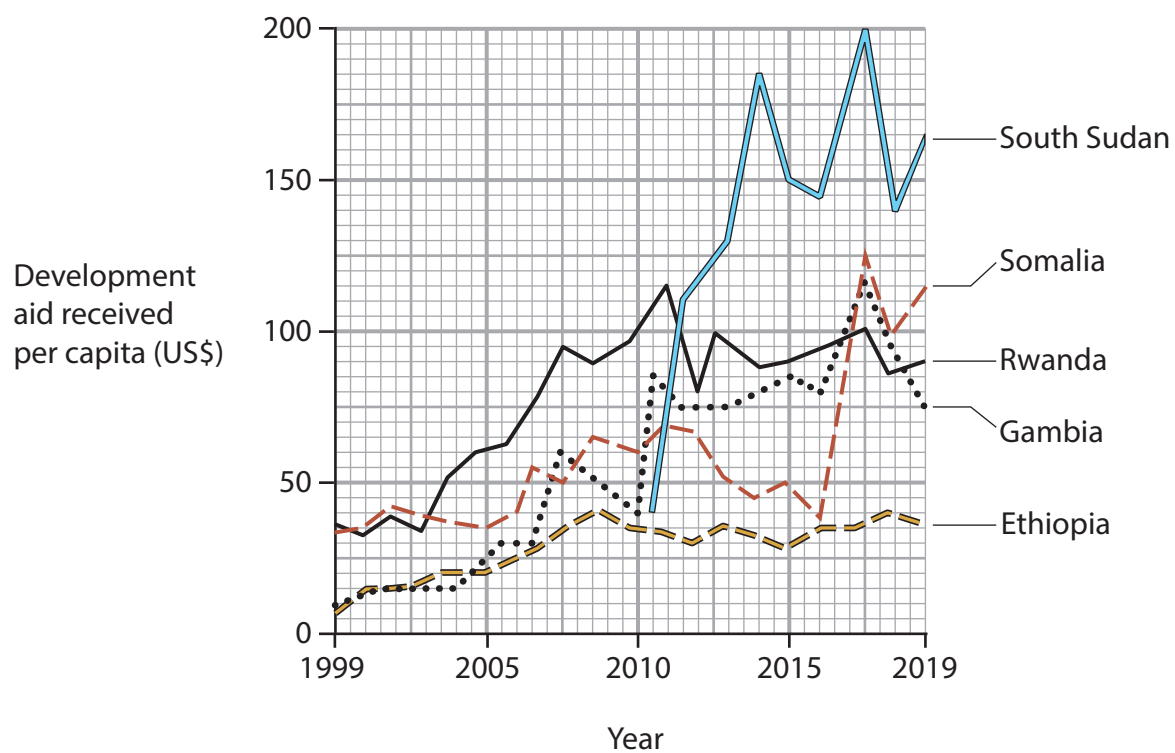


**Figure 7b**  
**Information on global forest loss, 2001–2015**



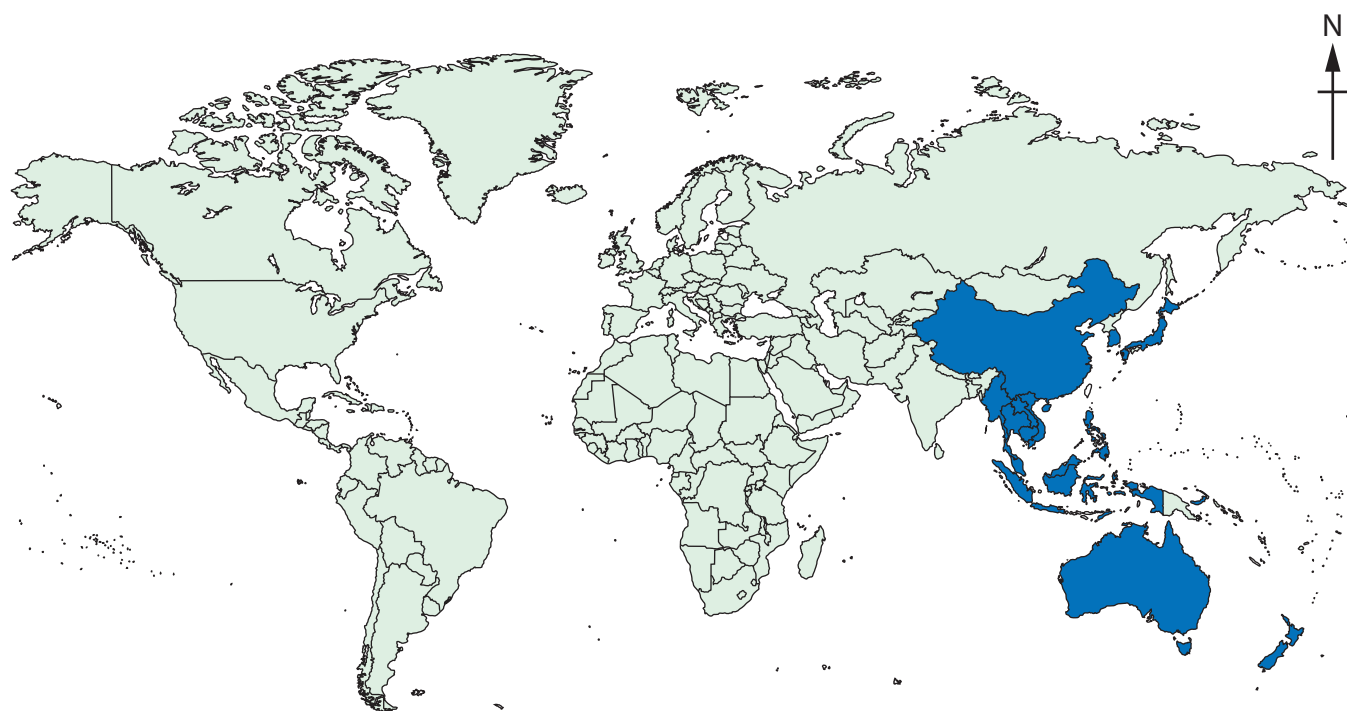
**Figure 7c**  
**Selected impacts of deforestation**





**Figure 8b**

**Development aid received per capita for selected countries, 1999–2019**



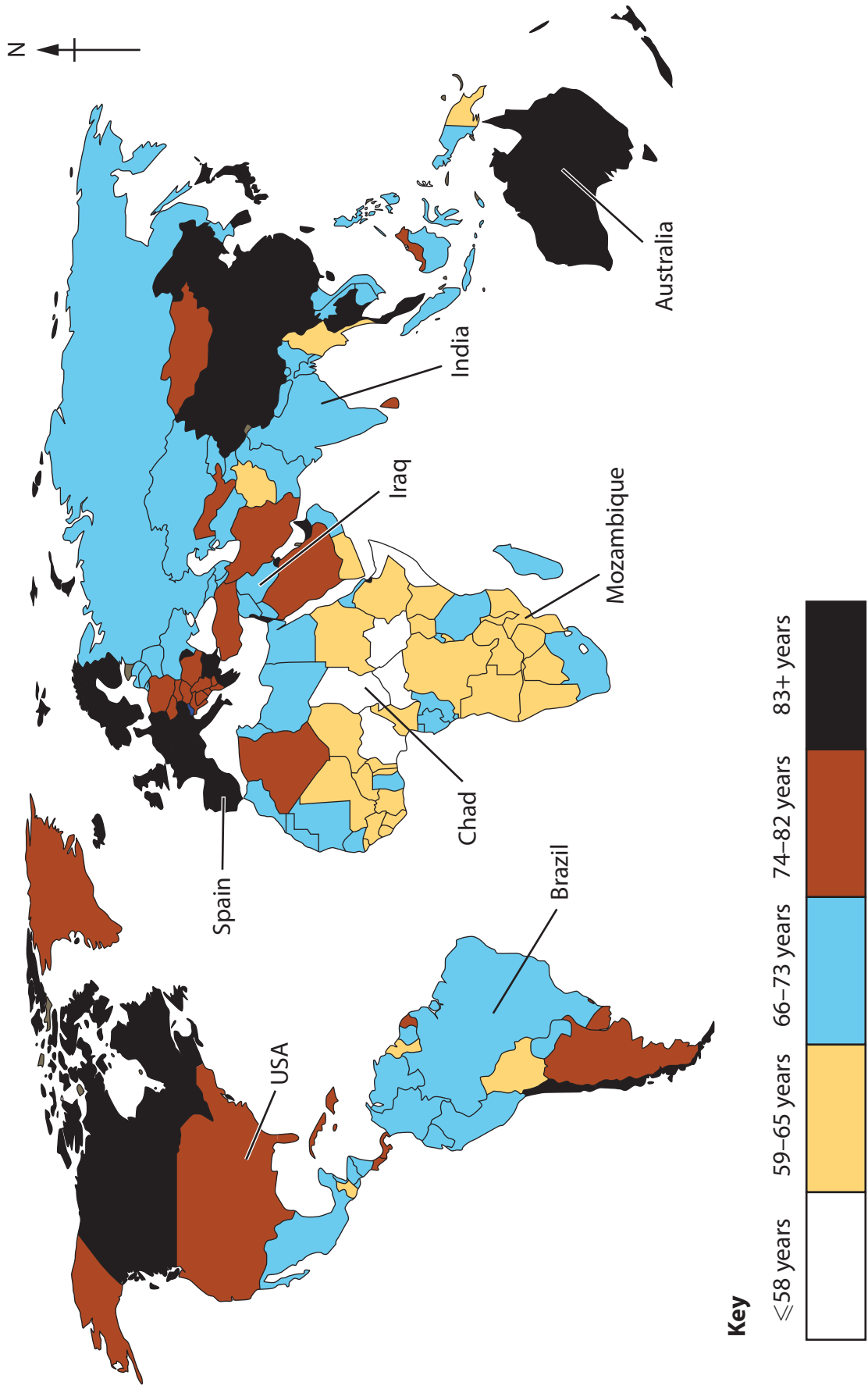
**15 countries sign world's biggest free trade deal  
(indicated in blue)**

**Key facts**

|                          |                                 |
|--------------------------|---------------------------------|
| Countries                | Share of global trade           |
| <b>15</b>                | <b>28%</b>                      |
| Population               | Share of global economic output |
| <b>2.2 billion</b>       | <b>30%</b>                      |
| Combined GDP             | Year established                |
| <b>US\$26.2 trillion</b> | <b>2022</b>                     |

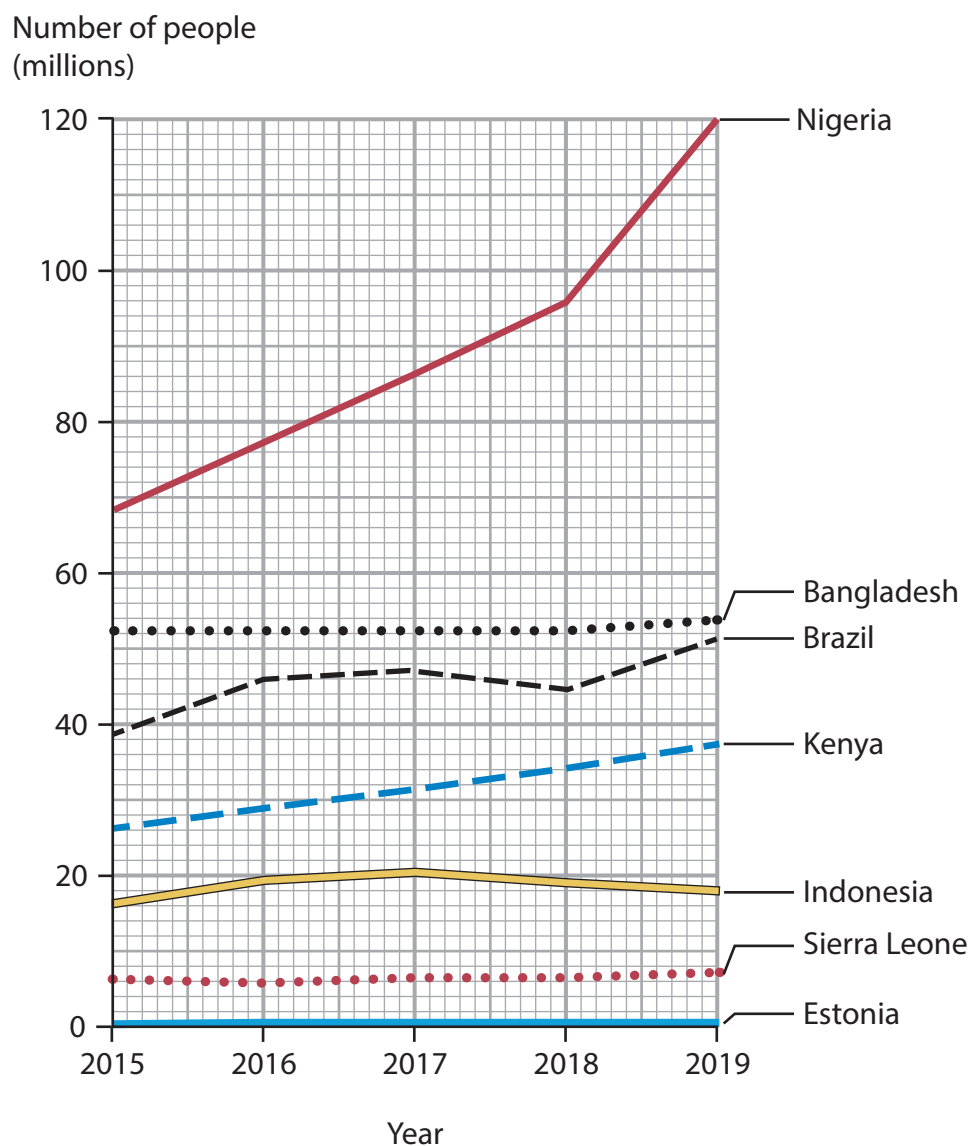
**Figure 8c**

**Information on the Regional Comprehensive Economic Partnership (RCEP) trade bloc**



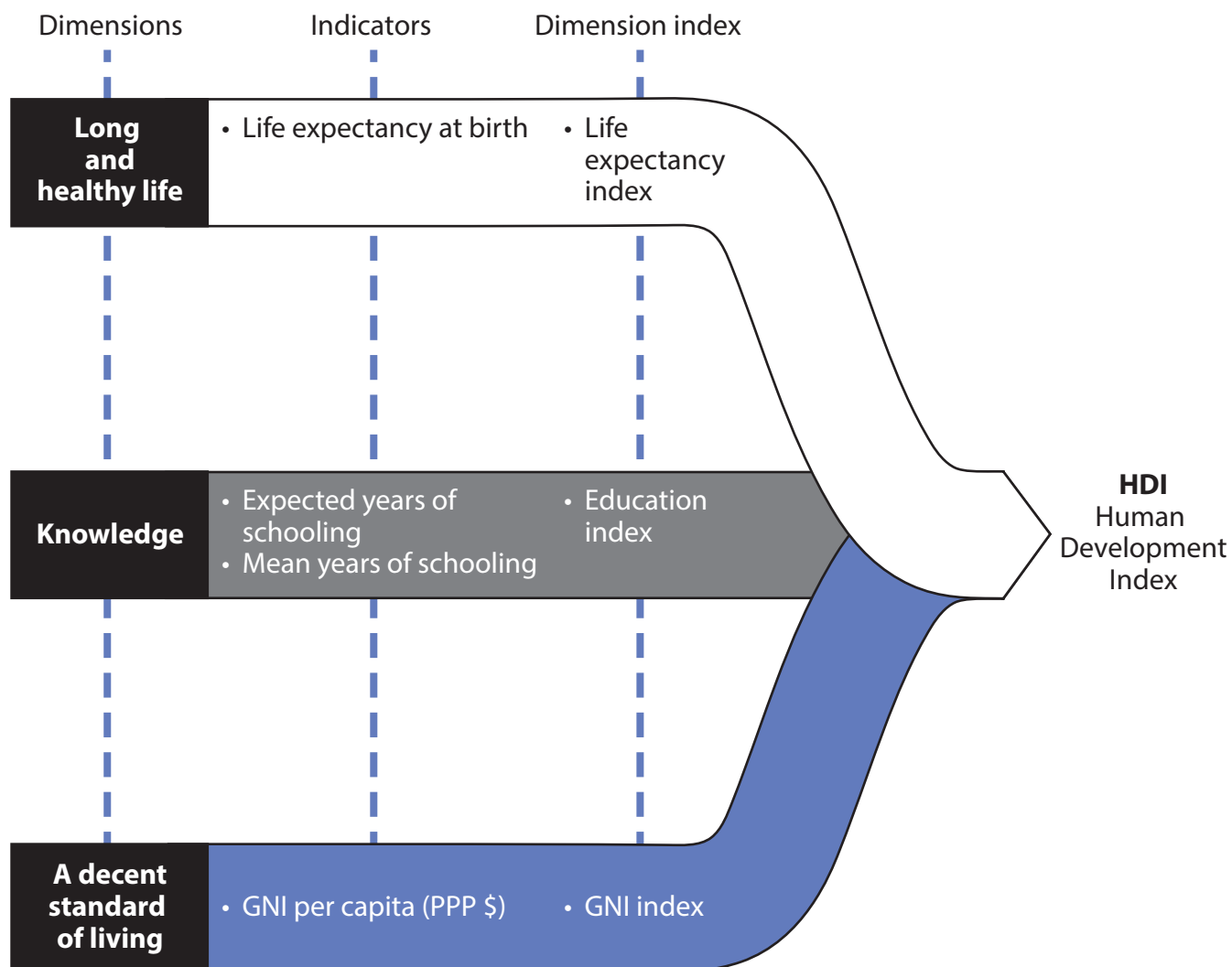
**Figure 9a**  
Life expectancy, 2022





**Figure 9b**

**Number of people affected by food insecurity for selected countries, 2015–2019**



**Figure 9c**

### The Human Development Index (HDI)

**Note:** GNI is gross national income

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### **Acknowledgements**

Pearson Education Ltd. gratefully acknowledges all the following sources used in the preparation of this paper:

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Figure 3a: [https://en.m.wikipedia.org/wiki/File:Frankfurt\\_am\\_Main,\\_Germany,\\_March\\_25,\\_2018\\_SkySat.jpg](https://en.m.wikipedia.org/wiki/File:Frankfurt_am_Main,_Germany,_March_25,_2018_SkySat.jpg)

Figure 7c: © GraphicsRF.com/Shutterstock

