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Other names

**Pearson Edexcel
International GCSE**

Centre Number

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Candidate Number

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Geography

Level 1/2

Paper 2: Human geography

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference

4GE1/02

You must have:

Resource Booklet, 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 1–3.
In Section B, answer one question from Questions 4–6.
In Section C, answer one question from Questions 7–9.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.
- **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) (i) Identify the meaning of the term 'HEP'.

(1)

<input type="checkbox"/>	A Hydroelectric power
<input type="checkbox"/>	B Hydro-energetic power
<input type="checkbox"/>	C Hydroelectric pulse
<input type="checkbox"/>	D Hydrostatic energy power

(ii) Define the term 'renewable energy source'.

(1)

(b) Identify the economic sector that includes activities such as web design and medical research.

(1)

<input checked="" type="checkbox"/>	A Secondary
<input checked="" type="checkbox"/>	B Tertiary
<input checked="" type="checkbox"/>	C Quaternary
<input checked="" type="checkbox"/>	D Primary

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

Explain **one** factor that could have influenced the location of the car manufacturing factory shown in Figure 1a.

(2)

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(d) (i) State **one** example of an economic activity in the primary sector.

(1)

(ii) Explain **two** reasons why the number of people employed in the primary sector has fallen in some parts of the world.

(4)

1

2

(e) Study Figure 1b in the Resource Booklet.

Suggest **one** reason for the changes in the tertiary and quaternary sectors shown in Figure 1b.

(3)

(f) For a named developed country, explain **two** ways that energy resources are being managed in a sustainable way.

(4)

Named developed country

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

Analyse the reasons for the past and predicted changes in energy demand.

(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 'counter-urbanisation'. (1)

<input type="checkbox"/>	A Population movement from rural to urban areas
<input type="checkbox"/>	B Increased unemployment in urban areas
<input type="checkbox"/>	C Population movement from urban to rural areas
<input type="checkbox"/>	D Increased unemployment in rural areas

- (b) Define the term 'intensive farming'. (1)

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- (c) Identify **one** service provided by natural ecosystems. (1)

<input type="checkbox"/>	A Timber
<input type="checkbox"/>	B Climate regulation
<input type="checkbox"/>	C Food
<input type="checkbox"/>	D Medicines

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

Explain **one** physical factor that could have influenced the type of farming shown in Figure 2a.

(2)

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(e) State **one** way that farmers can diversify to generate more income. (1)

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(f) Explain **two** reasons why a growth in tourism has had negative impacts on rural environments. (4)

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(g) Study Figure 2b in the Resource Booklet.
Suggest **one** reason for the change in the percentage of subsistence farmers affected by food shortages shown in Figure 2b. (3)

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(h) For a named developing **or** emerging country, explain **two** ways economic challenges are managed within rural environments.

(4)

Named developed country

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

Analyse the reasons for the increase and decrease in size of agricultural areas.

(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) Identify the meaning of the term 'suburbanisation'.

(1)

<input type="checkbox"/>	A Population growth on the edge of urban areas
<input type="checkbox"/>	B Population movement from one country to another
<input type="checkbox"/>	C Population growth in the centre of urban areas
<input type="checkbox"/>	D Population movement from one urban area to another

(b) Define the term 'urbanisation'.

(1)

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

(1)

<input type="checkbox"/>	A A site that has never been built on before
<input type="checkbox"/>	B A site that is protected for wildlife
<input type="checkbox"/>	C A site that has previously been built on
<input type="checkbox"/>	D A site that is only used for farming

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

Explain **one** piece of evidence that shows this is a central urban area.

(2)

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(e) (i) State **one** example of a megacity.

(1)

(ii) Explain **two** factors that have led to the growth of megacities.

(4)

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

Suggest **one** reason for the differences in commuting patterns shown on Figure 3b.

(3)

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(g) For a named developed country, explain **two** strategies used to manage the demands of waste disposal.

(4)

Named developed country

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(h) Study Figure 3c in the Resource Booklet.

Analyse the social and economic challenges associated with rapid urbanisation.

(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.

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 investigated approaches to developing energy resources as part of your own geographical enquiry.

- (a) Describe **one** advantage of a sampling strategy used in your investigation. (2)

Named sampling strategy

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- (b) Describe **one** way in which the secondary data you collected supported your understanding of the investigation. (3)

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(c) Explain **two** reasons for the technique(s) chosen, for example graph, map or diagram, to present your primary or secondary data/information.

(4)

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(d) Explain **one** factor that may have affected the reliability of your results.

(3)

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- (e) Study Figure 4 in the Resource Booklet. It presents the data from a student's investigation on the changing use of energy.

The aim of the student's investigation was to investigate the changing use of energy in Dubai, a city in the United Arab Emirates.

The student carried out an environmental quality survey and annotated a digital photograph of transport management at one location in Dubai.

Evaluate the student's methods and results.

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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 investigated the changing use of rural environments as part of your own geographical enquiry.

- (a) Describe **one** advantage of a sampling strategy used in your investigation. (2)

Named sampling strategy

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- (b) Describe **one** way in which the secondary data you collected supported your understanding of the investigation. (3)

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(c) Explain **two** reasons for the technique(s) chosen, for example graph, map or diagram, to present your primary or secondary data/information.

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(d) Explain **one** factor that may have affected the reliability of your results.

(3)

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- (e) Study Figure 5 in the Resource Booklet. It presents the data from a student's investigation on the changing use of rural environments.

The aim of the student's investigation was to investigate how the rural environment has been changed by people in Andhra Pradesh, a rural area in India.

The student carried out an environmental quality survey and annotated a digital photograph of the rural environment at one location within Andhra Pradesh.

Evaluate the student's methods and results.

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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 investigated the changing use of central/inner urban environments as part of your own geographical enquiry.

- (a) Describe **one** advantage of a sampling strategy used in your investigation. (2)

Named sampling strategy

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- (b) Describe **one** way in which the secondary data you collected supported your understanding of the investigation. (3)

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(c) Explain **two** reasons for the technique(s) chosen, for example graph, map or diagram, to present your primary or secondary data/information.

(4)

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(d) Explain **one** factor that may have influenced the reliability of your results.

(3)

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(e) Study Figure 6 in the Resource Booklet. It presents the data from a student's investigation on the changing use of central/inner urban environments.

The aim of the student's investigation was to investigate how the urban environment has been changed by people in Dublin, an urban area in Ireland.

The student carried out an environmental quality survey and annotated a digital photograph of the urban environment at one location within Dublin.

Evaluate the student's methods and results.

(8)

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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 **one** greenhouse gas.

(1)

<input type="checkbox"/>	A Nitrogen
<input type="checkbox"/>	B Oxygen
<input type="checkbox"/>	C Argon
<input type="checkbox"/>	D Methane

(ii) State **one** natural cause of climate change.

(1)

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(b) (i) Define the term 'desertification'.

(1)

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

Name **two** countries labelled in Figure 7a that have severe desertification and land degradation.

(2)

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

(4)

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(c) Explain **two** causes of deforestation.

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

- (i) Calculate the percentage increase in carbon dioxide concentrations between 1900 and 2010.

You must show all your workings in the space below.

(2)

.....%

- (ii) Identify the extent to which carbon dioxide concentrations and annual average global temperature has changed over time in Figure 7b.

(2)

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

Assess the effects of climate change on fragile environments.

(6)

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- (f) Discuss the view that it is possible to manage the threats of climate change in a sustainable way.

Use Figures 7a, 7b 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** reason for economic migration.

(1)

<input type="checkbox"/>	A Go to university
<input type="checkbox"/>	B Get married
<input type="checkbox"/>	C Find a job
<input type="checkbox"/>	D Retire from work

(ii) State **one** economic push factor leading to rural-urban migration.

(1)

(b) (i) Define the term 'voluntary migration'.

(1)

(ii) Study Figure 8a in the Resource Booklet.

Name **two** countries labelled in Figure 8a with a net gain in the number of migrants.

(2)

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(iii) Suggest **two** possible pull factors for the pattern shown on Figure 8a.

(4)

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(c) Explain **two** benefits to countries hosting transnational corporations (TNCs).

(4)

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

- (i) Calculate the percentage increase in total manufacturing for Asia Pacific between 2005 and 2011.

You must show all your workings in the space below.

(2)

.....%

- (ii) Identify the extent to which total manufacturing production has changed over time for the regions shown in Figure 8b.

(2)

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

Assess the impacts associated with the growth of mass tourism.

(6)

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(f) Discuss the view that it is possible to manage the impacts of migration in a sustainable way.

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

(12)

Area with horizontal dotted lines for writing the answer.

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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 **one** economic measure used to define development.

(1)

<input type="checkbox"/>	A Calories per person per day
<input type="checkbox"/>	B Number of televisions per household
<input type="checkbox"/>	C Birth rate per 1000 people per year
<input type="checkbox"/>	D Average income earned per person

(ii) State **one** social factor used to calculate the Human Development Index (HDI) score for a country.

(1)

(iii) Define the term 'gross domestic product (GDP)':

(1)

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

(i) Name **two** countries labelled in Figure 9a with high political corruption.

(2)

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

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(c) Explain **two** reasons why levels of natural increase vary for countries at different levels of development.

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

(i) Calculate the percentage increase in HDI for France between 1980 and 2011.

You must show all your workings in the space below.

(2)

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(ii) Identify the extent to which the HDI score has changed over time for the countries shown in Figure 9b.

(2)

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(Total for Question 9 = 35 marks)

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

Pearson Edexcel International GCSE

Geography

Level 1/2

Paper 2: Human geography

Sample assessment material for first teaching
September 2017
Resource Booklet

Paper Reference
4GE1/02

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SECTION A

The following resource relates to Question 1.



(Source: © A.P.S. (UK) / Alamy Stock Photo)

Figure 1a

Car manufacturing in the UK

The following resource relates to Question 1.

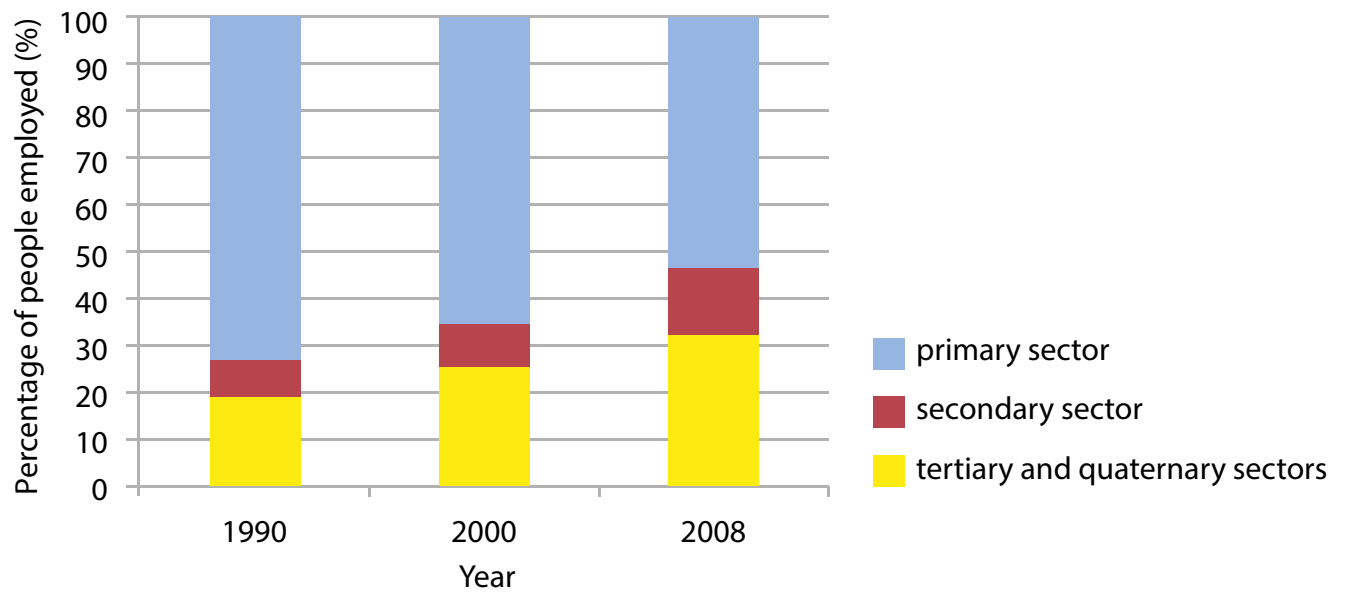


Figure 1b

Changes in employment by economic sector in Vietnam, a developing country, 1990–2008

The following resource relates to Question 1.

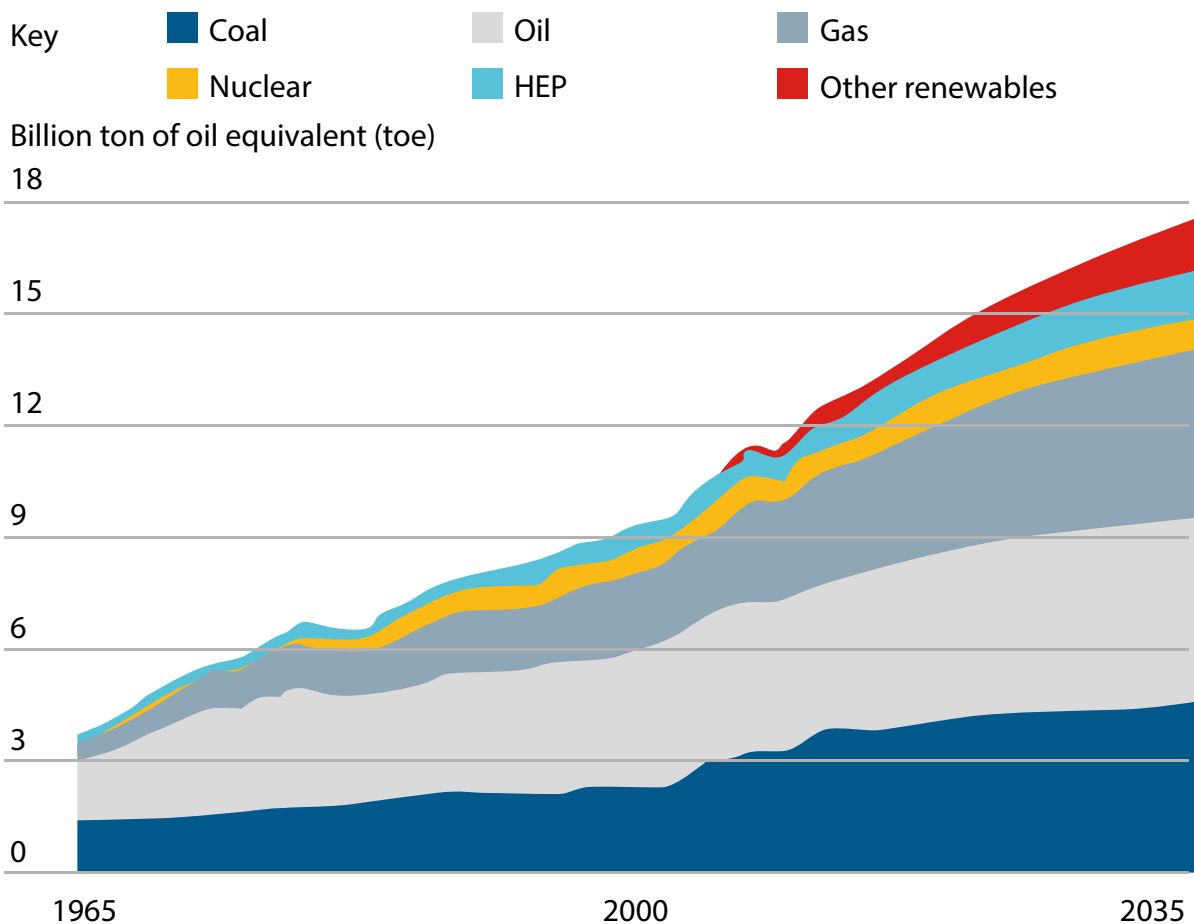


Figure 1c

Past and predicted changes in energy demand, 1965–2035

The following resource relates to Question 2.



Figure 2a

Arable farming in the UK

The following resources relate to Question 2.

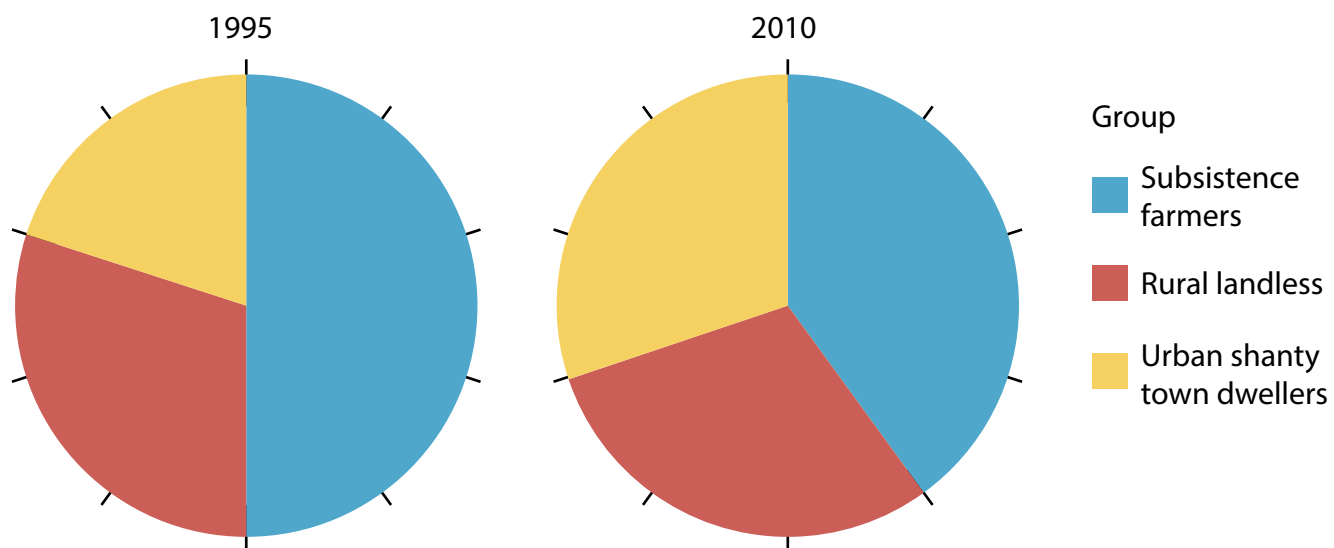


Figure 2b

Proportion of people affected by food shortages in Africa, 1995–2010

The following resources relate to Question 2.

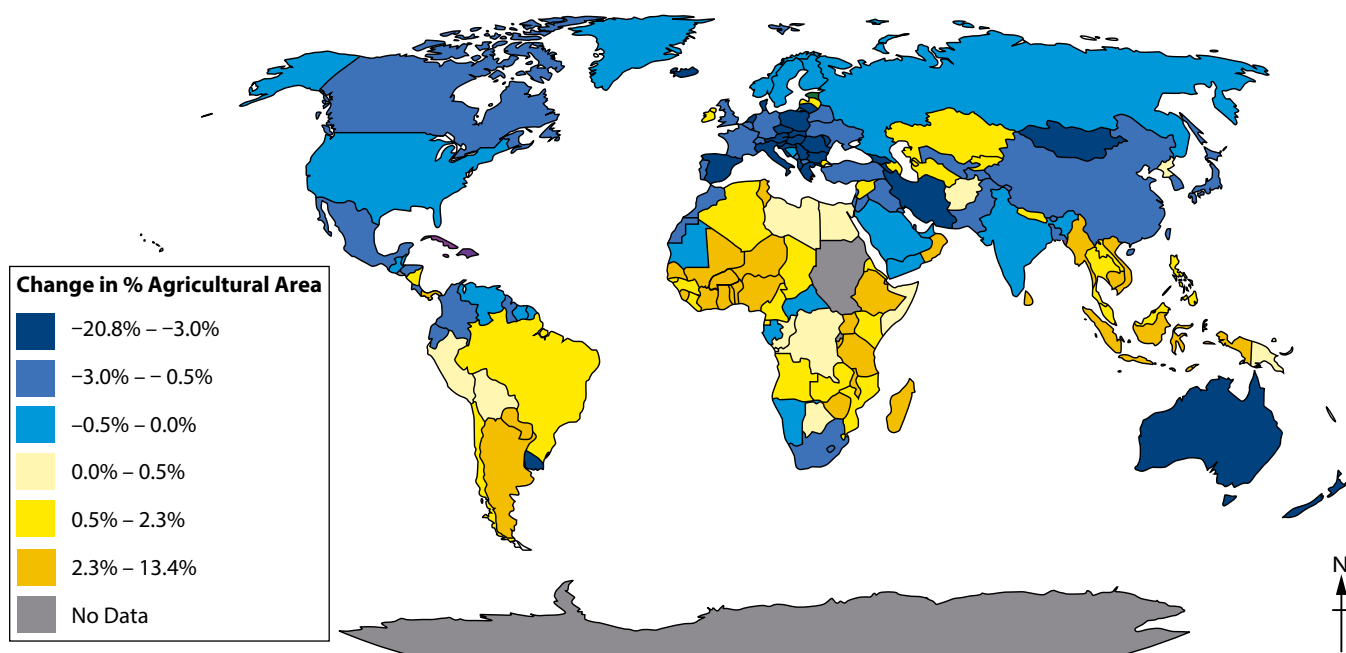


Figure 2c

Change in Agricultural Area 1998–2011 by Country

The following resources relate to Question 3.



Figure 3a

An urban area in Amman, Jordan

The following resources relate to Question 3.

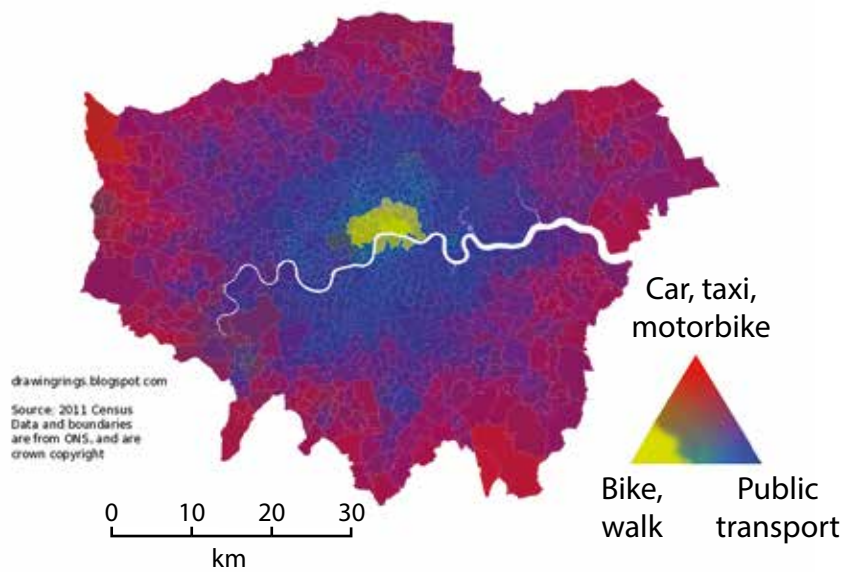


Figure 3b

Data on how people commute in London (based on 2011 census)

The following resources relate to Question 3.

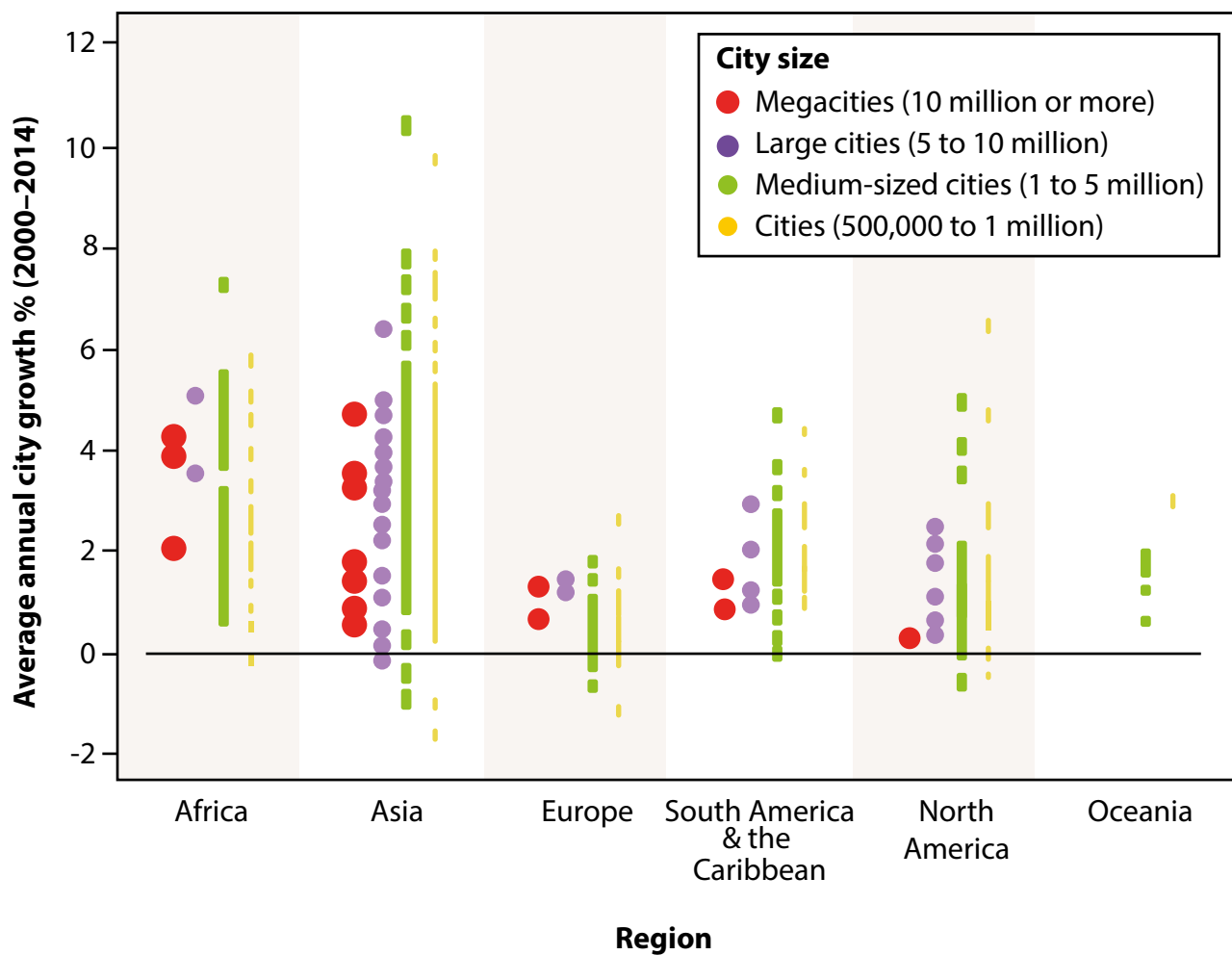


Figure 3c

The world's fastest growing cities

SECTION B

The following resource relates to Question 4.

Enquiry question: To what extent is transport in Dubai being managed in a sustainable way?

Area has been pedestrianised to reduce traffic flow



Bikes for hire to discourage car use

Environmental Quality Survey (EQS) – my results

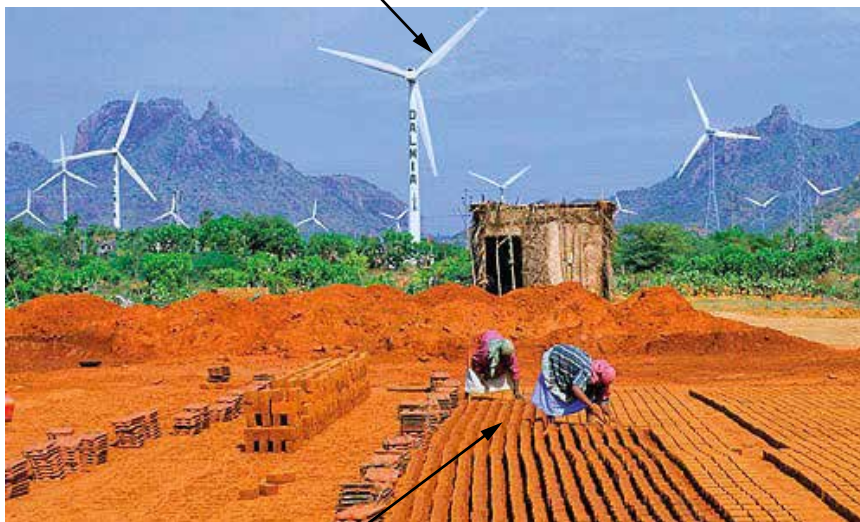
Positive features	+2	+1	0	-1	-2	Negative features
Low traffic count	✓					High traffic count
Traffic mainly bicycles	✓					Traffic mainly cars and lorries
Quiet		✓				Noisy
Odourless		✓				Unpleasant smells
Little/no air pollution		✓				Considerable air pollution
Safe for pedestrians	✓					Dangerous for pedestrians

Figure 4

The following resource relates to Question 5.

Enquiry question: To what extent is the rural environment in Andhra Pradesh, India, changing in a sustainable way?

Wind farm generates electricity supply to local villages



Manufacturing bricks is still labour-intensive as locals cannot afford new technology or machinery

Environmental Quality Survey (EQS) – my results

Positive features	+2	+1	0	-1	-2	Negative features
New energy resources are renewable	✓					New energy resources are non-renewable
Accessible, clean water supply			✓			Limited or polluted water supply
No soil erosion				✓		Considerable soil erosion
Little/no air pollution		✓				Considerable air pollution
Large variety of plants and animals				✓		Very little variety of plants and animals
Reliable electricity supply		✓				No electricity supply

Figure 5

The following resource relates to Question 6.

Enquiry question: To what extent is the urban environment in Dublin, Ireland, changing in a sustainable way?

A large number of new and regenerated high-rise buildings, providing extra housing and office space for many people.



This area has been pedestrianised, which provides safe access for people.

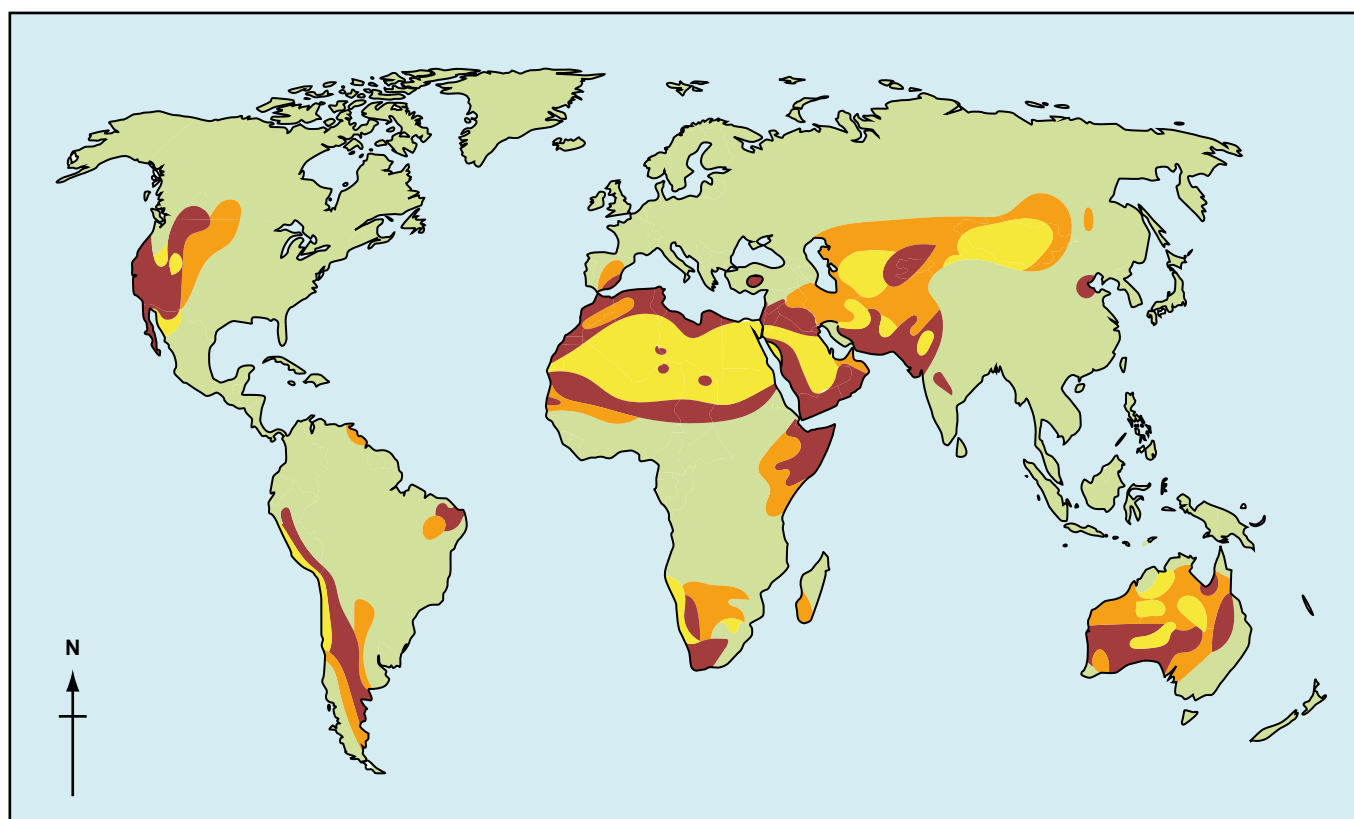
Environmental Quality Survey (EQS) – my results

Positive features	+2	+1	0	-1	-2	Negative features
Low traffic count		✓				High traffic count
Quiet		✓				Noisy
Odourless			✓			Unpleasant smells
Little/no air pollution			✓			Considerable air pollution
Safe for pedestrians	✓					Dangerous for pedestrians
Strong evidence of renewable energy use					✓	No evidence of renewable energy use

Figure 6

SECTION C

The following resource relates to Question 7.



- Unaffected by desertification
- Slight
- Moderate
- Severe

Figure 7a
Global desertification

The following resource relates to Question 7.

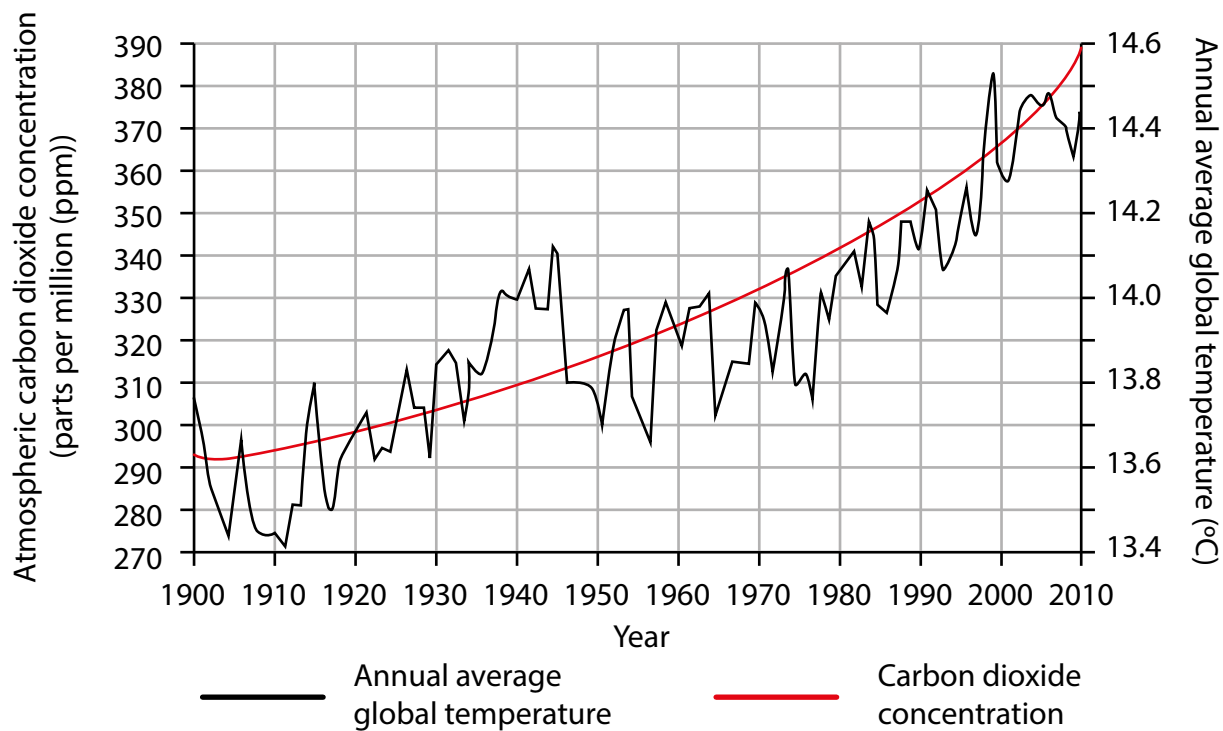


Figure 7b

The variations in annual average global temperatures and atmospheric carbon dioxide concentrations, 1900–2010

The following resource relates to Question 7.

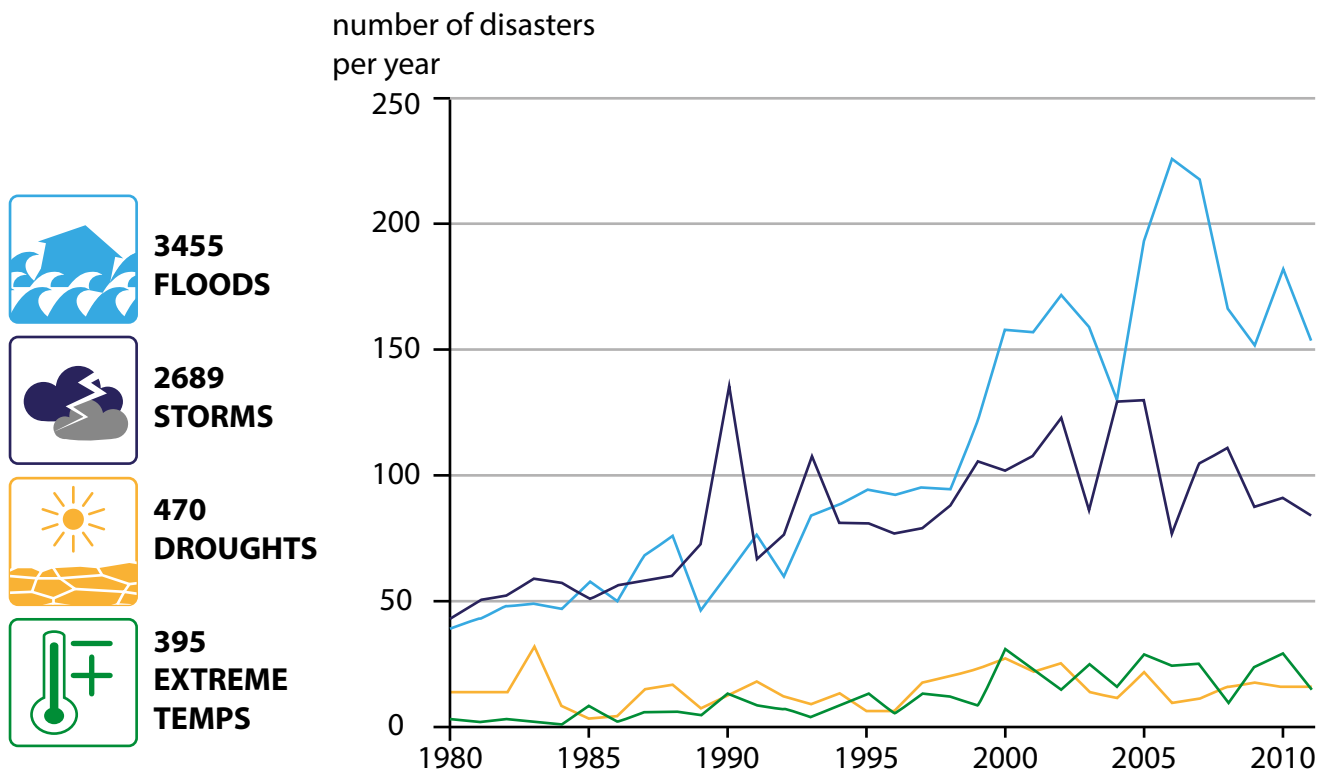


Figure 7c

Number of global climate related disasters between 1980 and 2011

The following resource relates to Question 8.

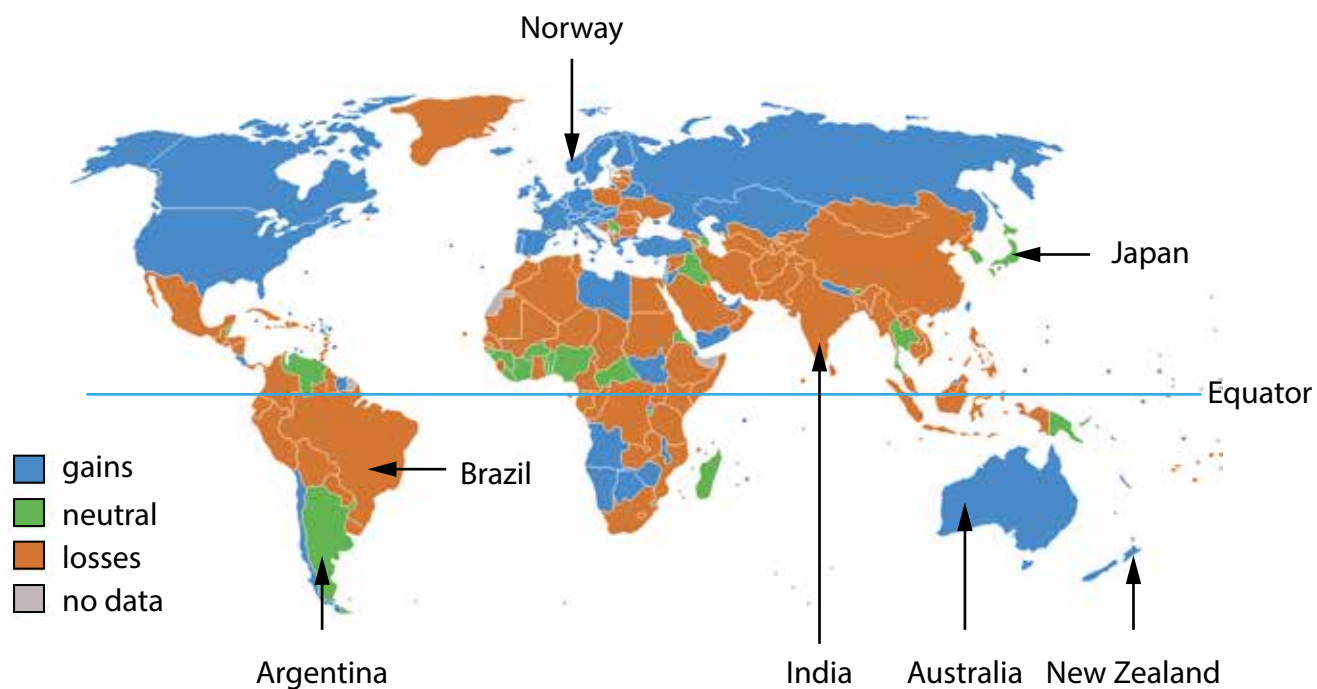


Figure 8a

Global net migration in 2016: gains, losses and neutral

The following resource relates to Question 8.

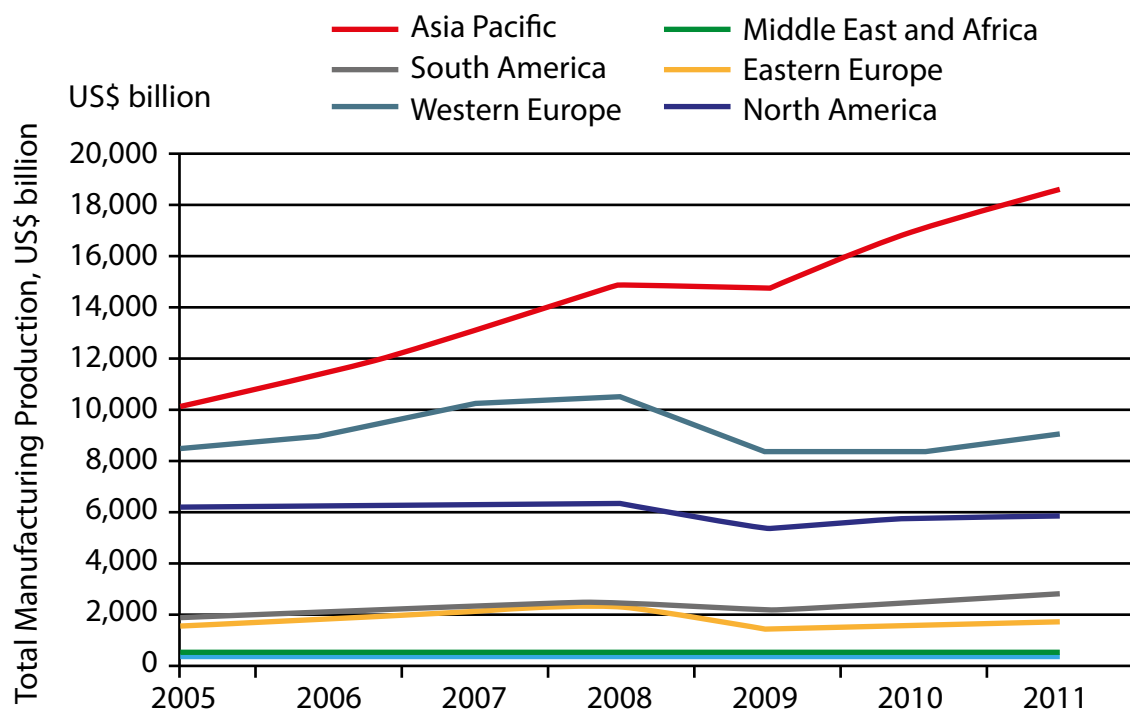


Figure 8b

Manufacturing output (\$ billion) for global regions 2005–2011

The following resource relates to Question 8.



Figure 8c

Visitor numbers (millions) to 20 global destination cities, 2015

The following resource relates to Question 9.

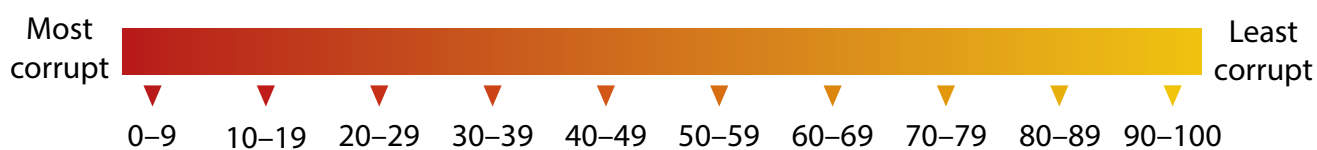
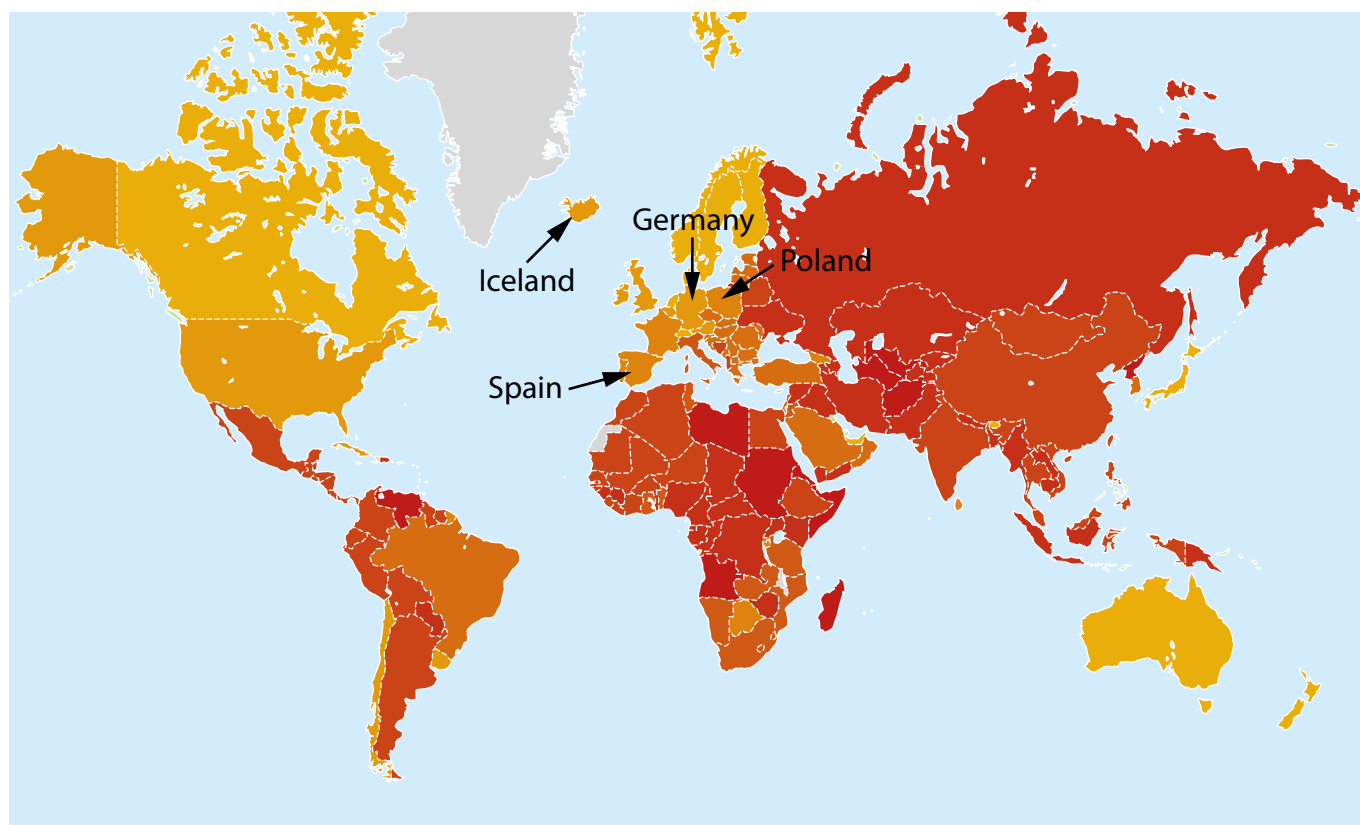


Figure 9a

A global index of political corruption

The following resource relates to Question 9.

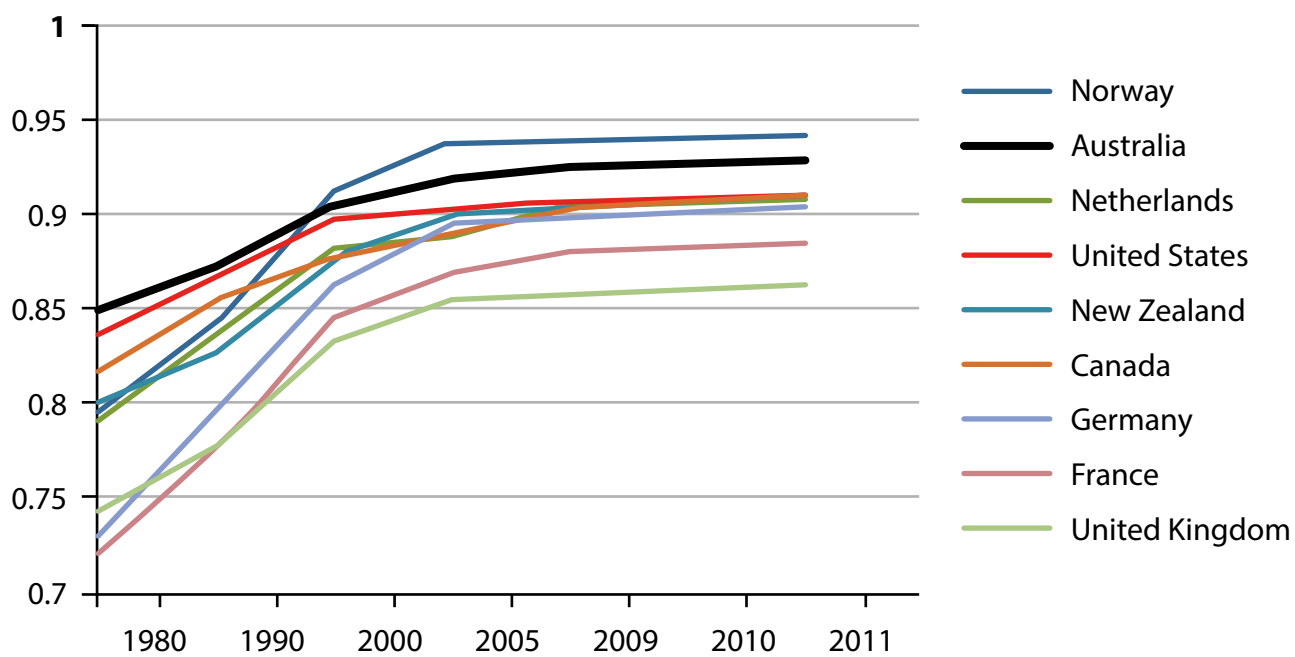
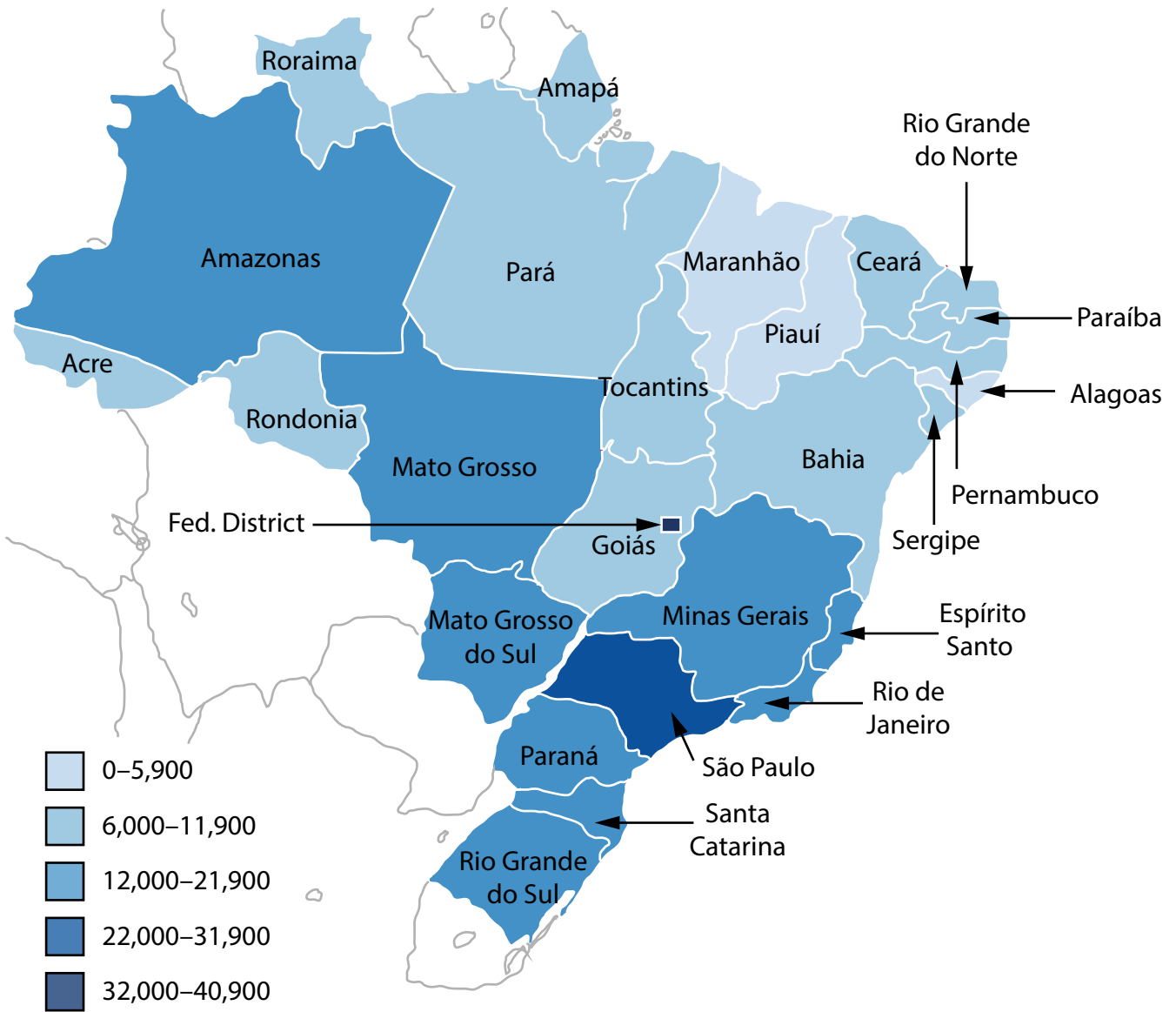


Figure 9b

United Nations HDI (Human Development Index) for selected countries, 1980–2011

The following resource relates to Question 9.



(Source: adapted from Brazil Institute of Geography and Statistics)

Figure 9c

Variations in GDP per capita in Brazil – Figures in Brazilian Reais

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