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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel International GCSE (9-1)

Centre Number | Candidate Number

Thursday 13 June 2019

Morning (Time: 1 hour 45 minutes) | Paper Reference **4GE1/02**

Geography

Paper 2: Human Geography

You must have:
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 what is meant by an **economic sector**.

(1)

☒	**A** the chain of production in manufacturing
☒	**B** an economic shift in employment
☒	**C** a classification system for types of employment
☒	**D** a classification of employment structures

(b) Identify the economic sector that includes agriculture as an activity.

(1)

☒	**A** quaternary
☒	**B** tertiary
☒	**C** secondary
☒	**D** primary

(c) Define the term **raw material**.

(1)

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

Suggest **one** piece of evidence that shows there is informal employment in this photograph.

(2)

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(e) State **one** example of a renewable energy resource.

(1)

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(f) Explain **two** reasons why the production of energy varies between countries.

(4)

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

Suggest **one** reason for the projected increase in energy demand in Asia.

(3)

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(h) For a named developing **or** emerging country, explain **two** ways the increasing demand for energy has created problems.

(4)

Named developing or emerging country .....

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

Analyse the reasons for changes in primary and quaternary employment.

(8)

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(Total for Question 1 = 25 marks)

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

2 Rural environments.

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

(1)

☒	**A** non-governmental organisation
☒	**B** non-global organisation
☒	**C** non-geographically organised
☒	**D** non-global operation

(b) Define the term **negative multiplier effect**.

(1)

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(c) Identify **one** example of a global biome.

(1)

☒	**A** pond
☒	**B** moorland
☒	**C** salt marsh
☒	**D** tundra

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

Suggest **one** piece of evidence from the photograph that shows this farm has diversified.

(2)

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(e) State **one** other type of rural or farm diversification.

(1)

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(f) Explain **two** factors that have led to changes in rural areas in a named developed country.

(4)

Named developed country .....

1 .....

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

Suggest **one** reason for the trend shown.

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(h) For a named developing **or** emerging country, explain how **two** different groups or organisations have managed challenges within rural environments.

(4)

Named developing or emerging country .....

Group or organisation 1

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Group or organisation 2

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

Analyse how exploiting natural ecosystems can affect their goods and services.

(8)

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(Total for Question 2 = 25 marks)

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

3 Urban environments.

(a) Identify the meaning of the term **counter-urbanisation**.

(1)

☒	**A** increasing proportion of people living in urban areas
☒	**B** population movement from one country to another
☒	**C** increasing population growth on the edge of urban areas
☒	**D** population movement from urban areas to the countryside

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

(1)

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

(1)

☒	**A** a very large urban area
☒	**B** a city with a population over 1 million
☒	**C** a city with a population over 10 million
☒	**D** a very large rural area

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

Suggest **one** piece of evidence from the photograph that shows this area has challenges associated with rapid urbanisation.

(2)

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(e) State **one** group or organisation involved in managing urban challenges.

(1)

(f) Explain **two** ways in which urban challenges have been managed.

(4)

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

Explain how **one** factor affects quality of life.

(3)

Factor selected

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(h) For a named developed country, explain **two** ways the rural-urban fringe has been developed.

(4)

Named developed country .....

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

Analyse the reasons for the changes in the global **urban** population.

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(Total for Question 3 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS

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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** type of sampling you used in your geographical enquiry.

(1)

.....

(ii) Explain **one** way this sampling technique helped you to collect reliable data or information.

(2)

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(b) Explain **one** way you managed a risk associated with your primary data collection.

(2)

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(c) Draw an annotated sketch map or annotated diagram to show how you selected locations to collect your fieldwork data.

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(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

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(e) Study Figures 4a, 4b and 4c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into developing energy resources.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new biomass power station in a rural part of Ireland.

The student used three different presentation techniques to help understand people's opinions towards the proposed energy development.

Evaluate how effective the techniques were in presenting the data and information collected.

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(Total for Question 4 = 20 marks)

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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.

.....

(a) (i) State **one** type of sampling you used in your geographical enquiry.

(1)

.....

(ii) Explain **one** way this sampling technique helped you to collect reliable data or information.

(2)

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(b) Explain **one** way you managed a risk associated with your primary data collection.

(2)

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(c) Draw an annotated sketch map or annotated diagram to show how you selected locations to collect your fieldwork data.

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(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

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(e) Study Figures 5a, 5b and 5c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of rural environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new tourist development in the New Territories, Hong Kong.

The student used three different presentation techniques to help understand people's opinions towards the proposed tourist development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

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(Total for Question 5 = 20 marks)

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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.

.....

(a) (i) State **one** type of sampling you used in your geographical enquiry.

(1)

.....

(ii) Explain **one** way this sampling technique helped you to collect reliable data or information.

(2)

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(b) Explain **one** way you managed a risk associated with your primary data collection.

(2)

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(c) Draw an annotated sketch map or annotated diagram to show how you selected locations to collect your fieldwork data.

(3)

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(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

(4)

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(e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

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(Total for Question 6 = 20 marks)

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) State **one** example of a greenhouse gas.

(1)

.....

(ii) Identify the meaning of the term **enhanced greenhouse effect**.

(1)

☒	**A** cooling of the Earth's atmosphere resulting from human activities
☒	**B** warming of the Earth's atmosphere resulting from human activities
☒	**C** additional heat trapped in the Earth's atmosphere as a result of natural effects
☒	**D** greenhouse gases naturally present in the Earth's atmosphere causing warming

(iii) Identify the meaning of the term **Milankovitch cycle**.

(1)

☒	**A** cyclical movement of the Earth's orbit around the Sun
☒	**B** differences in the amount of energy emitted from the Sun
☒	**C** additional heat trapped in the Earth's atmosphere
☒	**D** seasonal movement of the Sun in different orbits

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

Identify the **two** countries labelled in Figure 7a with the most and least CO_2 emissions.

(2)

Most

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Least

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

(4)

1 .....

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2 .....

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(c) Explain **two** negative effects of deforestation on people in fragile environments.

(4)

1 .....

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2 .....

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

(i) Calculate the range in CO_2 emissions in **India** between 1960 and 2015.

You must show all your workings in the space below.

(2)

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(ii) Identify the trends in CO_2 emissions in China, 1960-2015.

(2)

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

Assess the different human factors that cause climate change.

(6)

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(f) Discuss the view:

> "Those people contributing the most to climate change will experience the greatest impact".

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)

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

8 Globalisation and migration.

(a) (i) Identify the meaning of the term **international migration**.

(1)

☒	**A** people who cross a regional boundary within a country
☒	**B** people going on holiday to an overseas destination
☒	**C** people moving across international borders
☒	**D** people moving from the city to the countryside

(ii) Identify the meaning of the term **IMF**.

(1)

☒	**A** International Monetary Foundation
☒	**B** Internal Money Fund
☒	**C** International Monetary Fund
☒	**D** Interregional Monetary Foundation

(b) Define the term **push factor**.

(1)

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

Identify the **two** countries labelled in Figure 8a with the highest and lowest internet speeds.

(2)

Highest

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Lowest

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

(4)

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2 .....

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(d) Explain **two** positive impacts of migration for destination areas.

(4)

1 .....

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2 .....

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

(i) Calculate the range in the 'Ease of doing business' index for Sub-Saharan Africa.

You must show all your workings in the space below.

(2)

(ii) Identify the differences in the 'Ease of doing business' index between Europe and Central Asia and Sub-Saharan Africa.

(2)

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

Assess the different factors that have enabled globalisation.

(6)

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(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b 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)

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

9 Development and human welfare.

(a) (i) Identify the meaning of the term **quality of life**.

(1)

☒	**A** a person's well-being in terms of health and happiness
☒	**B** a person's level of deprivation
☒	**C** a person's cultural identity
☒	**D** a person's type of employment and income level

(ii) Identify the meaning of the term **inequality**.

(1)

☒	**A** poor access to resources and services
☒	**B** good access to resources and services
☒	**C** equal access to resources and services
☒	**D** unequal access to resources and services

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

(1)

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

Identify **two** countries labelled in Figure 9a with the highest and lowest inequality.

(2)

Highest

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Lowest

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

(4)

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(d) Explain how **two** international strategies have attempted to reduce uneven development.

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

(i) Calculate the range in HDI for Thailand, 1980-2016.

You must show all your workings in the space below.

(2)

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(ii) Describe how HDI has changed in Tunisia, 1980-2016.

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

Assess the different factors that have caused variations in global development.

(6)

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(g) Discuss the view:

"International strategies are only one part of the solution to closing the development gap".

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

(12)

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

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Thursday 13 June 2019

Morning | Paper Reference **4GE1/02**

Geography

Paper 2: Human Geography

Resource Booklet
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Figure 1a

Examples of informal employment in Bangladesh

(Source: © David Holmes)

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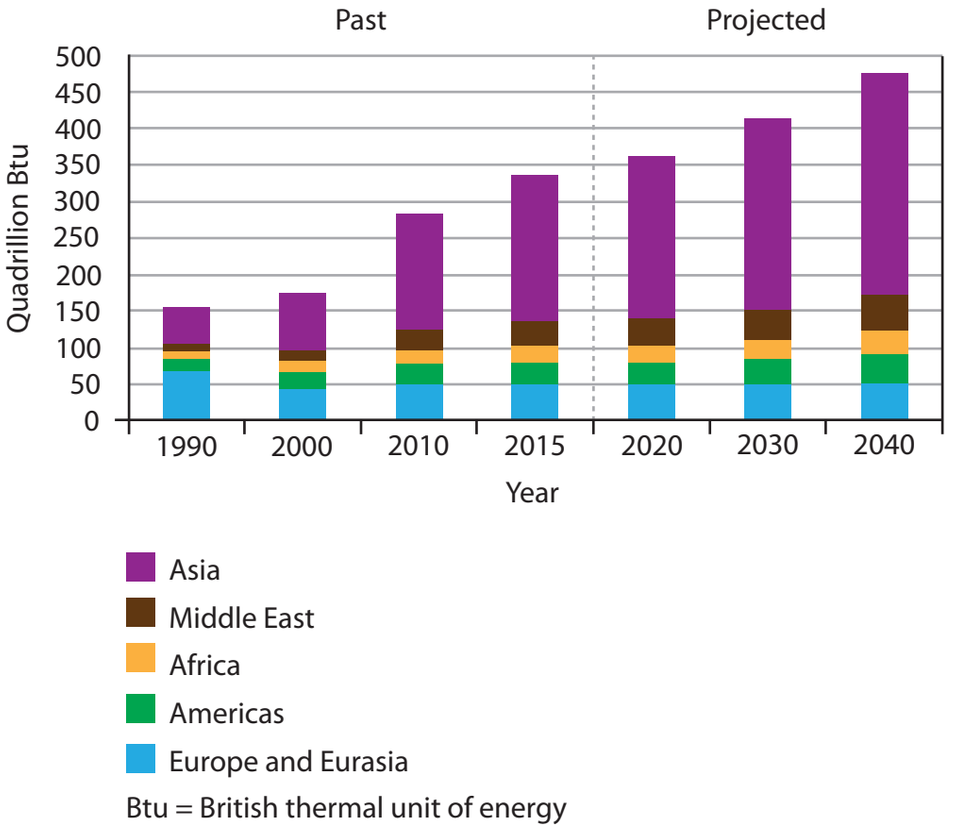


Figure 1b

Past and projected energy consumption for selected regions

(Source: from https://www.eia.gov/)

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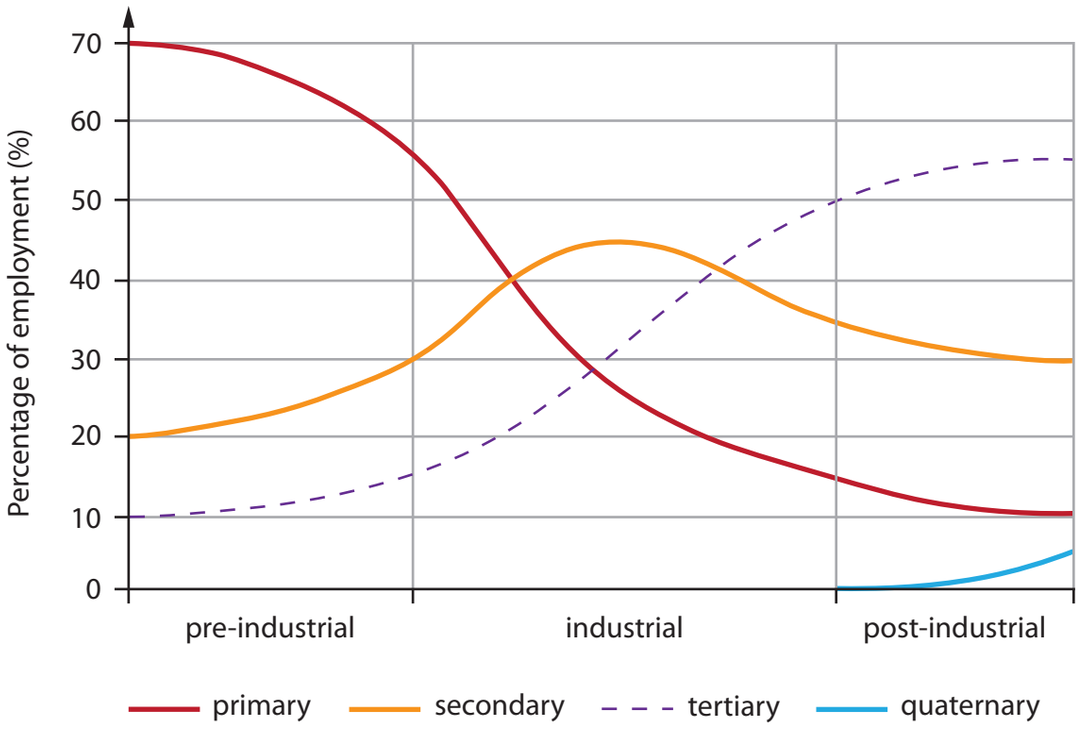


Figure 1c

The Clark Fisher model

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Figure 2a

An example of arable farm diversification, south west England

(Source: © David Holmes)

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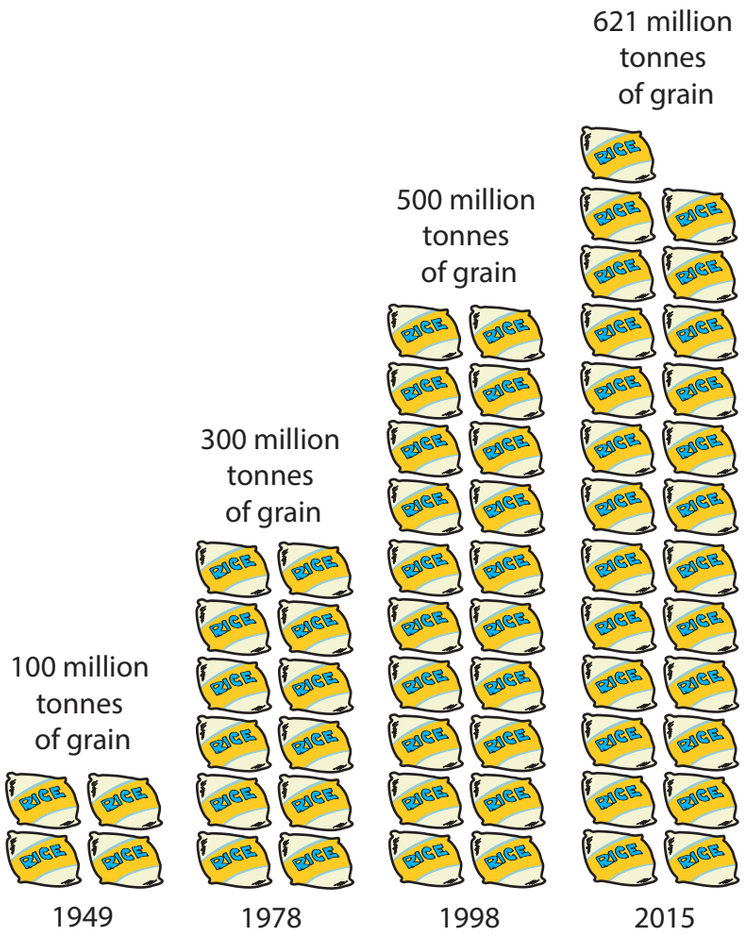


Figure 2b

Changes in China's grain production, 1949-2015

(Source: © Reuters)

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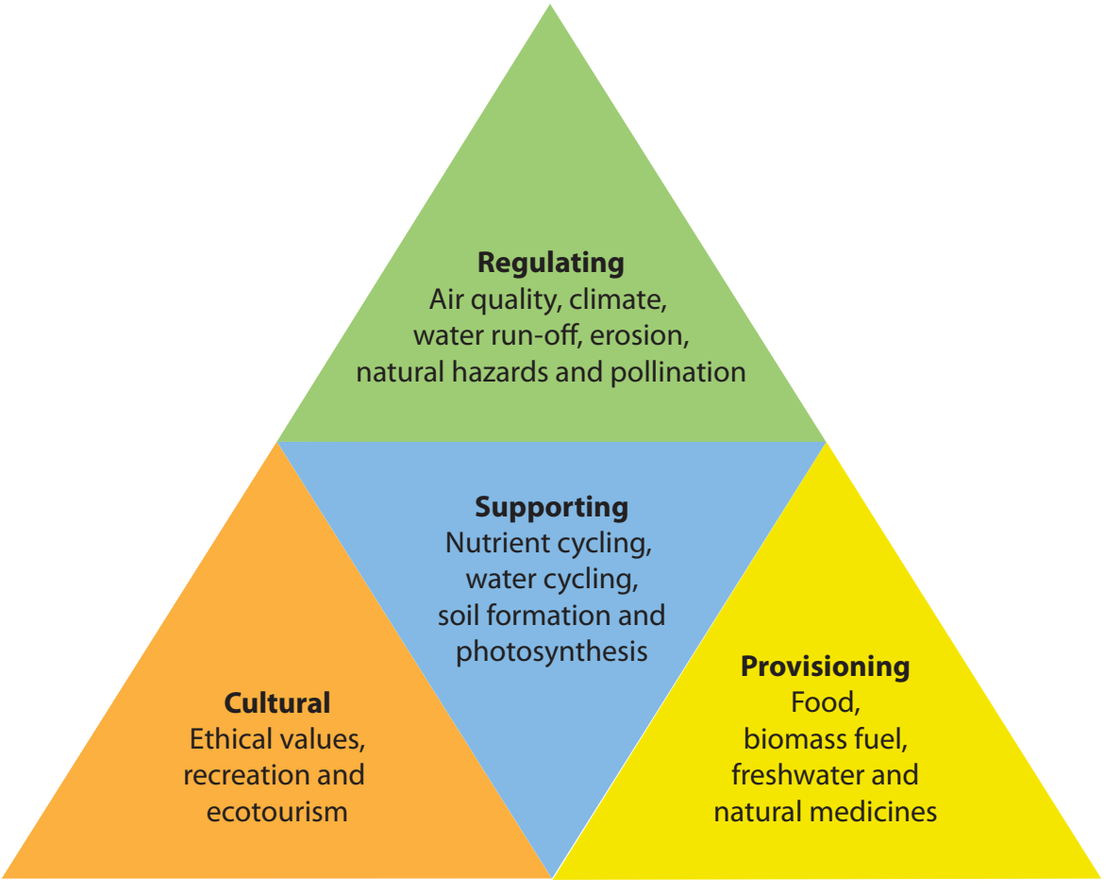


Figure 2c

Examples of natural ecosystems, goods and services

(Source: from https://askabiologist.asu.edu/explore/biomes)

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Figure 3a

An urban area in part of Nairobi, Kenya

(Source: © David Holmes)

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Figure 3b

Six factors that can influence quality of life

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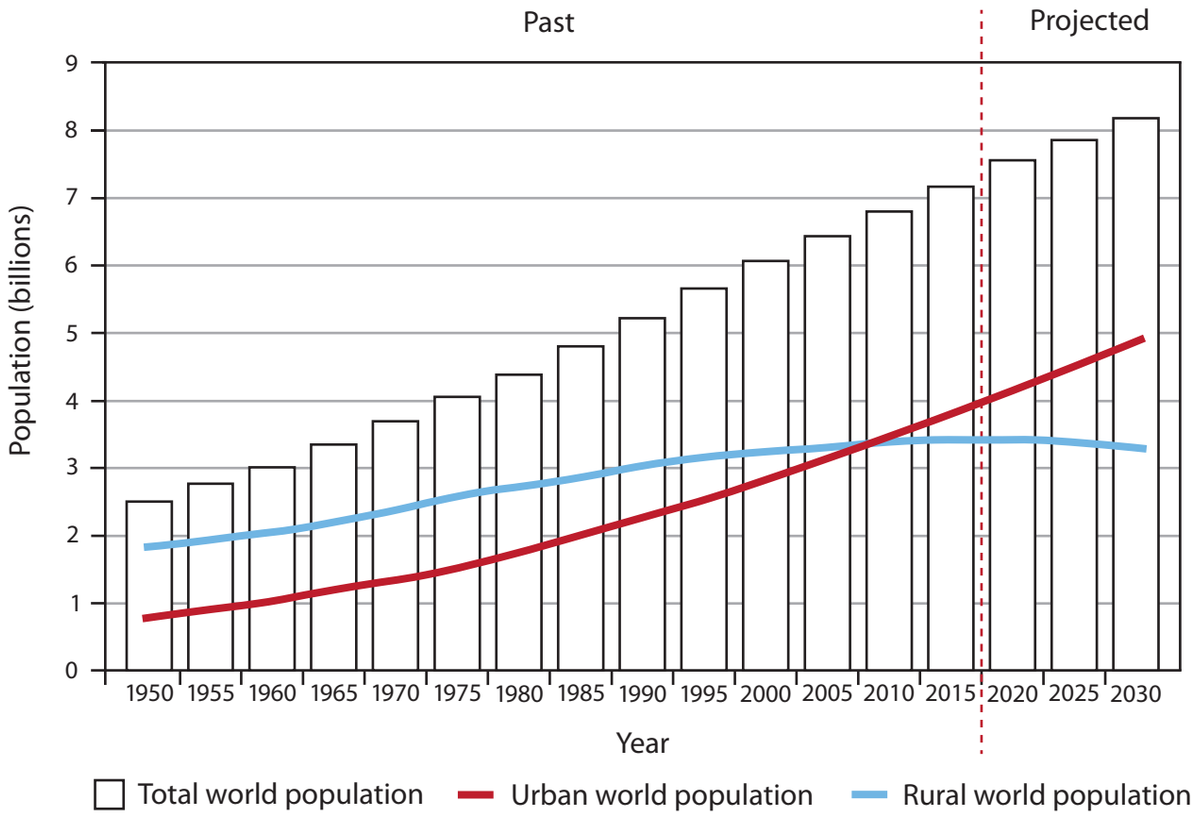


Figure 3c

Changing global urban and rural population estimates: past and projected

(Source: from http://www.un.org/esa/population/publications/WUP2005/2005wup.htm)

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Question	People's views				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
A				3	3
B				7	7
C	2	5	3		20
D	6	1	3		10
E	2	2	2	2	8
F		5	5		10
G	1	6	3		10
H			1	2	9

Figure 4a

Results from a survey of people's views on a proposed biomass power plant

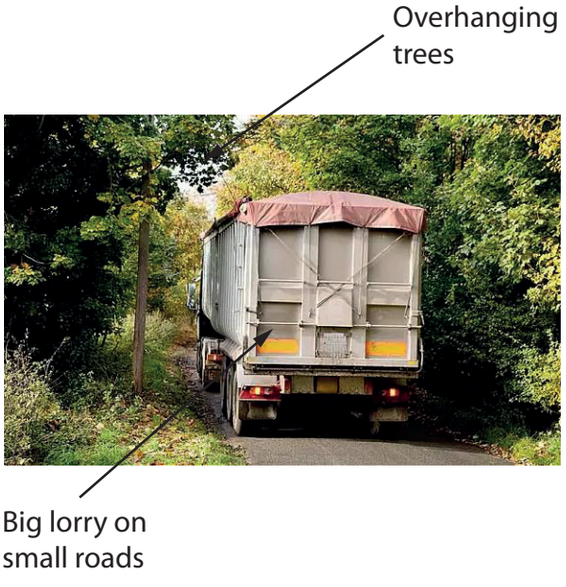


Figure 4b

Photographic results evidence lorry traffic on small roads

(Source: © Kumar Sriskandan / Alamy Stock Photo)

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Figure 4c

Presentation of attitudes towards the biomass power plant

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Question number	People's views				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 5a

Results from a survey of people's views on a proposed new tourist development



Figure 5b

Photographic results evidence lorry traffic on small roads

(Source: © Kumar Sriskandan / Alamy Stock Photo)

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Figure 5c

Presentation of attitudes towards the tourist development

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Question number	People's views				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 6a

Results from a survey of people's views on a new waste incinerator



Figure 6b

Photographic results evidence lorry traffic on small roads

(Source: © Kumar Sriskandan / Alamy Stock Photo)

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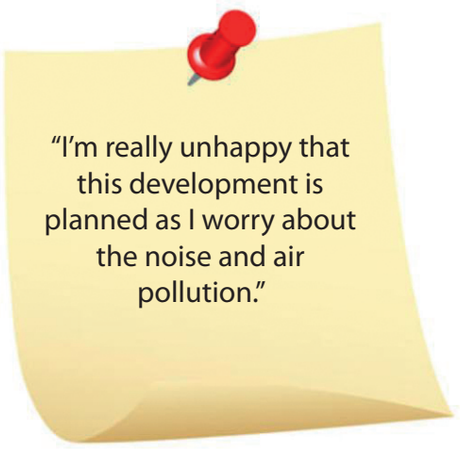


Figure 6c

Presentation of attitudes towards the waste incinerator

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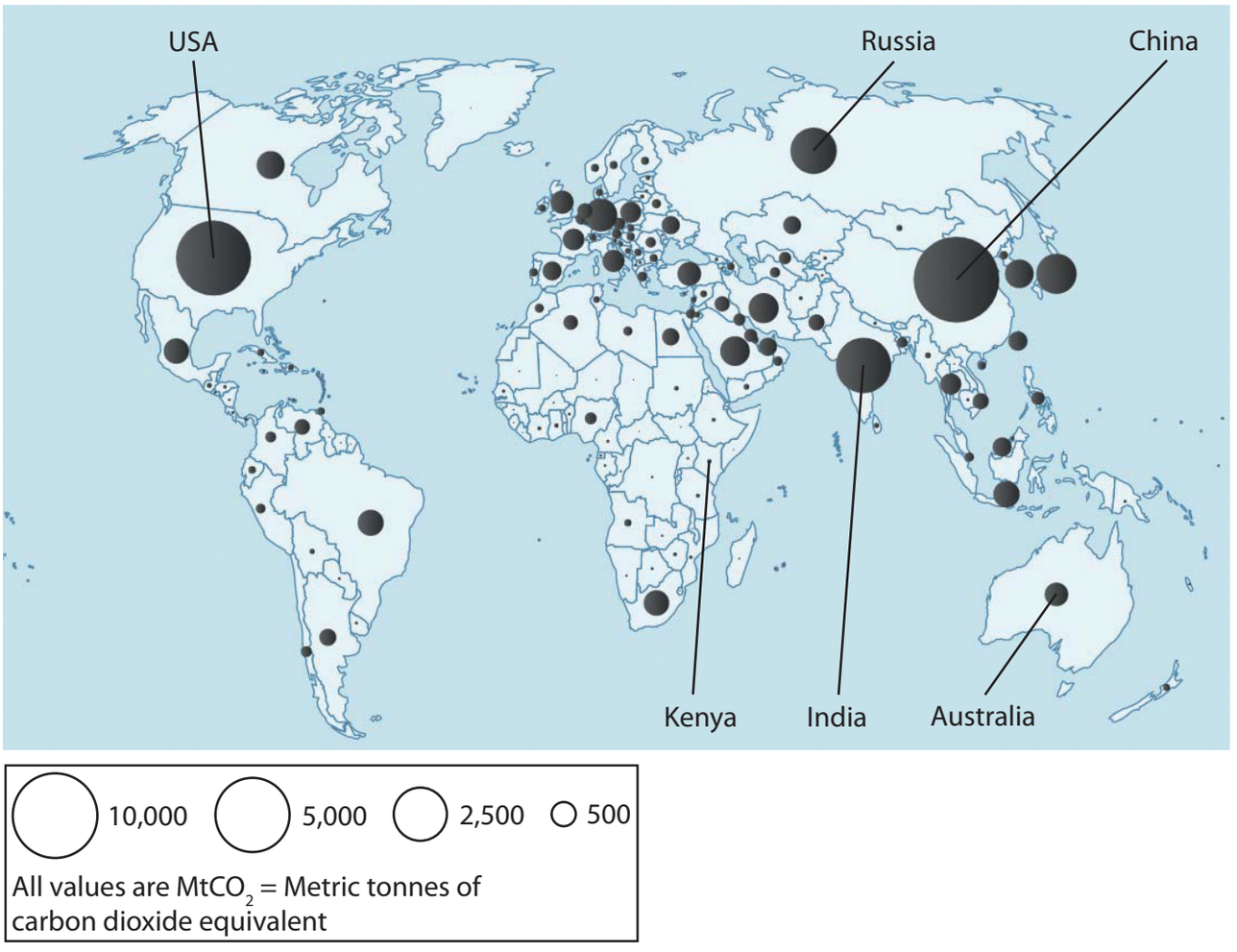


Figure 7a

Map of global CO_2 emissions per country in 2016 (carbon footprint)

(Source: from http://www.globalcarbonatlas.org/en/CO2-emissions)

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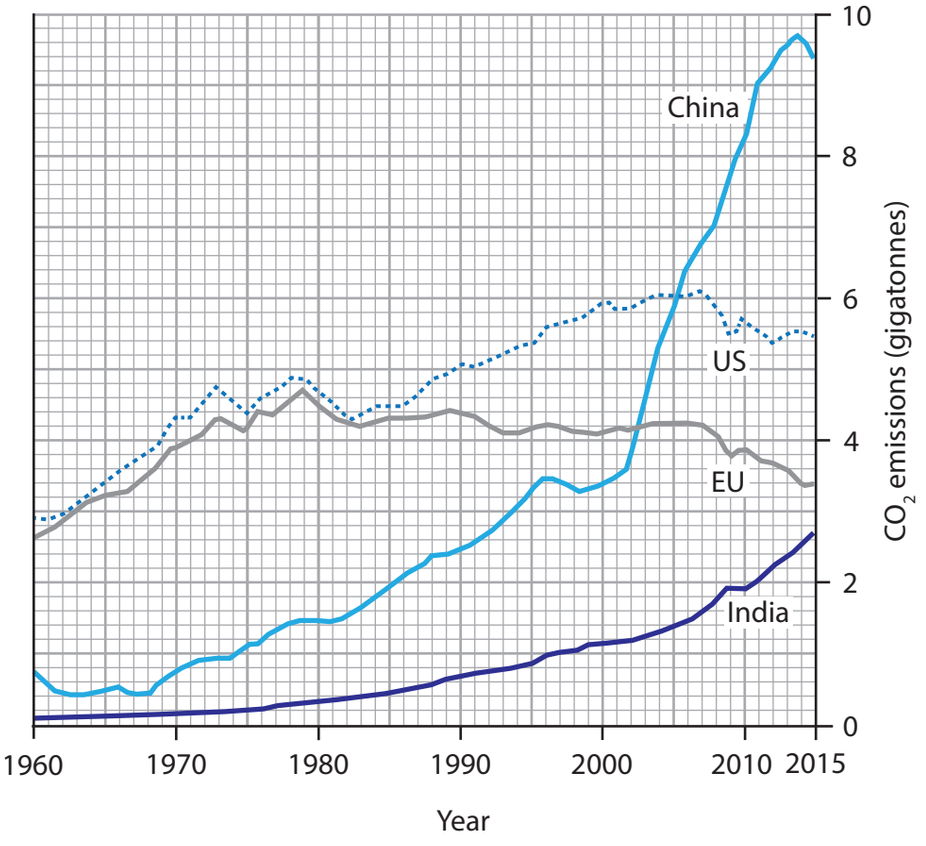


Figure 7b

CO_2 emissions (gigatonnes) for selected countries and regions, 1960 - 2015

(Source: from https://www.economist.com/blogs/graphicdetail/2015/12/climate-change)

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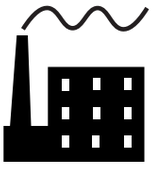
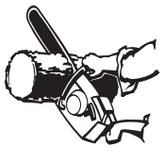
Human activities		Drivers (causes) of climate change
	**Air travel**	Fossil fuel combustion from increasing global air travel produces CO_2 and nitrous dioxide.
	**Livestock farming**	Cows and sheep produce large amounts of methane when they digest their food.
	**Industry**	Energy is used in both the making and distribution of manufactured goods. These have a high global carbon footprint.
	**Electrical energy consumption**	Global electricity consumption has risen from increasing wealth and changes in people's lifestyles. A high proportion of electricity is produced from non-renewable sources.
	**Deforestation**	Forests help balance gases in the atmosphere. Deforestation upsets this process, releasing more CO_2 into the atmosphere.

Figure 7c

Selected human activities as drivers of climate change

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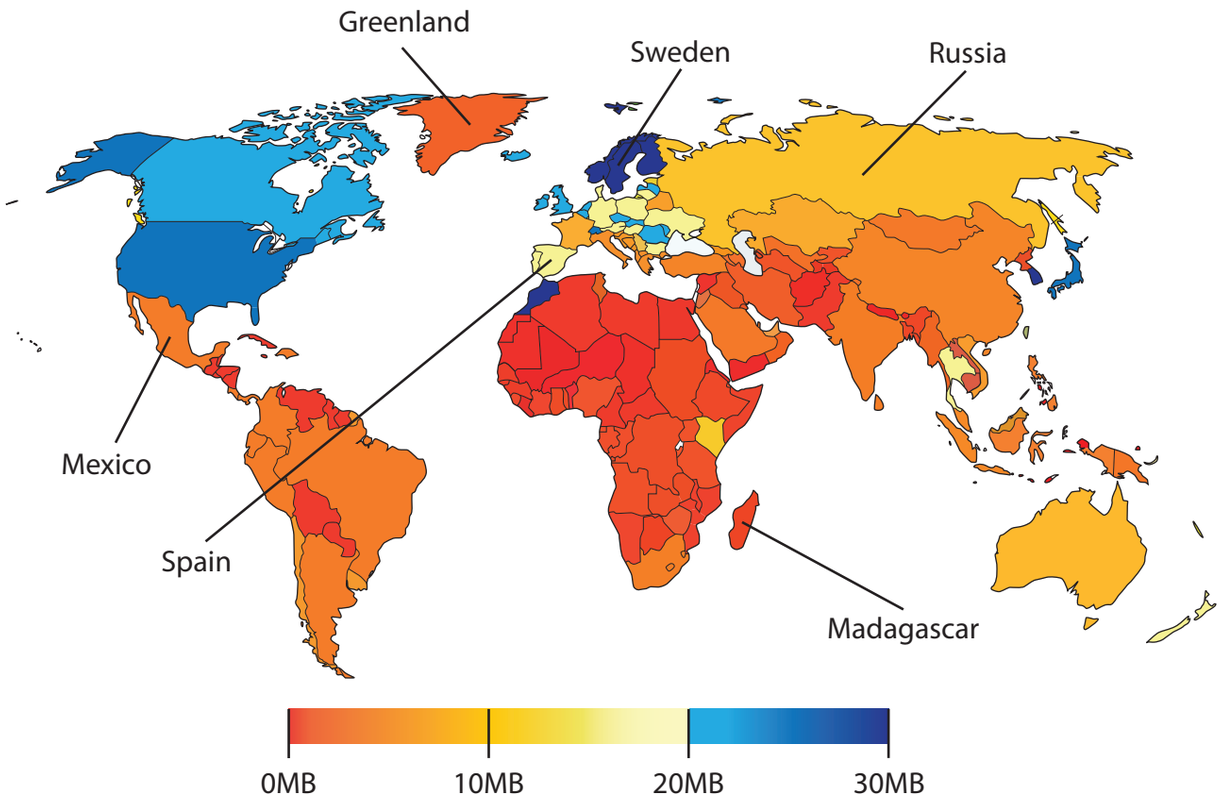


Figure 8a

Average global internet speeds Megabytes (MB/sec)

(Source: from https://www.akamai.com/us/en/about/our-thinking/state-of-the-internet-report/state-of-the-internet-connectivity-visualization.jsp)

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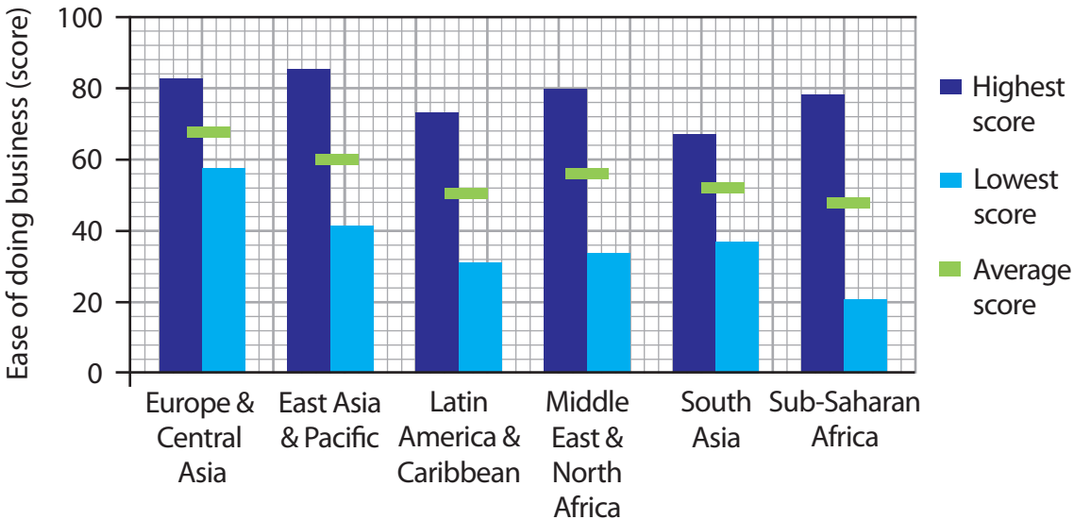


Figure 8b

Ease of doing business index, by world region

(Source: Crown Copyright)

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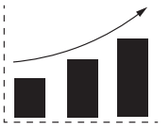
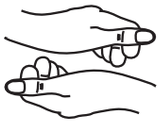
Activities		Drivers (causes) of globalisation
	**Transport technology**	Range and frequency of aircraft routes mean that it is now much cheaper and easier to travel.
	**Communication and information technology**	Improvements in technology mean that people and companies can be better connected to their customers.
	**Global businesses (TNCs)**	Companies have complex logistical operations and supply chains, which now operate at a global scale due to better connectivity.
	**Global institutions**	A range of institutions promote and manage world trade, improve governance and attempt to raise living standards.
	**Flexible labour force**	People adapt to work in different businesses and in different locations.

Figure 8c

Selected activities as drivers of globalisation

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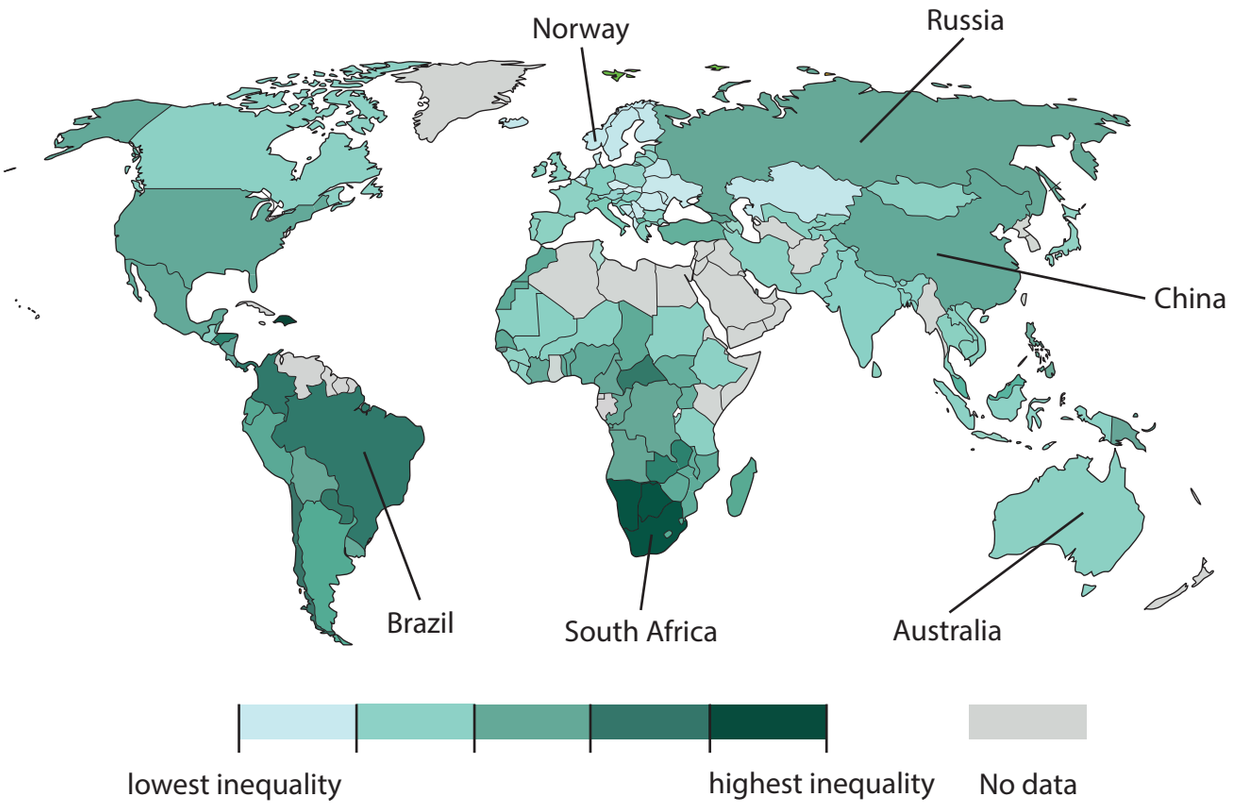


Figure 9a

Global index of inequality, 2017

(Source: from https://www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries)

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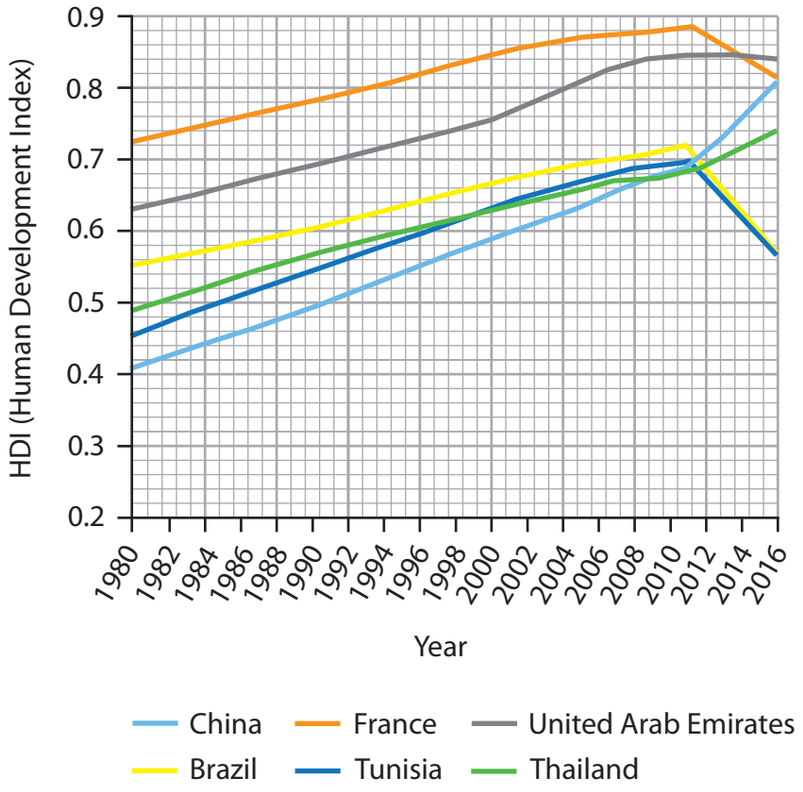


Figure 9b

Regional trends in HDI for selected countries, 1980-2016

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Cause		Drivers (causes) of global inequality
	**Climate change**	Low income countries will experience the biggest effects of human-induced climate change over the next century: sea level rises, stronger cyclones, more unpredictable rains, and longer heatwaves.
	**Food and water security**	Hurricanes and drought combined with poor soils may mean that some places have low food security. In extreme instances, this weakens and sometimes kills people.
	**Resource availability**	Countries vary in the amount of natural resources they have to both use and export. Countries with few natural resources find it hard to create products that can be sold on world markets.
	**Governments**	Good governance can promote and help manage inter country trade and aid, for example to help raise living standards and improve quality of life.
	**Demography**	There are several factors involved, including fertility, mortality and immigration. These will have impacts on population age structures, for example.

Figure 9c

Selected causes of variations in global development

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