

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel International GCSE (9–1)		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	
Time 1 hour 45 minutes		<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Paper reference</div> <div style="background-color: #333; color: white; padding: 10px; font-size: 24px; font-weight: bold;">4GE1/02</div> </div>	
<h1 style="margin: 0;">Geography</h1> <h2 style="margin: 0;">PAPER 2: Human Geography</h2>			
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 97.
- 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.
- Good luck with your examination.

Turn over ►



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) Define the term **energy gap**.

(1)

.....

.....

(ii) Identify the **two** forms of renewable energy.

(2)

<input type="checkbox"/>	A Coal
<input type="checkbox"/>	B Oil
<input type="checkbox"/>	C Natural gas
<input type="checkbox"/>	D Shale gas
<input type="checkbox"/>	E Solar
<input type="checkbox"/>	F Wind

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

Suggest **one** way this transport method is contributing to more sustainable energy use.

(2)

.....

.....

.....

.....



(c) (i) State **one** factor that can affect the location of secondary industry.

(1)

(ii) Explain **two** reasons why developed countries have a declining secondary sector.

(4)

1

2



(d) Study Figure 1b below. It shows changes in primary sector employment for selected countries.

- (i) Label, with an X in the box, the country that has primary sector employment between 30-40% in 1991.

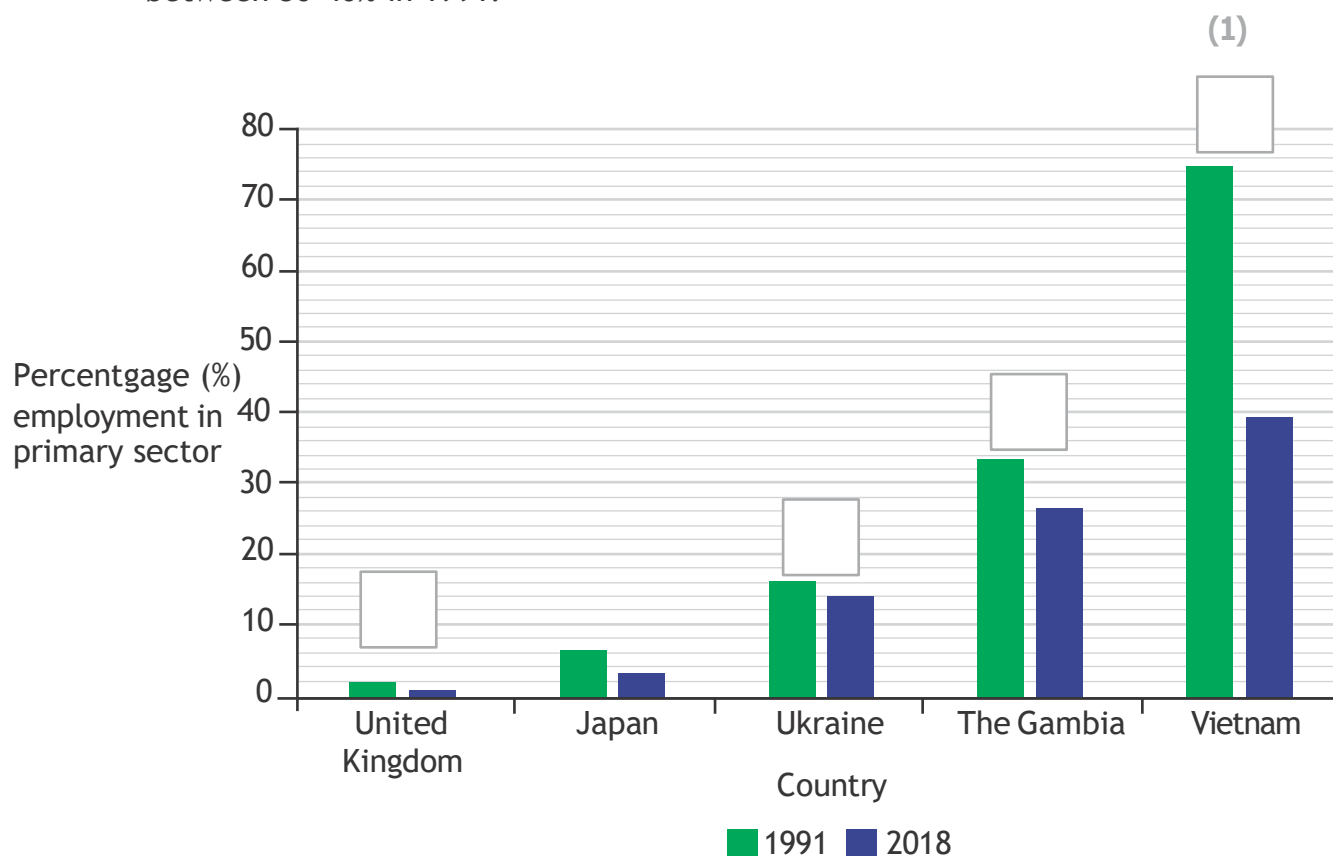


Figure 1b

Percentage (%) of people in primary sector employment for selected countries, 1991 and 2018

- (ii) State which country has experienced the greatest change in primary sector employment.

(1)

<input type="checkbox"/>	A The Gambia
<input type="checkbox"/>	B Japan
<input type="checkbox"/>	C Ukraine
<input type="checkbox"/>	D Vietnam



(iii) State **one** factor that can cause a decline in primary sector employment.

(1)

.....

.....

(e) For a named megacity explain **two** disadvantages of informal employment.

(4)

Named megacity

1

.....

.....

.....

2

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

Analyse the reasons why energy production has changed.

(8)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

.....

.....

.....

.....

.....

(Total for Question 1 = 25 marks)



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

2 Rural environments

(a) (i) Define the term **natural ecosystem**.

(1)

.....

.....

(ii) Identify **two** services provided by natural ecosystems.

(2)

<input type="checkbox"/>	A Emission of oxygen
<input type="checkbox"/>	B Food
<input type="checkbox"/>	C Fuelwood
<input type="checkbox"/>	D Recycling of nutrients
<input type="checkbox"/>	E Timber for building
<input type="checkbox"/>	F Water

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

(i) Suggest **one** way this rural landscape has been changed.

(2)

.....

.....

.....

.....

(ii) Identify **one** other way rural areas in developed countries are changing.

(1)

.....

.....



(c) Explain **two** ways rural-urban migration affects rural areas.

(4)

1

2



(d) Study Figure 2b below. It shows population pyramids for urban and rural populations in the USA in 1980 and 2015.

- (i) Label, with an X in the box, the age group with an urban population of between 10 and 15 million.

(1)

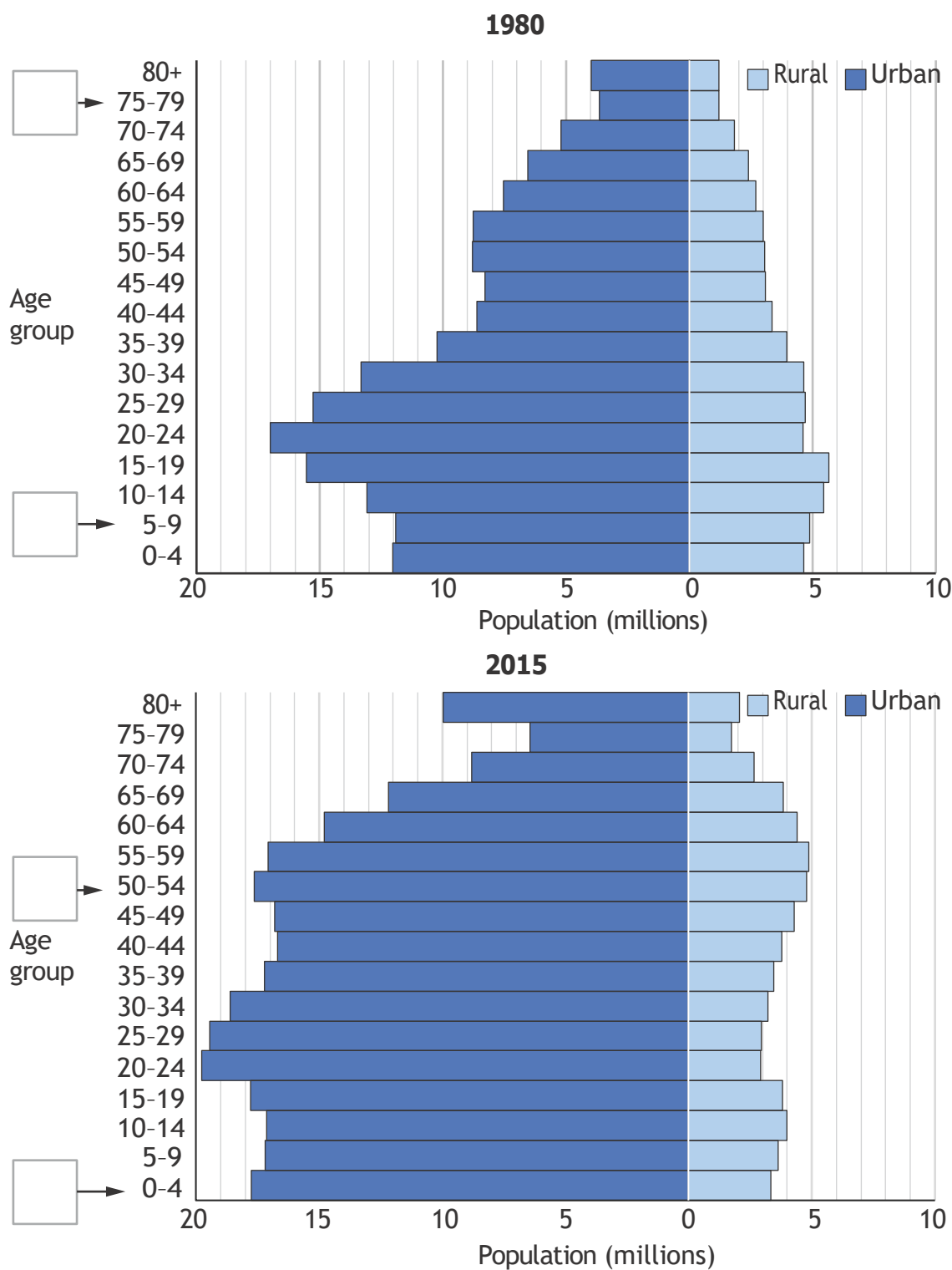


Figure 2b
Urban and rural populations in the USA in 1980 and 2015



(ii) Identify the largest population age group in 2015.

(1)

<input type="checkbox"/>	A 0-4 Urban
<input type="checkbox"/>	B 20-24 Urban
<input type="checkbox"/>	C 35-39 Rural
<input type="checkbox"/>	D 60-64 Rural

(iii) State **one** reason for counter-urbanisation.

(1)

.....

.....

(e) For a named developing or emerging country, explain **two** strategies used to improve quality of life in rural areas.

(4)

Named developing or emerging country

1

.....

.....

.....

2

.....

.....

.....



· DO NOT WRITE IN THIS AREA

Analyse the impact of humans on the rural landscape.

(8)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

.....

.....

.....

.....

.....

(Total for Question 2 = 25 marks)



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

3 Urban environments

(a) (i) Define the term **suburbanisation**.

(1)

.....

.....

(ii) Identify **two** problems associated with rapid urban growth.

(2)

<input type="checkbox"/>	A Increased traffic congestion
<input type="checkbox"/>	B Increased availability of transport routes
<input type="checkbox"/>	C Increased pesticide use
<input type="checkbox"/>	D Reduced access to health services
<input type="checkbox"/>	E Reduced leisure facilities
<input type="checkbox"/>	F Reduced air pollution

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

(i) Suggest **one** reason why this area is likely to be part of a rural-urban fringe.

(2)

.....

.....

.....

.....

(ii) Identify the meaning of the term **brownfield site**.

(1)

<input type="checkbox"/>	A Rural land allocated specifically for a new development.
<input type="checkbox"/>	B Land that has been previously used for industrial or commercial purposes, abandoned and now waits new use.
<input type="checkbox"/>	C Urban park land that has been designated for industrial or commercial purposes.
<input type="checkbox"/>	D Land that has never been used and awaits new use for industrial or commercial purposes.



(c) Explain **two** factors that can affect urban land use patterns.

(4)

1

2



(d) Study Figure 3b below.

- (i) Label, with an X in the box, the city with the PM₁₀ (particulate matter) levels between 50 and 100 $\mu\text{g}/\text{m}^3$.

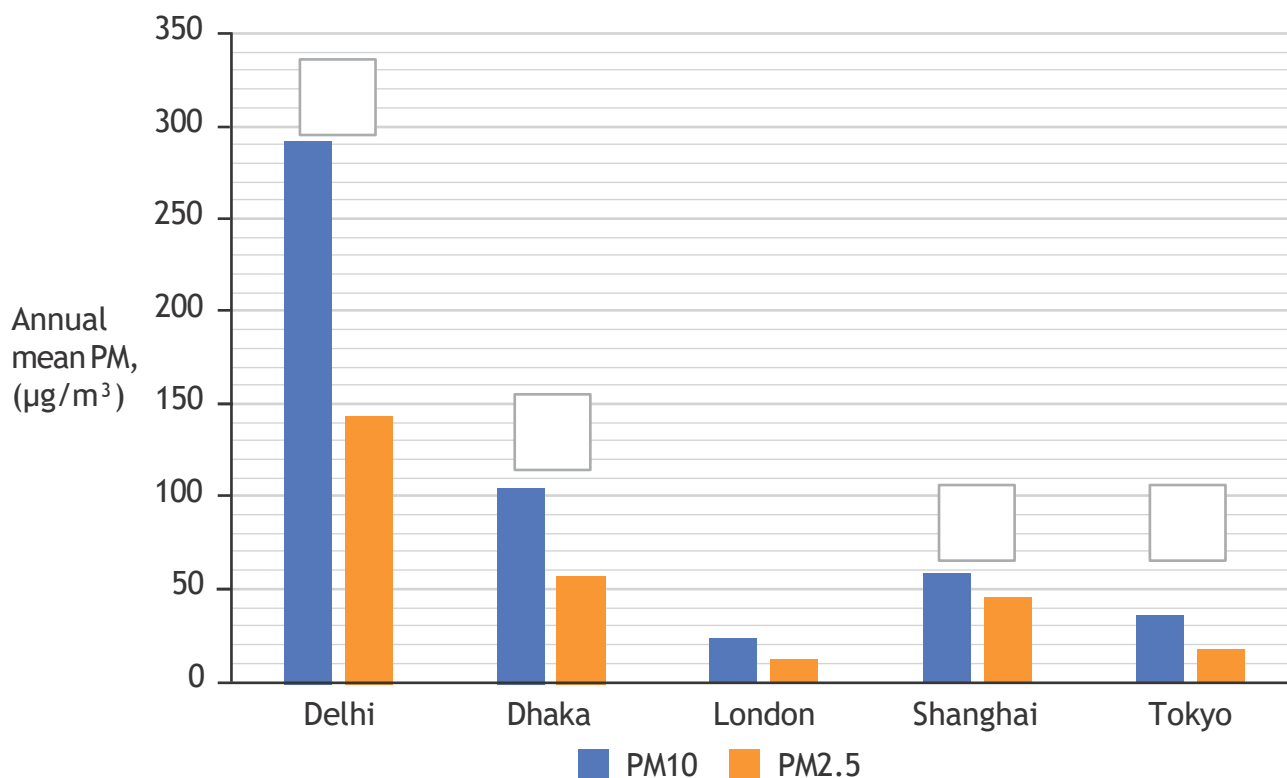


Figure 3b

Air pollution (particulate matter – PM) in selected cities, 2016

(1)

- (ii) Identify the city that has the greatest difference between PM₁₀ and PM_{2.5} levels.

(1)

<input type="checkbox"/>	A Delhi
<input type="checkbox"/>	B Dhaka
<input type="checkbox"/>	C London
<input type="checkbox"/>	D Shanghai

- (iii) State **one** cause of air pollution in urban areas.

(1)

.....

.....

(e) For a named developing or emerging country, explain **two** strategies used to improve quality of life in an urban area. (4)

Named developing or emerging country

Strategy 1

.....

.....

.....

.....

Strategy 2

.....

.....

.....

.....

· DO NOT WRITE IN THIS AREA

Analyse the factors that affect the growth of megacities.

(8)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

.....

.....

.....

.....

.....

(Total for Question 3 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS



SECTION B**Geographical Enquiry**

Answer ONE question 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

(a) Study Figure 4a in the Resource Booklet.

(i) Identify **one** type of qualitative data collection in this enquiry.

(1)

.....

.....

(ii) Explain **one** type of sampling method chosen by the student.

(2)

.....

.....



(b) Study Figure 4b in the Resource Booklet. It shows results from a questionnaire carried out as part of a student's geographical enquiry.

- (i) Plot the data for the questionnaire for **Question 2** (Figure 4b in the Resource Booklet) to complete Figure 4c below.

(2)

Some data has been plotted for you as an example.

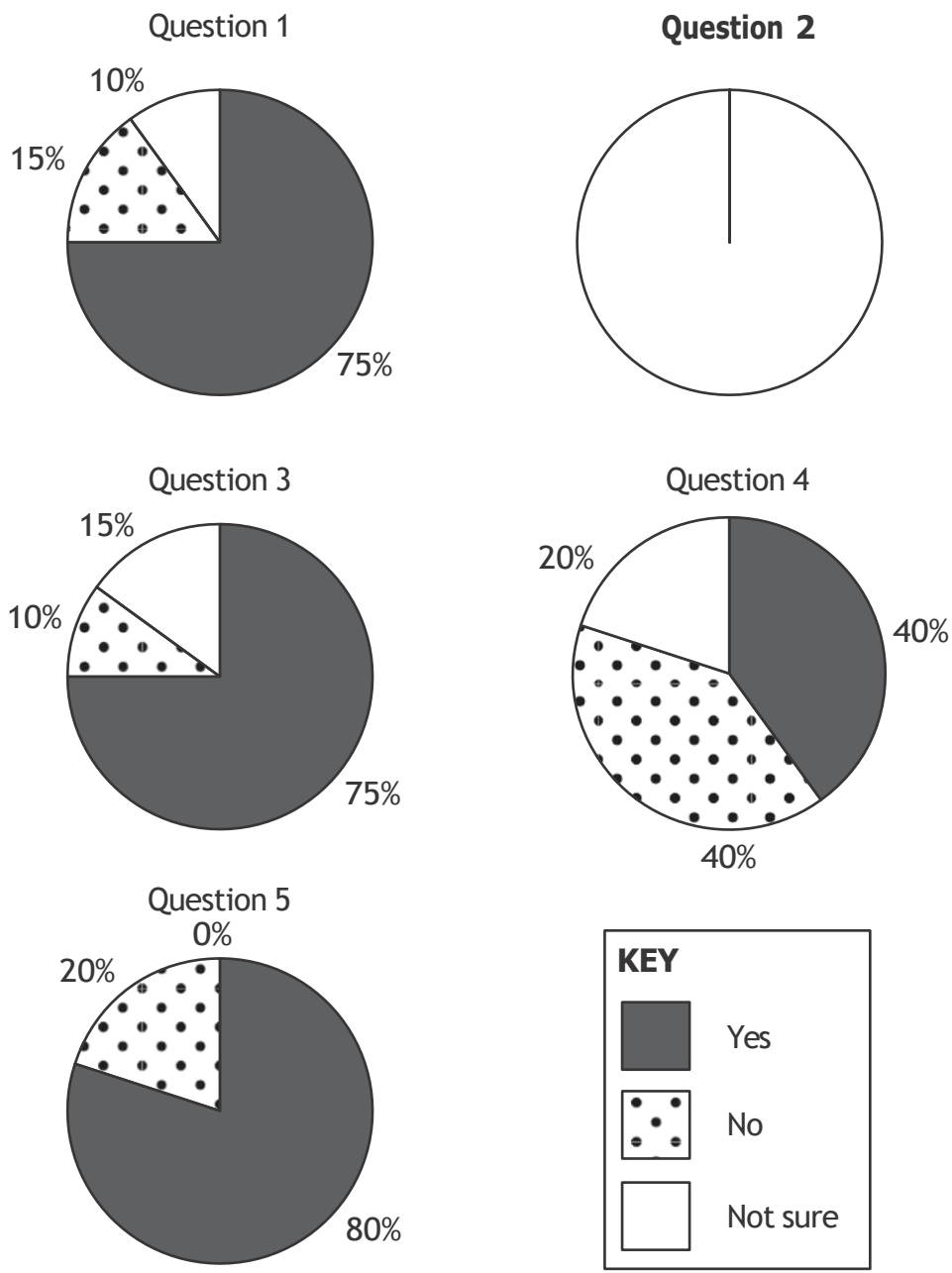


Figure 4c

Results from a questionnaire presented in pie charts

(ii) Identify **one** advantage of using a questionnaire.

(1)

<input type="checkbox"/>	A An expensive data collection method compared to other methods.
<input type="checkbox"/>	B Guarantees responses from people.
<input type="checkbox"/>	C Potential to generate a mixture of qualitative and quantitative data.
<input type="checkbox"/>	D Provides data about everything you need to know.

(iii) Identify the correct statement below.

(1)

<input type="checkbox"/>	A The mean percentage for people who answered 'not sure' was 1.
<input type="checkbox"/>	B The mean percentage for people who answered 'not sure' was 11.
<input type="checkbox"/>	C The mean percentage for people who answered 'not sure' was 21.
<input type="checkbox"/>	D The mean percentage for people who answered 'not sure' was 31.

(iv) Suggest **one** way the data collection for this enquiry could be improved.

(2)

.....

.....

(c) Suggest **one** advantage of using secondary data as part of this enquiry.

(3)

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 12 marks)



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

5 Investigation rural environments

(a) Study Figure 5a in the Resource Booklet.

(i) Identify **one** type of qualitative data collection in this enquiry.

(1)

.....

.....

(ii) Explain **one** type of sampling method chosen by the student.

(2)

.....

.....



(b) Study Figure 5b in the Resource Booklet. It shows results from a questionnaire carried out as part of a student's geographical enquiry.

- (i) Plot the data for the questionnaire for **Question 2** (Figure 5b in the Resource Booklet) to complete Figure 5c below.

(2)

Some data has been plotted for you as an example.

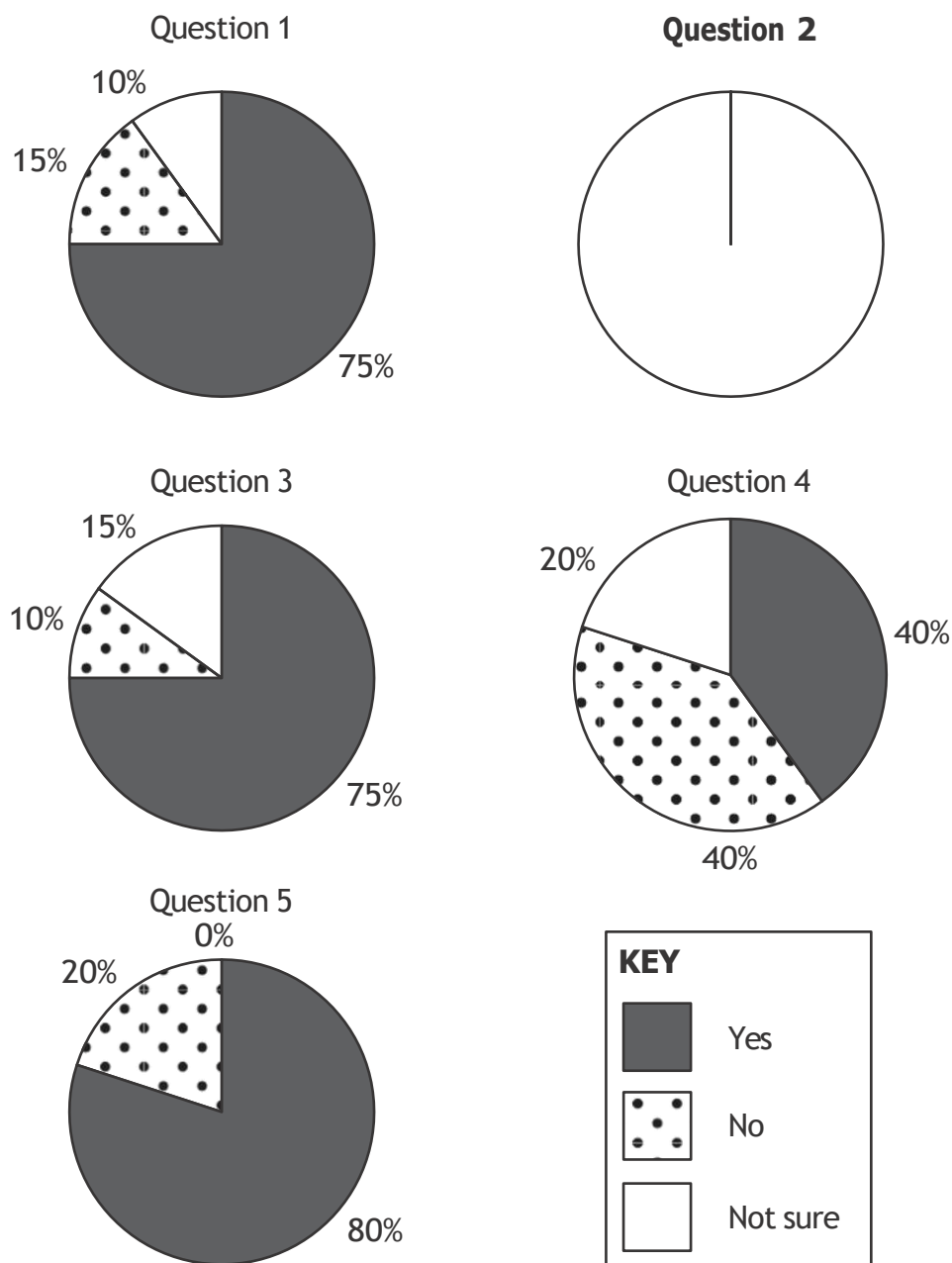


Figure 5c

Results from a questionnaire displayed in pie charts

(ii) Identify **one** advantage of using a questionnaire.

(1)

<input type="checkbox"/>	A An expensive data collection method compared to other methods.
<input type="checkbox"/>	B Guarantees responses from people.
<input type="checkbox"/>	C Potential to generate a mixture of qualitative and quantitative data.
<input type="checkbox"/>	D Provides data about everything you need to know.

(iii) Identify the correct statement below.

(1)

<input type="checkbox"/>	(1) The mean percentage for people who answered 'not sure' was 1.
<input type="checkbox"/>	(2) The mean percentage for people who answered 'not sure' was 11.
<input type="checkbox"/>	(3) The mean percentage for people who answered 'not sure' was 21.
<input type="checkbox"/>	(4) The mean percentage for people who answered 'not sure' was 31.

(iv) Suggest **one** way the data collection for this enquiry could be improved.

(2)

.....

.....

(c) Suggest **one** advantage of using secondary data as part of this enquiry.

(3)

.....

.....

.....

.....

.....

.....

.....

(Total for Question 5 = 12 marks)



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

6 Investigating urban environments

(a) Study Figure 6a in the Resource Booklet.

(i) Identify **one** type of qualitative data collection in this enquiry.

(1)

.....

.....

(ii) Explain **one** type of sampling method chosen by the student.

(2)

.....

.....



(b) Study Figure 6b in the Resource Booklet. It shows results from a questionnaire carried out as part of a student's geographical enquiry.

- (i) Plot the data for the questionnaire for **Question 2** (Figure 6b in the Resource Booklet) to complete Figure 6c below.

(2)

Some data has been plotted for you as an example.

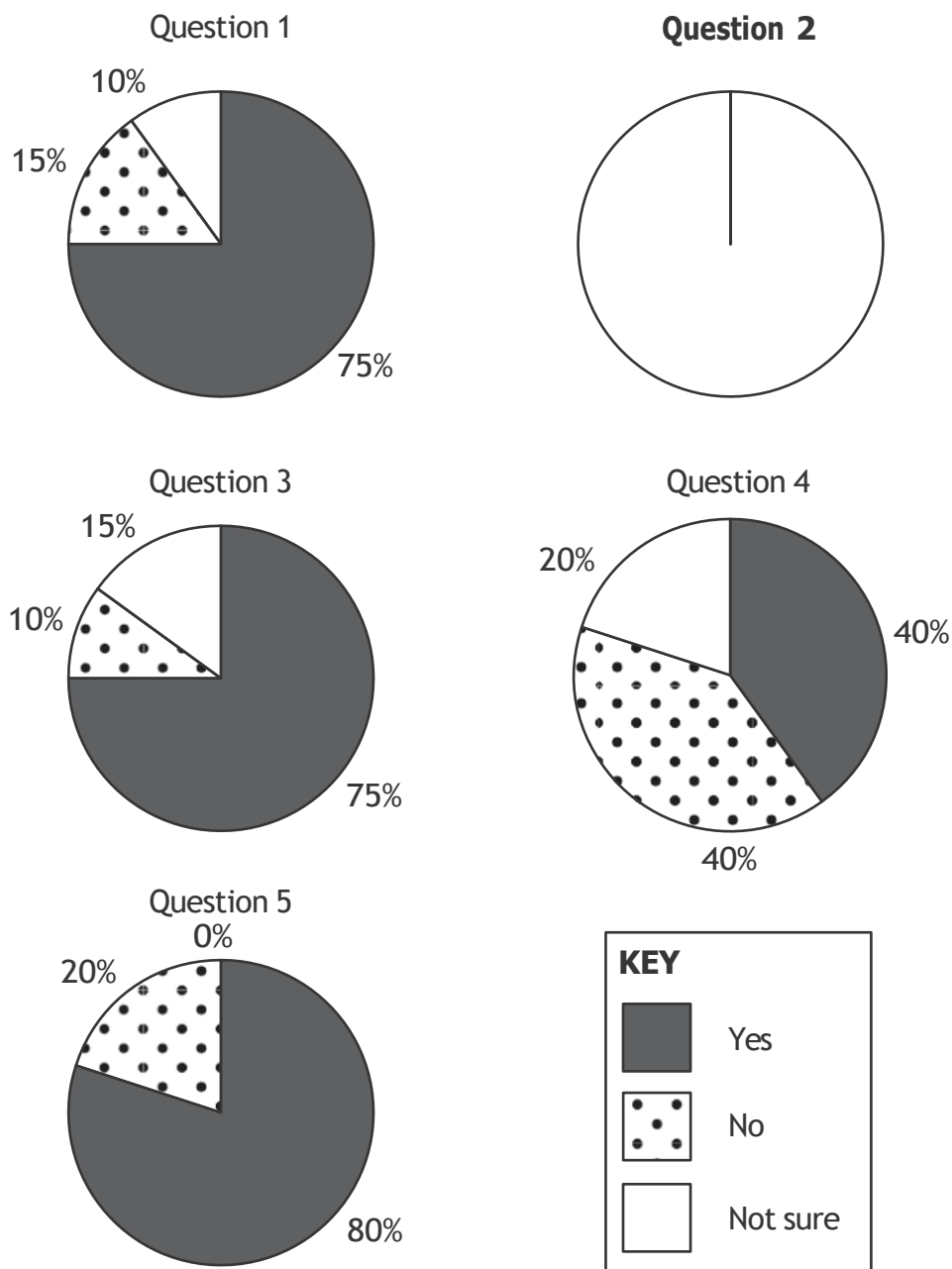


Figure 6c

Results from a questionnaire displayed in pie charts

(ii) Identify **one** advantage of using a questionnaire.

(1)

<input type="checkbox"/>	A An expensive data collection method compared to other methods.
<input type="checkbox"/>	B Guarantees responses from people.
<input type="checkbox"/>	C Potential to generate a mixture of qualitative and quantitative data.
<input type="checkbox"/>	D Provides data about everything you need to know.

(iii) Identify the correct statement below.

(1)

<input type="checkbox"/>	A The mean percentage for people who answered 'not sure' was 1.
<input type="checkbox"/>	B The mean percentage for people who answered 'not sure' was 11.
<input type="checkbox"/>	C The mean percentage for people who answered 'not sure' was 21.
<input type="checkbox"/>	D The mean percentage for people who answered 'not sure' was 31.

(iv) Suggest **one** way the data collection for this enquiry could be improved.

(2)

.....

.....

(c) Explain **one** advantage of using secondary data as part of this enquiry.

(3)

.....

.....

.....

.....

.....

.....

(Total for Question 6 = 12 marks)

TOTAL FOR SECTION B = 12 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 **drought**.

(1)

<input type="checkbox"/>	A A period of time with abnormally low rainfall.
<input type="checkbox"/>	B A period of time with high rainfall.
<input type="checkbox"/>	C A period of time with high temperatures.
<input type="checkbox"/>	D A period of time with abnormally low humidity.

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

(2)

.....

.....

.....

.....

- (iii) Identify **one** method to manage the impacts of desertification.

(1)

<input type="checkbox"/>	A Removing trees in affected areas
<input type="checkbox"/>	B Install solar panels
<input type="checkbox"/>	C Install water storage devices
<input type="checkbox"/>	D Increase cattle farming

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

- (i) Identify a decade where global temperature variation goes above zero.

(1)

.....



(ii) Compare the patterns of CO₂ and global temperature variation.

(2)

.....

.....

.....

.....

(iii) Identify **two** reasons for the increased CO₂ emissions.

(2)

1

.....

2

.....

(iv) Suggest **one** reason why the data may not show global climate change accurately.

(2)

.....

.....

.....

.....

(c) State **two** characteristics of a rainforest.

(2)

1

.....

2

.....



(d) Explain **two** different ways rainforests can be managed in a named region.

(4)

Named region

1

.....

.....

.....

2

.....

.....

.....



P 6 6 5 8 1 R A 0 1 1 4 8

· DO NOT WRITE IN THIS AREA

Assess the potential variation in economic impact from predicted sea level rise.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(12)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(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 meaning of the term **sustainable tourism**.

(1)

<input type="checkbox"/>	A Tourism that uses all its money for conservation.
<input type="checkbox"/>	B Tourism that only uses renewable energy sources.
<input type="checkbox"/>	C Tourism that prioritises trips to fragile environments.
<input type="checkbox"/>	D Tourism that considers its economic, social and environmental impacts.

(ii) State **two** negative impacts of mass tourism.

(2)

1

2

(iii) Identify **one** reason for the growth in global tourism.

(1)

<input type="checkbox"/>	A Improved facilities at airports
<input type="checkbox"/>	B More public holidays
<input type="checkbox"/>	C Increased disposable income
<input type="checkbox"/>	D Rapid industrialisation

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

(i) Identify the decade when exports were higher overall than imports.

(1)

.....

(ii) Compare the patterns of imports and exports.

(2)

.....

.....

.....

.....



(iii) Suggest **one** reason why exports were higher than imports in some years.

(2)

.....

.....

.....

.....

(iv) Suggest **one** reason why the data in Figure 8a is a good indicator of increased globalisation.

(2)

.....

.....

.....

.....

(c) State **two** ways technology has encouraged the growth of the global economy.

(2)

1

.....

2

.....



(d) Explain **two** costs to countries hosting transnational corporations (TNCs).

(4)

1

2



· DO NOT WRITE IN THIS AREA

Assess the impacts of the international migration on donor countries.

(6)

'The global economy is more affected by migration than trade'.

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

(12)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(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 quality of life indicator.

(1)

<input type="checkbox"/>	A Percentage of GDP spent on transport
<input type="checkbox"/>	B Percentage of GDP spent on importing energy
<input type="checkbox"/>	C Percentage of GDP spent on education
<input type="checkbox"/>	D Percentage of GDP spent on international aid

(ii) Explain what is meant by the term **infant mortality rate**.

(2)

(iii) Identify **one** component of the Human Development Index.

(1)

<input type="checkbox"/>	A Percentage employed in agriculture
<input type="checkbox"/>	B Life expectancy
<input type="checkbox"/>	C Amount of GDP from remittances
<input type="checkbox"/>	D Percentage of people getting married

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

(i) Identify the year when the birth rate in Bangladesh first fell below 40 per 1,000 people.

(1)

(ii) Compare the change in birth rate and death rate in Bangladesh.

(2)



(iii) Suggest **one** reason for the falling birth rate in developing countries, such as Bangladesh.

(2)

.....

.....

.....

.....

(iv) Suggest **one** reason why the data in Figure 9a may indicate the level of a country's development.

(2)

.....

.....

.....

.....

(c) State **two** international strategies that attempt to reduce uneven development.

(2)

1

.....

2

.....



(d) Explain **two** advantages of bottom up development projects in a named developing or emerging country.

(4)

Named developing or emerging country

1

.....

.....

.....

2

.....

.....

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

· DO NOT WRITE IN THIS AREA

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

Assess the importance of food security to global patterns of economic development.

(6)



'Economic indicators are the most useful for measuring development'.

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

(12)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 9 = 35 marks)

TOTAL FOR SECTION C = 35 MARKS
TOTAL FOR PAPER = 97 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel International GCSE (9–1)

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 ►

P66581RA

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1/1/1



P 6 6 5 8 1 R A



Pearson



Figure 1a
Photograph of an electric bus

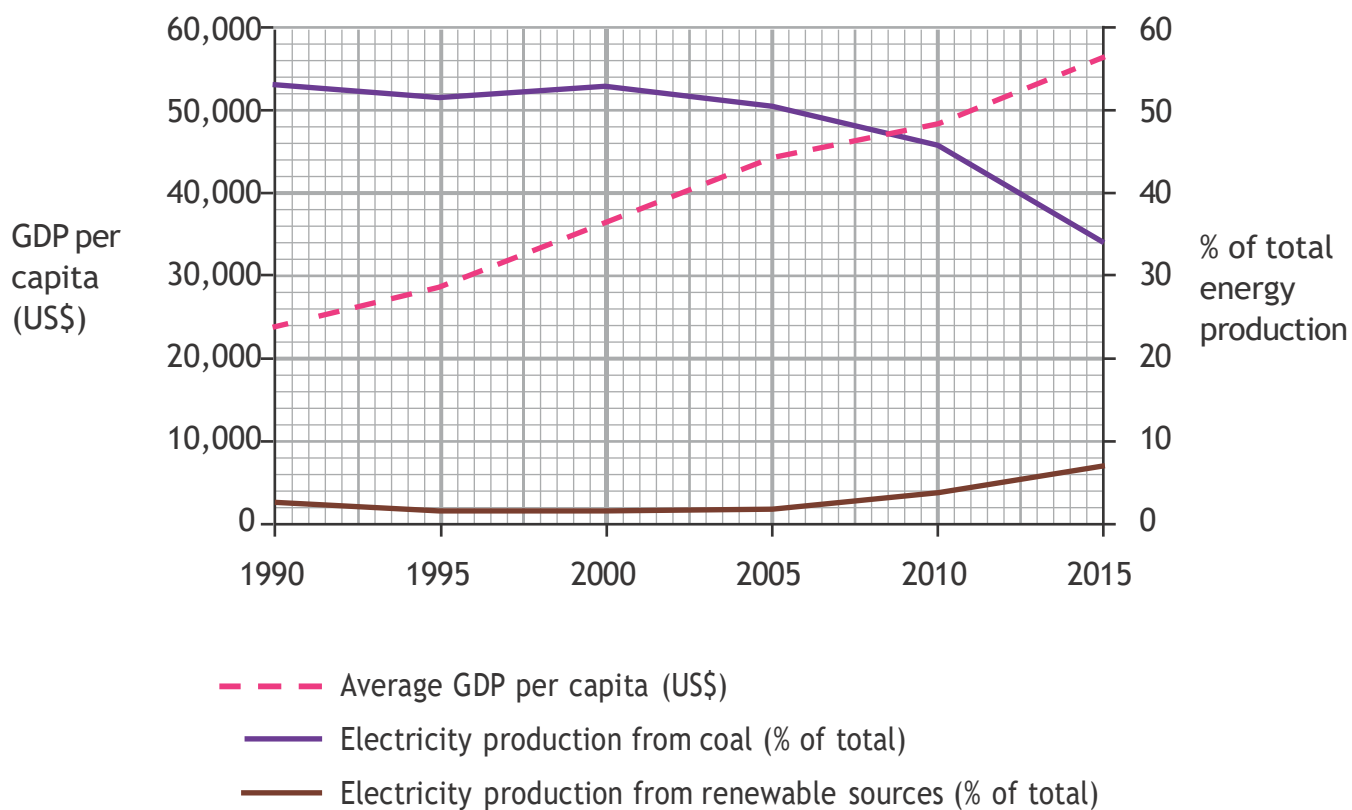


Figure 1c

Global average Gross Domestic Product (GDP) per capita, electricity production from coal and renewable sources, 1990–2015



Figure 2a

Photograph of a visitor centre in a rural area

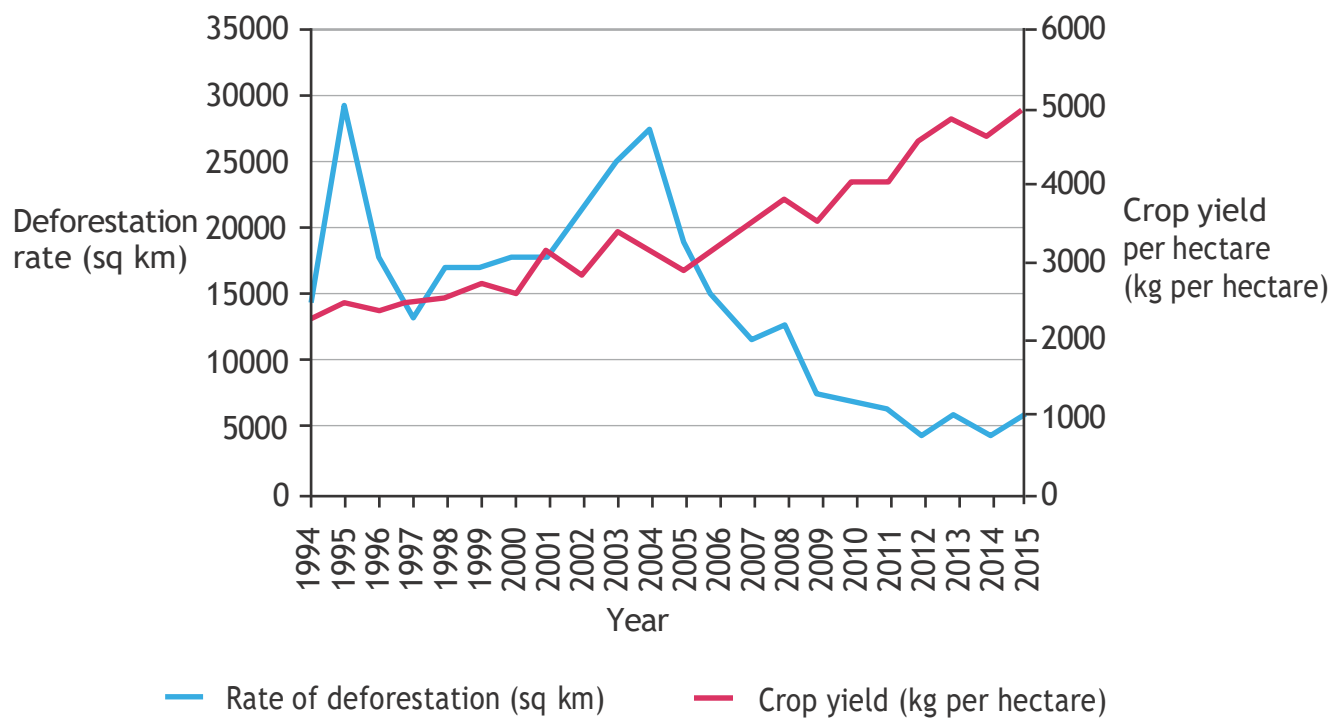


Figure 2c
Rates of deforestation and crop yields in Brazil, 1994–2015



Figure 3a
Photograph of a UK landscape

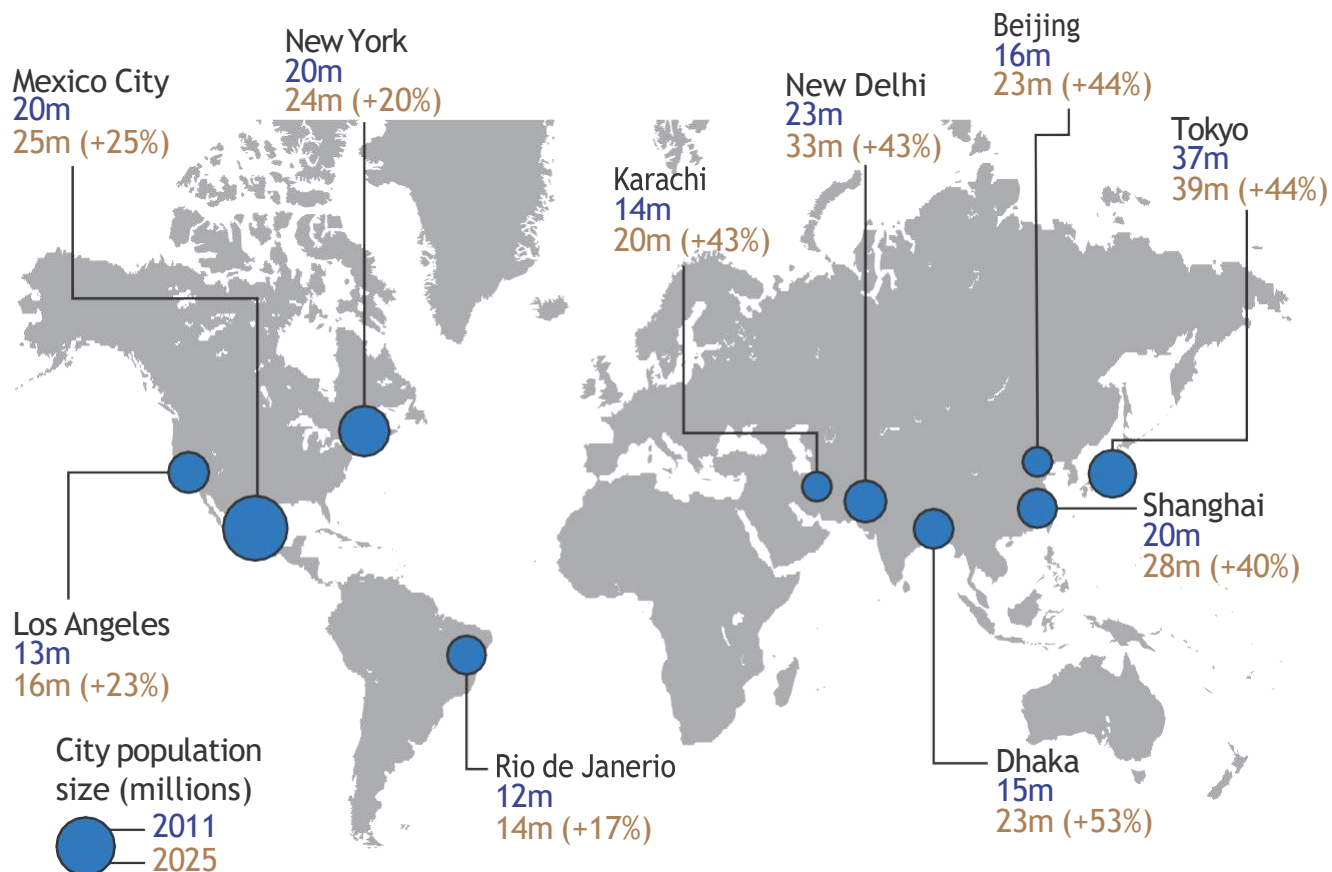


Figure 3c

Global map of predicted population growth in selected megacities

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 4a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 4b

Extract from a student's questionnaire

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 5a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 5b

Extract from a student's questionnaire

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 6a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 6b

Extract from a student's questionnaire

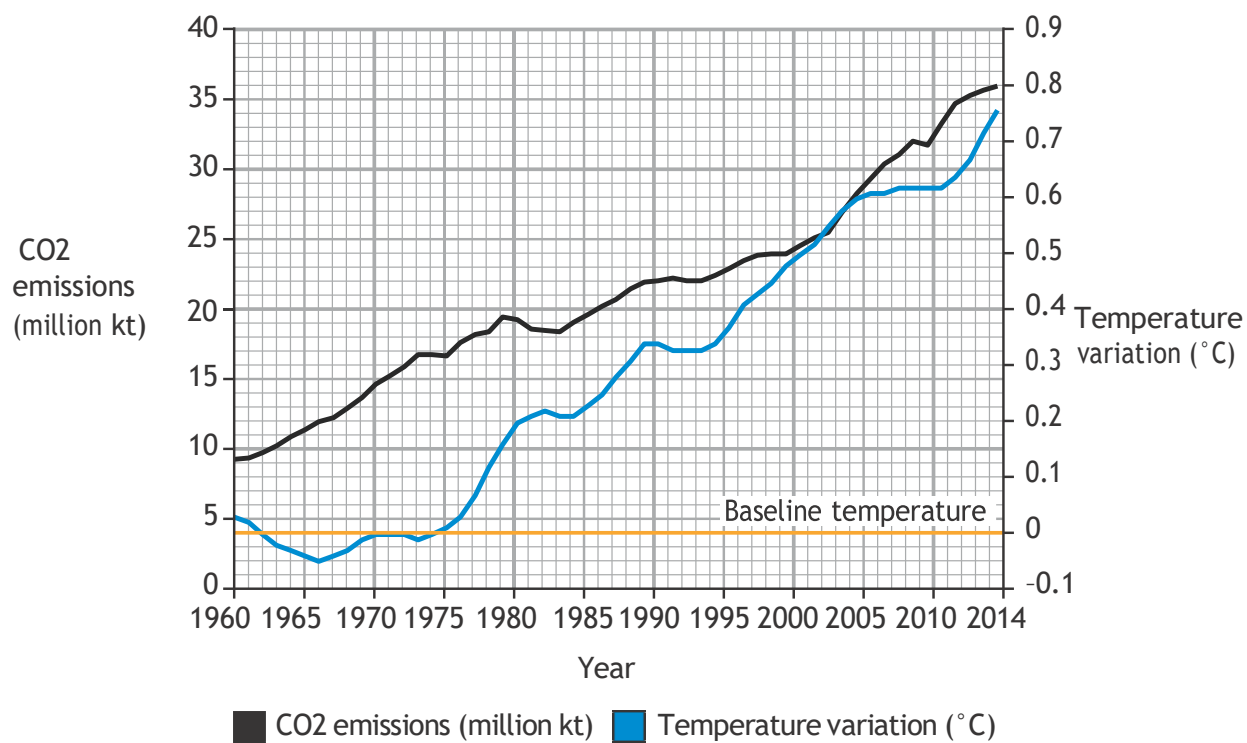
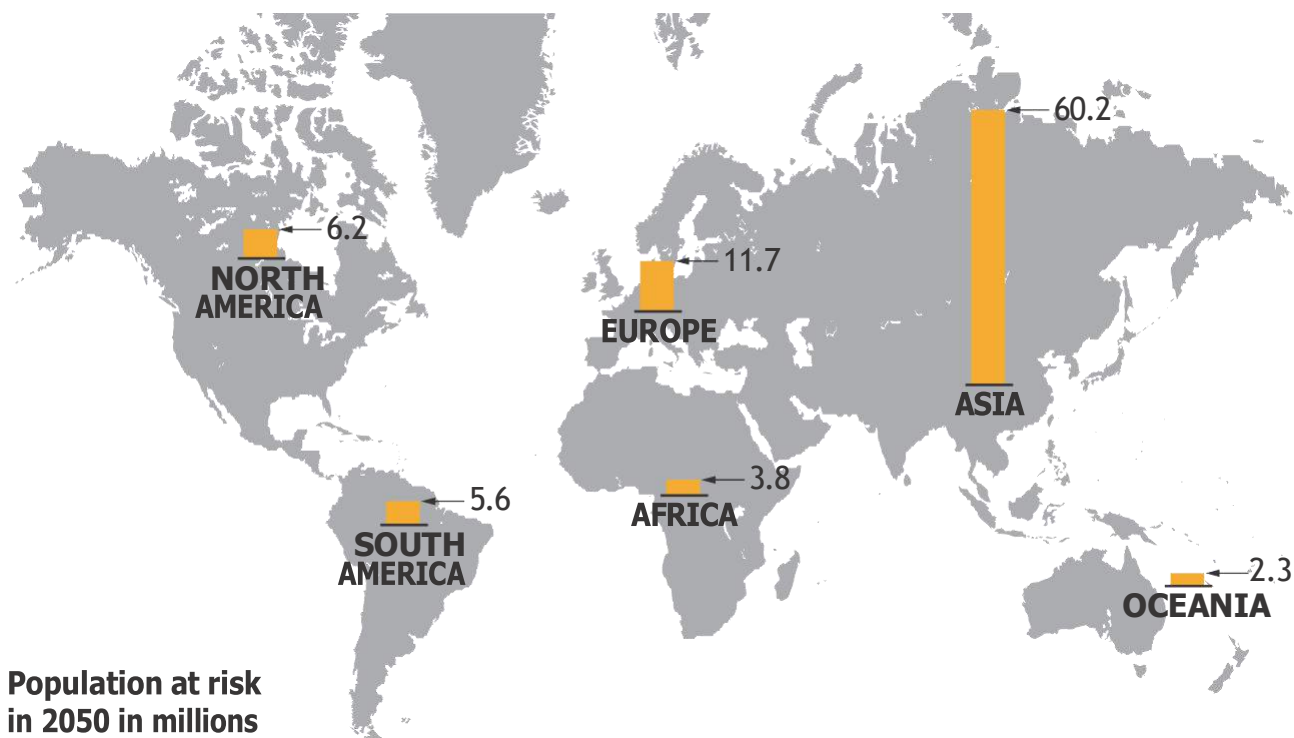


Figure 7a

CO2 emissions and global temperature variation taken from a baseline of 1960



Height of columns represents the number of people at risk from a 0.15 sea level rise, in millions.

Figure 7b

Global map of populations at risk from 0.15m sea level rise due to climate change


<p>Greatest threat</p>  <p>Least threat</p>	Global sea level rise
	Desertification
	Changing weather patterns
	Ecosystem changes
	Health challenges
	Changing pattern of food production

Figure 7c

Selected potential threats from global climate change

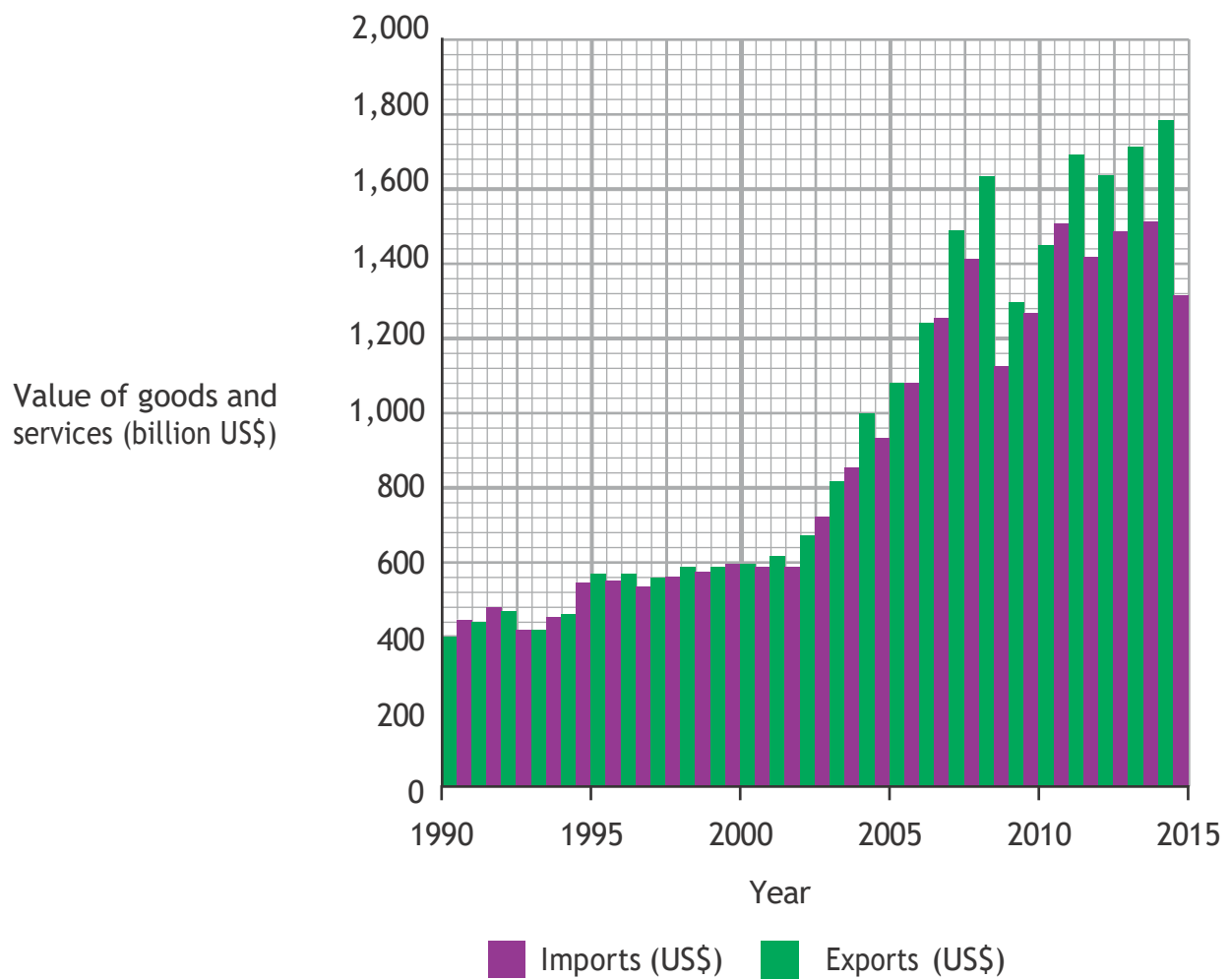


Figure 8a
Trade exports and imports for Germany, 1990-2015

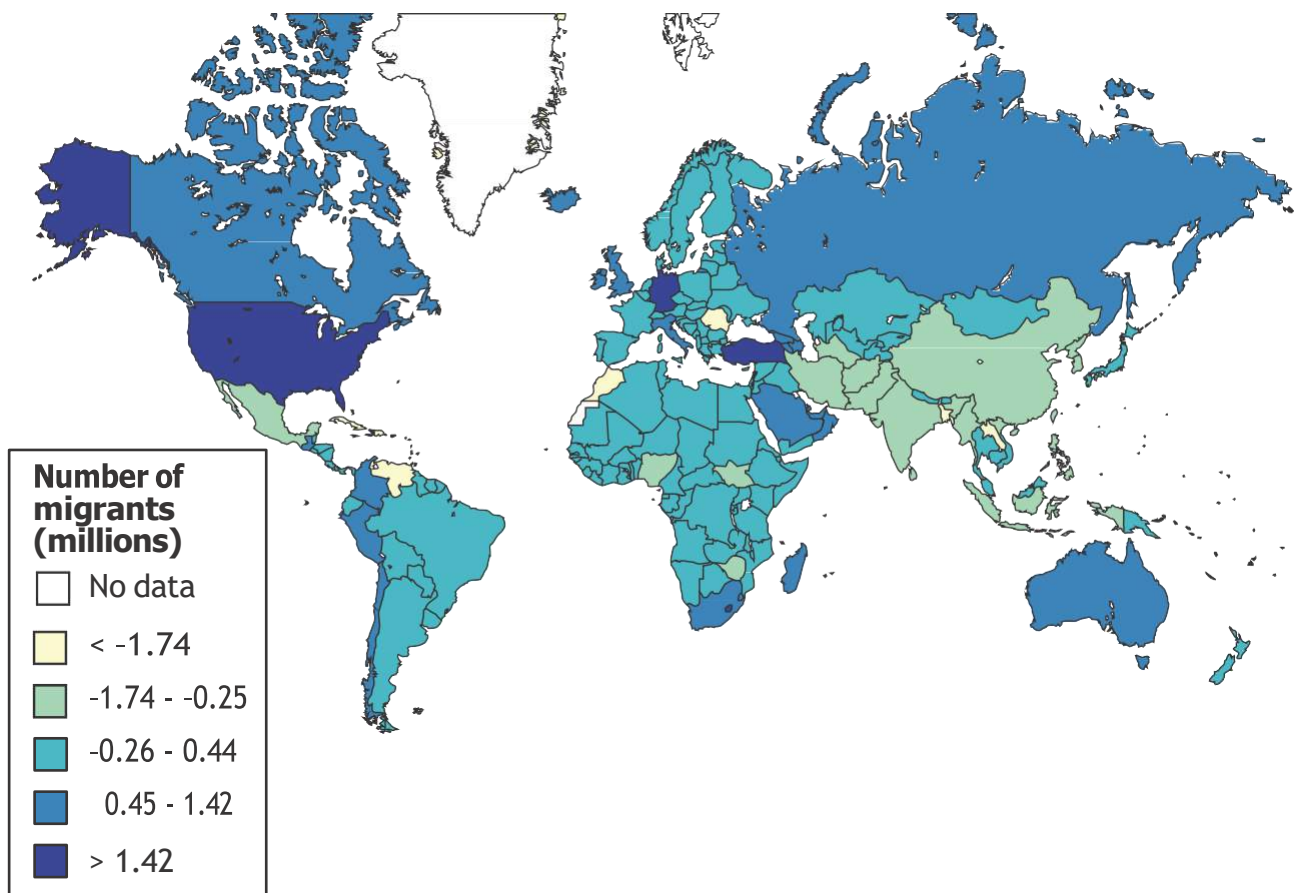


Figure 8b
Global map of net migration, 2017

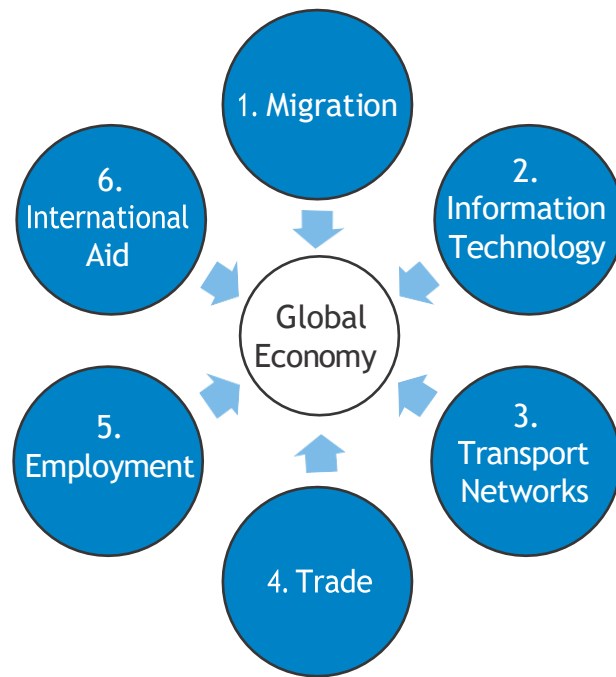


Figure 8c

Selected factors affecting the global economy in rank order

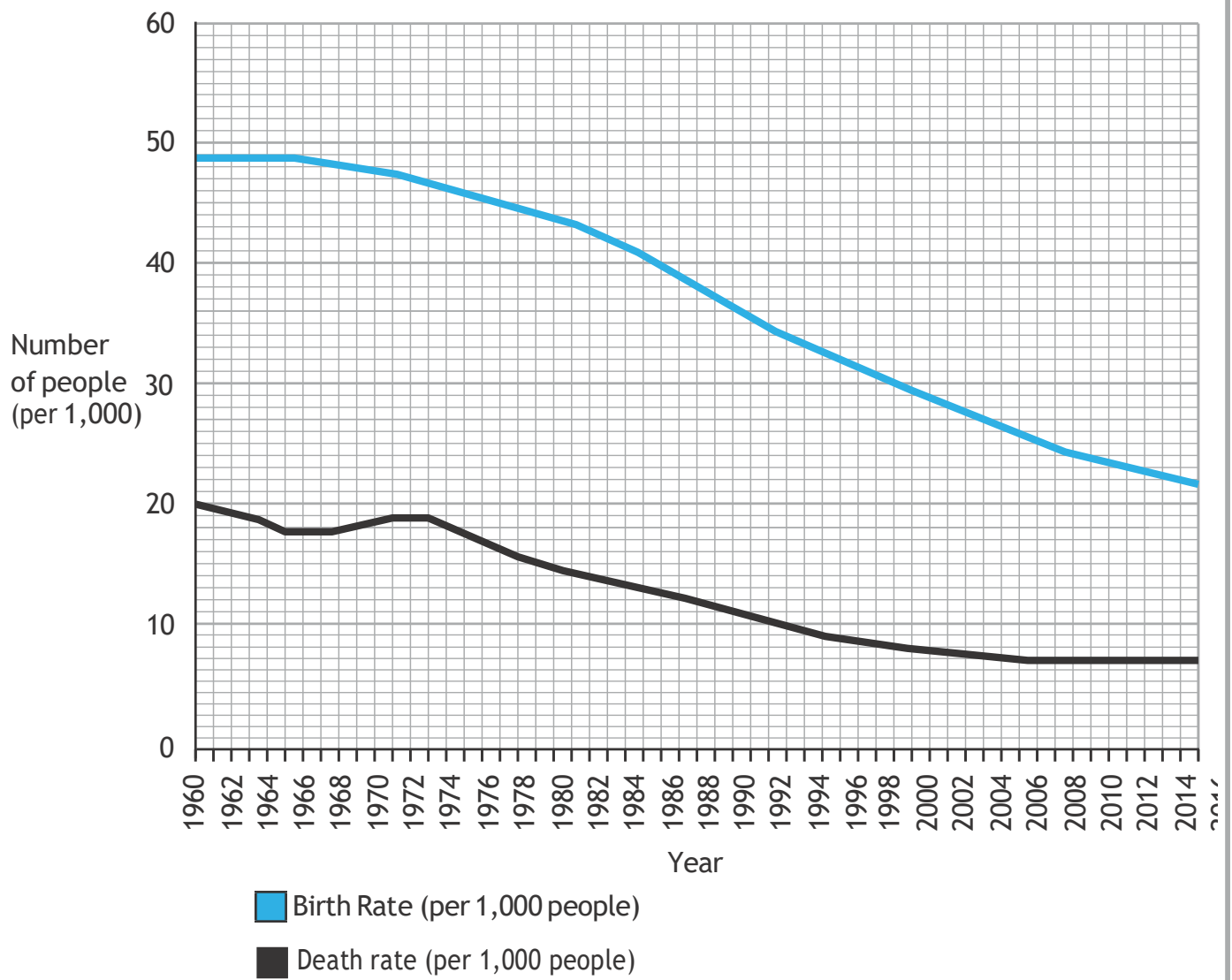


Figure 9a
Birth rate and death rate for Bangladesh, 1960-2016

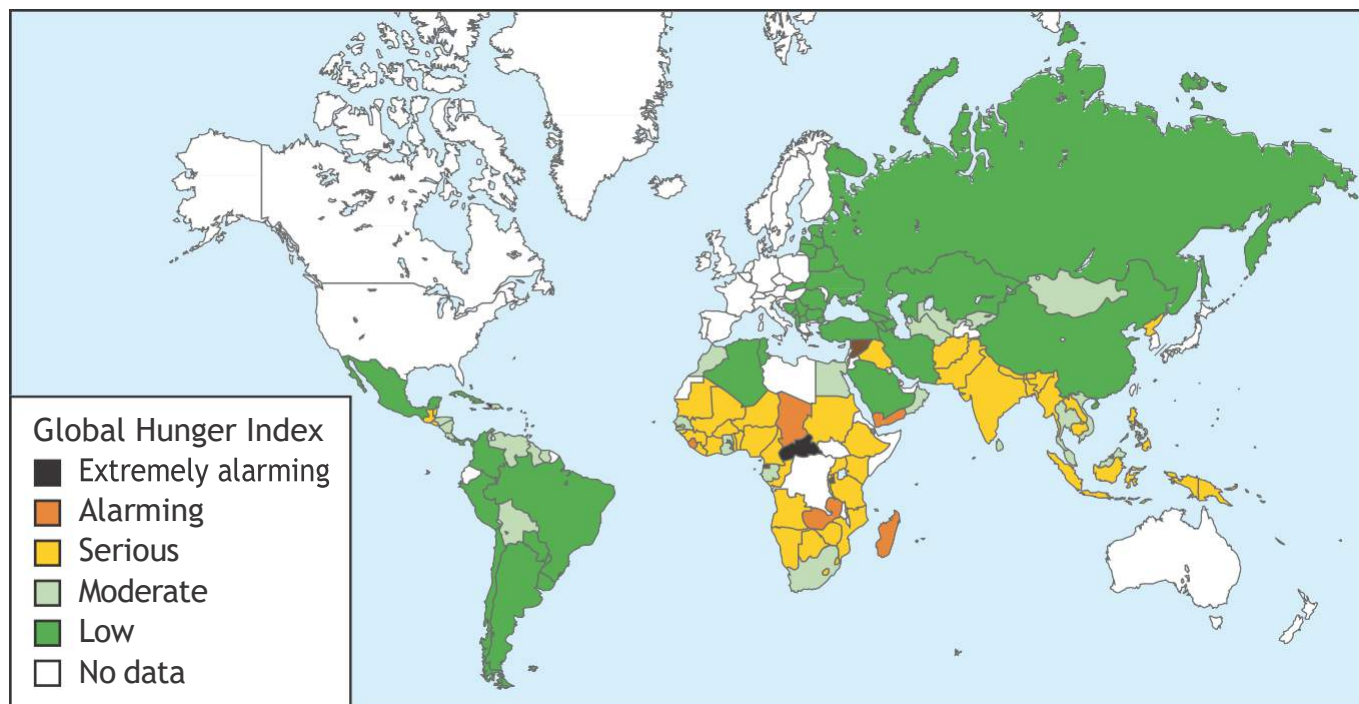


Figure 9b

Map of the 2018 Global Hunger Index, a measure of food security

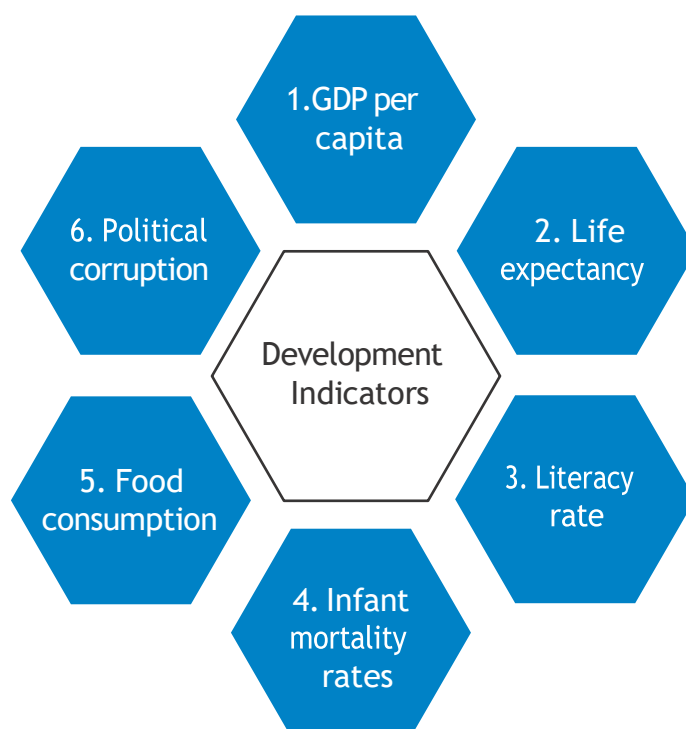


Figure 9c

Selected Development Indicators in rank order

BLANK PAGE

BLANK PAGE

BLANK PAGE

Acknowledgements

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

Figure 1a: Source from © Clarence Holmes Photography/Alamy Stock Photo

Figure 1b: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 1c: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 2a: © Mauro Toccaceli/Alamy Stock Photo

Figure 2b: Source from <https://www.un.org/en/development/desa/population/publications/dataset/urban/urbanAndRuralPopulationByAgeAndSex.asp>

Figure 2c: Source from <https://www.indonesia-investments.com/business/commodities/palm-oil/item166?>

Figure 3a: Source from © Stephen Dorey - Gloucestershire/Alamy Stock Photo

Figure 3b: Source from <http://www.mma.gov.br/informma/item/15259-governo-federal-divulga-taxa-de-desmatamento-na-amaz%C3%B4nia.html>

Figure 3c: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017> & <https://www.statista.com/chart/1826/population-growth-in-the-worlds-megacities/>

Figure 7a: Source from: <https://climate.nasa.gov/vital-signs/global-temperature> & <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 7b: Source based on: https://19january2017snapshot.epa.gov/climate-impacts/international-climate-impacts_.html

Figure 8a: Source from: <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 8b: Source from: <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 9a: Source from: <https://data.worldbank.org/>

Figure 9b: Source based on: <https://www.globalhungerindex.org/results/>

Pearson Edexcel International GCSE (9–1)

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 ►

P66581RA

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1/1/1



P 6 6 5 8 1 R A



Pearson



Figure 1a
Photograph of an electric bus

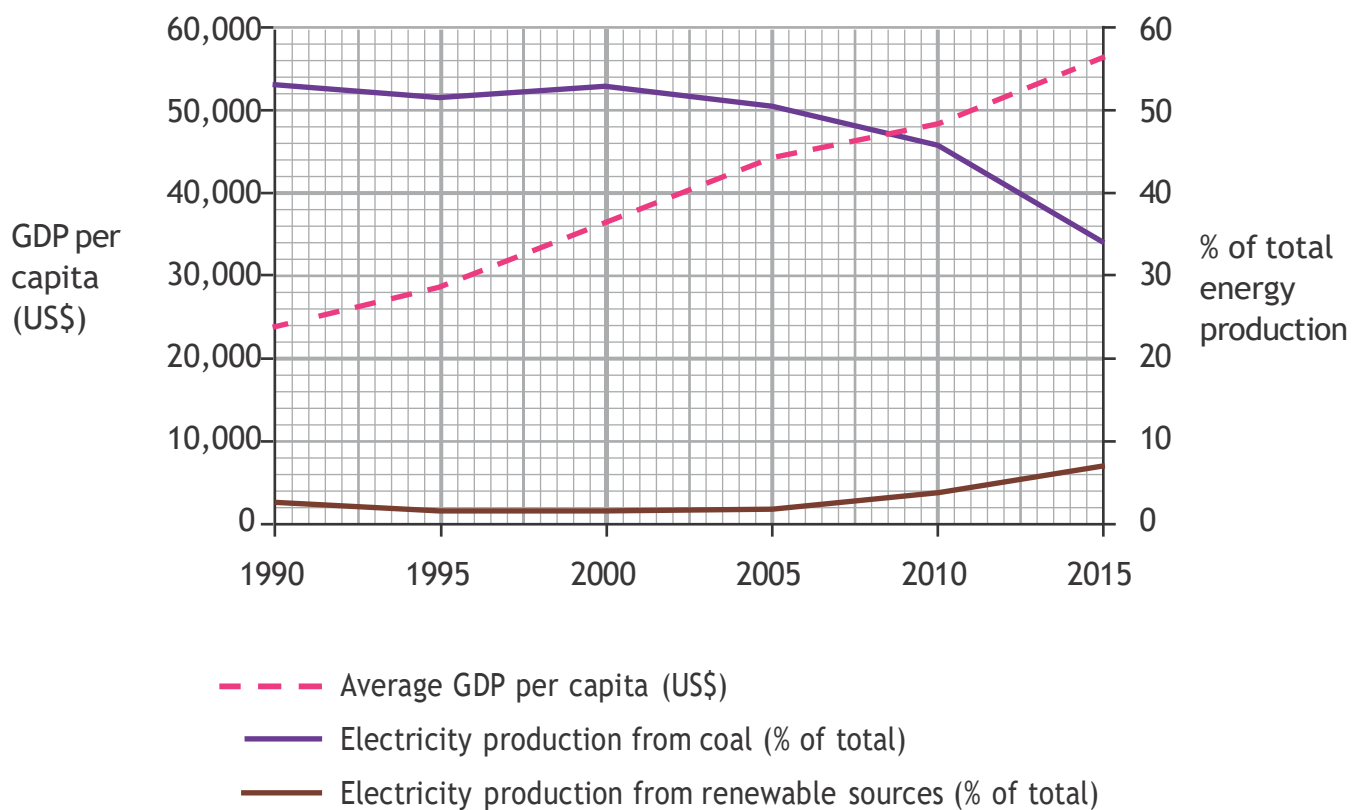


Figure 1c

Global average Gross Domestic Product (GDP) per capita, electricity production from coal and renewable sources, 1990–2015



Figure 2a

Photograph of a visitor centre in a rural area

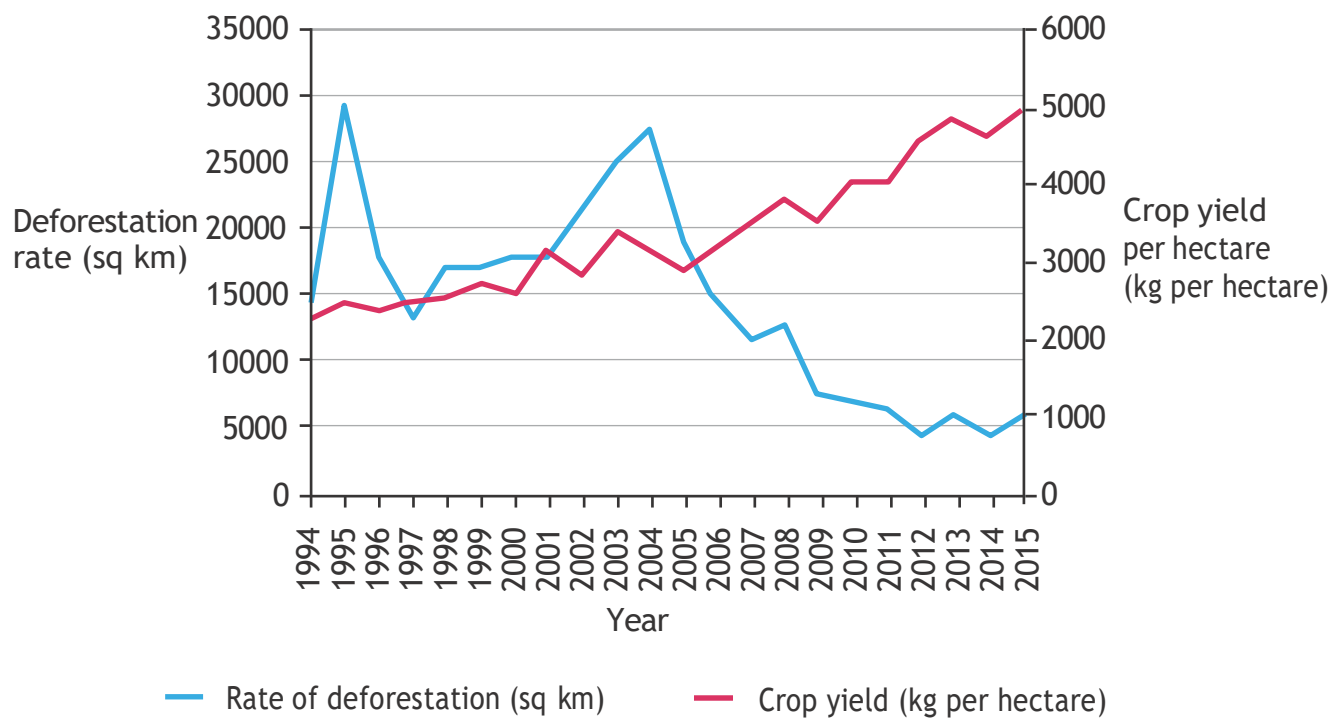


Figure 2c
Rates of deforestation and crop yields in Brazil, 1994–2015



Figure 3a
Photograph of a UK landscape

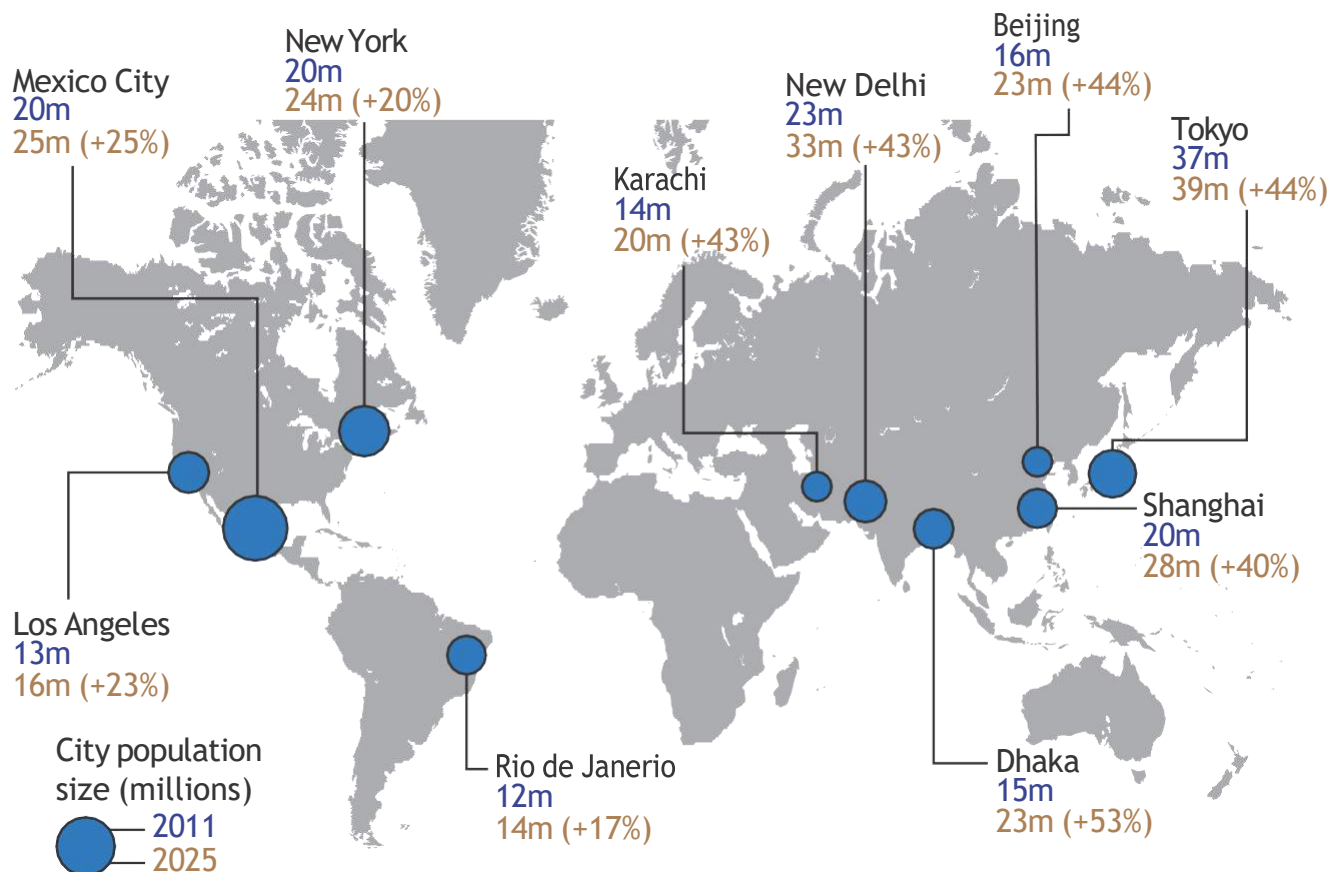


Figure 3c

Global map of predicted population growth in selected megacities

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 4a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 4b

Extract from a student's questionnaire

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 5a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 5b

Extract from a student's questionnaire

Method	Purpose	Details
Secondary data from websites and newspapers	To provide background information on the study site.	Conduct web search using Google and Google Scholar for selected key words.
Photographs/Field sketches	To provide a visual record of the different parts of the enquiry site.	Take photos and field sketches where possible.
Environmental Quality Survey	To provide an understanding of how environmental quality varies across the site.	To be conducted at five sites at regular intervals along a road.
Questionnaire	To understand different views of the developments taking place.	Complete 10 questionnaires. Two at each site.

Figure 6a

An extract from a student's methodology

	Yes (%)	No (%)	Not sure (%)
Question 1: Did you think this area needs to be improved?	75	15	10
Question 2: Do you think the developments have improved the area?	50	40	10
Question 3: Do you think further improvements need to be made?	75	10	15
Question 4: Do you think local government should be responsible for leading the development of this area?	40	40	20
Question 5: Are you local to this area?	80	20	0

Figure 6b

Extract from a student's questionnaire

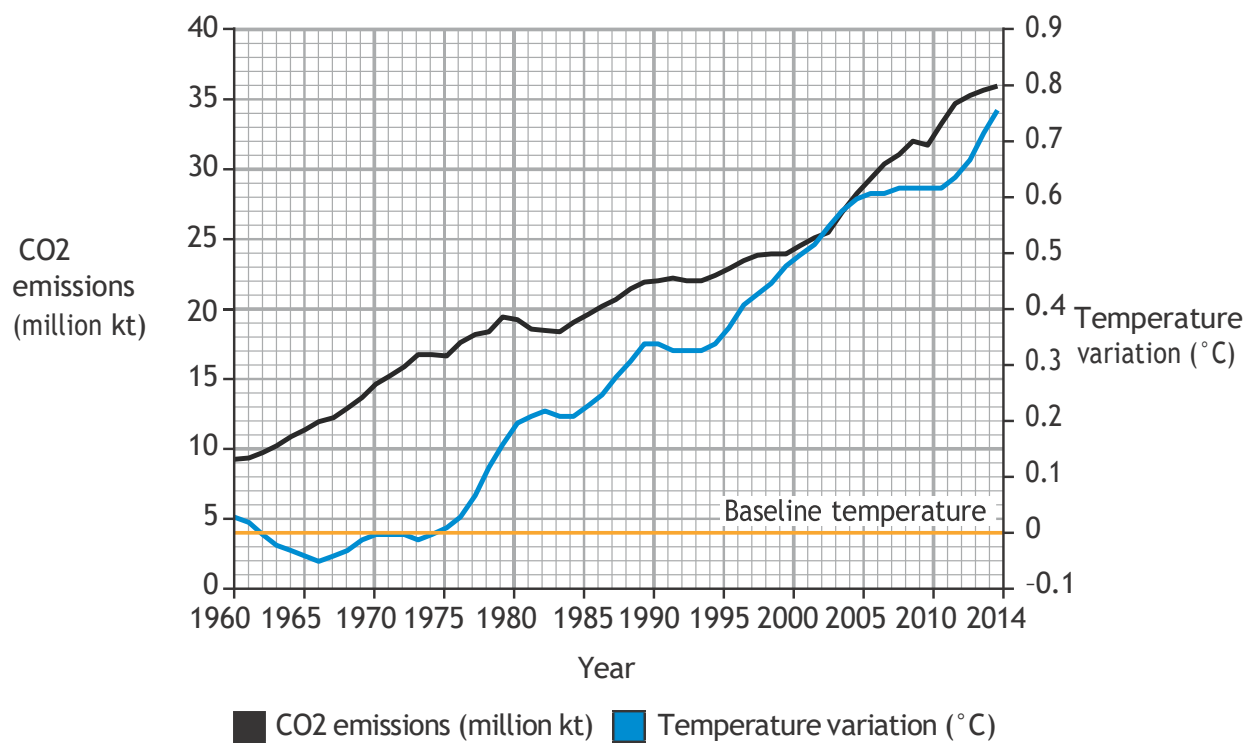
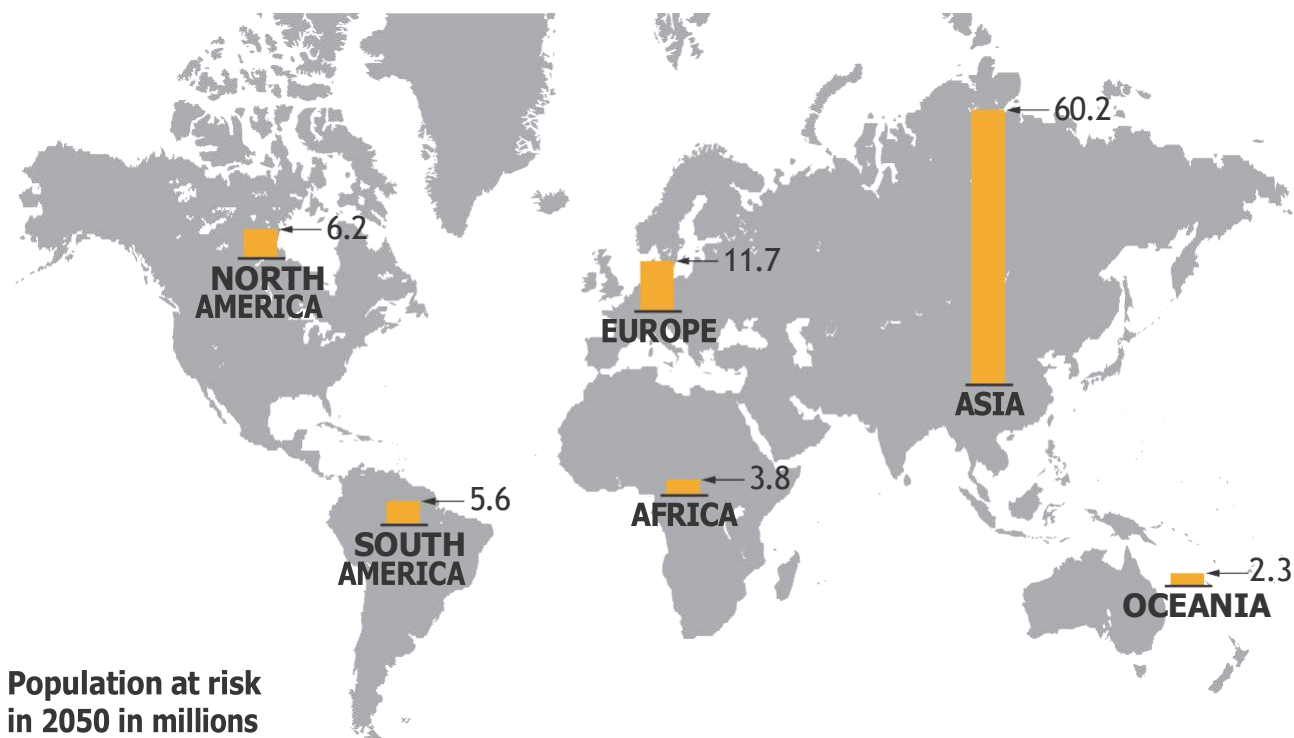


Figure 7a

CO2 emissions and global temperature variation taken from a baseline of 1960



Height of columns represents the number of people at risk from a 0.15 sea level rise, in millions.

Figure 7b

Global map of populations at risk from 0.15m sea level rise due to climate change


<p>Greatest threat</p>  <p>Least threat</p>	Global sea level rise
	Desertification
	Changing weather patterns
	Ecosystem changes
	Health challenges
	Changing pattern of food production

Figure 7c

Selected potential threats from global climate change

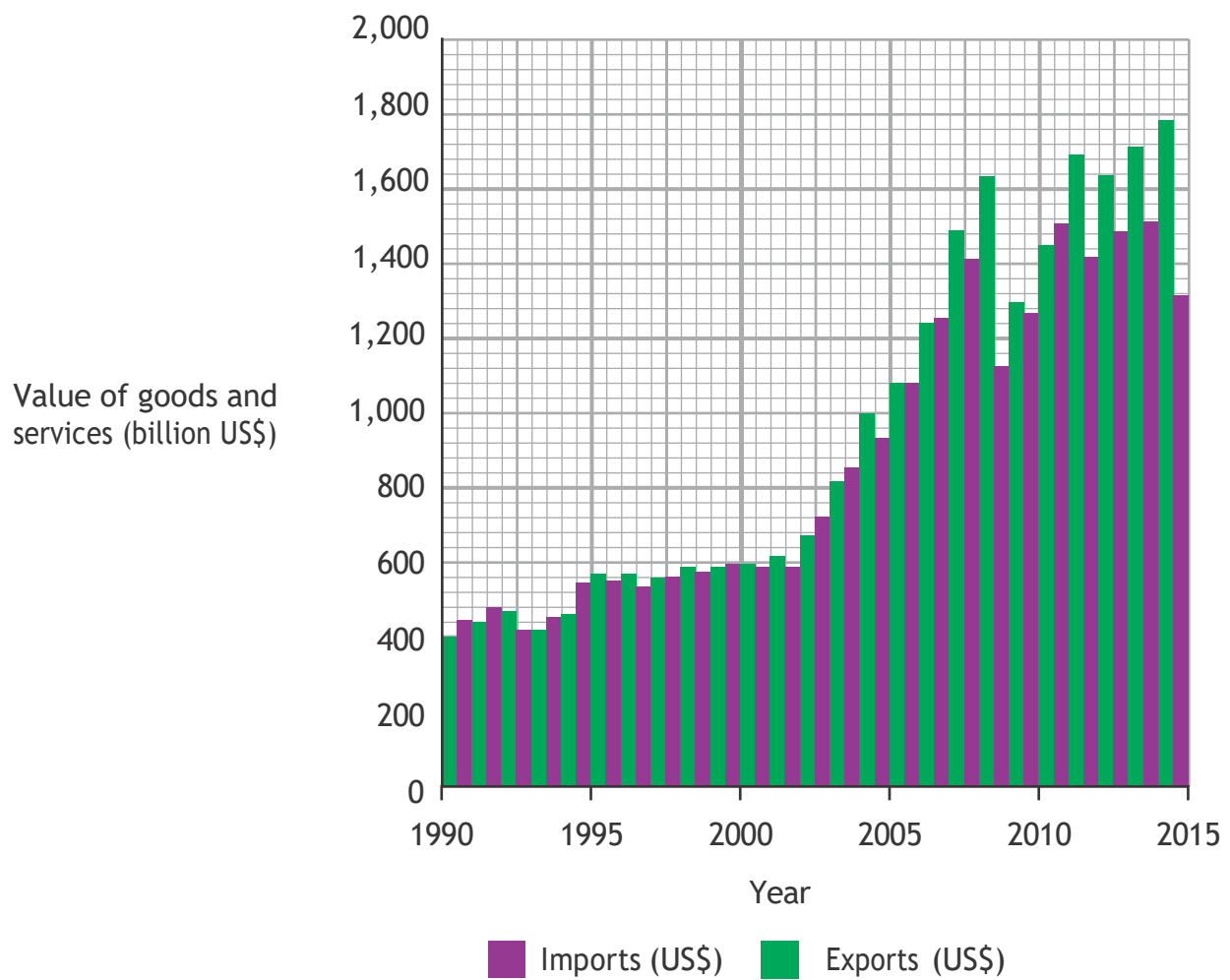


Figure 8a
Trade exports and imports for Germany, 1990-2015

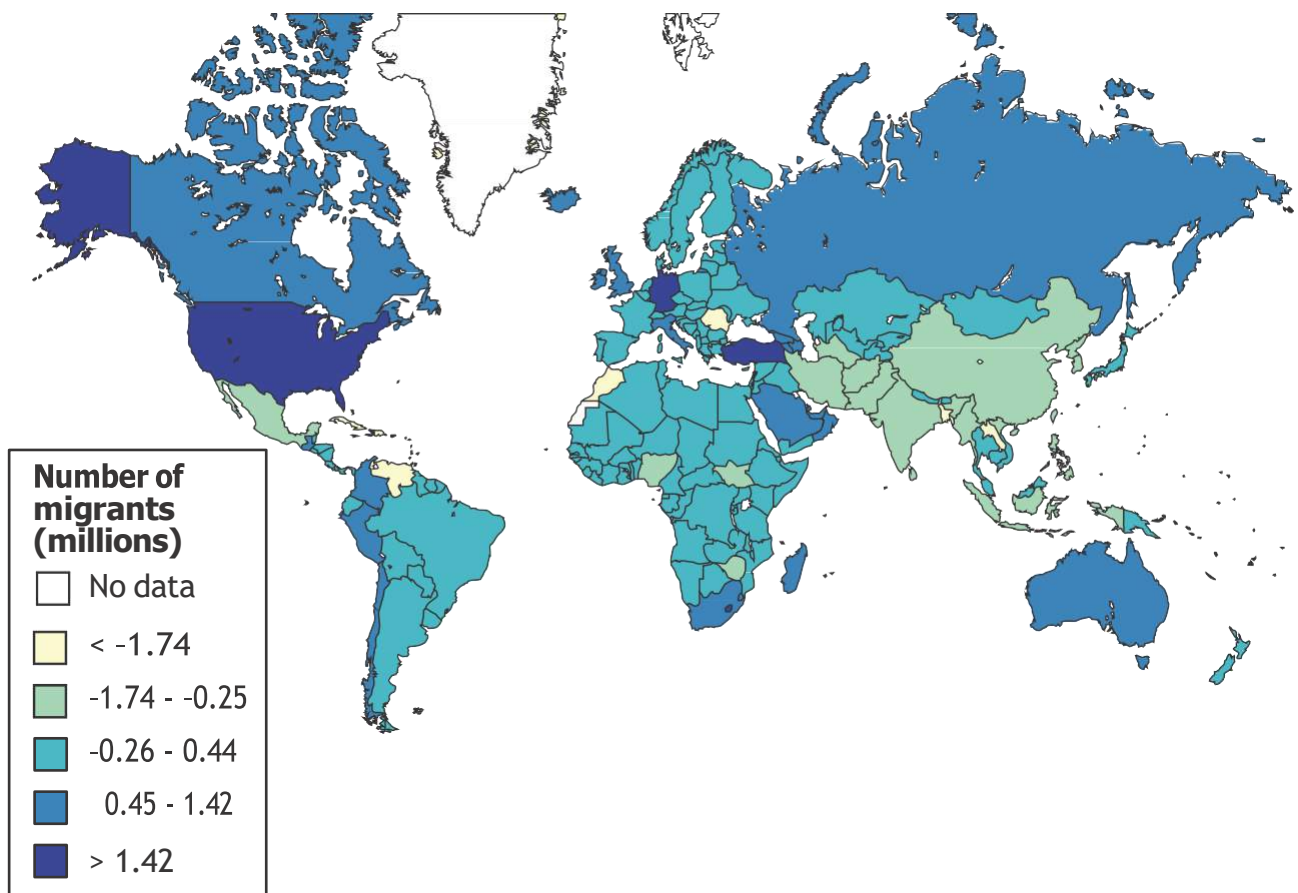


Figure 8b
Global map of net migration, 2017

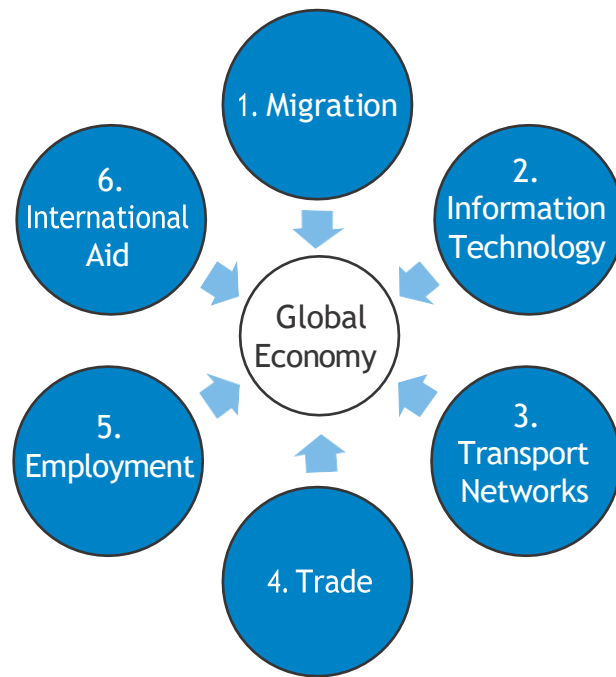


Figure 8c

Selected factors affecting the global economy in rank order

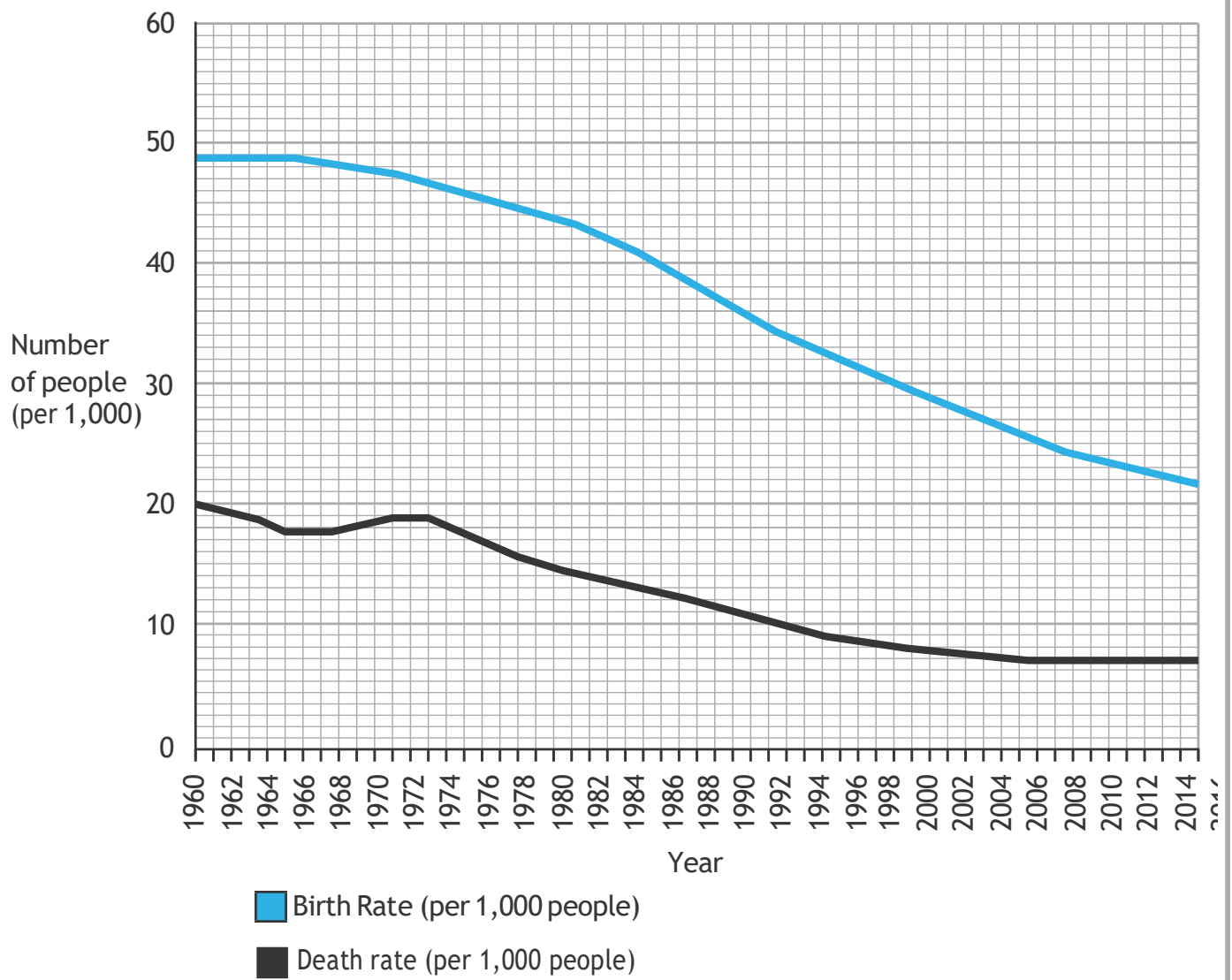


Figure 9a
Birth rate and death rate for Bangladesh, 1960-2016

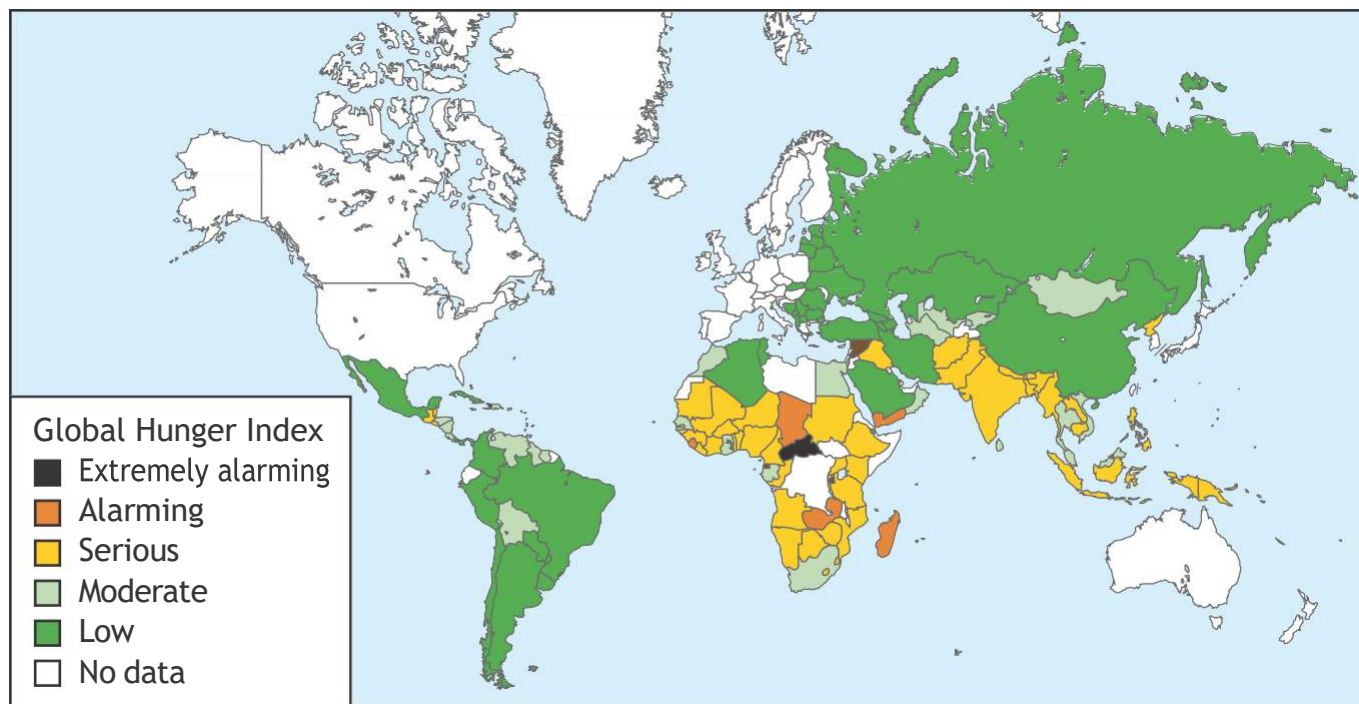


Figure 9b

Map of the 2018 Global Hunger Index, a measure of food security

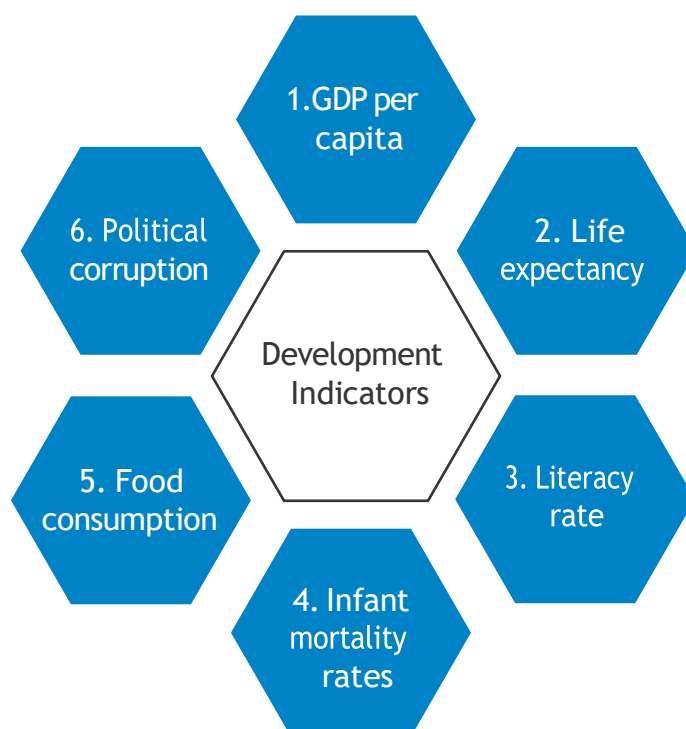


Figure 9c

Selected Development Indicators in rank order

BLANK PAGE

BLANK PAGE

BLANK PAGE

Acknowledgements

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

Figure 1a: Source from © Clarence Holmes Photography/Alamy Stock Photo

Figure 1b: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 1c: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 2a: © Mauro Toccaceli/Alamy Stock Photo

Figure 2b: Source from <https://www.un.org/en/development/desa/population/publications/dataset/urban/urbanAndRuralPopulationByAgeAndSex.asp>

Figure 2c: Source from <https://www.indonesia-investments.com/business/commodities/palm-oil/item166?>

Figure 3a: Source from © Stephen Dorey - Gloucestershire/Alamy Stock Photo

Figure 3b: Source from <http://www.mma.gov.br/informma/item/15259-governo-federal-divulga-taxa-de-desmatamento-na-amaz%C3%B4nia.html>

Figure 3c: Source from <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017> & <https://www.statista.com/chart/1826/population-growth-in-the-worlds-megacities/>

Figure 7a: Source from: <https://climate.nasa.gov/vital-signs/global-temperature> & <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 7b: Source based on: https://19january2017snapshot.epa.gov/climate-impacts/international-climate-impacts_.html

Figure 8a: Source from: <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 8b: Source from: <https://data.worldbank.org/indicator/SM.POP.NETM?type=shaded&view=map&year=2017>

Figure 9a: Source from: <https://data.worldbank.org/>

Figure 9b: Source based on: <https://www.globalhungerindex.org/results/>