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.
- Answer ONE question in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided – **there may be more space than you need**.

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets – **use this as a guide as to how much time to spend on each question**.
- The quality of your written communication will be assessed in ALL your responses – **you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression**.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Spend approximately 35 – 40 minutes on Section A and 35 – 40 minutes on Section B.
- Check your answers if you have time at the end.

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**Edexcel GCE**

**Geography**

**Advanced Subsidiary**

**Unit 2: Geographical Investigations**

Monday 21 January 2013 – Afternoon

**Time: 1 hour 15 minutes**

**Paper Reference** 6GE02/01

You must have:

Resource Booklet (enclosed)

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**Total Marks**

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**P41355A**

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SECTION A

Answer ONE question in this section.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

EXTREME WEATHER

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

1 Study Figure 1.

(a) Comment on the possible social and economic impacts of the variations in spring rainfall shown on Figure 1.

(10)
(b) Using examples, examine the evidence that suggests extreme weather events are becoming more frequent.

(10)
(c) Describe the fieldwork and research you undertook to investigate how people attempt to manage the impacts of extreme weather, such as flooding. (15)
Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

CROWDED COASTS

If you choose to answer Question 2, put a cross in the box □.

2 (a) Study Figure 2.

Comment on the evidence in Figure 2 which suggests that both locations are examples of crowded coasts.

(10)
(b) Using examples, examine the factors that have led to economic and population growth in some coastal locations.
(c) Describe the fieldwork and research you undertook to investigate one of the following:

- Rates of coastal erosion
- Degree of coastal flood risk

Put a cross in the box against the topic you have chosen.

(15)
SECTION B

Answer ONE question in this section.

Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

UNEQUAL SPACES

If you choose to answer Question 3, put a cross in the box □ .

3 Study Figure 3.

(a) Comment on the reasons for, and possible impacts of, the different broadband speeds.  

(10)
(b) Using examples, explain how inequality can have impacts on people living in urban areas.

(10)
(c) For **either** an urban or rural area, describe the **results** of your fieldwork and research into the success of schemes to reduce inequalities.

(15)

Named area: ..........................................................................................................................
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Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

REBRANDING PLACES

If you choose to answer Question 4, put a cross in the box □.

4 Study Figure 4.

(a) Comment on the **usefulness** of the three fieldwork approaches to investigate **rural** rebranding.

(10)
(b) Using examples, explain how environmental and economic decline have led to the need to rebrand urban areas.
(c) For *either* an urban or rural area, describe the **results** of your fieldwork and research to investigate the success of rebranding schemes.

Named area: ...........................................................................................................................................

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Figure 1  Spring (March, April and May) rainfall in 2011 as a percentage of the 1971-2000 average

- Above average precipitation: 131% or more
- 111 - 130%
- 91 - 110%
- Below average precipitation: 51 - 90%
- 50% or less

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### Figure 2  Two examples of crowded coasts

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Photograph A</td>
<td>Northern Taipei, Taiwan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Photograph B</td>
<td>Lulworth, Southern England</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Photograph C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 3  Variations in broadband internet access speeds in the UK

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage (%) of households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Villages, hamlets and isolated settlements</td>
<td>52%</td>
</tr>
<tr>
<td>Small market towns</td>
<td>60%</td>
</tr>
<tr>
<td>Large urban areas</td>
<td>48%</td>
</tr>
</tbody>
</table>

Key: Broadband Internet Speeds, Megabytes per second (Mbps)

- Yellow: less than 2.5 Mbps
- Red: between 2.5 - 10 Mbps
- Blue: more than 10 Mbps

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Figure 4  Possible approaches to investigate rural rebranding: part of a plan from a student’s preparatory work

<table>
<thead>
<tr>
<th>Technique</th>
<th>Possible ideas / questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>• How well known is the brand?</td>
</tr>
<tr>
<td></td>
<td>• How far have people travelled to visit?</td>
</tr>
<tr>
<td></td>
<td>• How do they rate the experience?</td>
</tr>
<tr>
<td>Activity surveys</td>
<td>• What are people doing?</td>
</tr>
<tr>
<td></td>
<td>• What is the average duration of stay (minutes)?</td>
</tr>
<tr>
<td></td>
<td>• What are the activity patterns and flows of people like?</td>
</tr>
<tr>
<td></td>
<td>• Where do people go after visiting the location?</td>
</tr>
<tr>
<td>Photographs</td>
<td>Take photos of</td>
</tr>
<tr>
<td></td>
<td>• people and buildings.</td>
</tr>
<tr>
<td></td>
<td>• tourist leaflets and notice boards.</td>
</tr>
<tr>
<td></td>
<td>• public transport facilities.</td>
</tr>
</tbody>
</table>
Edexcel a product of Pearson Education Ltd. gratefully acknowledges the following sources:

*Rainfall percent of average map for Spring 2011 (March, April and May), Met Office, 2011*

*ADSL internet access speed 2009, State of the countryside, 2010*

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