

**Paper Reference 4GE1/02**  
**Pearson Edexcel**  
**International GCSE (9–1)**

# **Geography**

## **PAPER 2: Human geography**

**Time: 1 hour 45 minutes**

# **Resource Booklet**

**Do not return this Resource Booklet with the Question Paper.**

## Contents

For some Figures there is a modified colour and modified black and white diagram. You may use whichever version is easier for you to view. Some diagrams are only in modified colour but you are then provided with a description of the diagram.

### Page

#### SECTION A

|    |           |
|----|-----------|
| 4  | Figure 1a |
| 5  | Figure 1b |
| 6  | Figure 1c |
| 7  | Figure 2a |
| 8  | Figure 2b |
| 9  | Figure 2c |
| 10 | Figure 3a |
| 11 | Figure 3b |
| 12 | Figure 3c |

#### SECTION B

|    |           |
|----|-----------|
| 13 | Figure 4a |
| 14 | Figure 4b |
| 15 | Figure 5a |
| 16 | Figure 5b |
| 17 | Figure 6a |
| 18 | Figure 6b |

#### SECTION C

|    |                                      |
|----|--------------------------------------|
| 19 | Figure 7a – Colour (Part 1)          |
| 20 | Figure 7a – Colour (Part 2)          |
| 21 | Figure 7a – Colour (Part 3)          |
| 22 | Figure 7a – Black and White (Part 1) |
| 23 | Figure 7a – Black and White (Part 2) |
| 24 | Figure 7a – Black and White (Part 3) |

(continued on the next page)

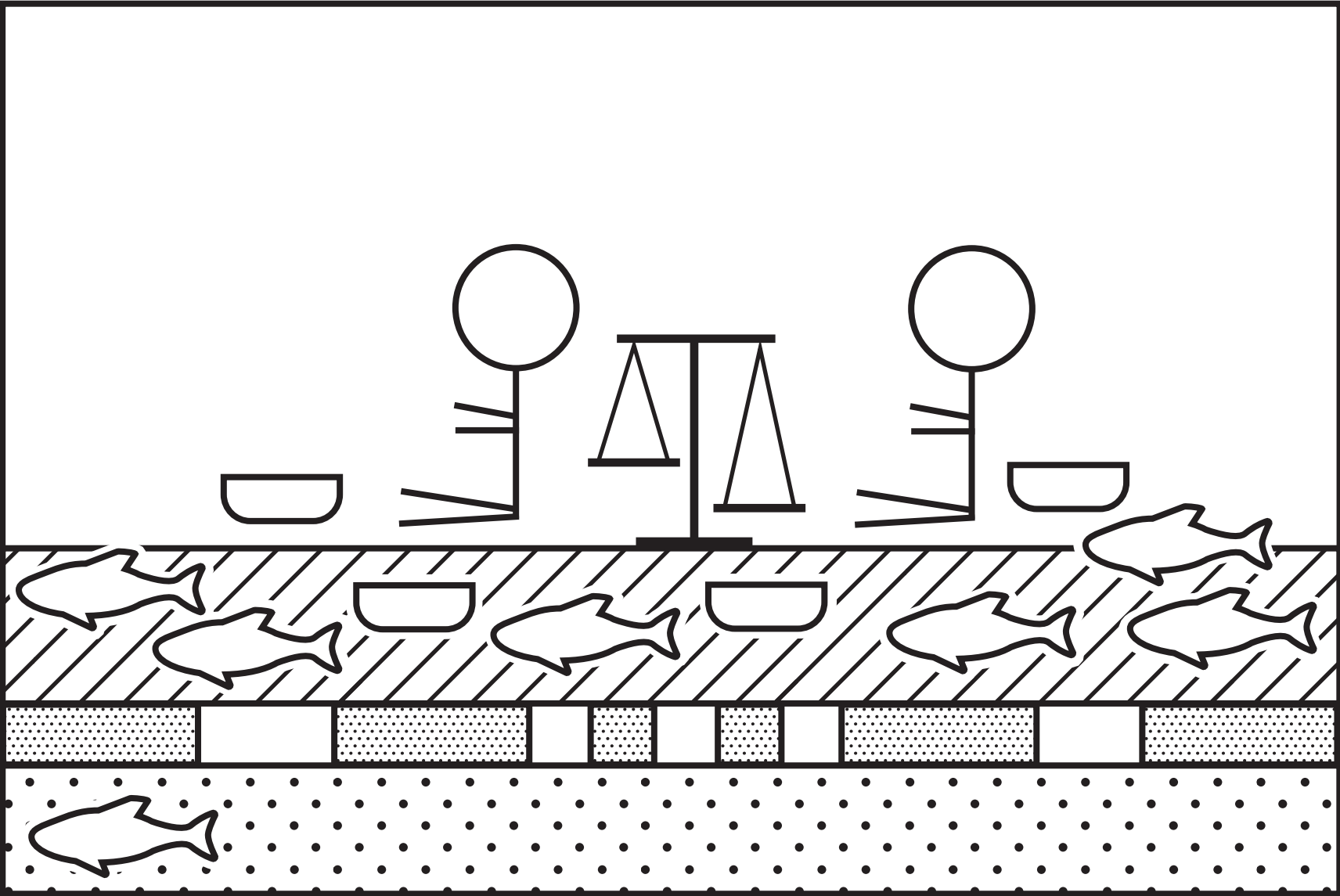
Turn over

**Contents continued.****Page**


|           |   |
|-----------|---|
| <b>25</b> | <b>Figure 7b</b>                            |
| <b>26</b> | <b>Figure 7c</b>                            |
| <b>27</b> | <b>Figure 8a – Colour (Part 1)</b>          |
| <b>28</b> | <b>Figure 8a – Colour (Part 2)</b>          |
| <b>29</b> | <b>Figure 8a – Colour (Part 3)</b>          |
| <b>30</b> | <b>Figure 8a – Black and White (Part 1)</b> |
| <b>31</b> | <b>Figure 8a – Black and White (Part 2)</b> |
| <b>32</b> | <b>Figure 8a – Black and White (Part 3)</b> |
| <b>33</b> | <b>Figure 8b</b>                            |
| <b>34</b> | <b>Figure 8c</b>                            |
| <b>35</b> | <b>Figure 9a – Colour (Part 1)</b>          |
| <b>36</b> | <b>Figure 9a – Colour (Part 2)</b>          |
| <b>37</b> | <b>Figure 9a – Colour (Part 3)</b>          |
| <b>38</b> | <b>Figure 9a – Black and White (Part 1)</b> |
| <b>39</b> | <b>Figure 9a – Black and White (Part 2)</b> |
| <b>40</b> | <b>Figure 9a – Black and White (Part 3)</b> |
| <b>41</b> | <b>Figure 9b</b>                            |
| <b>42</b> | <b>Figure 9c</b>                            |


Figure 1a


Informal employment in Kolkata, India





KEY


 People sitting

 Fish

 Bowls of spices

 Scales

 Ground

 Wooden boards

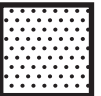
 Bricks



Figure 1b

Malthus’ theory of population growth and food supply over time

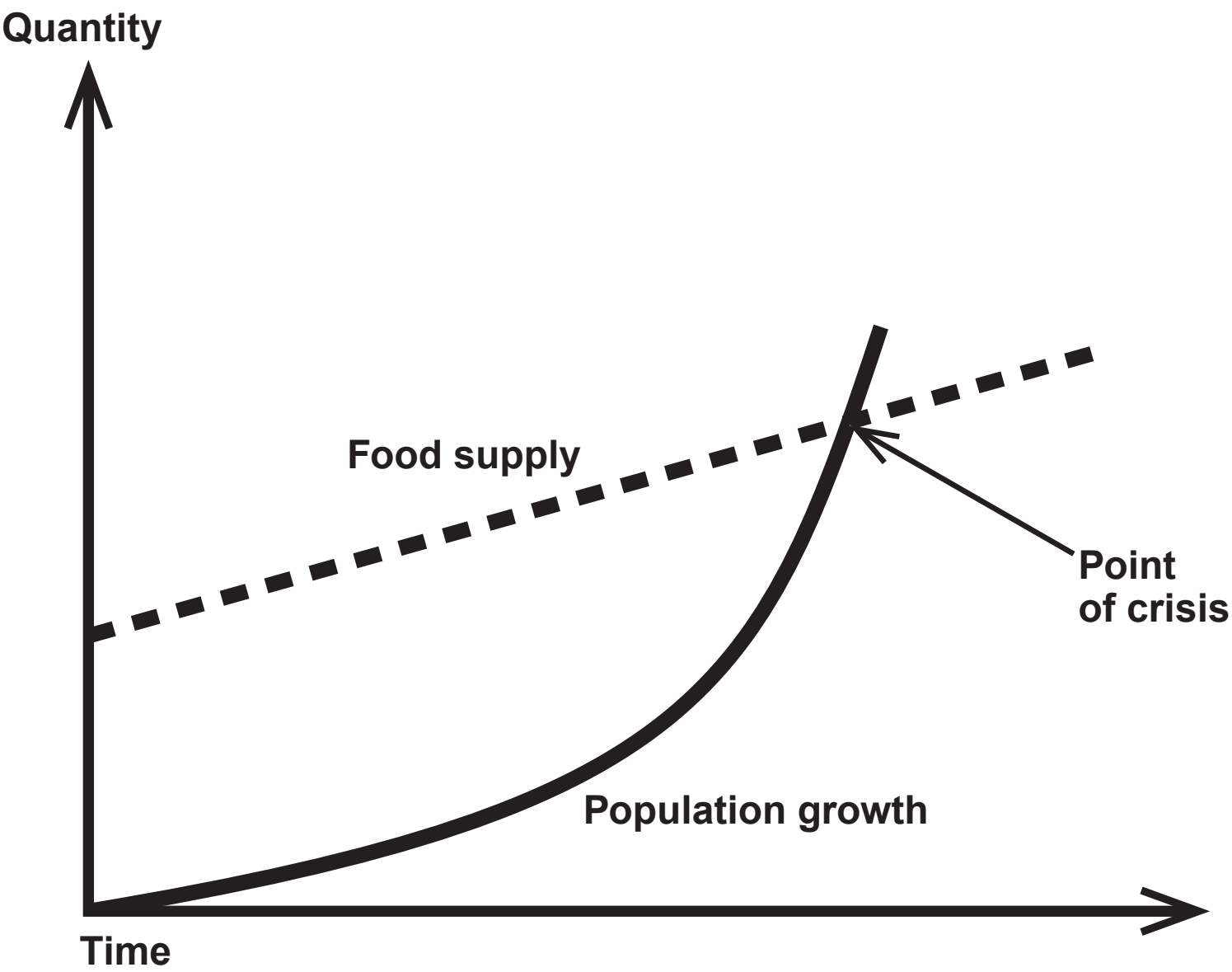


Figure 1c

Percentage (%) of people employed in the secondary sector in selected countries, 1991–2019

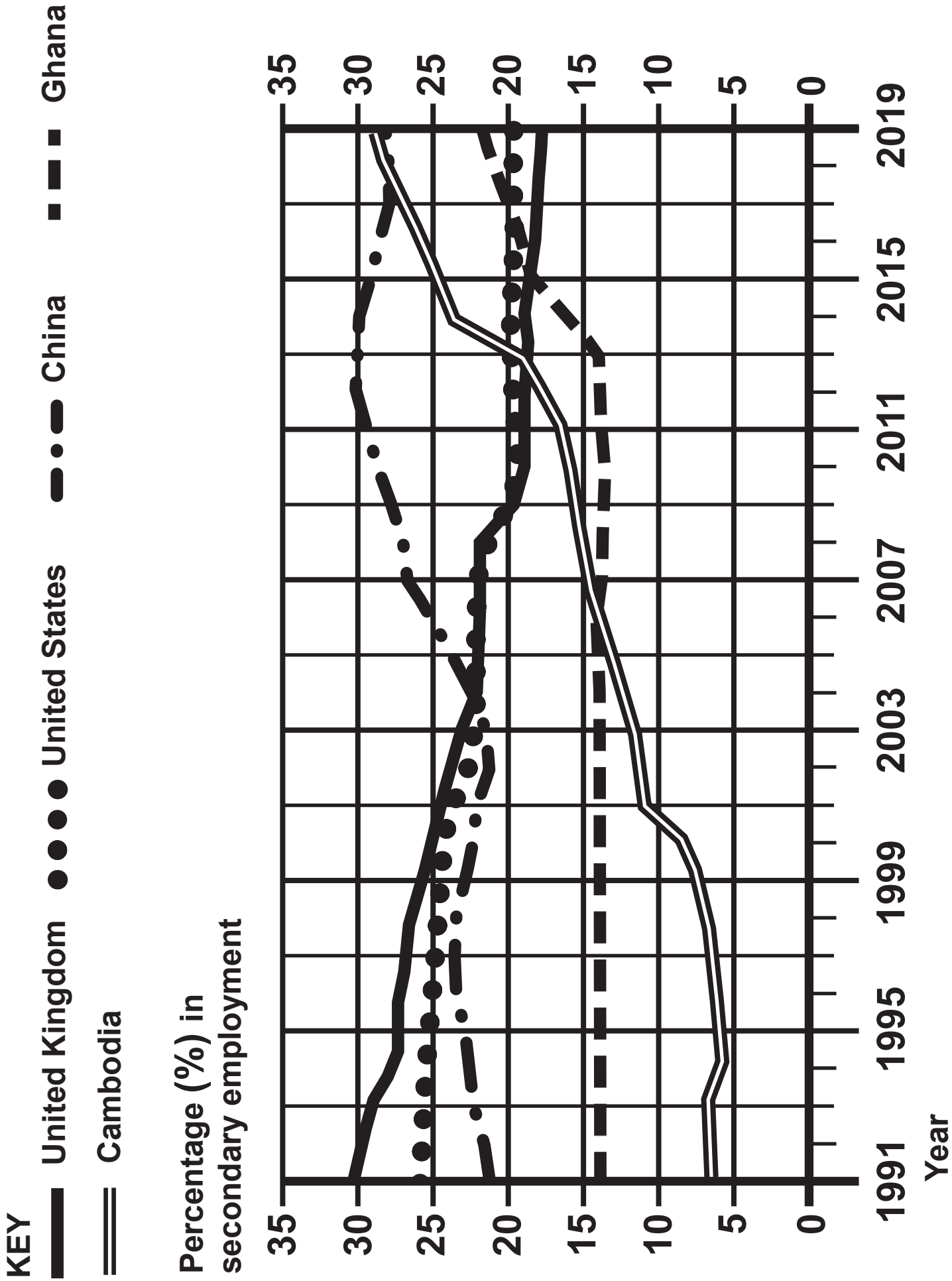




Figure 2a  
A temperate forest in the United States of America

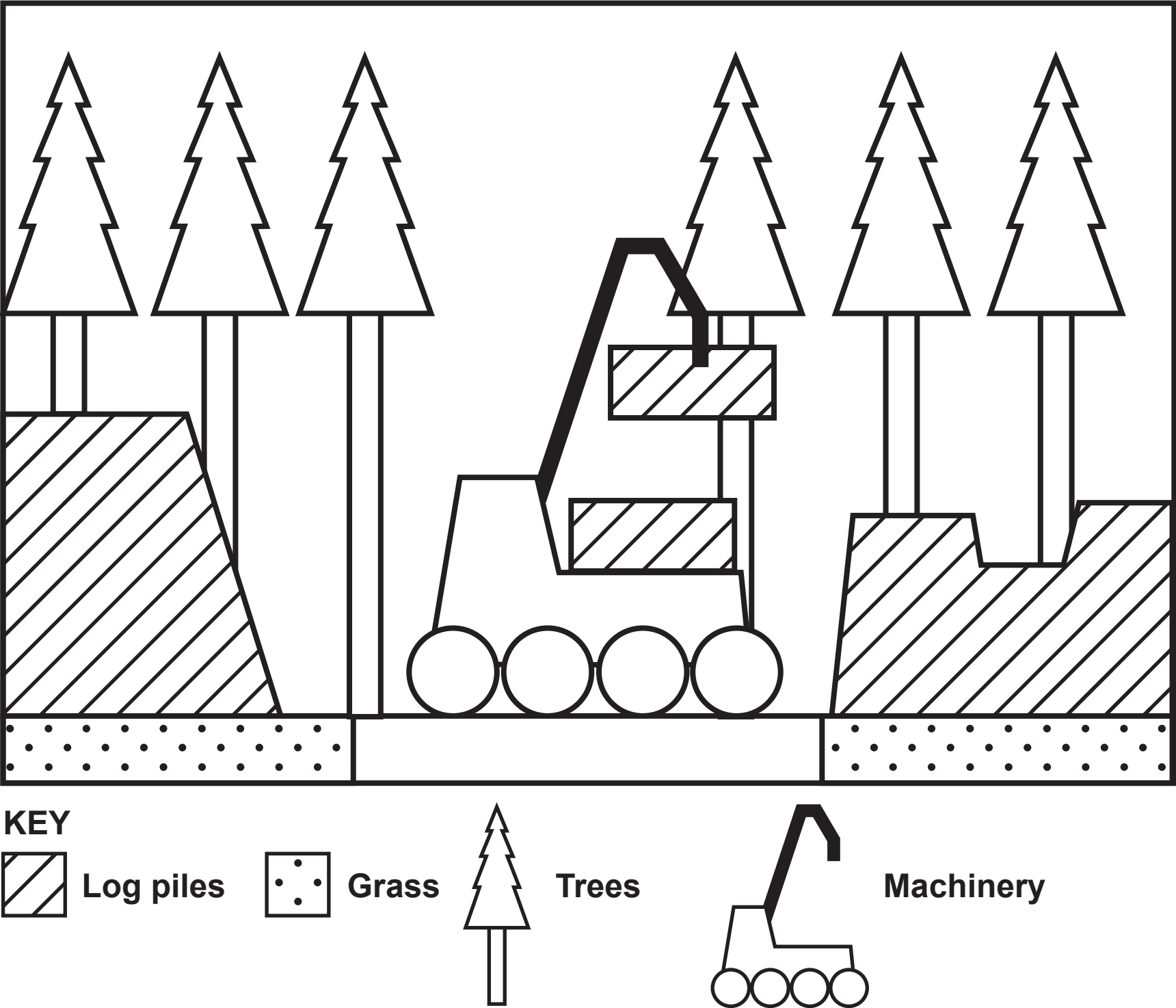
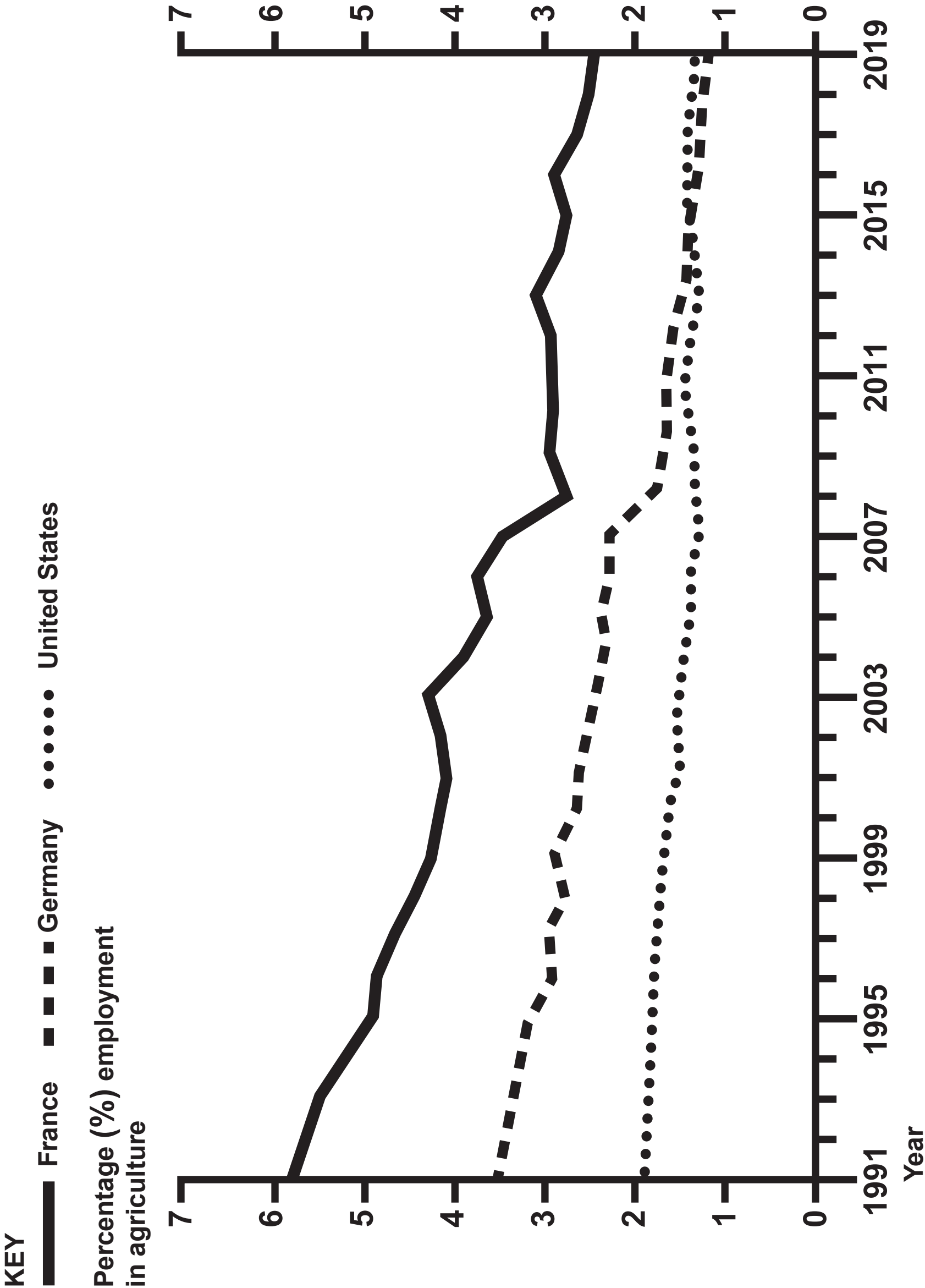




Figure 2b

Percentage (%) of employment in agriculture for selected countries, 1991–2019





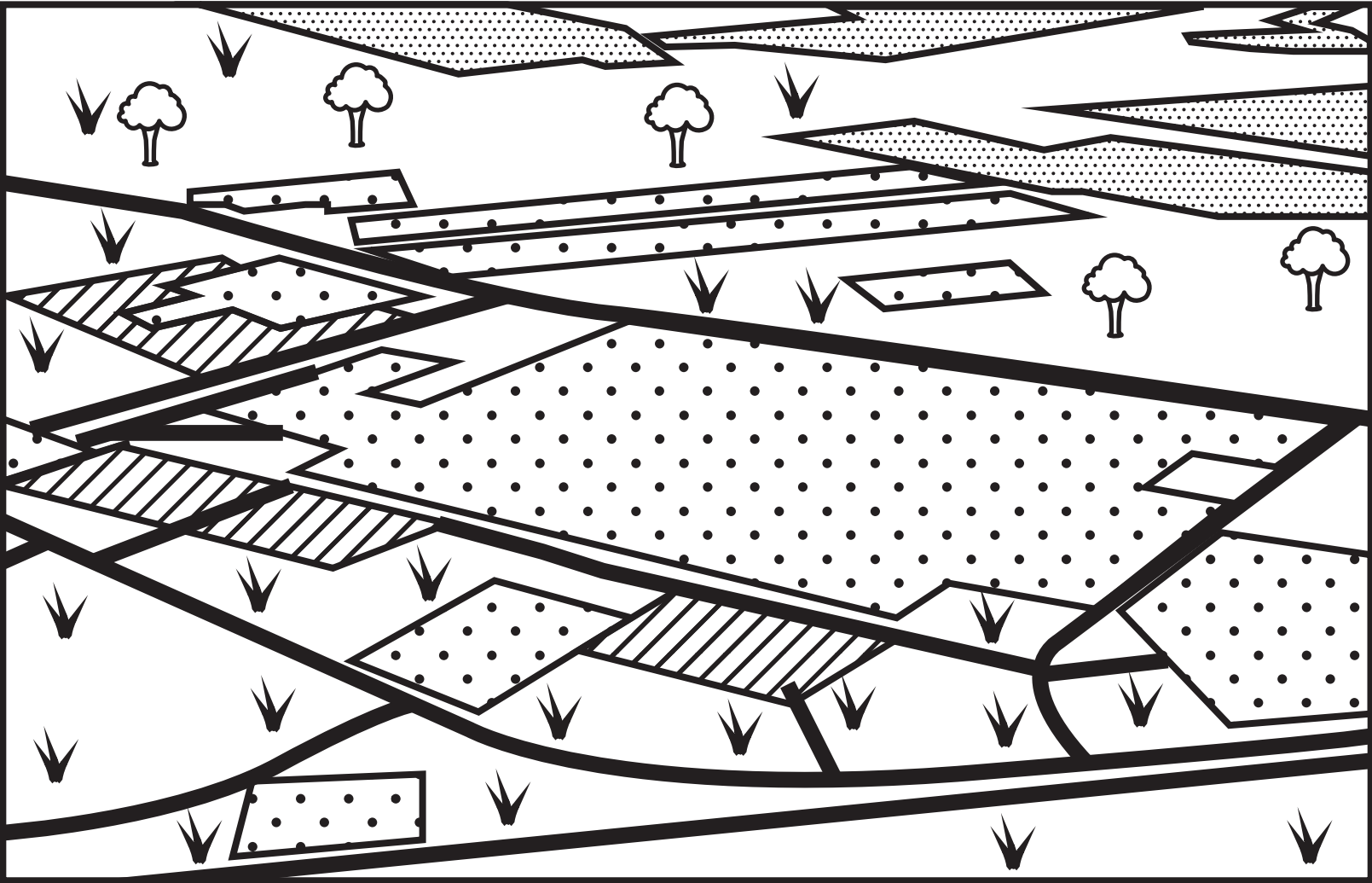
## Figure 2c

### Views from a farmer in Uganda

- I have recently got a smartphone so I can check local market crop prices.
- There's so much work to do and many of the younger people have left to work in the city.
- Droughts are becoming worse in some areas, making it more difficult to produce enough.

Figure 3a

Aerial photo of a factory in New Orleans, United States of America



KEY

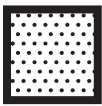


Factory buildings



Car parks

Roads



Residential areas



Trees



Vegetation

Figure 3b

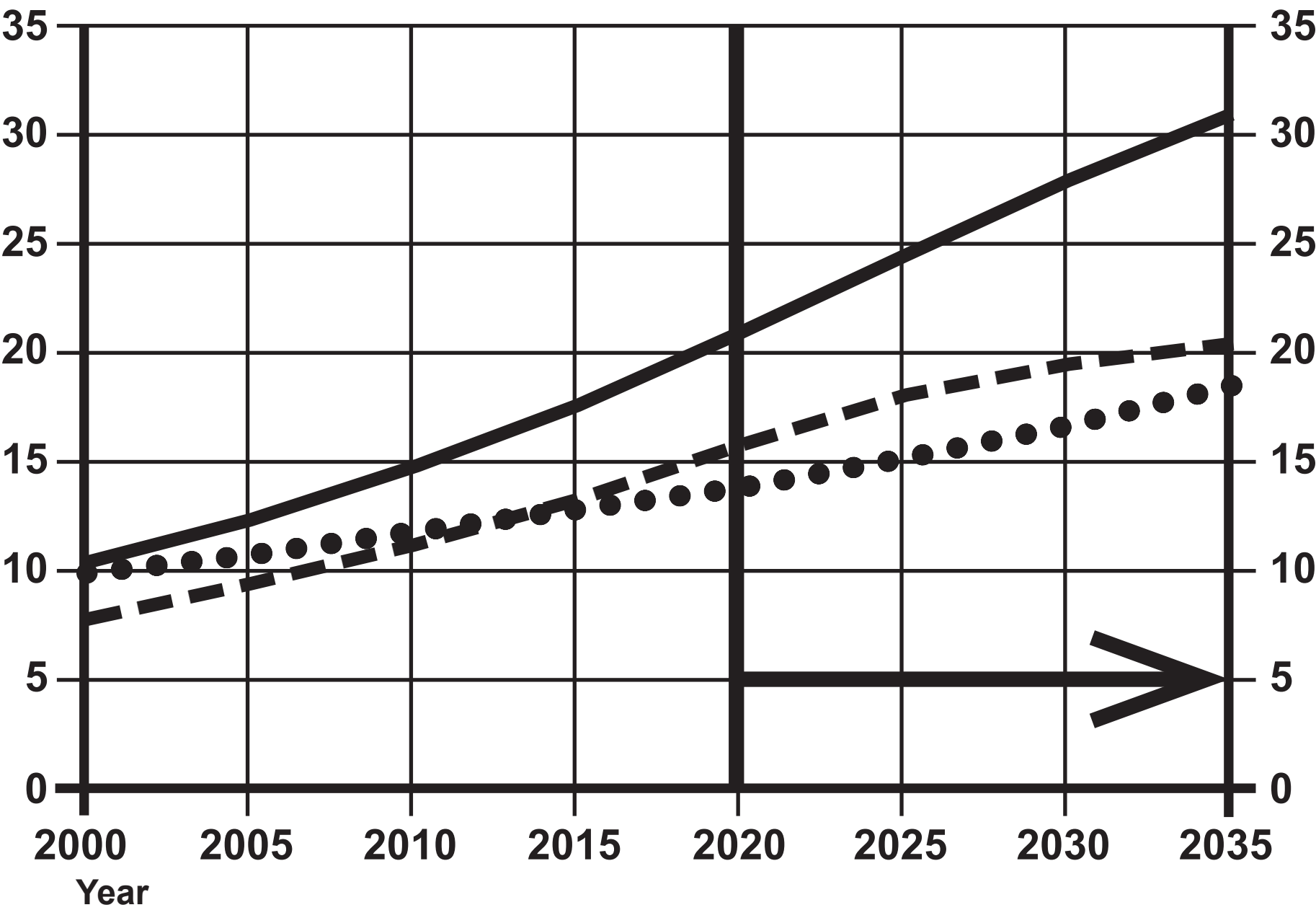
Population and predicted population of selected megacities,  
2000–2035

KEY

———— Dhaka      - - - - Chongqing      ● ● ● ● Manila

➤ Predicted population

Population (millions)



## Figure 3c

### Comments from a planner in London, United Kingdom

- We want to introduce a new scheme to limit the number of vehicles visiting the city centre.
- There's a new recycling facility to try and reduce the amount of waste going to landfill.
- We want to find ways of using more renewable energy to reduce CO<sub>2</sub> emissions.



Figure 4a  
An extract from a student’s questionnaire

Questionnaire: Investigating energy efficiency in the home

1. Do you think your home is energy efficient?

Yes ☐

No ☐

2. Do you want to make your home more energy efficient?

Yes ☐

No ☐

3. Why?

4. How do you think you could make your home more energy efficient?

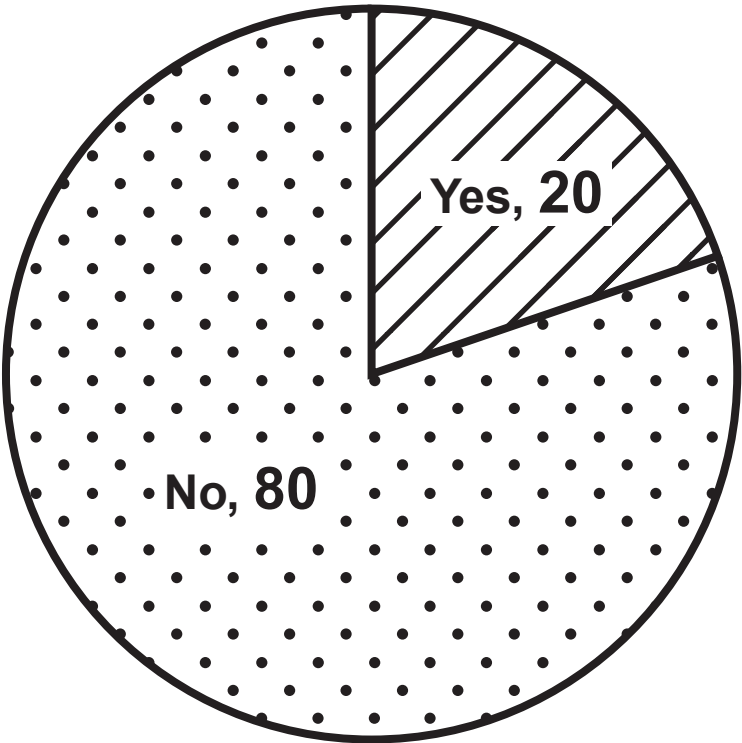
5. On a scale of 1–5 how likely are you to make the following changes to your home:

|   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Solar panels                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New windows<br>(with double<br>glazing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roof insulation                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Underfloor<br>heating                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Figure 4b

An extract from a student’s data presentation

Question 1. Do you think your home is energy efficient?



Question 2. Do you want to make your home more energy efficient?

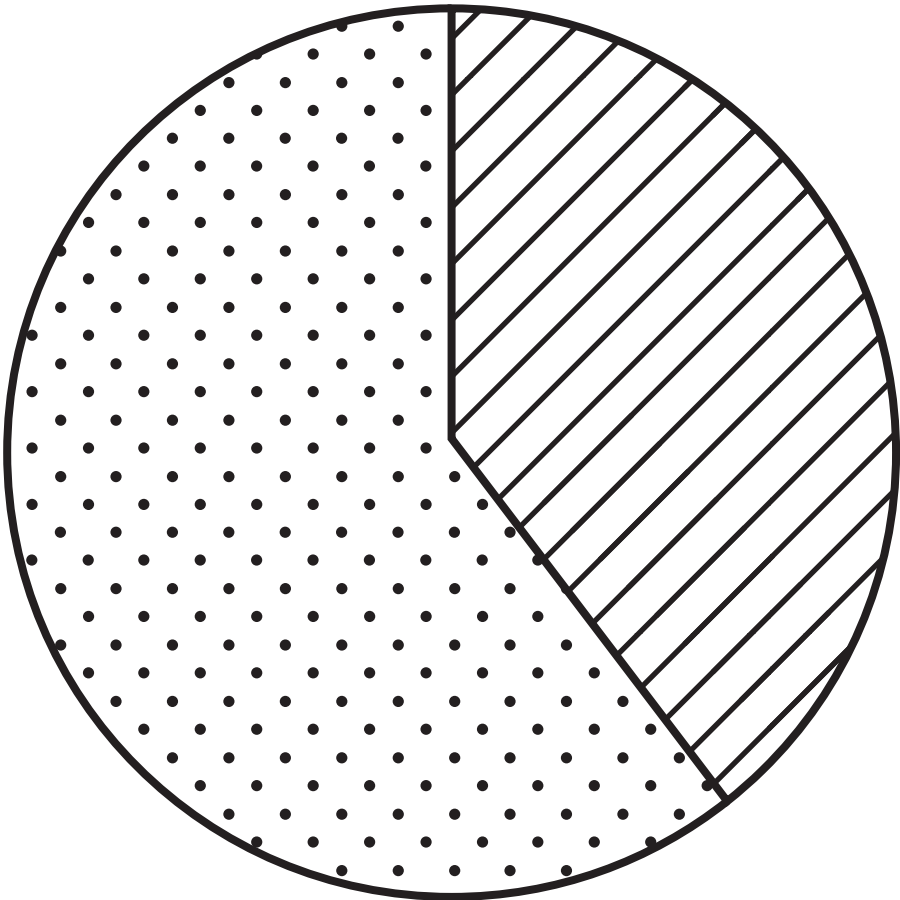


Figure 5a  
An extract from a student’s questionnaire

Questionnaire: Investigating the impact of tourists in the  
Lake District National Park

1. Do you think tourists have a negative impact on the national park?

Yes☐

No☐

2. Do you think there should be limits on the number of tourists?

Yes☐

No☐

3. Why?

4. How do you think tourists could reduce their impact on the national park?

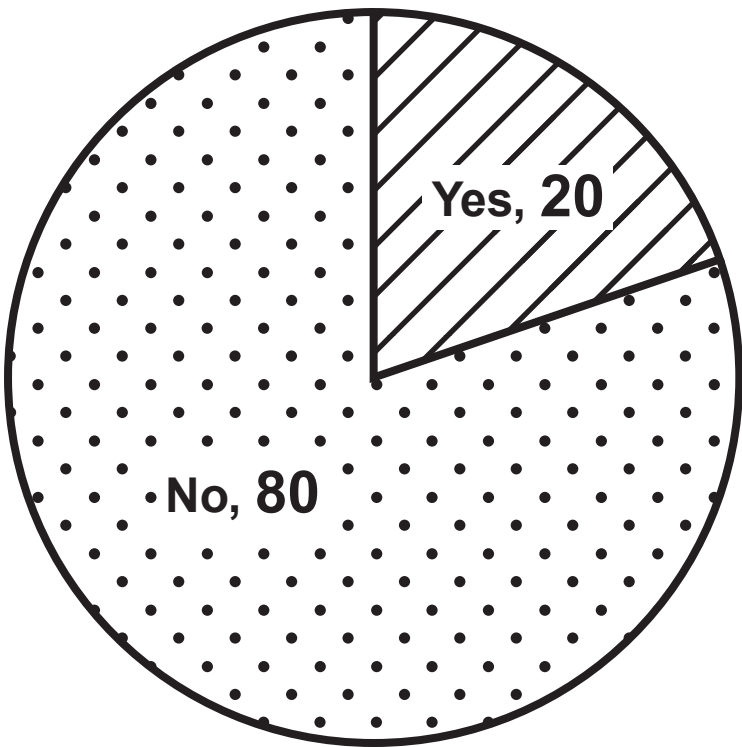
5. On a scale of 1–5 how much do tourists affect these features of the national park:

|                 | 1                        | 2                        | 3                        | 4                        | 5                        |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Traffic         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Property prices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scenic beauty   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pollution       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Figure 5b

An extract from a student’s data presentation

Question 1. Do you think tourists have a negative impact on the national park?



Question 2. Do you think there should be limits to the number of tourists?

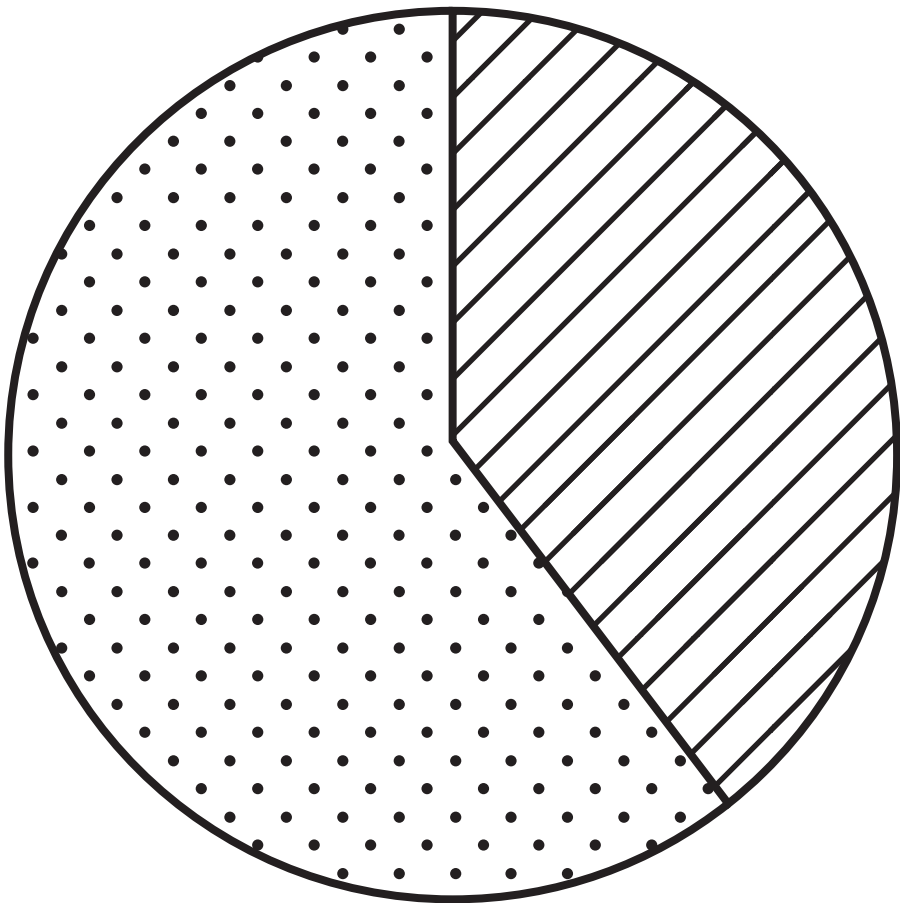




Figure 6a  
An extract from a student’s questionnaire

Questionnaire: Investigating factory redevelopment

1. Do you think the factory needs to be redeveloped?

Yes ☐

No ☐

2. Does this area need more space for businesses and a hotel?

Yes ☐

No ☐

3. Why?

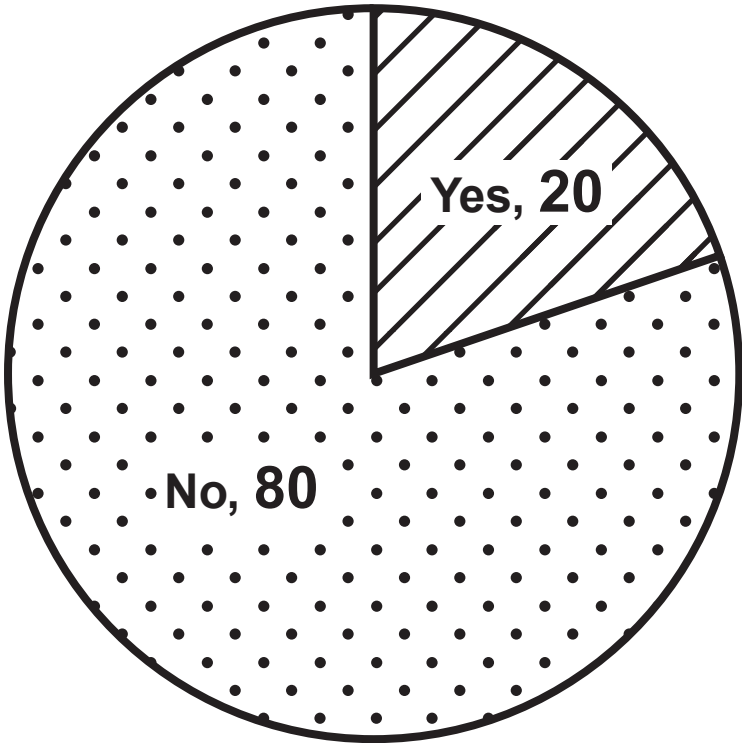
4. How do you think the factory could be redeveloped to be useful to the local area?

5. On a scale of 1–5 how likely are you to use the future businesses planned for this factory:

|              |                          |                          |                          |                          |                          |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|              | 1                        | 2                        | 3                        | 4                        | 5                        |
| Office space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gym          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coffee shop  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hotel        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Figure 6b**  
**An extract from a student’s data presentation**

**Question 1. Do you think the factory needs to be redeveloped?**



**Question 2. Do you think this area needs more space for business and a hotel?**

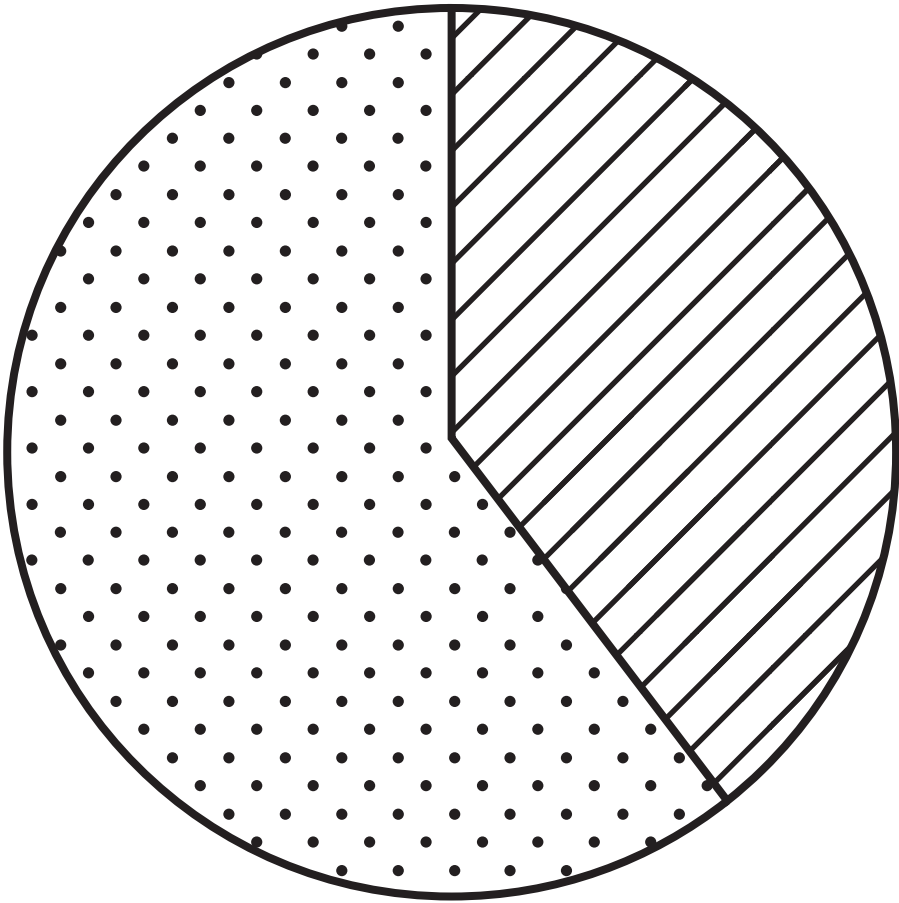


Figure 7a – Colour (Part 1)  
Levels of global desertification risk

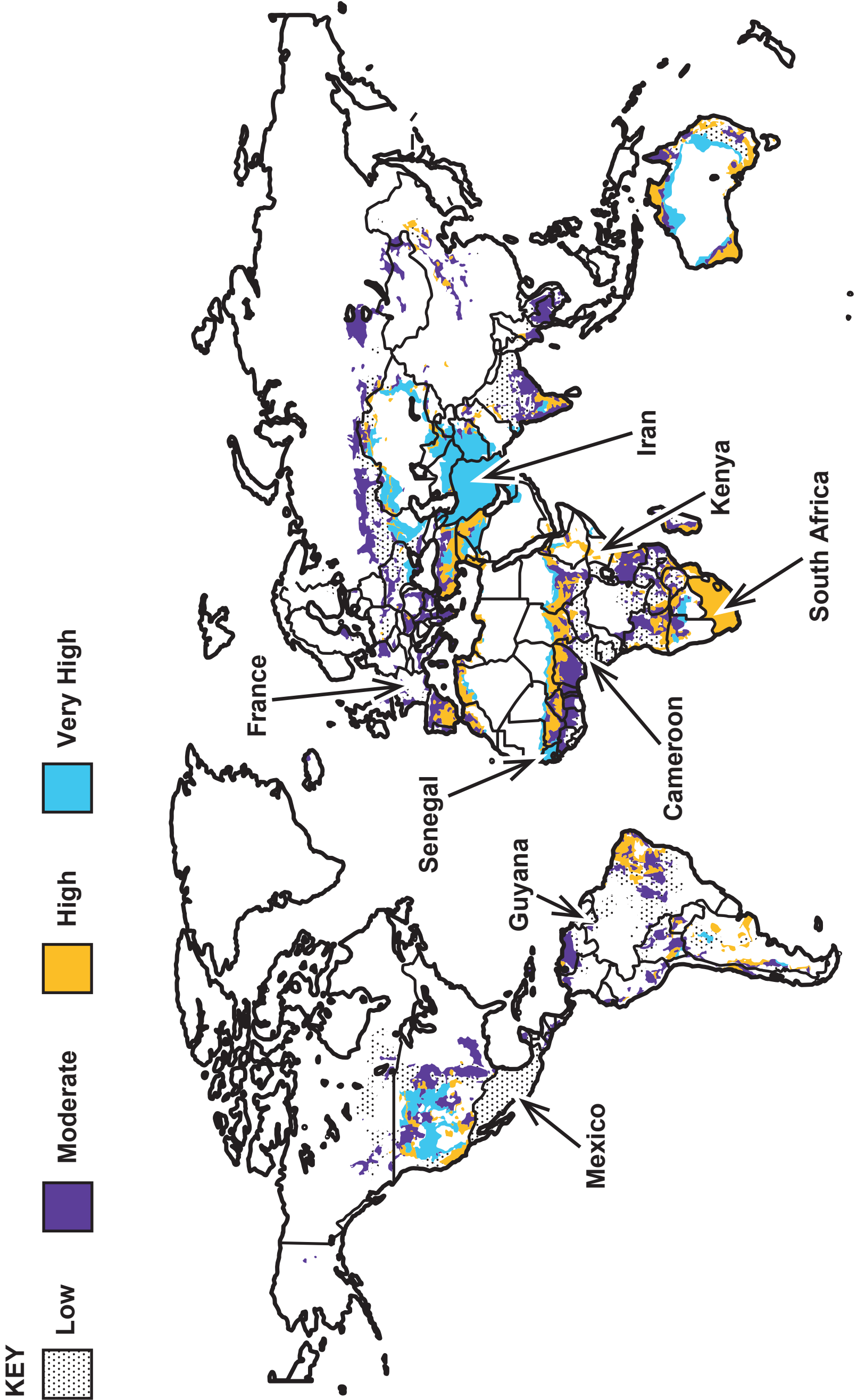


Figure 7a – Colour (Part 2)

Levels of global desertification risk

KEY



Low



Moderate



High



Very High

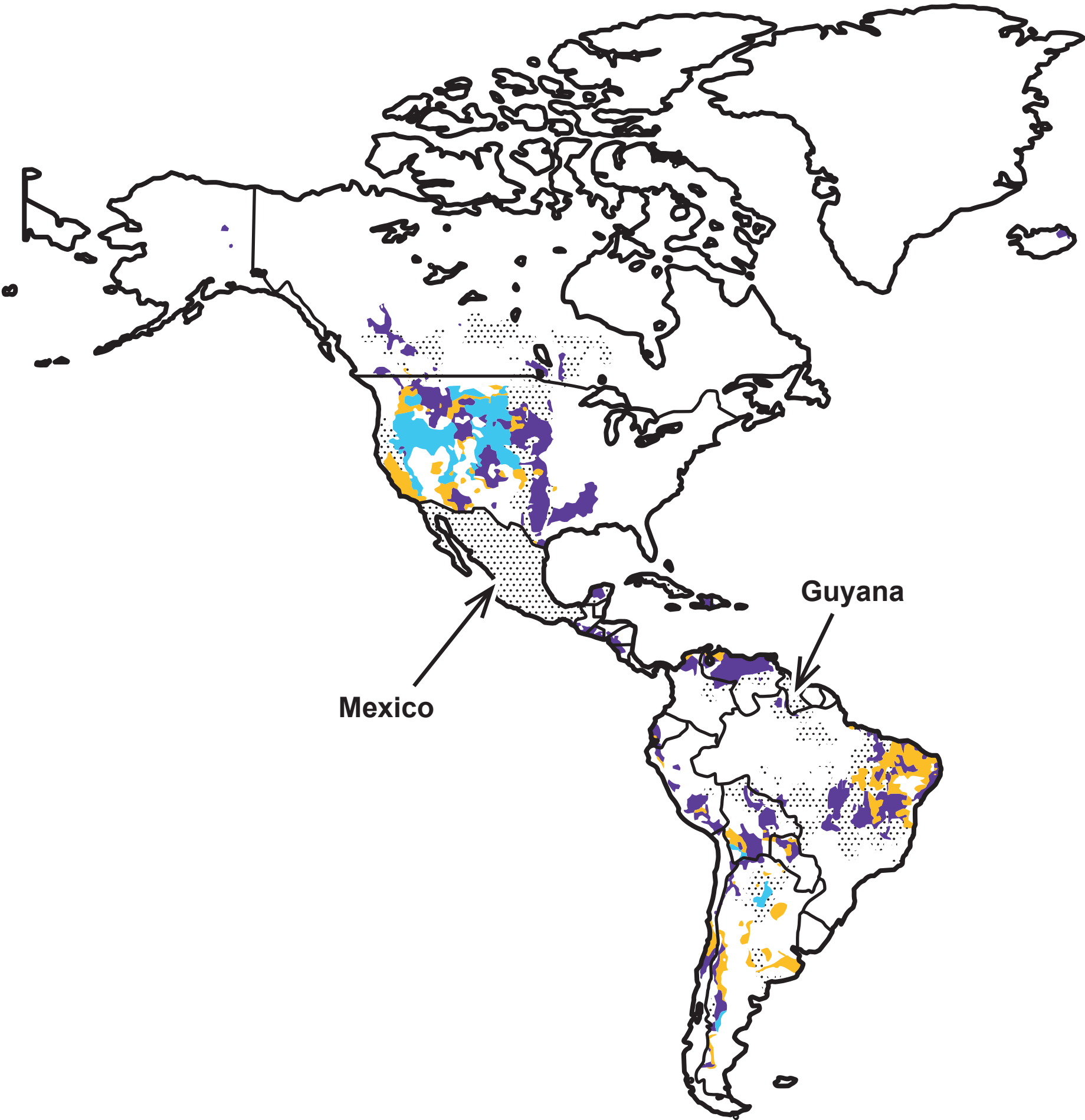




Figure 7a – Colour (Part 3)

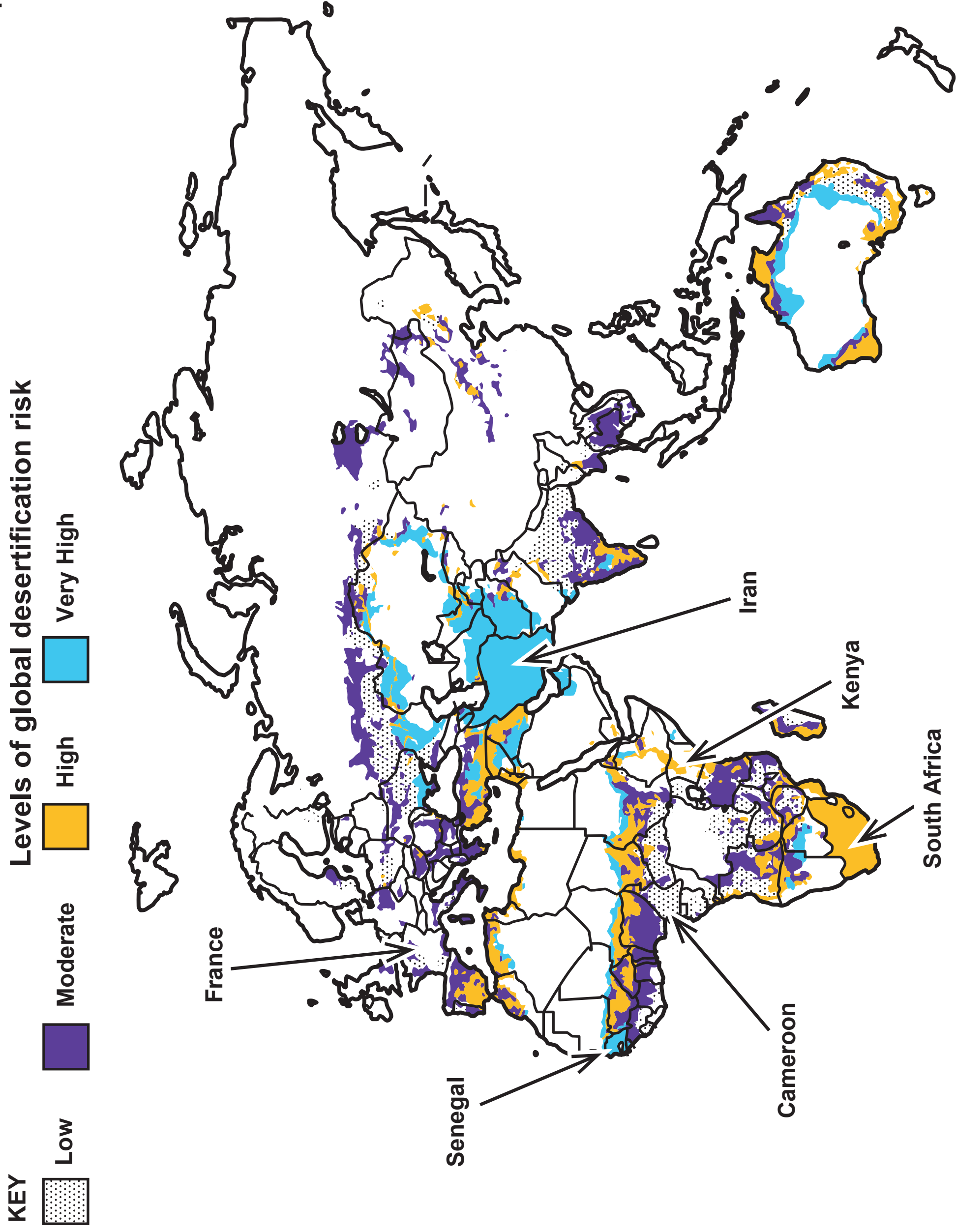


Figure 7a – Black and White (Part 1)  
Levels of global desertification risk

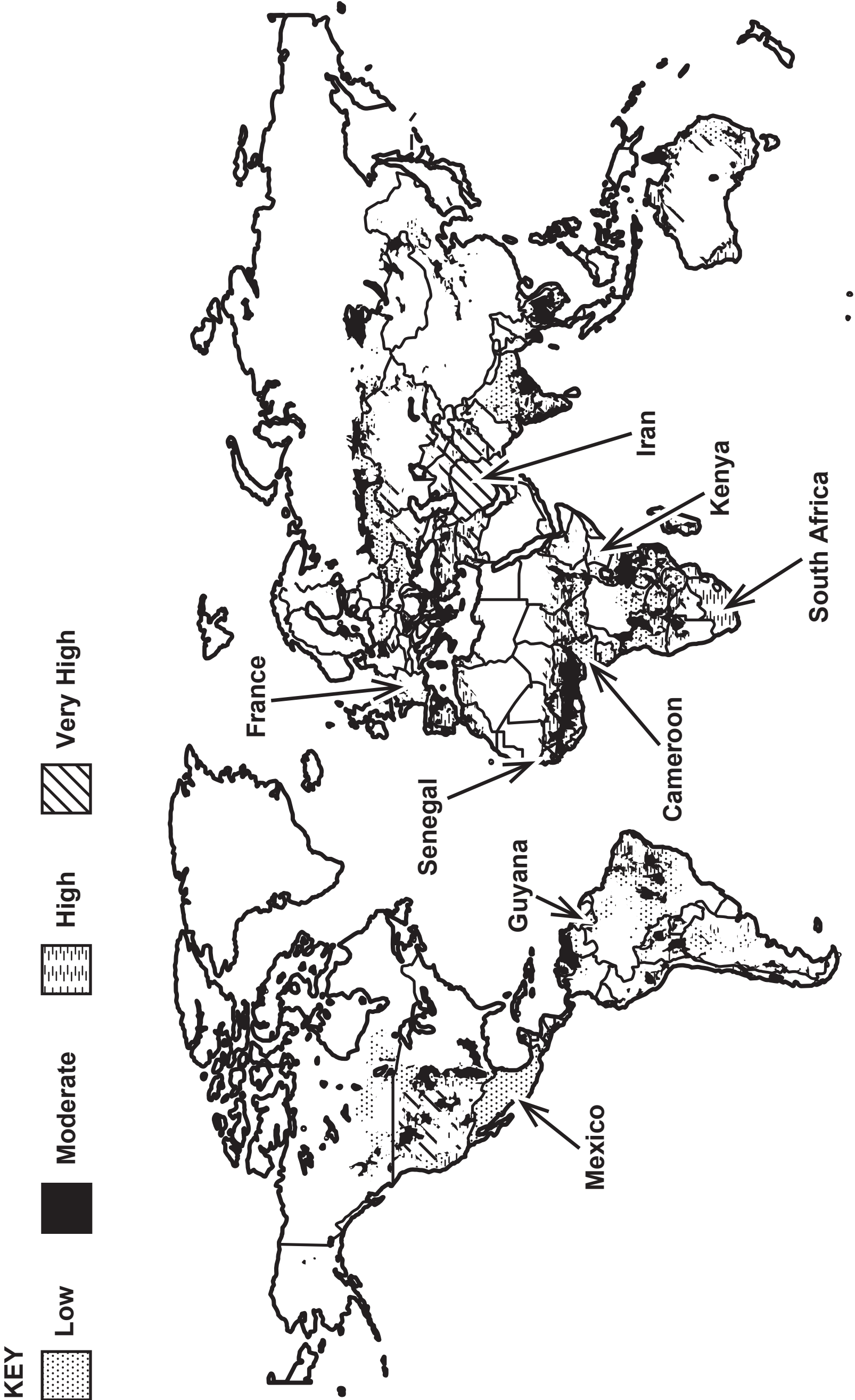


Figure 7a – Black and White (Part 2)  
Levels of global desertification risk

KEY



Figure 7a – Black and White (Part 3)

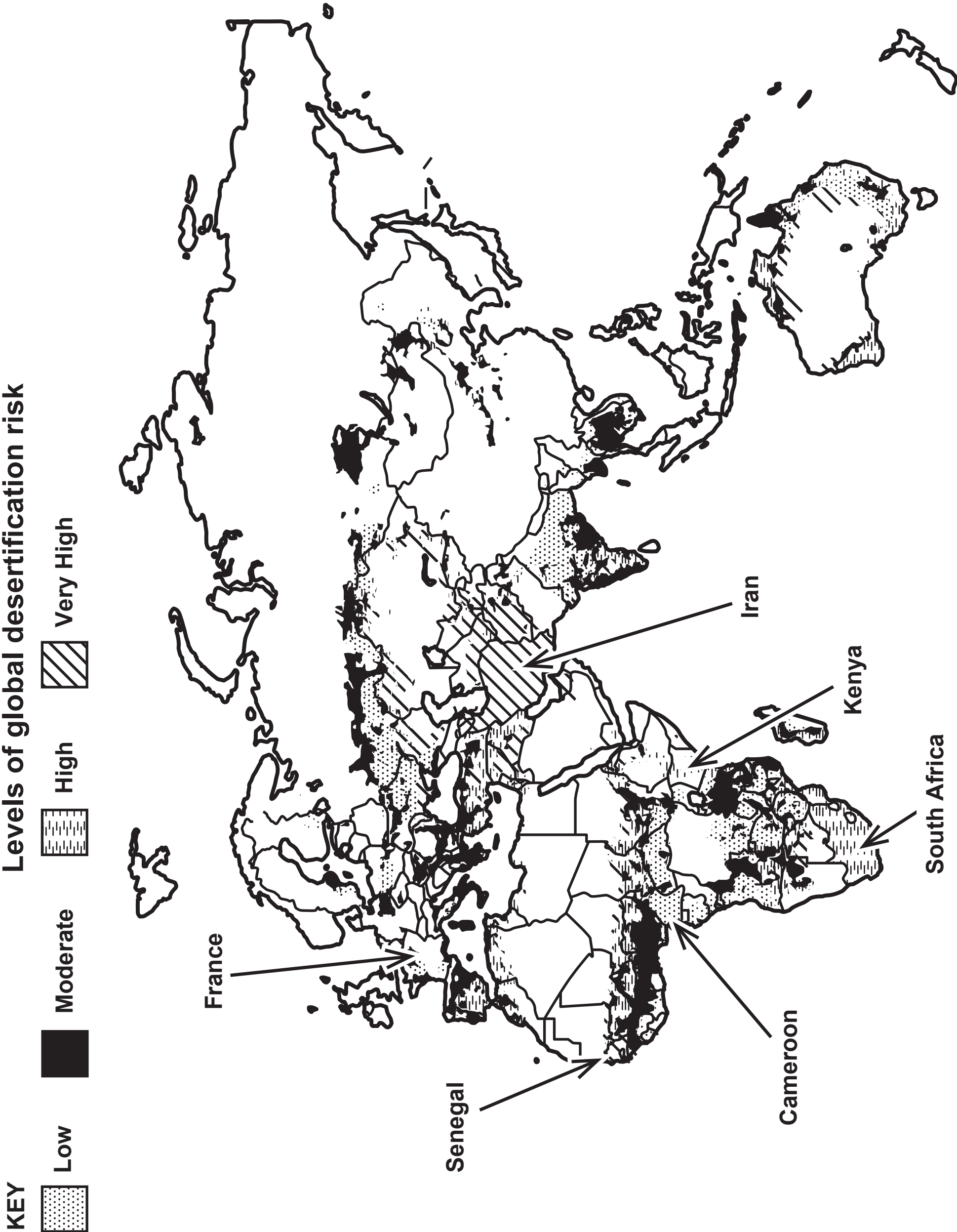


Figure 7b

Number of tropical storms affecting selected regions, 2010–2019

KEY

 2010

 2019

Number of tropical storms

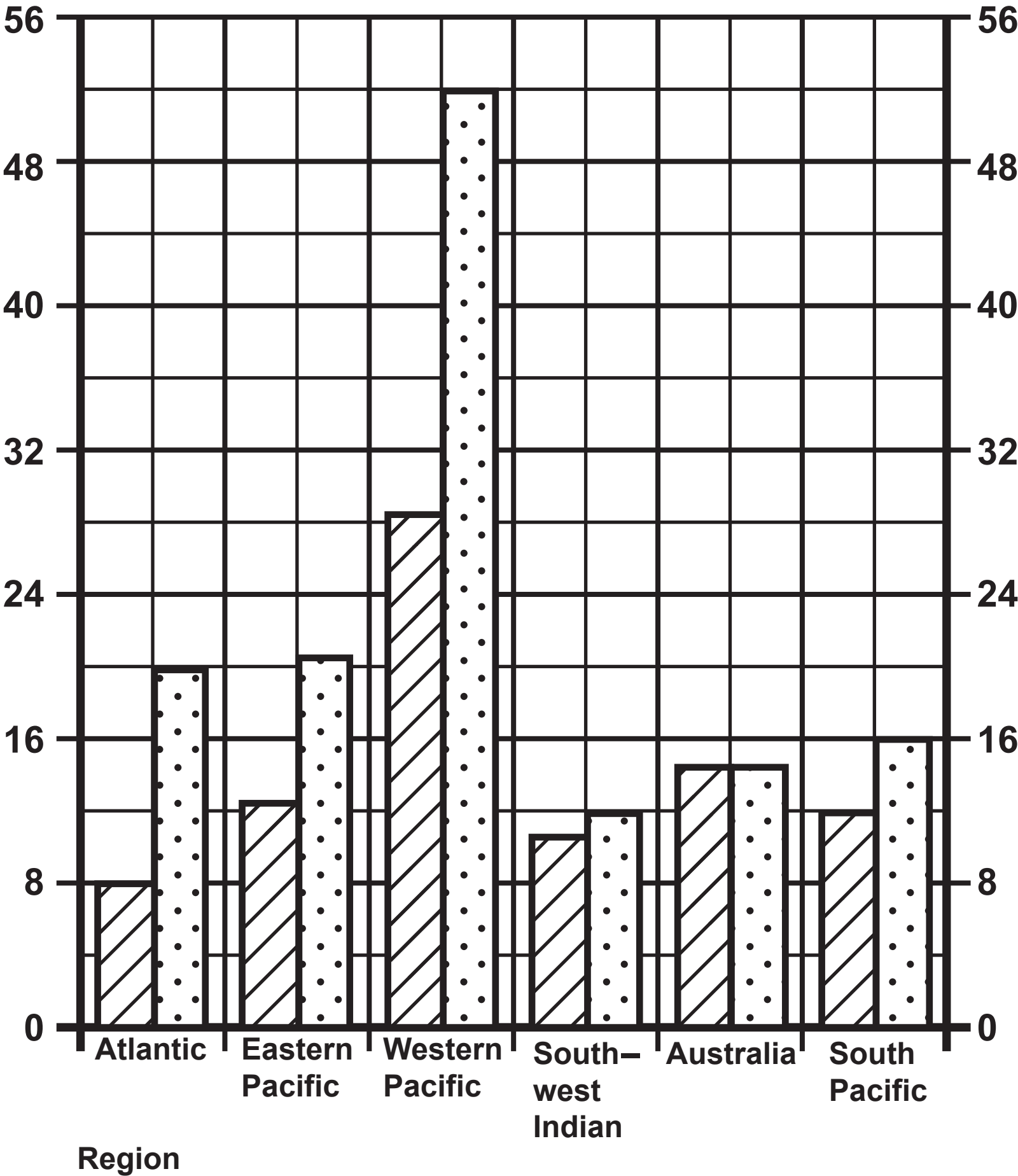


Figure 7c

Selected impacts of deforestation

| Physical                                    | Human  |
|---|--|
| Loss of biodiversity                        | Loss of goods provided by the forest                           |
| Soil erosion                                | Local communities forced to move                               |
| Increased CO <sub>2</sub> in the atmosphere | Money made from deforestation can support economic development |



Figure 8a – Colour (Part 1)

Percentage of the population not using the internet (2019)

KEY: Percentage (%) of population not using the internet



0–25



26–50



51–75



76–100



Data not available

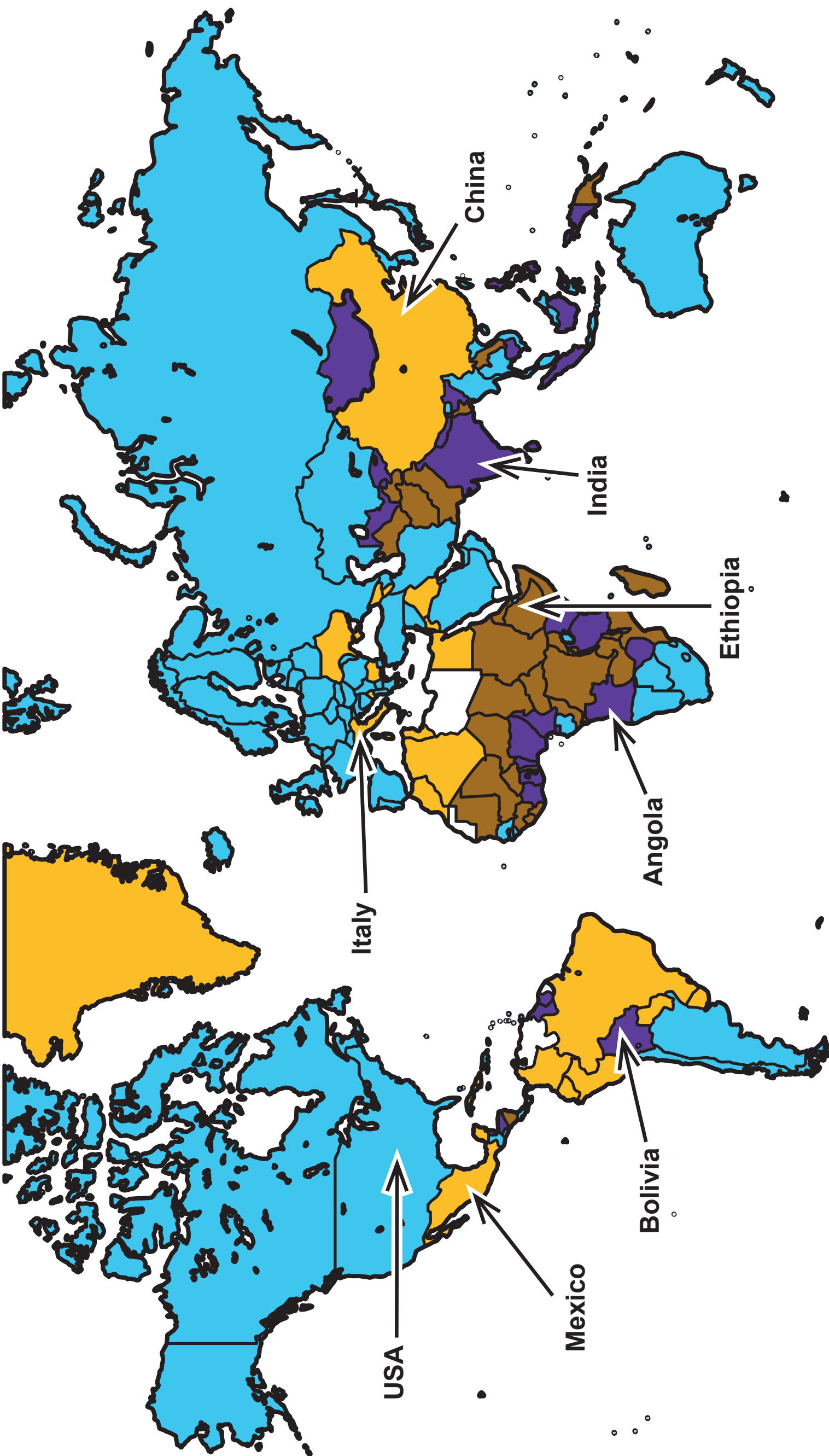


Figure 8a – Colour (Part 2)

Percentage of the population not using the internet (2019)

KEY: Percentage (%) of population not using the internet



Figure 8a – Colour (Part 3)

Percentage of the population not using the internet (2019)

KEY: Percentage (%) of population not using the internet

0–25

26–50

51–75

76–100

Data not available

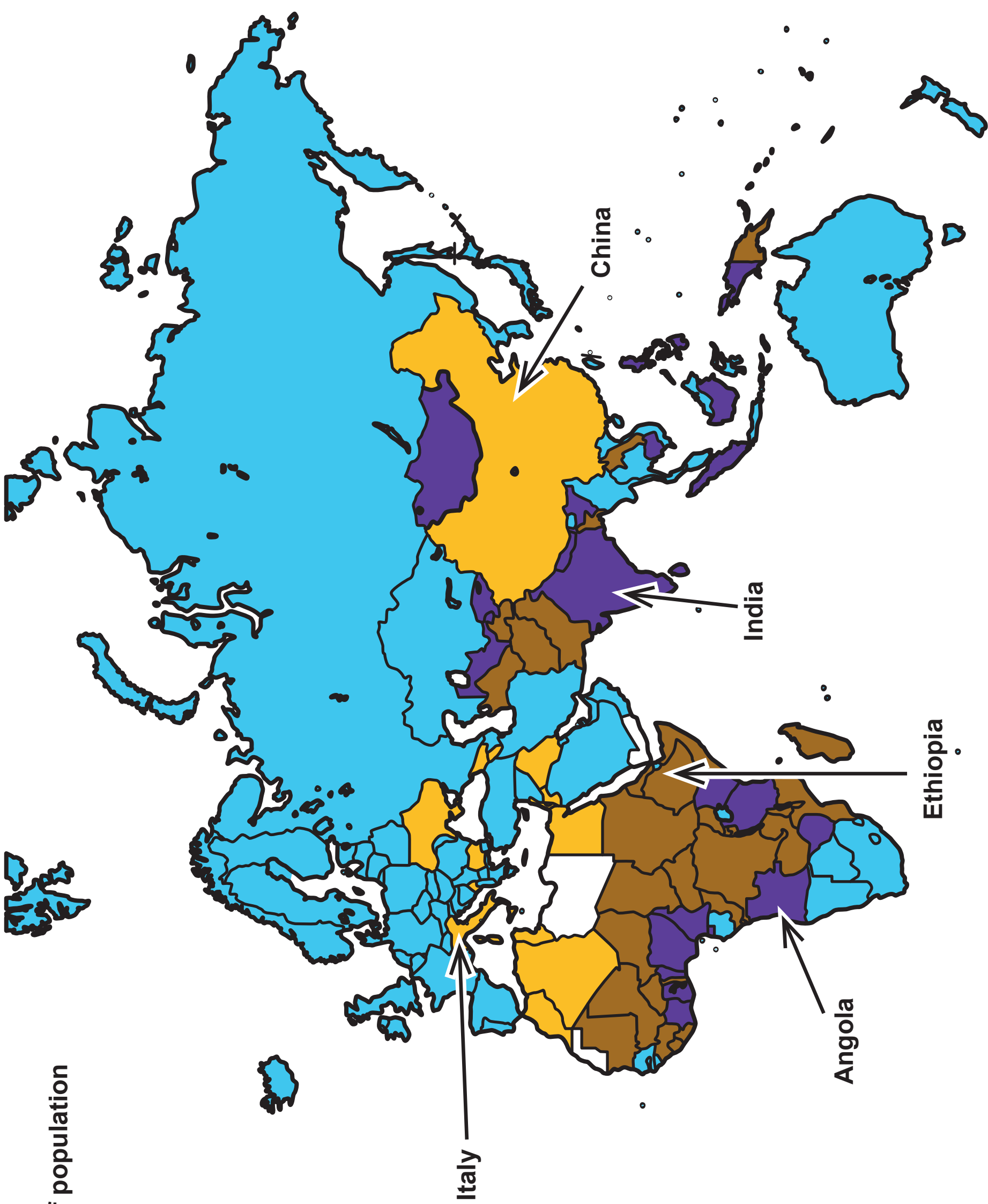


Figure 8a – Black and White (Part 1)  
Percentage of the population not using the internet (2019)

KEY: Percentage (%) of population not using the internet

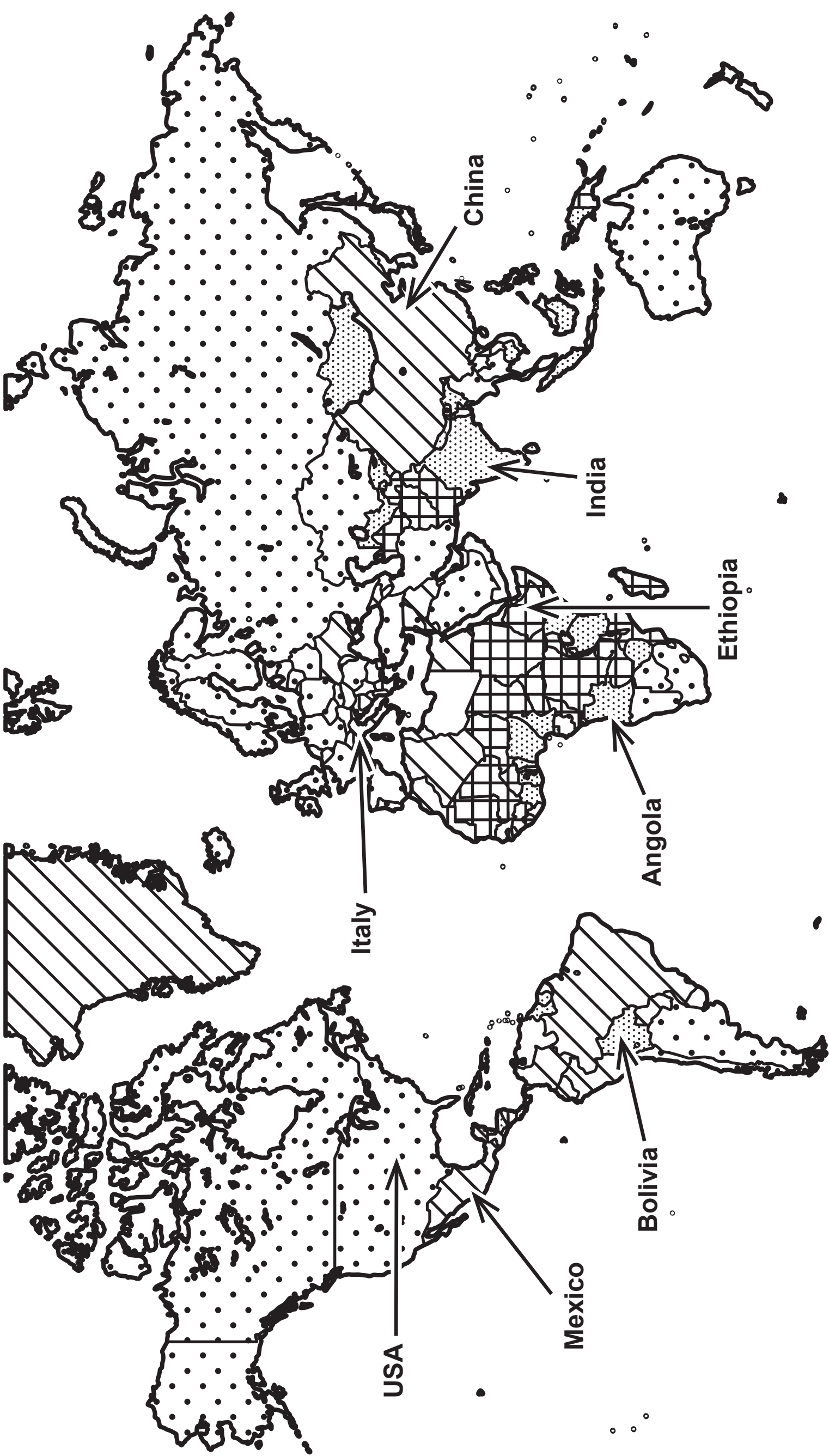




Figure 8a – Black and White (Part 2)  
Percentage of the population not using the internet (2019)

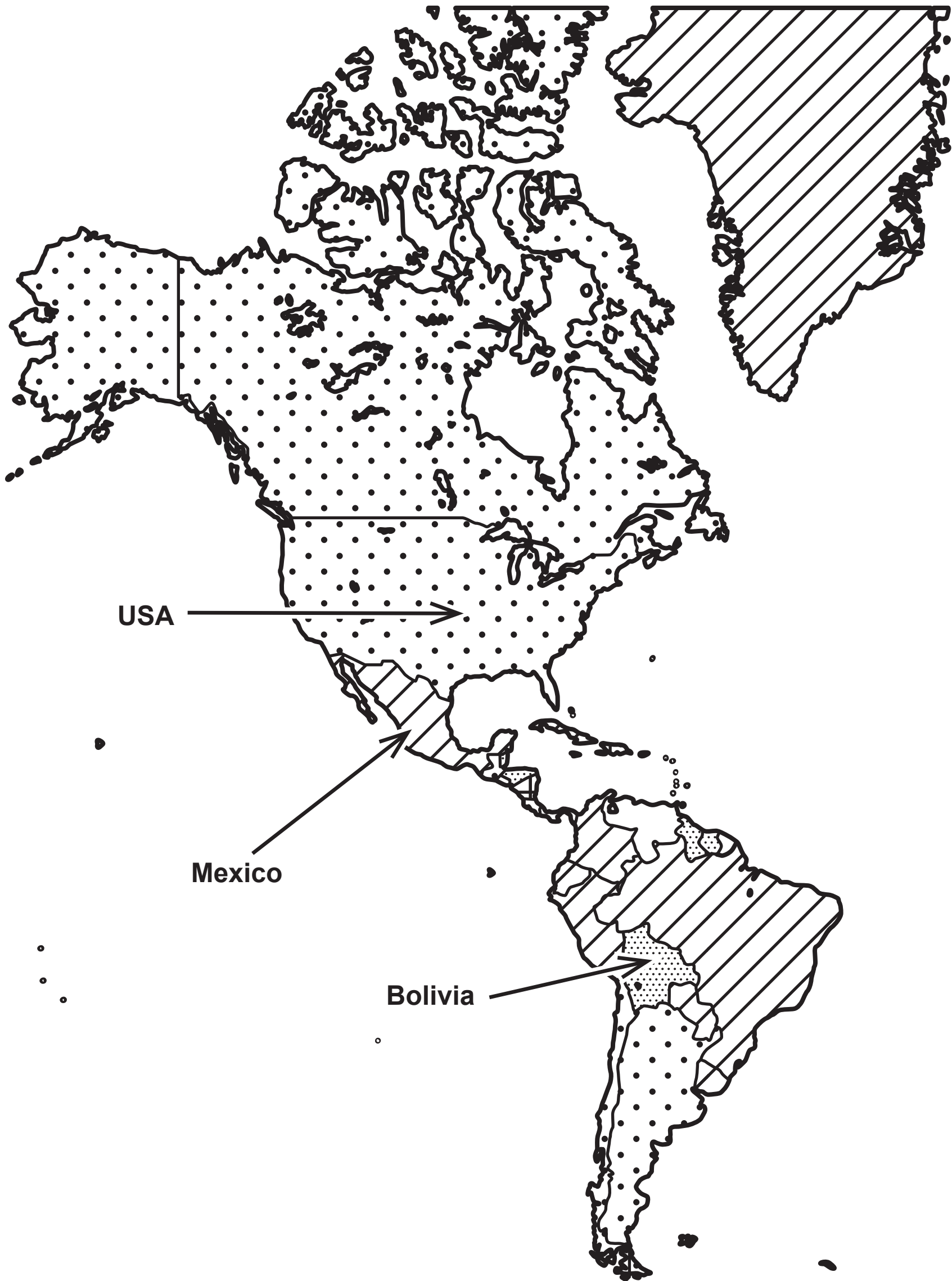
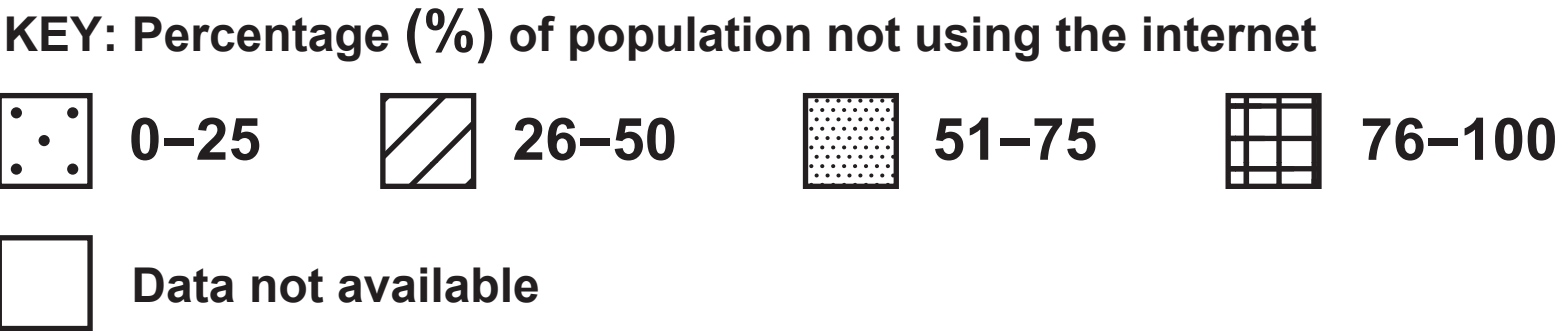


Figure 8a – Black and White (Part 3)  
Percentage of the population not using the internet (2019)

KEY: Percentage (%) of population  
not using the internet

0–25

26–50

51–75

76–100

Data not available

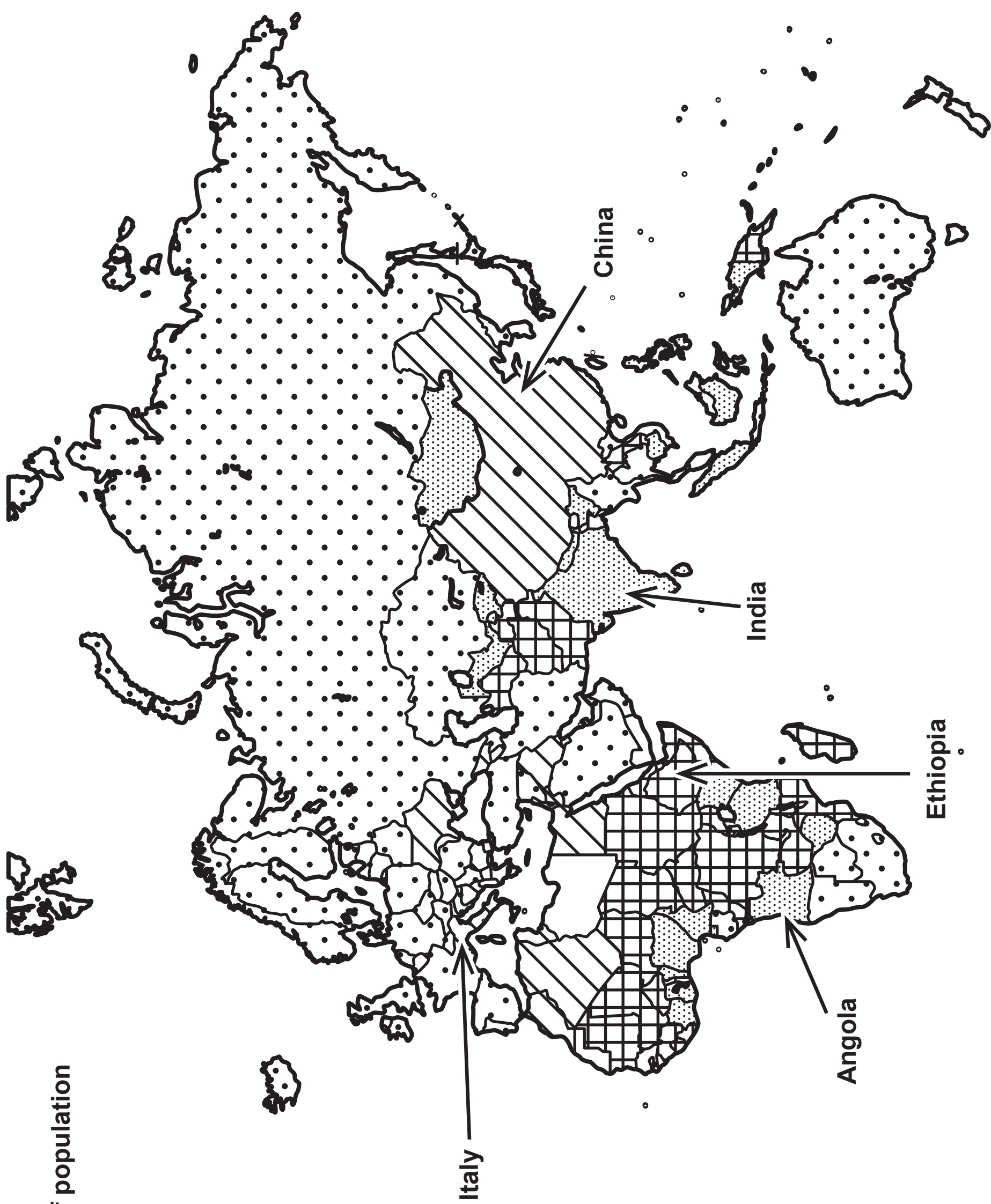


Figure 8b

Number of refugees and internally displaced persons, 2015–2019

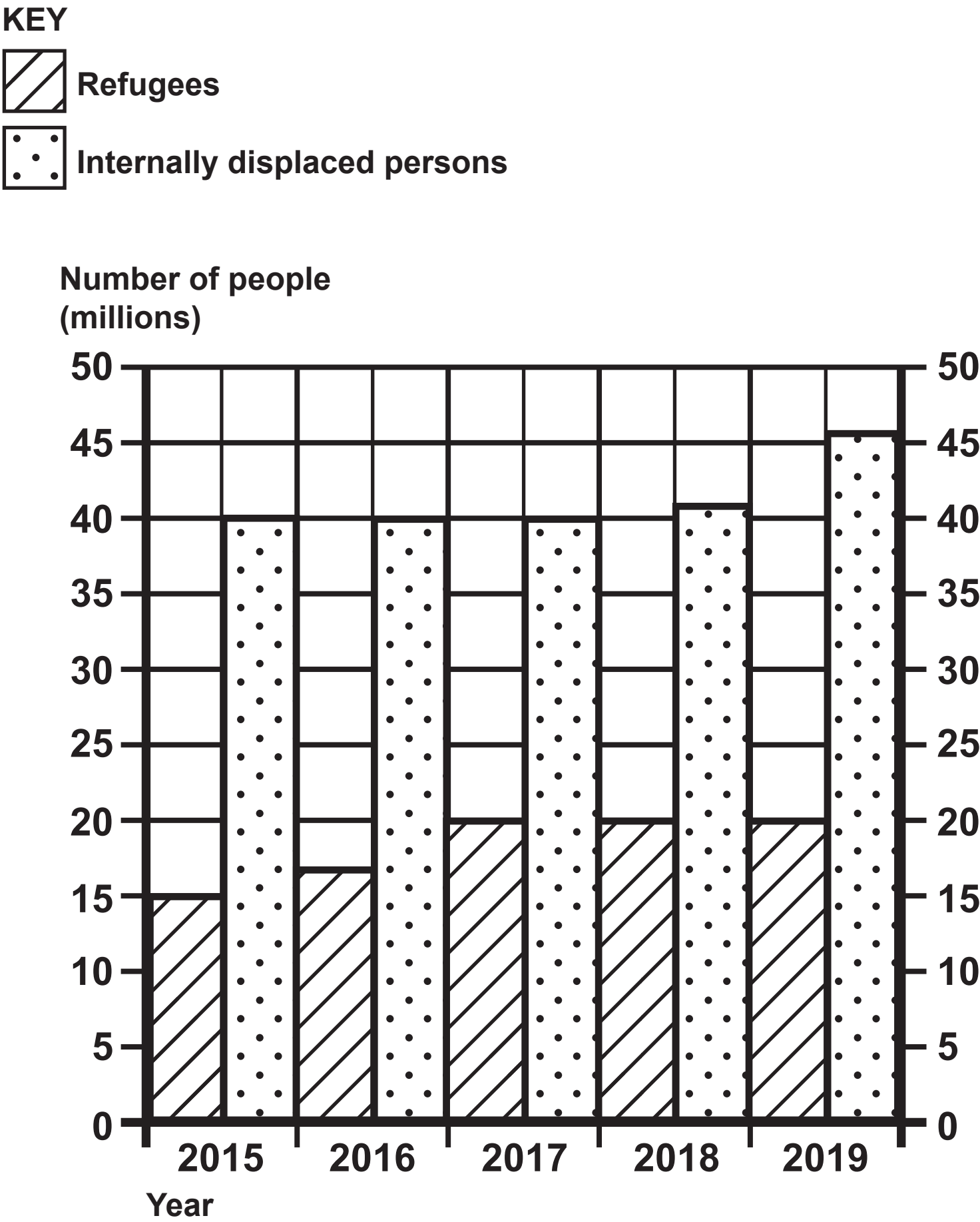


Figure 8c

Selected strategies to support sustainable tourism

| Governments                                 | Individuals/Organisation |
|---|--------------------------|
| Funding costs for repair                    | Eco–tourism              |
| Limiting tourist numbers                    | Keeping to footpaths     |
| Funding education about sustainable tourism | Buy local produce        |



Figure 9a – Colour (Part 1)  
Corruption Perception Index, 2018

KEY: Corruption Perception Index score

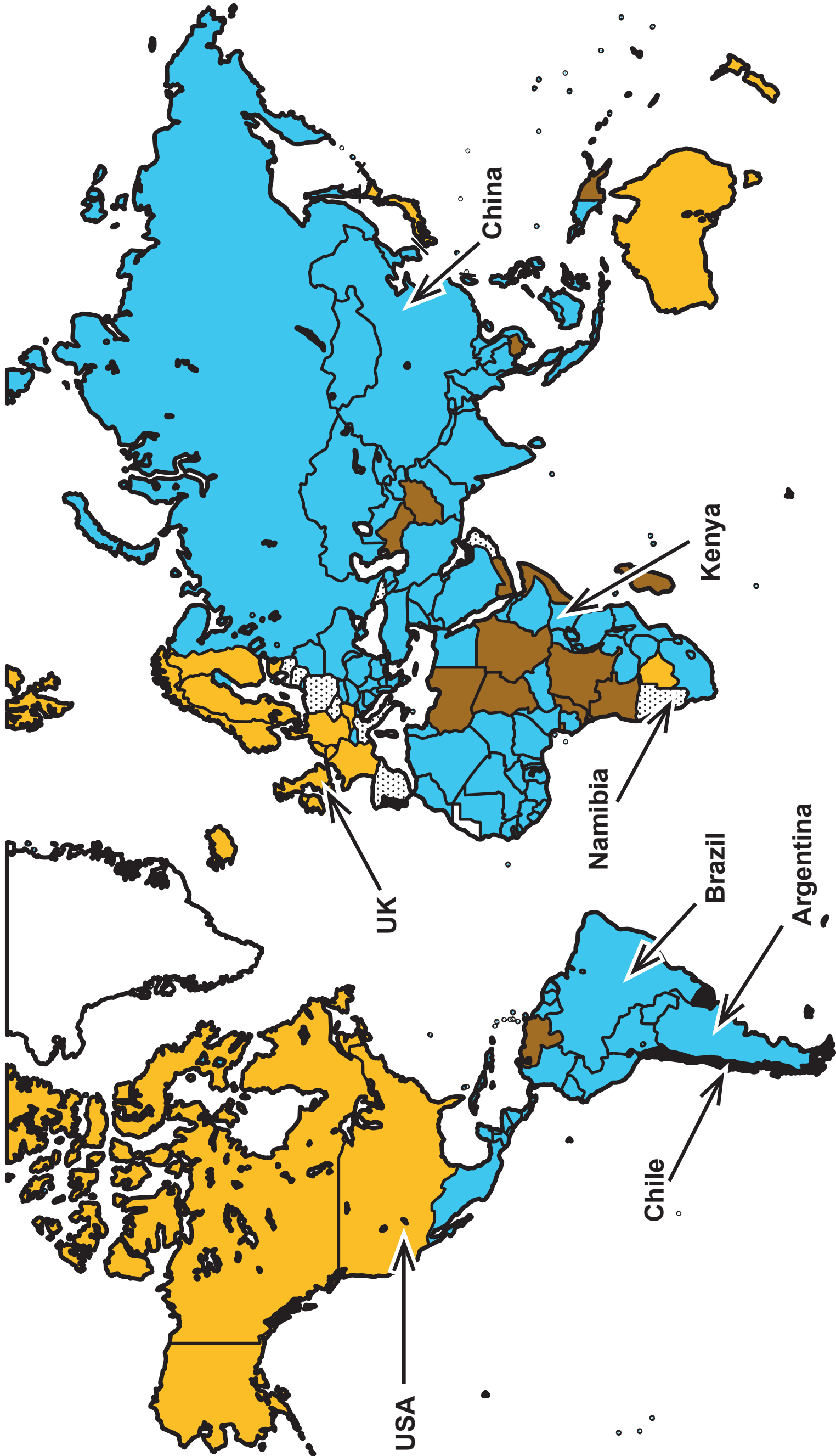
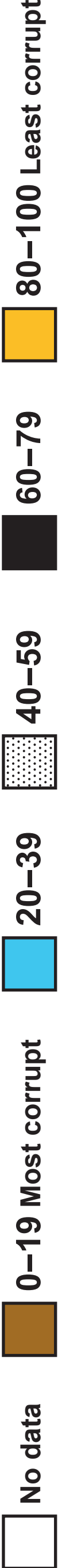


Figure 9a – Colour (Part 2)  
Corruption Perception Index, 2018

KEY: Corruption Perception Index score

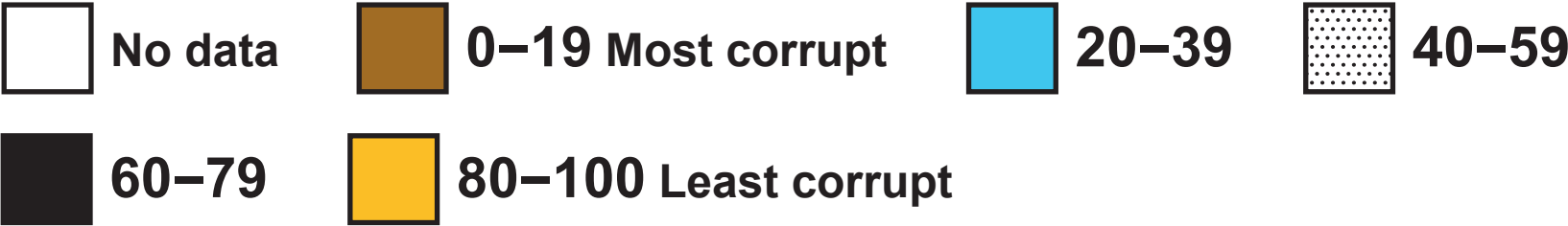


Figure 9a – Colour (Part 3)  
Corruption Perception Index, 2018

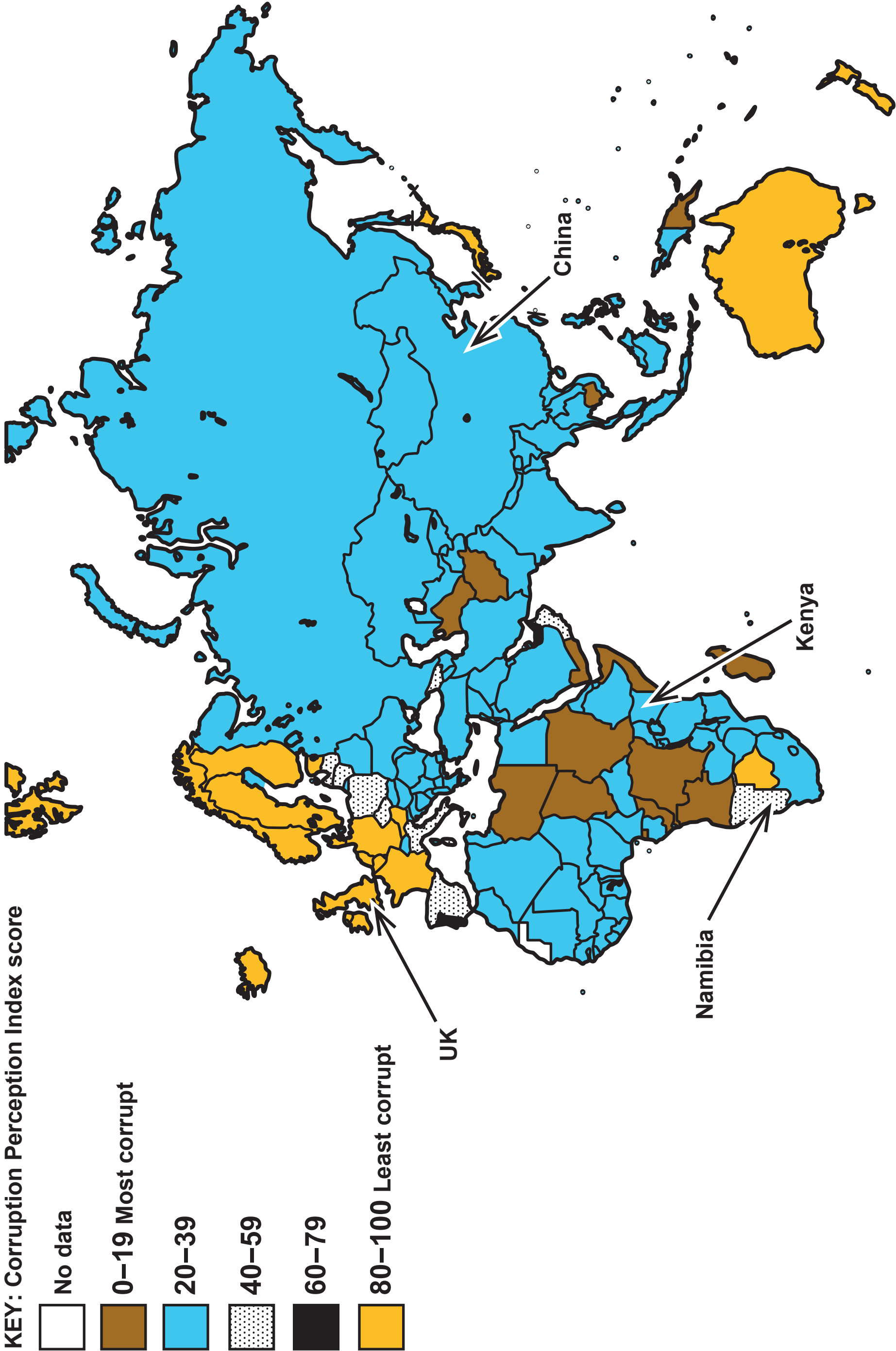


Figure 9a – Black and White (Part 1)  
Corruption Perception Index, 2018

KEY: Corruption Perception Index score

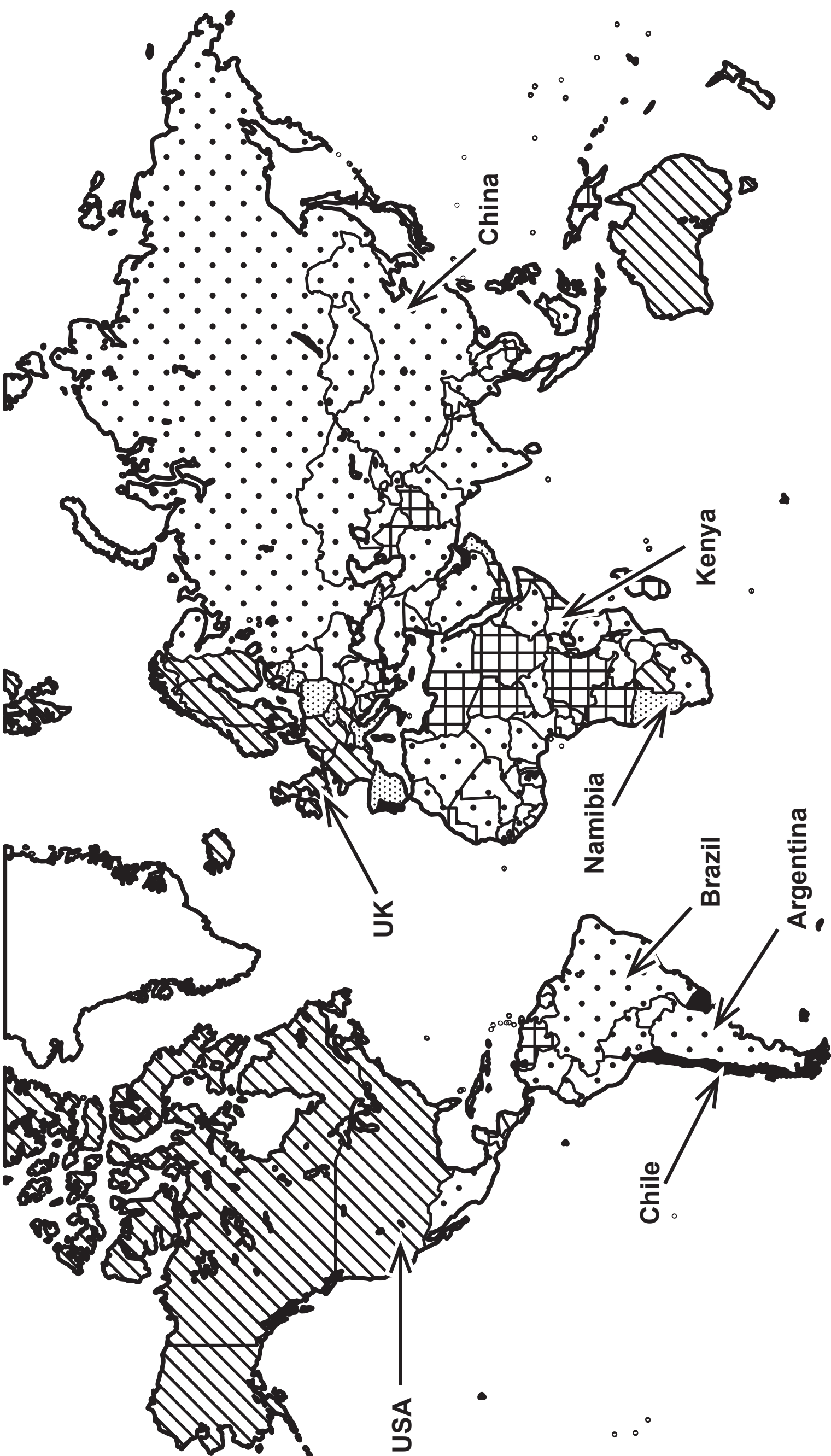


Figure 9a – Black and White (Part 2)  
Corruption Perception Index, 2018

KEY: Corruption Perception Index score

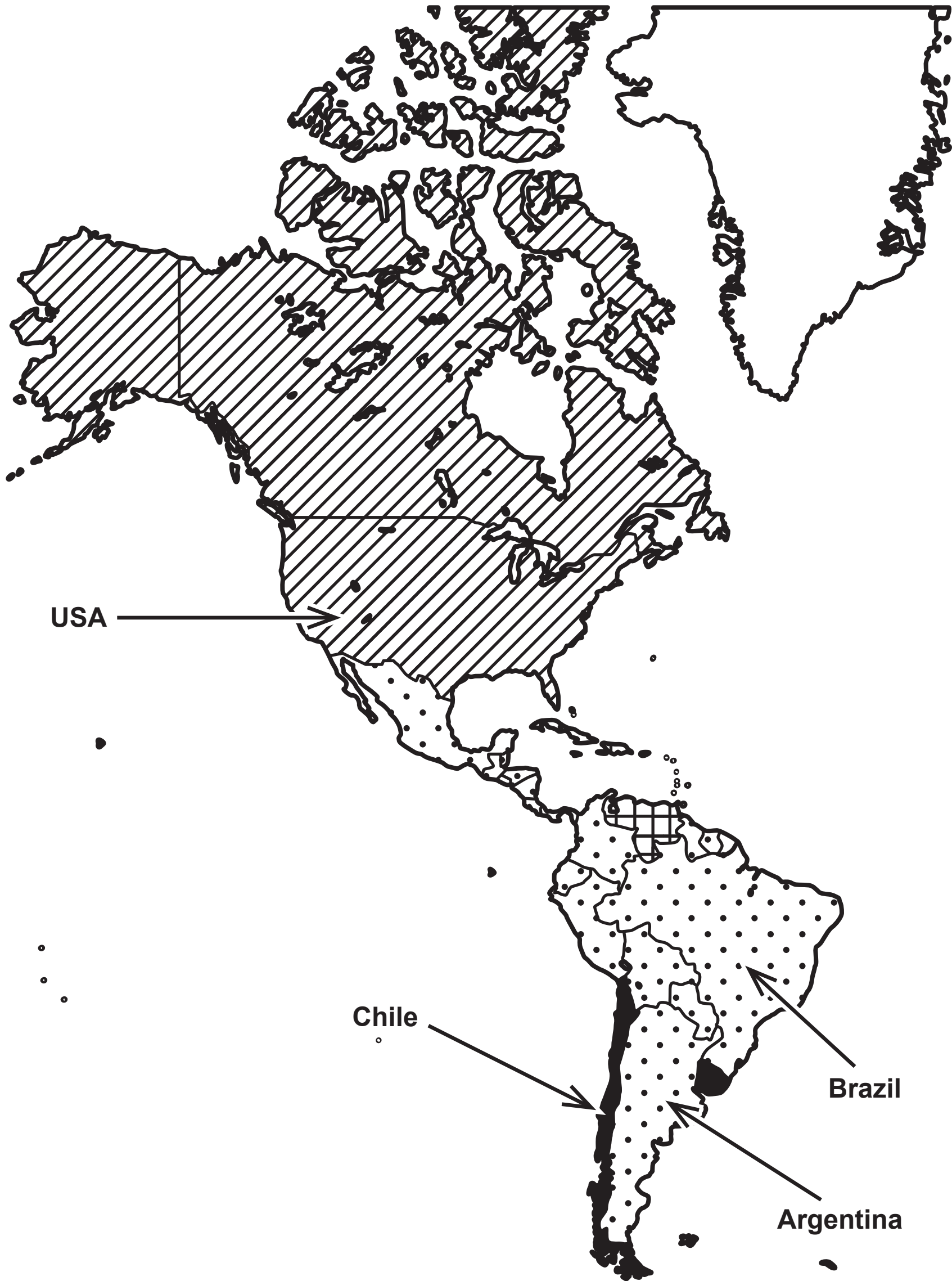
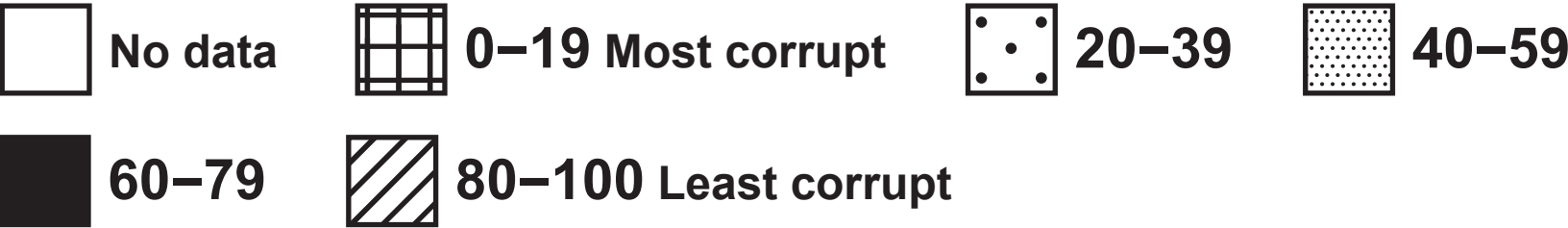




Figure 9a – Black and White (Part 3)  
Corruption Perception Index, 2018

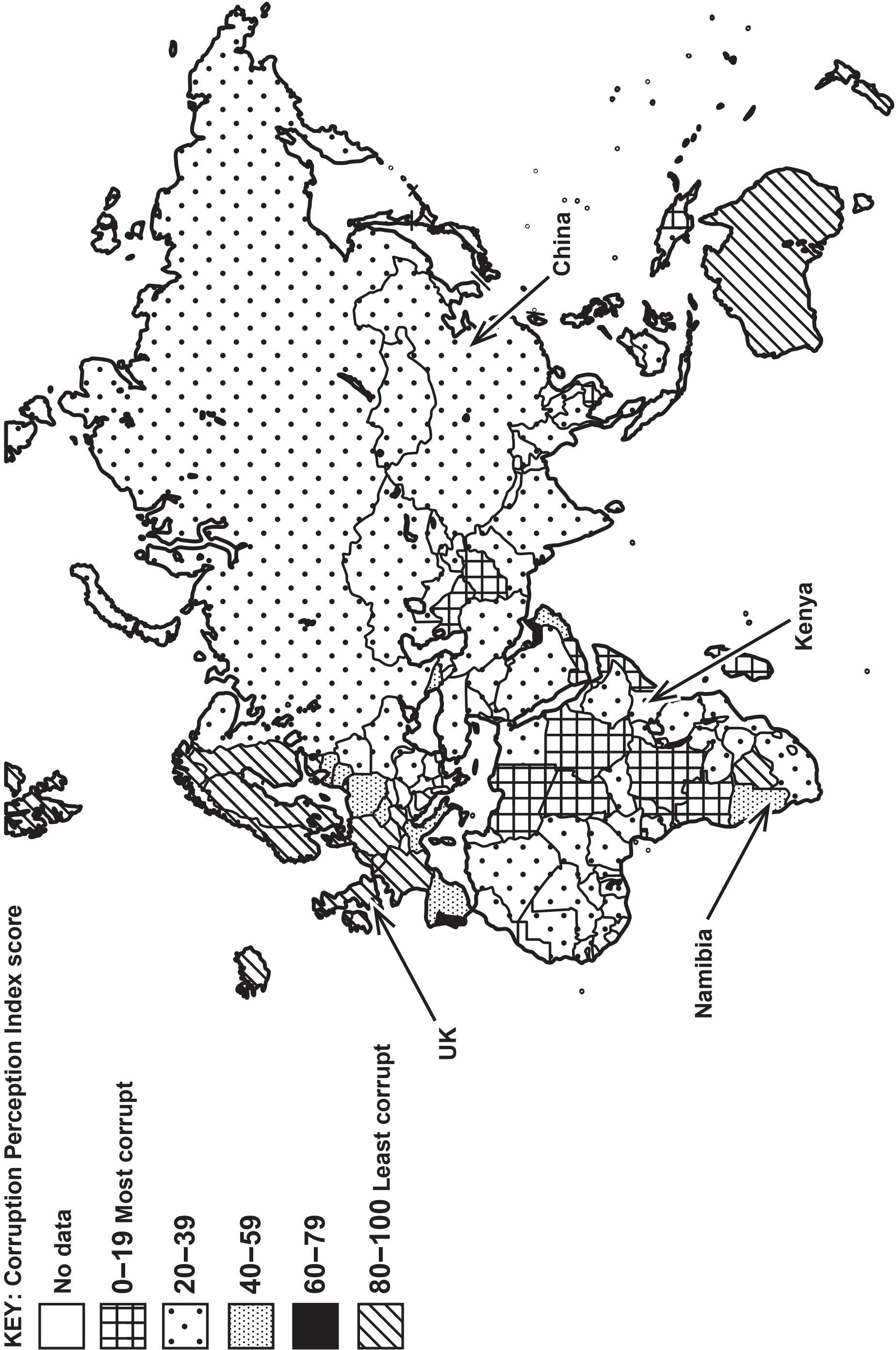


Figure 9b  
Mortality rates for India and Canada, 1990–2018

KEY

- India
- Canada

Mortality rate  
(per 1,000 people)

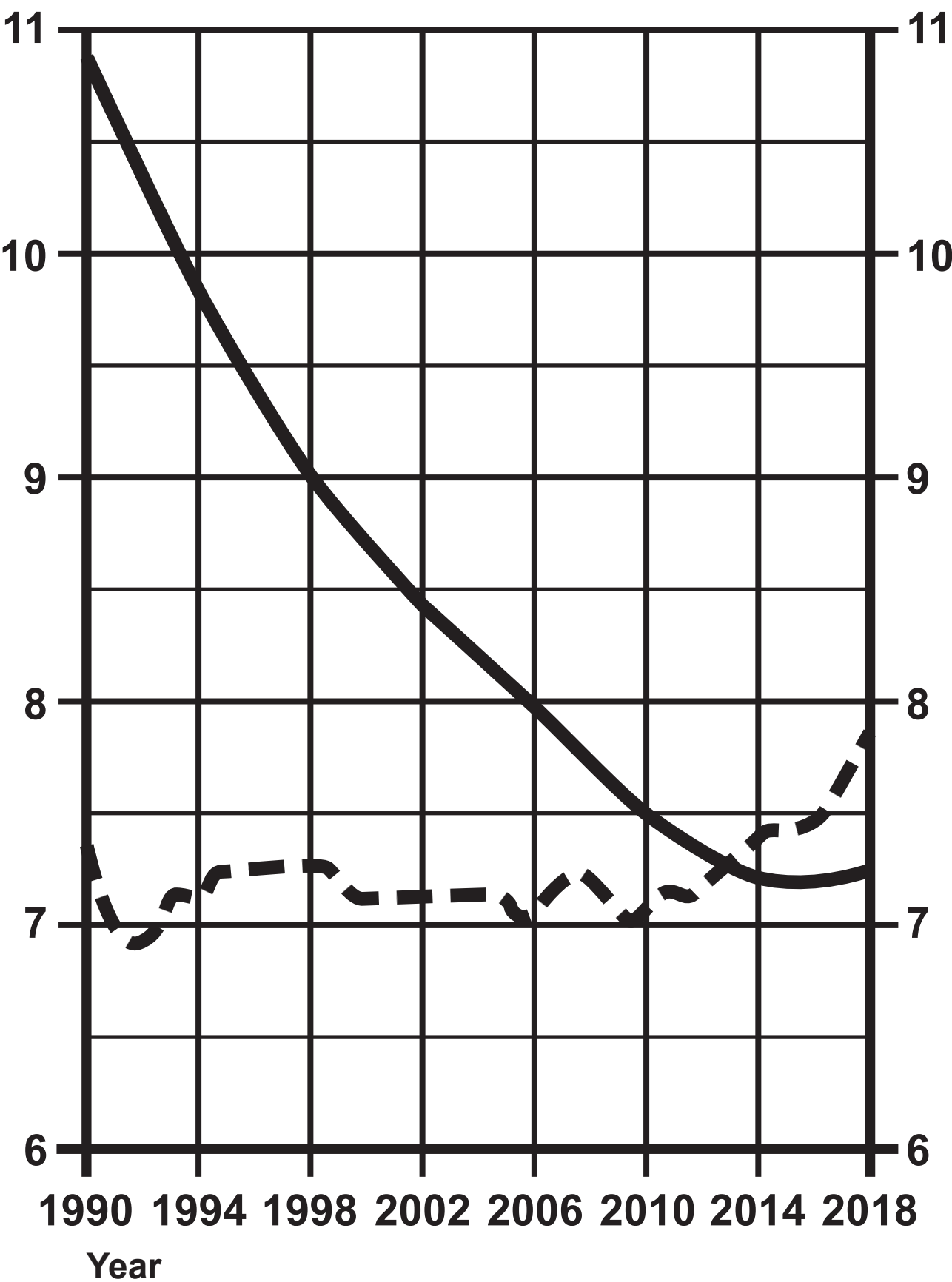


Figure 9c

Views on bottom–up projects

| Government   | Organisations  | Individuals                             |
|--|--|---|
| Inefficient compared to large–scale investments.   | Low–cost loans could help develop small businesses.            | Focused on local communities.           |
| Difficult to have an impact at the national level. | Can improve basic facilities, such as quality of water supply. | Provides opportunities for empowerment. |

## Acknowledgements

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

Figure 1a: Source from © JeremyRichards/Shutterstock

Figure 1c: Source data adapted from <https://data.worldbank.org/indicator/SL.IND.EMPL.ZS?end=2019&locations=US-JP-GH-KH&start=1991&view=chart>

Figure 2a: Source from © Kletr/Shutterstock

Figure 2b: Source data adapted from <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?end=2019&locations=US-JP-GH-KH&start=1991&view=chart>

Figure 3a: Source from © SF photo/Shutterstock

Figure 3b: Source data adapted from <http://data.un.org/Data.aspx?d=POP&f=tableCode%3a240#POP>

Figure 7a: Source adapted from [http://ossfoundation.us/projects/environment/global-warming/myths/images/changes-future/desertification\\_map\\_1920w.jpg/image\\_view\\_fullscreen](http://ossfoundation.us/projects/environment/global-warming/myths/images/changes-future/desertification_map_1920w.jpg/image_view_fullscreen)

Figure 8a: Source adapted from <https://itu.foleon.com/itu/measuring-digital-development/offlinepopulation/>

Figure 8b: Source data adapted from: <https://www.unhcr.org/refugee-statistics/download/?url=R1xq>

Figure 9a: Source adapted from: <https://ourworldindata.org/grapher/ti-corruption-perception-index>

Figure 9b: Source adapted from: <https://data.worldbank.org/indicator/SP.DYN.CDRT.IN?locations=IN&start=1990>