

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)

Wednesday 5 June 2024

Morning (Time: 1 hour 45 minutes) **Paper reference 4WGE2/01**

Geography (Modular)
UNIT 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 unit is 105.
- The marks for **each** question are shown in brackets
 – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer **TWO** questions from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

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

1 Economic activity and energy

- (a) (i) Identify **one** person who published theories about the relationship between population and resources.

(1)

- ☐ **A** Bradshaw
- ☐ **B** Coe
- ☐ **C** Knight
- ☐ **D** Malthus

- (ii) State **one** reason population growth may not necessarily outstrip resources.

(1)

- (b) Identify which employment sector a school teacher belongs to.

(1)

- ☐ **A** primary
- ☐ **B** secondary
- ☐ **C** tertiary
- ☐ **D** quaternary

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

Suggest **one** reason why the activities shown are part of the primary sector.

(2)



- (d) State **one** reason for a decline in employment in the primary sector in many countries.

(1)

- (e) For a named developing or emerging country, explain **one** positive and **one** negative impact of an economic sector shift.

(4)

Named developing or emerging country

Positive

Negative

- (f) Study Figure 1b in the Resource Booklet.

Suggest **one** possible reason for a trend in the levels of investment shown.

(3)



- (g) Explain **one** advantage and **one** disadvantage of using shale gas/shale oil to generate electricity.

(4)

Advantage

Disadvantage



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(Total for Question 1 = 25 marks)



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

2 Rural environments

(a) (i) Identify the best definition of a biome.

(1)

- ☐ **A** a community of animals which are connected through a food web
- ☐ **B** a community of animals and plants occupying a major habitat
- ☐ **C** a habitat where weather conditions change all year around
- ☐ **D** a habitat that is affected by human activity

(ii) State **one** characteristic of a tropical forest biome.

(1)

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

Explain **one** factor that can affect the distribution of biomes.

(2)

(c) Identify **one** feature of intensive farming.

(1)

- ☐ **A** high altitude
- ☐ **B** high inputs
- ☐ **C** low crop yields
- ☐ **D** low temperatures

(d) State **one** way commercial farming can affect rural environments.

(1)



(e) Explain **two** reasons why conservation is used to manage some rural areas.

(4)

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

Suggest **one** reason why diversification is important for farmers, using the information shown.

(3)

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- (g) For a named developed country, explain **two** ways tourist pressures can affect rural areas.

(4)

Named developed country

1

2



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

Analyse the importance of natural ecosystems for the provision of services.

You **must** refer to the resource in your answer.

(8)



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(Total for Question 2 = 25 marks)



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

3 Urban environments

- (a) (i) Identify a process that involves people moving away from central urban areas. (1)

- ☐ **A** congestion
☐ **B** reurbanisation
☐ **C** suburbanisation
☐ **D** segregation

- (ii) Define the term **greenfield site**. (1)

- (b) Identify **one** reason for building on the rural-urban fringe. (1)

- ☐ **A** to support biodiversity in the area
☐ **B** to preserve the greenbelt
☐ **C** population growth
☐ **D** to be close to the Central Business District (CBD)

- (c) Study Figure 3a in the Resource Booklet.

Suggest **one** reason for a type of land use that could be found in the urban area shown. (2)

- (d) State **one** group of stakeholders who can help improve the quality of life in urban areas. (1)



(e) Explain **two** challenges caused by the development of urban informal housing areas (squatter settlements).

(4)

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

Suggest **one** way rapid urbanisation could have affected a trend shown.

(3)

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- (g) For a named developing or emerging country, explain **two** ways transport has been improved in urban areas.

(4)

Named developing or emerging country

1

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(Total for Question 3 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS



SECTION B**Geographical enquiry**

Answer ONE question only from this section.

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** potential risk that you managed as part of your enquiry.

(1)

(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

(b) Explain **one** way secondary data was used to support your enquiry.

(2)



- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your geographical enquiry.

(4)

Advantage

Disadvantage

- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)



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(Total for Question 4 = 20 marks)



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

5 Investigating rural environments

You have studied rural environments as part of your own geographical enquiry.

State the title of your geographical enquiry.

(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

(b) Explain **one** way secondary data was used to support your enquiry.

(2)



- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

Disadvantage

- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)



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(Total for Question 5 = 20 marks)



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

6 Investigating urban environments

You have studied urban environments as part of your own geographical enquiry.

State the title of your geographical enquiry.

(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

(b) Explain **one** way secondary data was used to support your enquiry.

(2)



- (c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

Disadvantage

- (d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)



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(Total for Question 6 = 20 marks)

TOTAL FOR SECTION B = 20 MARKS



SECTION C

Global issues

Answer ONE question only from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 7, put a cross in the box ☒.

7 Fragile environments and climate change

(a) (i) Name **one** greenhouse gas.

(1)

(ii) Identify a strategy to try and reduce the impacts of climate change.

(1)

- ☐ A use of low yield seed varieties
- ☐ B use more timber from forests
- ☐ C use more fossil fuels
- ☐ D use more renewable energy

(iii) Identify which statement best describes a way of adapting to climate change.

(1)

- ☐ A increase in cattle farming
- ☐ B increase in flood protection
- ☐ C increase in number of airports
- ☐ D increase in use of coal

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

Identify **two** labelled countries with the highest risk of drought.

(2)

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

(4)

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(c) Explain **two** potential impacts of climate change on fragile environments.

(4)

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

Calculate the range in total forest loss, 2001–2015.

You **must** show all your workings in the space below.

(2)

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(ii) Describe a variation in forest loss, shown for 2001–2015.

(2)

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

Assess the potential impacts of deforestation.

You **must** refer to the resource in your answer.

(6)



(f) Discuss the view:

"Deforestation is the greatest threat to fragile environments."

Use Figures 7b and 7c from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)

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(Total for Question 7 = 35 marks)



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

8 Globalisation and migration

(a) (i) Identify the best definition of voluntary migration.

(1)

- ☐ **A** people are forced to move away
- ☐ **B** people have the choice to move location
- ☐ **C** people move due to natural disasters
- ☐ **D** people have to move due to climate change

(ii) Identify **one** pull factor for rural-urban migration.

(1)

- ☐ **A** availability of employment
- ☐ **B** availability of expensive land
- ☐ **C** lack of access to clean air
- ☐ **D** lack of access to healthcare services

(iii) State **one** strategy used by countries to manage migration.

(1)

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

Identify the labelled countries with the highest levels of positive and negative net migration, 2017–2021.

(2)

Highest positive net migration

Highest negative net migration

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

(4)

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(c) Explain **two** impacts of tourism on the people of destination countries.

(4)

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

Calculate the range in development aid for Somalia, 1999–2019.

You **must** show all your workings in the spaces below.

(2)

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(ii) Describe a trend shown.

(2)

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

Assess the role of trade blocs in the creation of a more globalised economy.

You **must** refer to the resource in your answer.

(6)



(f) Discuss the view:

"Trade has been the greatest driver of the global economy."

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

You **must** refer to the resources in your answer.

(12)

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(Total for Question 8 = 35 marks)



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

9 Development and human welfare

(a) (i) Identify the definition of gross domestic product (GDP).

(1)

- ☐ **A** a measure of development including health and income
- ☐ **B** a measure of improvement in inequality
- ☐ **C** the total value of all imports within a country in a year
- ☐ **D** the total value of goods and services produced by a country in a year

(ii) Identify an organisation that attempts to address the global development gap.

(1)

- ☐ **A** United States Geological Survey
- ☐ **B** North American Free Trade Association (NAFTA)
- ☐ **C** North Atlantic Treaty Organisation (NATO)
- ☐ **D** World Bank

(iii) State **one** way countries may use international aid to support development.

(1)

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

Identify **two** labelled countries with the highest life expectancy.

(2)

1

2

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

(4)

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(c) Explain **two** reasons bottom-up development projects can contribute to improved human welfare.

(4)

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

Calculate the range in the number of people affected by food insecurity in Nigeria, 2015–2019.

You **must** show all your workings in the space below.

(2)

- (ii) Describe a trend shown.

(2)



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

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)



(f) Discuss the view:

"Improvements in human welfare are mainly driven by economic development."

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

You **must** refer to the resources in your answer.

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(Total for Question 9 = 35 marks)

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



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Pearson Edexcel International GCSE (9–1)

Wednesday 5 June 2024

Morning (Time: 1 hour 45 minutes)

Paper
reference

4WGE2/01

Geography (Modular)

UNIT 2: Human geography

Resource Booklet

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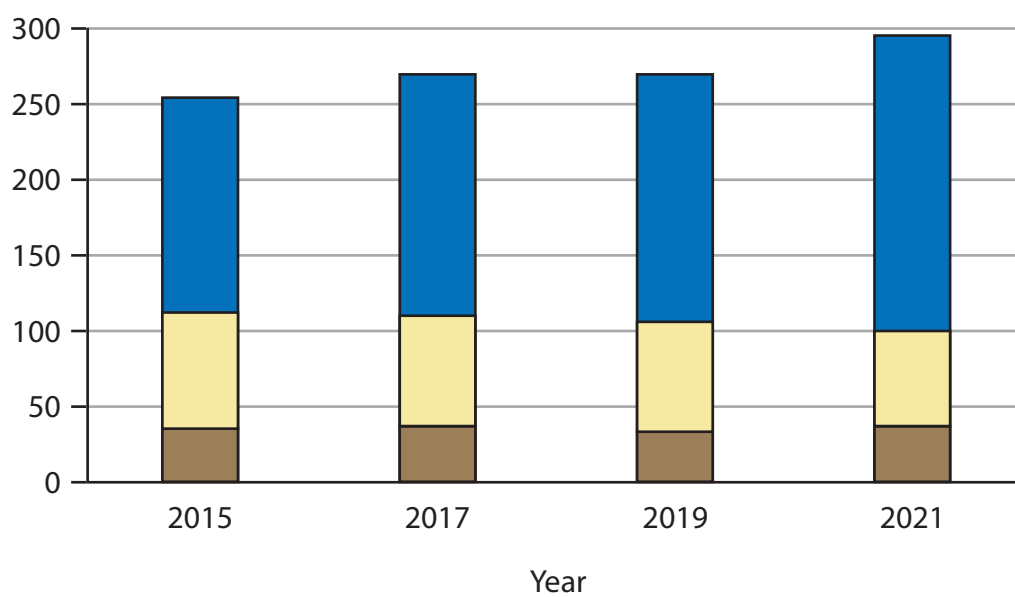

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Figure 1a

Activities in the primary sector

Energy efficiency
investment (US\$ bn)



Key

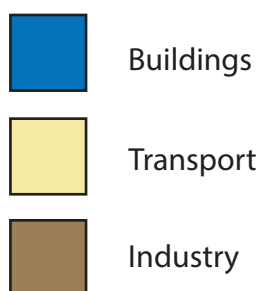
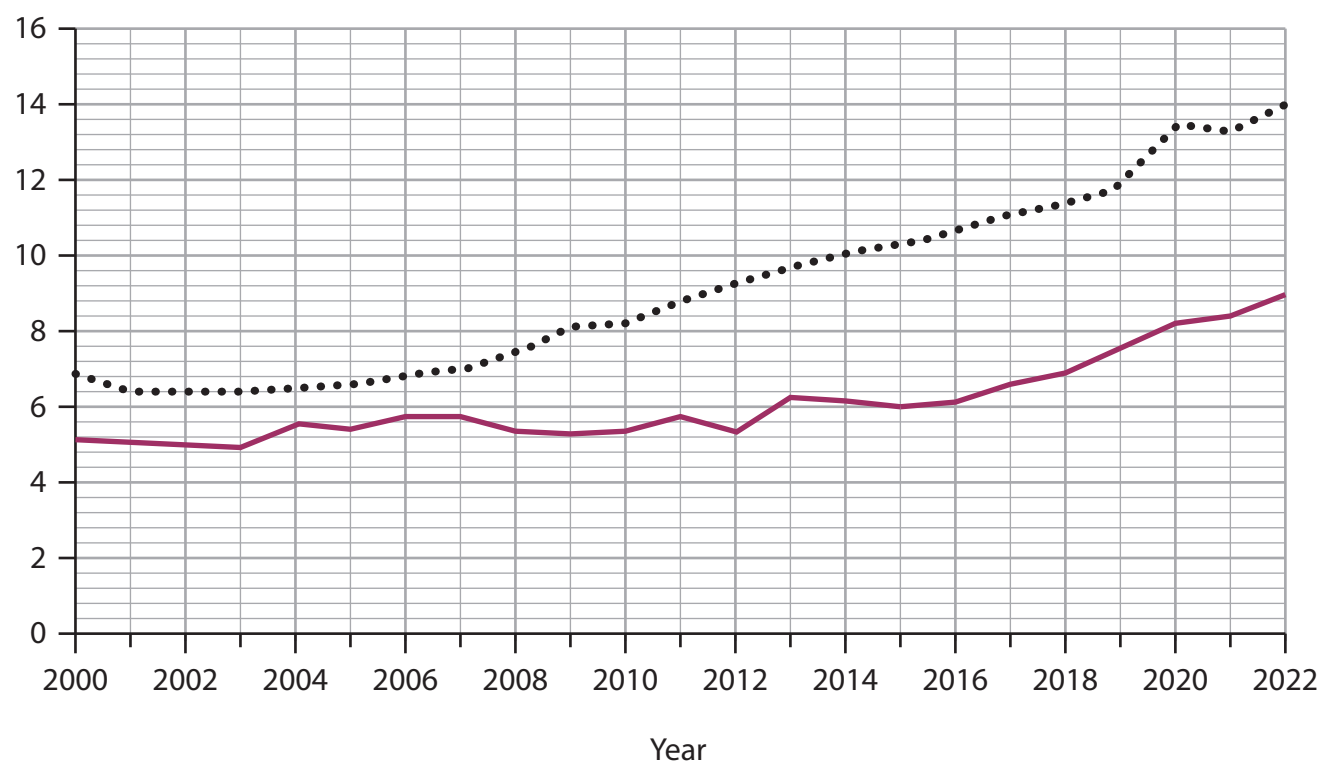


Figure 1b

Global investment in energy efficiency, 2015–2021

Percentage (%) of
energy production from
renewable energy resources



Key

- Developed countries
- Developing countries

Figure 1c

**Percentage of energy produced from renewable energy
resources in developed and developing countries, 2000–2022**

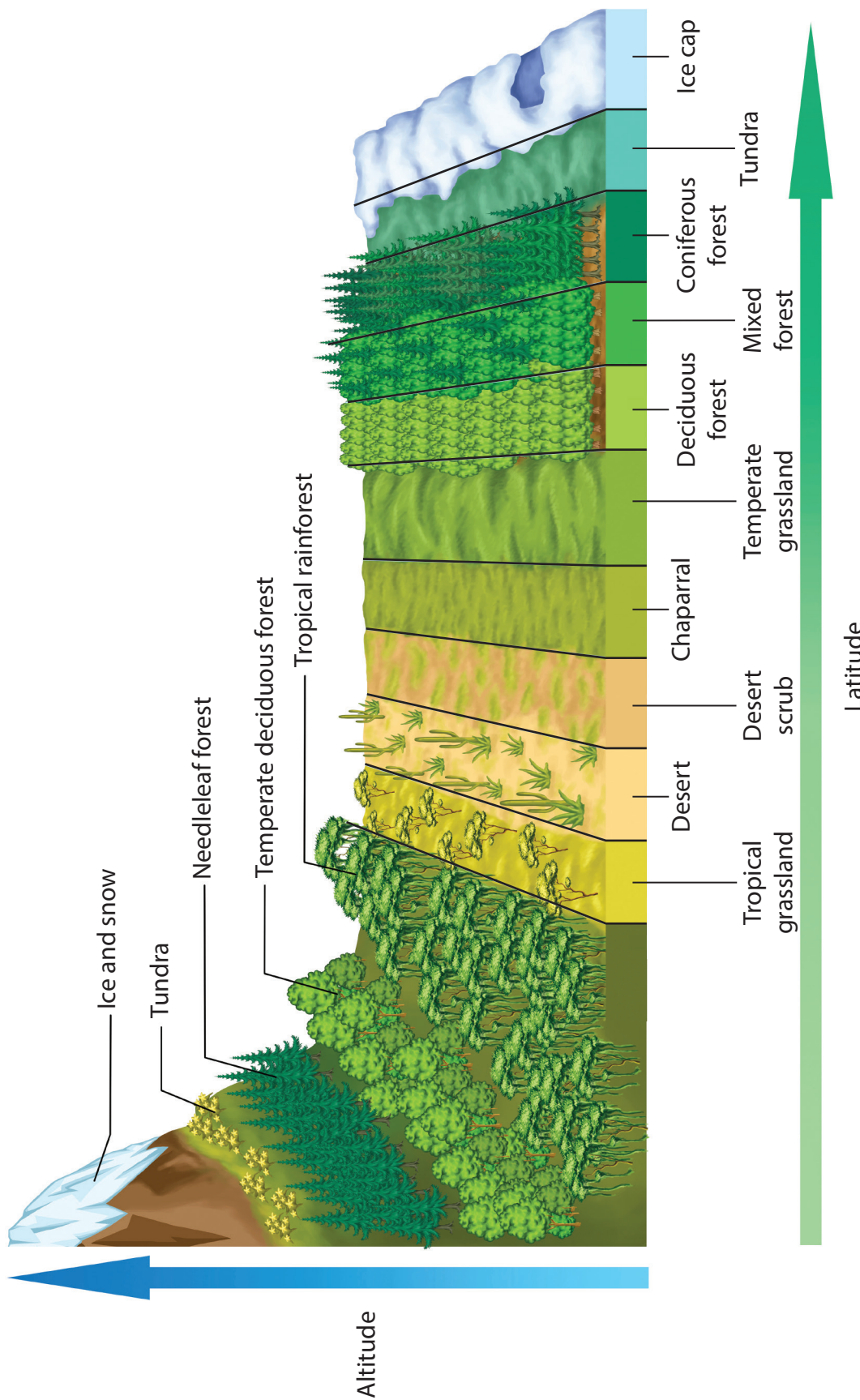


Figure 2a

Global biomes

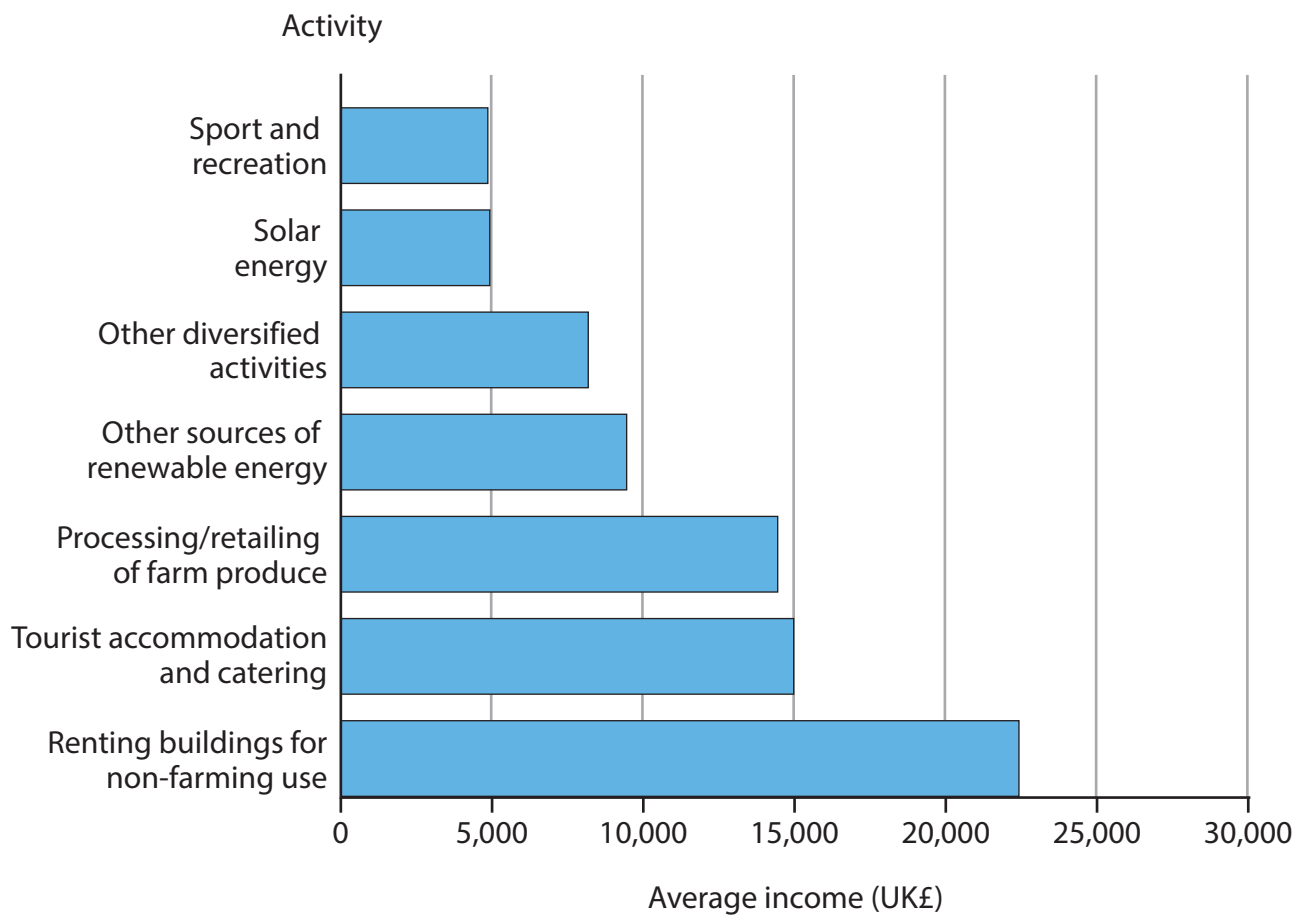


Figure 2b

Average income from farm diversification activities in England, 2022

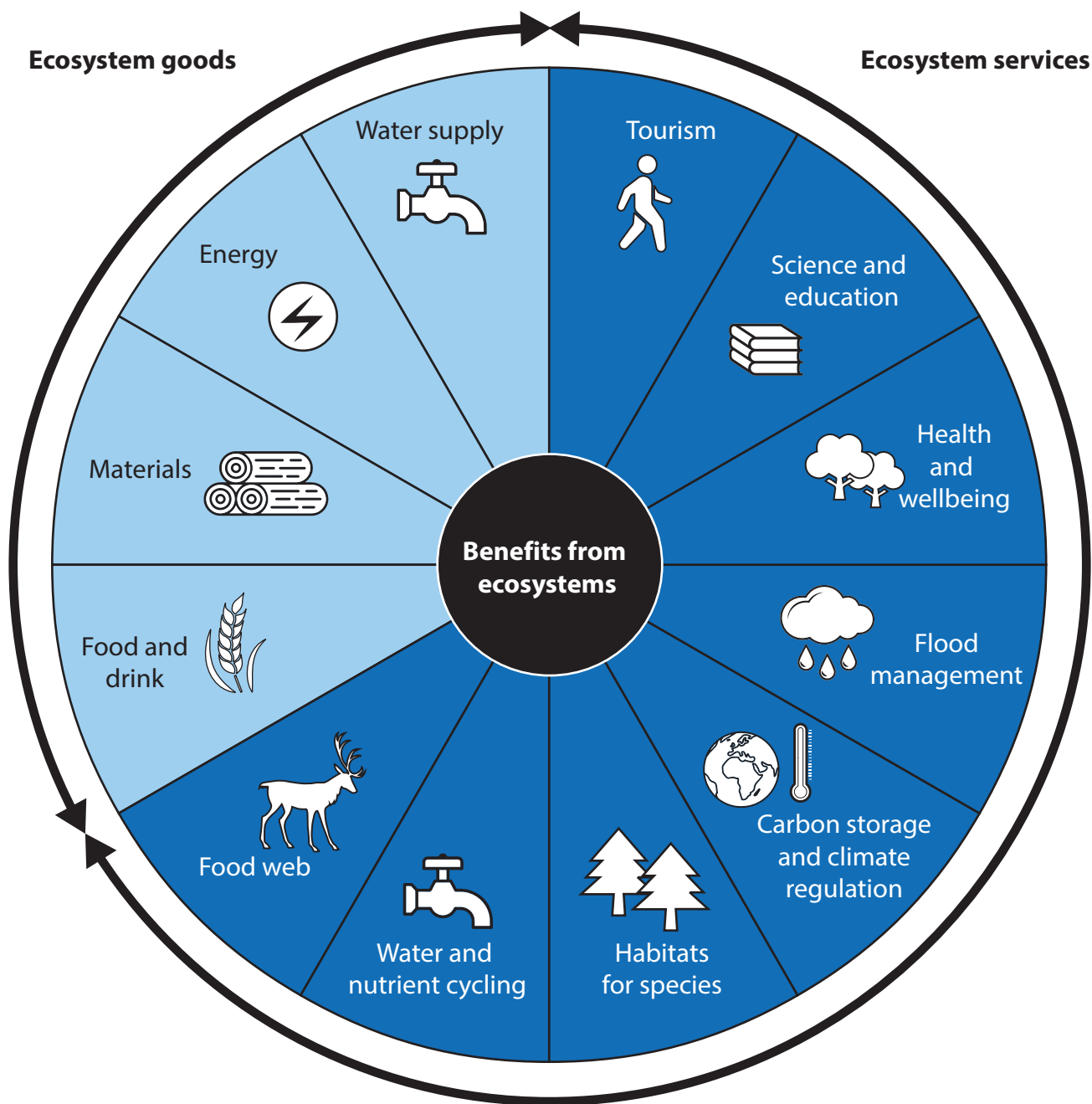
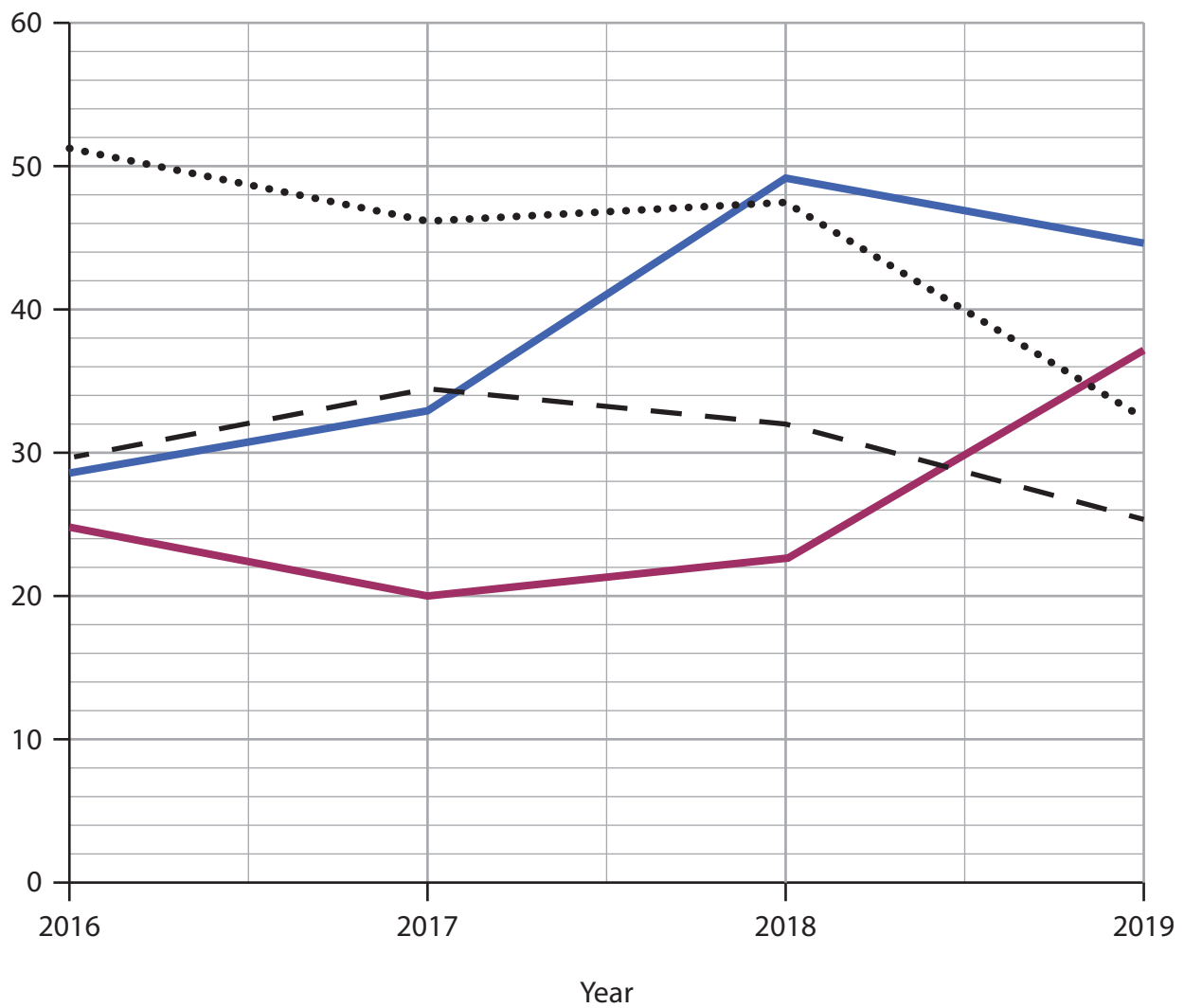


Figure 2c
Ecosystem goods and services



Figure 3a
Aerial photograph of Frankfurt, Germany

PM2.5
($\mu\text{g}/\text{m}^3$)



Key: City

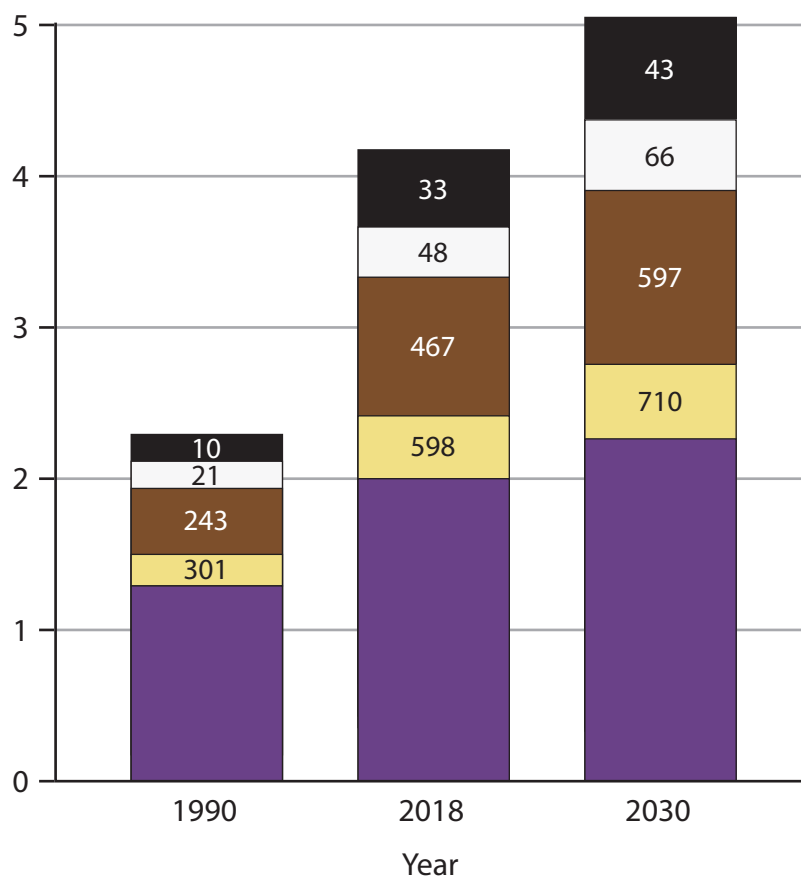
- Bengaluru (India)
- - - Katowice (Poland)
- Abu Dhabi (United Arab Emirates)
- Johannesburg (South Africa)

Figure 3b

Air quality in selected cities

Note: Particulate matter 2.5 (PM2.5), refers to tiny particles or droplets in the air that are 2.5 microns or less in width.

Population size
(billions)



Key

- Megacities
Population: More than 10 million. Examples: New York, Tokyo, Lagos
- Large cities
Population: 5 to 10 million. Examples: Houston, Toronto, Hong Kong
- Mid-sized cities
Population: 1 to 5 million. Examples: Vancouver, Prague, Brisbane
- Regional cities
Population: 500,000 to 1 million. Examples: Syracuse, Ann Arbor, Liverpool
- Small cities*
Population: Less than 500,000. Examples: Boulder, Halifax, Christchurch

Figure 3c

**Global urban population and city numbers,
1990, 2018 and projections to 2030, by size of city**

Note: numbers on bars indicate the number of each city type

*Number in Small cities category unknown

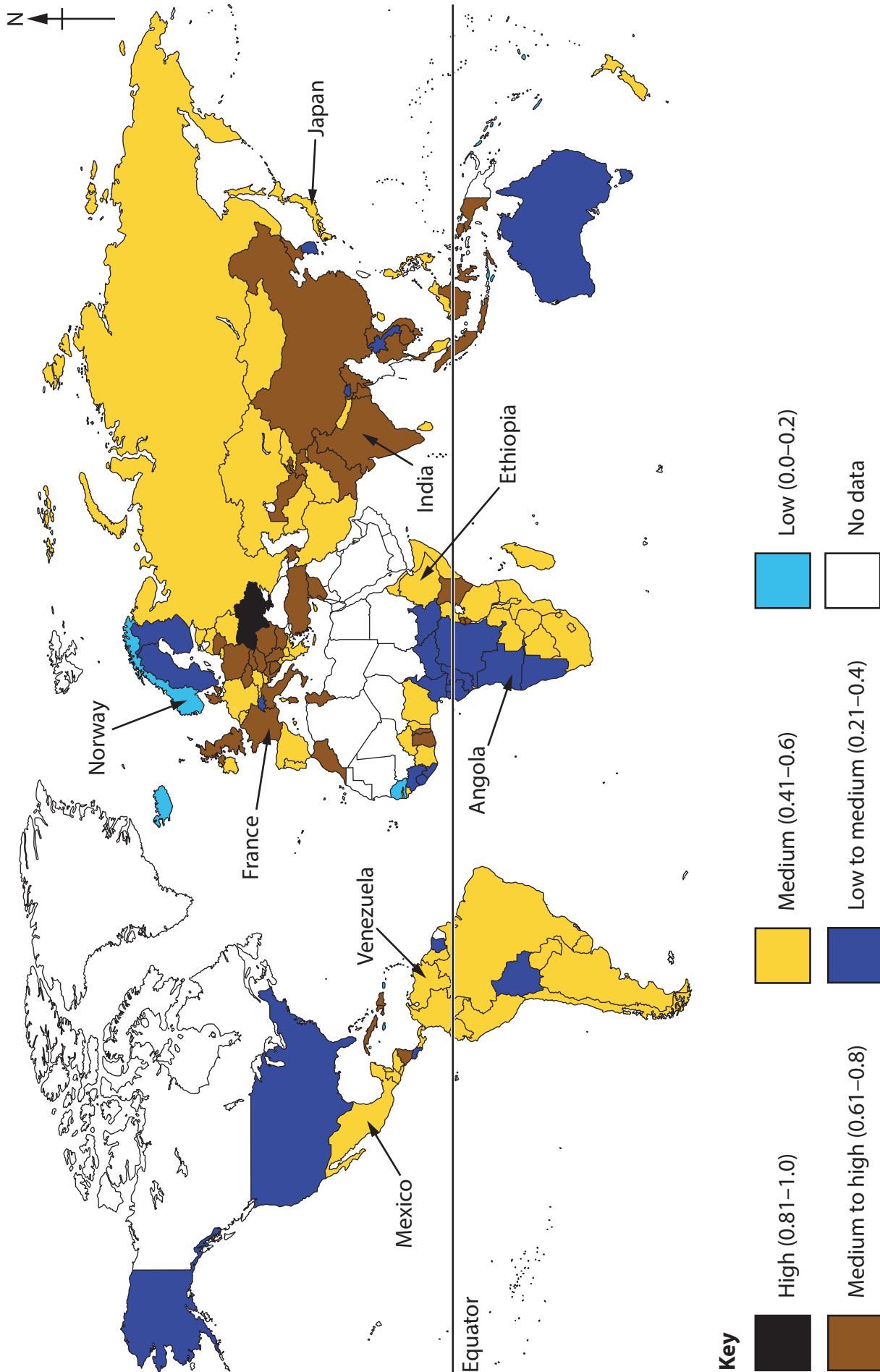
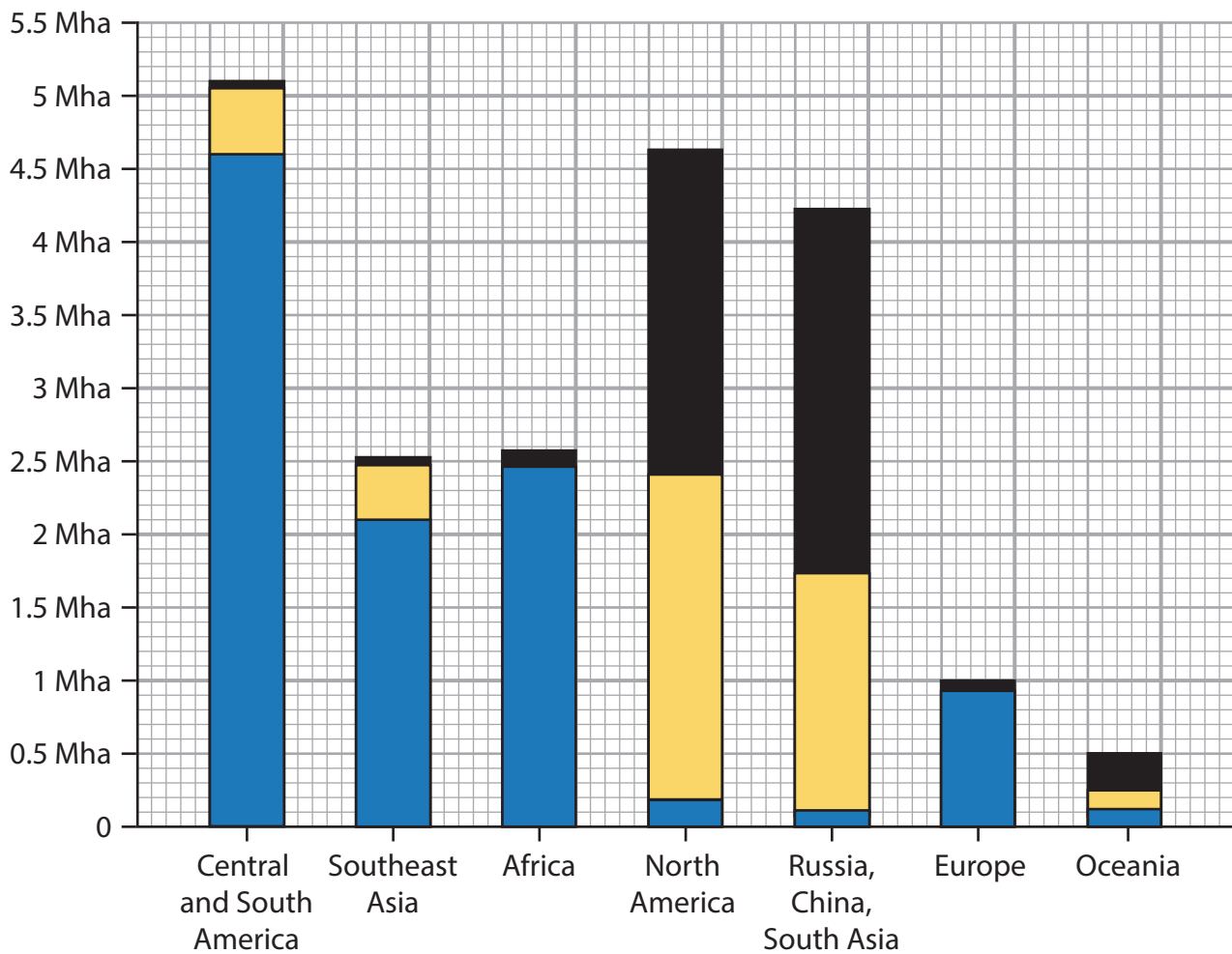


Figure 7a
Global distribution of drought risk

Total forest loss
(millions hectares)



Key: Cause of forest loss

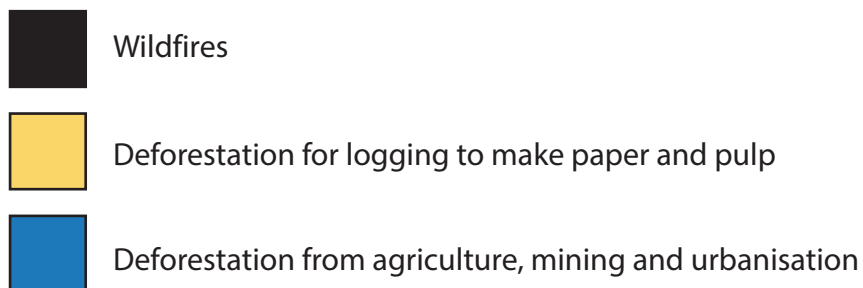


Figure 7b
Information on global forest loss, 2001–2015

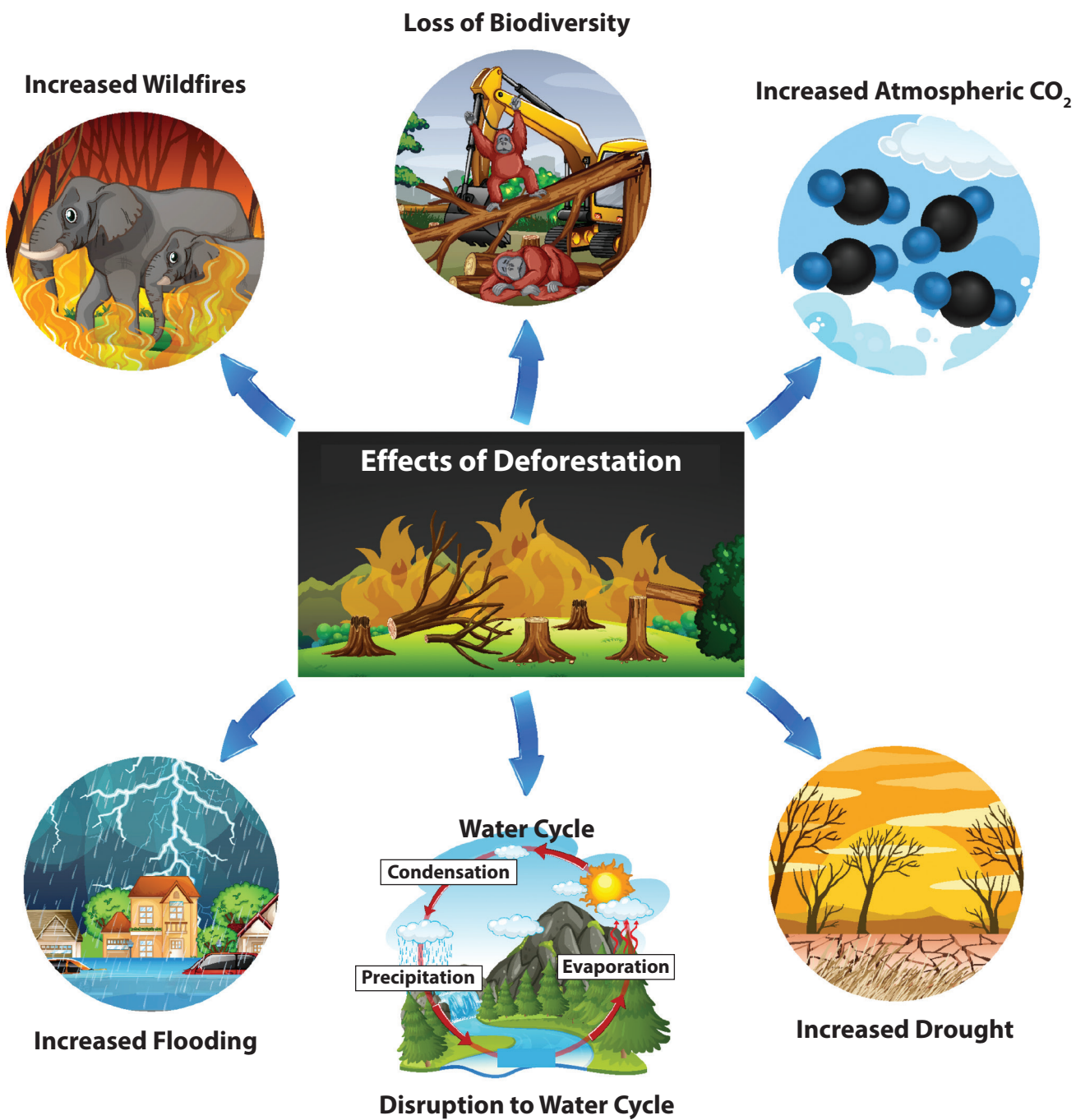
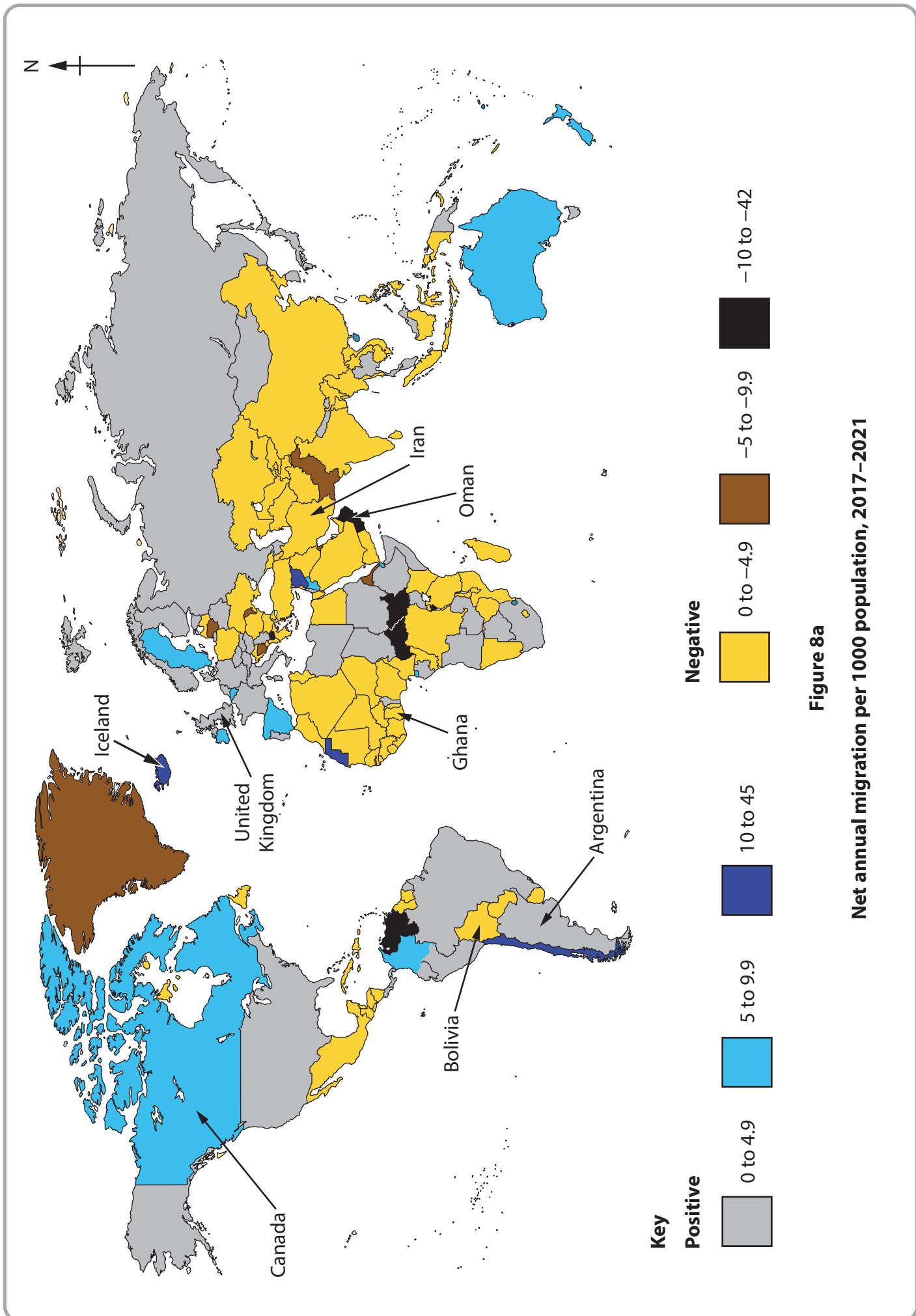


Figure 7c
Selected impacts of deforestation



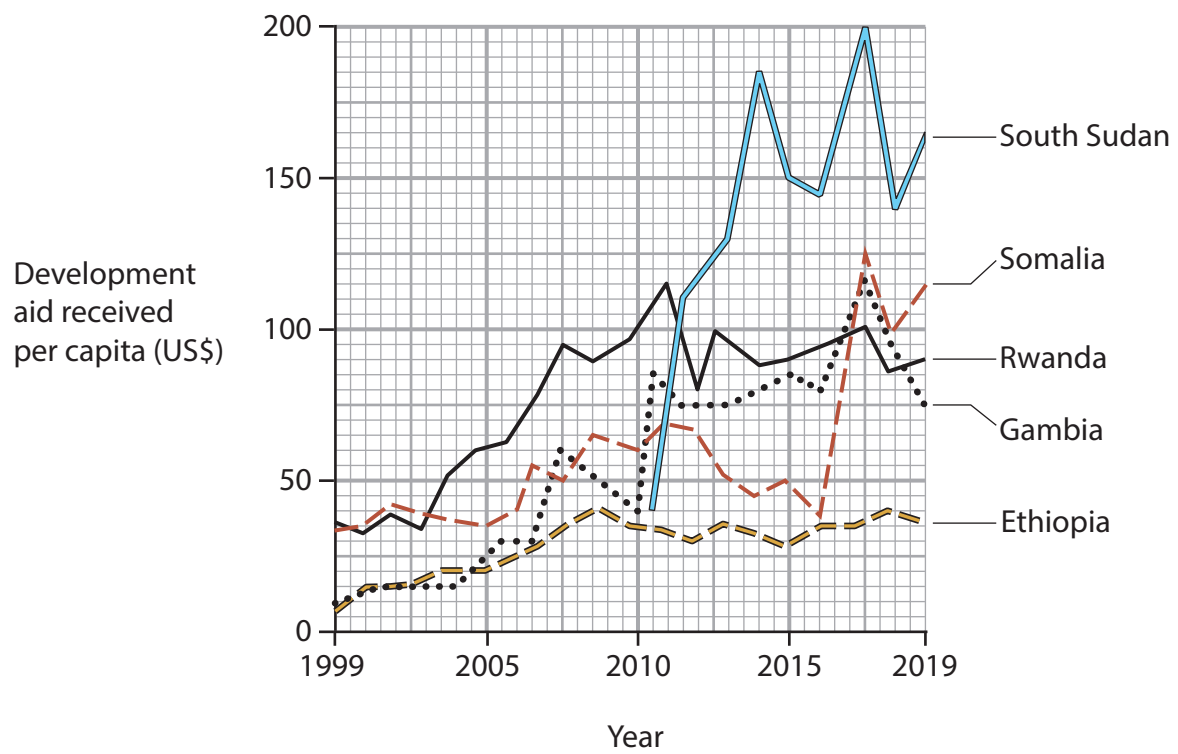
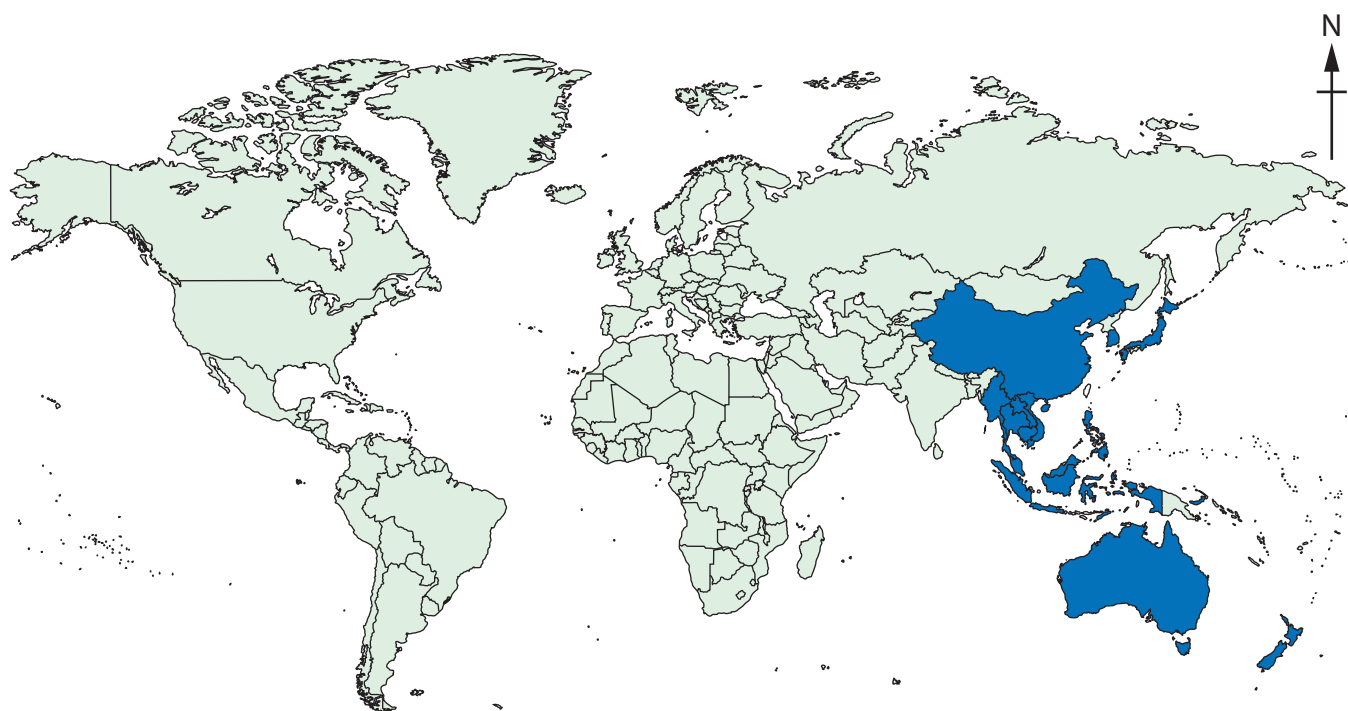


Figure 8b

Development aid received per capita for selected countries, 1999–2019



**15 countries sign world's biggest free trade deal
(indicated in blue)**

Key facts

Countries	Share of global trade
15	28%
Population	Share of global economic output
2.2 billion	30%
Combined GDP	Year established
US\$26.2 trillion	2022

Figure 8c

Information on the Regional Comprehensive Economic Partnership (RCEP) trade bloc

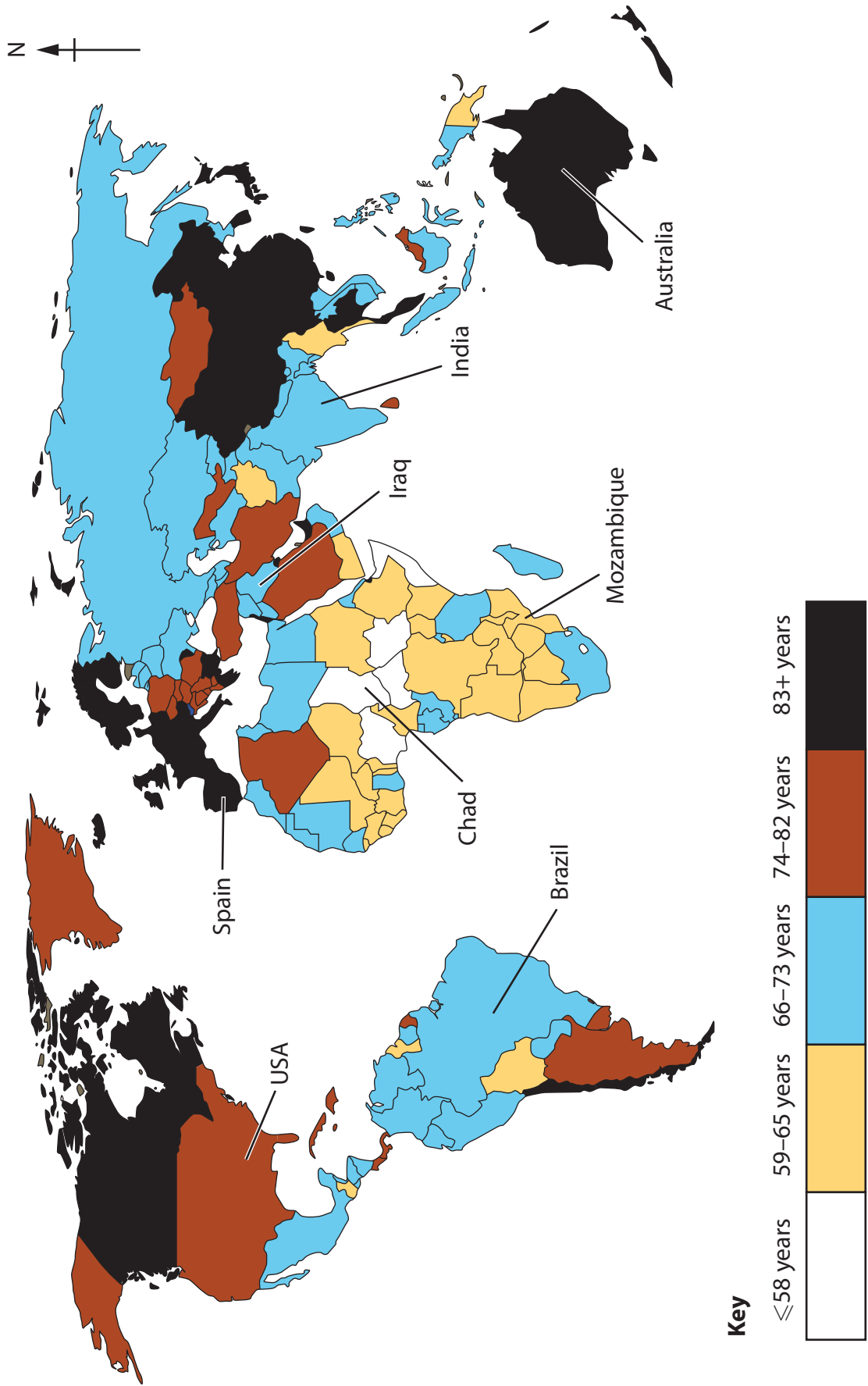


Figure 9a
Life expectancy, 2022



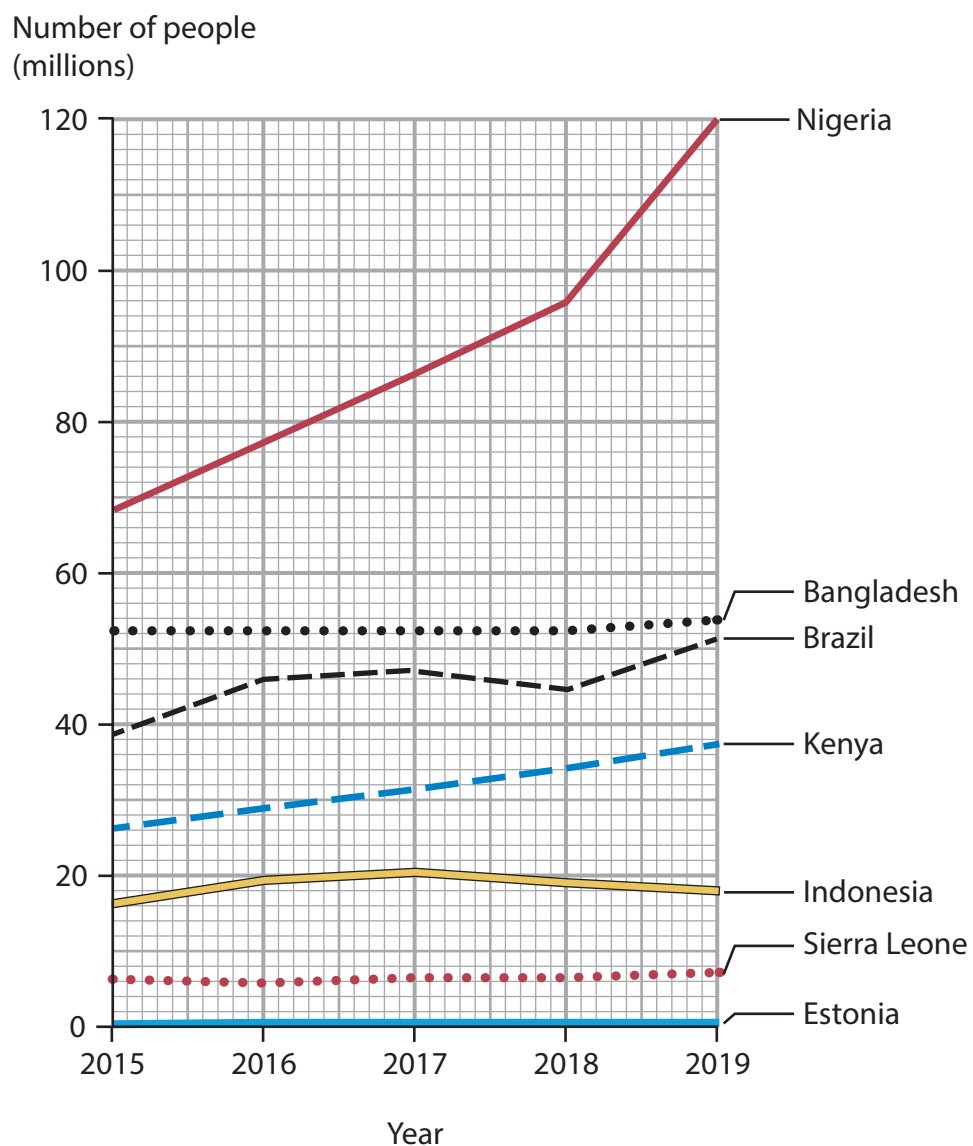


Figure 9b

Number of people affected by food insecurity for selected countries, 2015–2019

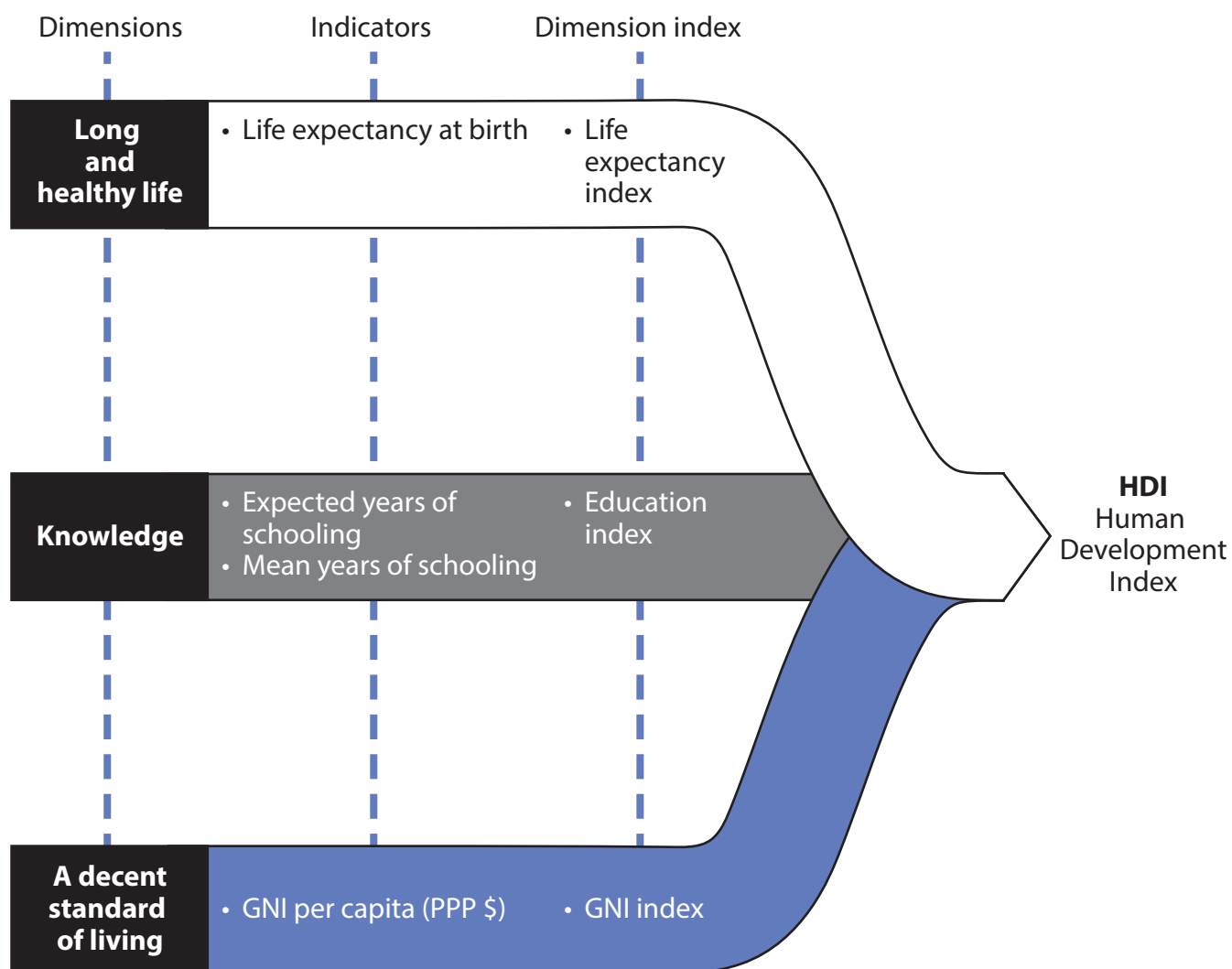


Figure 9c

The Human Development Index (HDI)

Note: GNI is gross national income

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