Candidate surname

Other names

**Pearson Edexcel**
International
Advanced Level

Centre Number

Candidate Number

# Thursday 9 January 2020

Afternoon (Time: 1 hour 30 minutes) | Paper Reference **WGE02/01**

# Geography

**International Advanced Subsidiary**
**Paper 2: Geographical Investigations**

**You must have:**
Resource Booklet (enclosed)

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.
- Answer **ALL** questions in Sections A and B.
- In Section C answer **EITHER** Question 4 **OR** Question 5.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Calculators may be used.

## Information

- The total mark for this paper is 60.
- 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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**CROWDED COASTS**

**Answer ALL questions in this section. Write your answers in the spaces provided.**

1   Study Figure 1 in the Resource Booklet.

(a) (i)   Identify the nearshore and the backshore zones shown in Figure 1.

(2)

| Zone | Number |
|------|--------|
| Nearshore | |
| Backshore | |

(ii)  Explain **one** way rock structure influences the rate of coastal erosion.

(2)

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(b) Examine how the sediment cell concept helps understanding of the coast as a system.

(8)

**(Total for Question 1 = 12 marks)**

2   Study Figure 2 in the Resource Booklet.

(a) (i)   Identify **two** pieces of evidence that suggest this area has been recently regenerated.

(2)

1 ................................................................................................................................................................................................

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2 ................................................................................................................................................................................................

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(ii)  Explain **one** solution a named city has used to reduce air pollution from urban transport.

(2)

Named city.............................................................................................................

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(b) Assess how far waste management is a major issue for cities in developed and developing countries.

(8)

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**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 24 MARKS**

## SECTION B

## COMPULSORY FIELDWORK SECTION

**Answer ALL parts of Question 3 in this section. Write your answers in the spaces provided.**

3   You have undertaken geography fieldwork as part of your course.

Use this experience to answer this question.

State the title or question of your fieldwork investigation:

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(a)   Explain how **one** geographical model or theory helped you to develop the title or question for your investigation.

(3)

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(b)  Explain **one** technique you used to collect quantitative data as part of your investigation.

(3)

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(c) Explain how you selected the location(s) and sites for your primary data collection.

(6)

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(d) Evaluate the accuracy and reliability of the conclusions to your investigation.

(12)

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**(Total for Question 3 = 24 marks)**

**TOTAL FOR SECTION B = 24 MARKS**

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**SECTION C**

**GEOGRAPHICAL FIELDWORK AND SKILLS**

**Answer ONE question in this section – EITHER Question 4 OR Question 5.**

**Write your answers in the spaces provided.**

**Investigating Crowded Coasts**

**If you answer Question 4 put a cross in the box ☒ .**

**4**   Study Figures 3a and 3b in the Resource Booklet.

> A group of students studied coastal management as part of a study into erosion risk.
>
> They started their investigation by looking at a photograph of the area (Figure 3a) and developing their own cliff stability index (Figure 3b).

(a) (i)   Identify **two** risks for students investigating the area shown in Figure 3a.

(2)

1 ................................................................................................................................................................................................................................

2 ................................................................................................................................................................................................................................

(ii)  Suggest **two** problems with using the students' cliff stability index shown in Figure 3b.

(4)

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(b) Study the information below.

The students also visited a nearby town and used a questionnaire to investigate perceptions of coastal threats. The people questioned were asked to select what they considered to be the main threat to the coast from a list. Their results are presented in the table below.

| Coastal risks and threats | Number of responses |
|---|---|
| Flooding | 47 |
| Erosion | 35 |
| Loss of land and property | 63 |
| Pollution | 3 |
| Sea level rise | 23 |
| Coastal development | 9 |
| Poorly maintained sea defences | 27 |
| Storms | 15 |

The people's responses were plotted on a pie chart, Figure 3c, below.

(i)  Complete Figure 3c by labelling, in the appropriate boxes, each of the following:

1.  Flooding

2.  Sea level rise

(2)

**Percentage of responses – coastal risks and threats**



Storms
7%

Poorly maintained
sea defences
12%

Coastal
development
4%

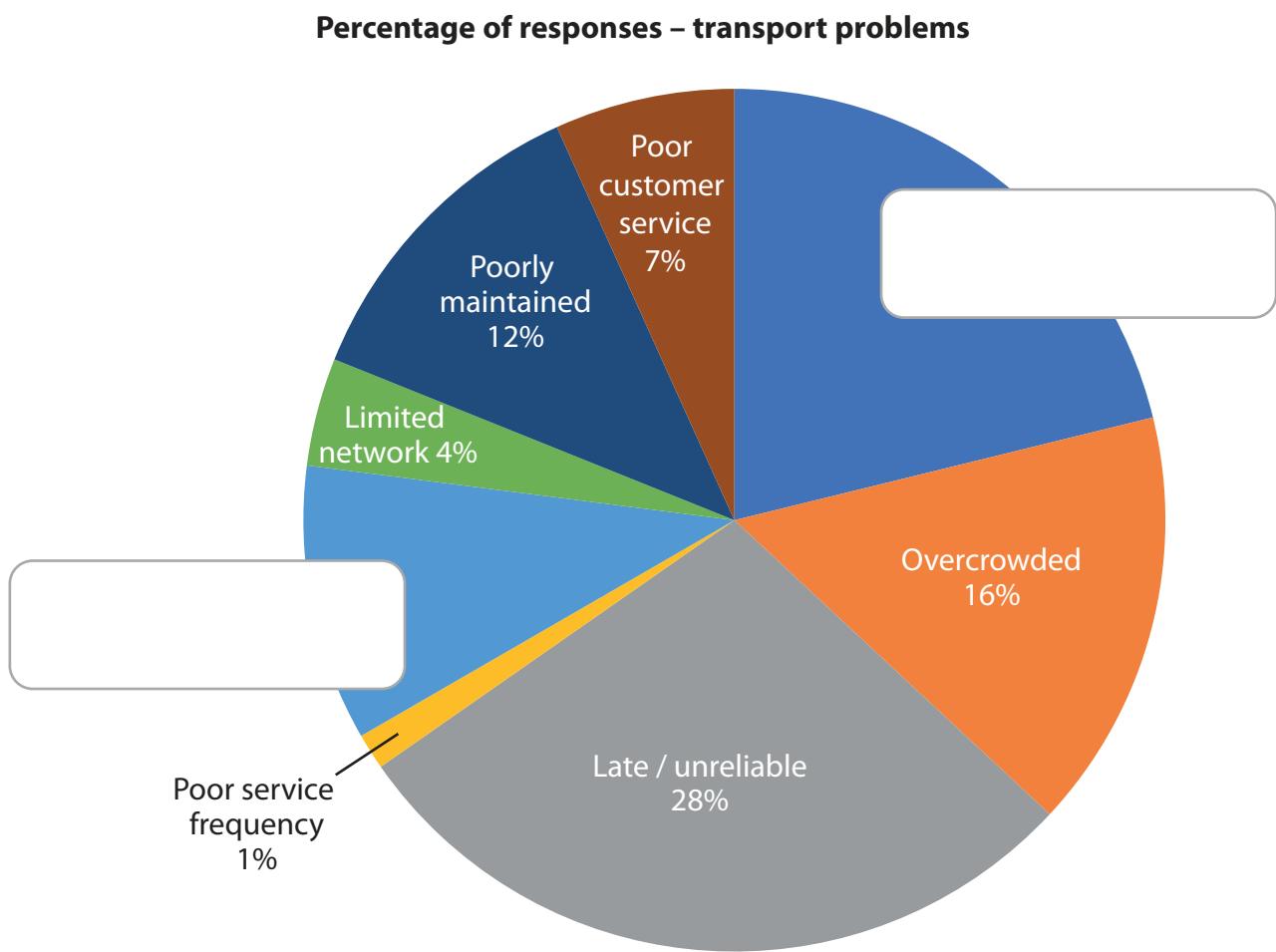Pollution
1%

Erosion
16%

Loss of land and property
28%
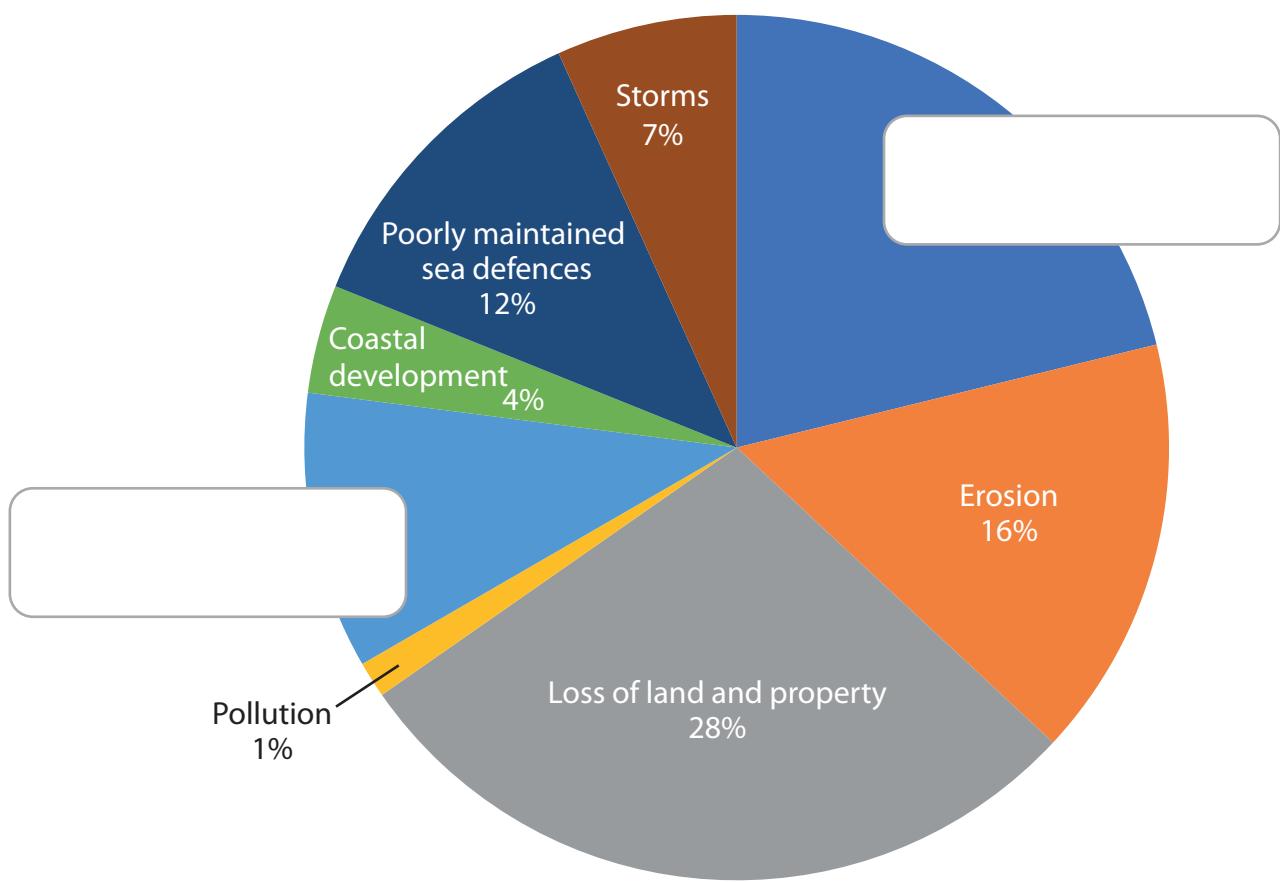
**Figure 3c**

**A summary of the results of the responses to the students' questionnaires**

(ii)  Calculate the questionnaire sample size.

(1)

..................................................................

(iii) Calculate the range of the data responses.

(1)

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(c)  Suggest **one** possible limitation in the collection of this questionnaire data.

(2)

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**(Total for Question 4 = 12 marks)**

**Investigating Urban Problems, Planning and Regeneration**

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

**5** Study Figures 4a and 4b in the Resource Booklet.

> A group of students studied rebranding as part of a study into the wider impacts of regeneration.
>
> They started their investigation by looking at a photograph of the area (Figure 4a) and developing their own urban rebranding index (Figure 4b).

(a) (i) Identify **two** risks for students investigating the area shown in Figure 4a.

(2)

1 .................................................................................................................................................................................................................................................................................

2 .................................................................................................................................................................................................................................................................................

(ii) Suggest **two** problems with using the students' urban rebranding index shown in Figure 4b.

(4)

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(b) Study the information below.

The students also visited a nearby town and used a questionnaire to investigate perceptions of transport problems. The people questioned were asked to select what they considered to be the main transport problem from a list. Their results are presented in the table below.

| Transport problems | Number of responses |
|---|---|
| Dirty | 47 |
| Overcrowded | 35 |
| Late / unreliable | 63 |
| Poor service frequency | 3 |
| High cost | 23 |
| Limited network | 9 |
| Poorly maintained | 27 |
| Poor customer service | 15 |

The people's responses were plotted on a pie chart, Figure 4c, below.

(i) Complete Figure 4c by labelling, in the appropriate boxes, each of the following:

    1. Dirty

    2. High cost

**(2)**

**Percentage of responses – transport problems**



Poor customer service 7%

Poorly maintained 12%

Limited network 4%

Overcrowded 16%

Poor service frequency 1%

Late / unreliable 28%

**Figure 4c**

**A summary of the results of the responses to the students' questionnaires**

(ii) Calculate the questionnaire sample size.

(1)

.......................................................................

(iii) Calculate the range of the data responses.

(1)

.......................................................................

(c) Suggest **one** possible limitation in the collection of this questionnaire data.

(2)

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**(Total for Question 5 = 12 marks)**

**TOTAL FOR SECTION C = 12 MARKS**
**TOTAL FOR PAPER = 60 MARKS**

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# Pearson Edexcel International Advanced Level

# Thursday 9 January 2020

| Afternoon | Paper Reference **WGE02/01** |
|---|---|

# Geography
International Advanced Subsidiary
Paper 2: Geographical Investigations

**Resource Booklet**
Do not return this Resource Booklet with the question paper.

*Turn over* ▶

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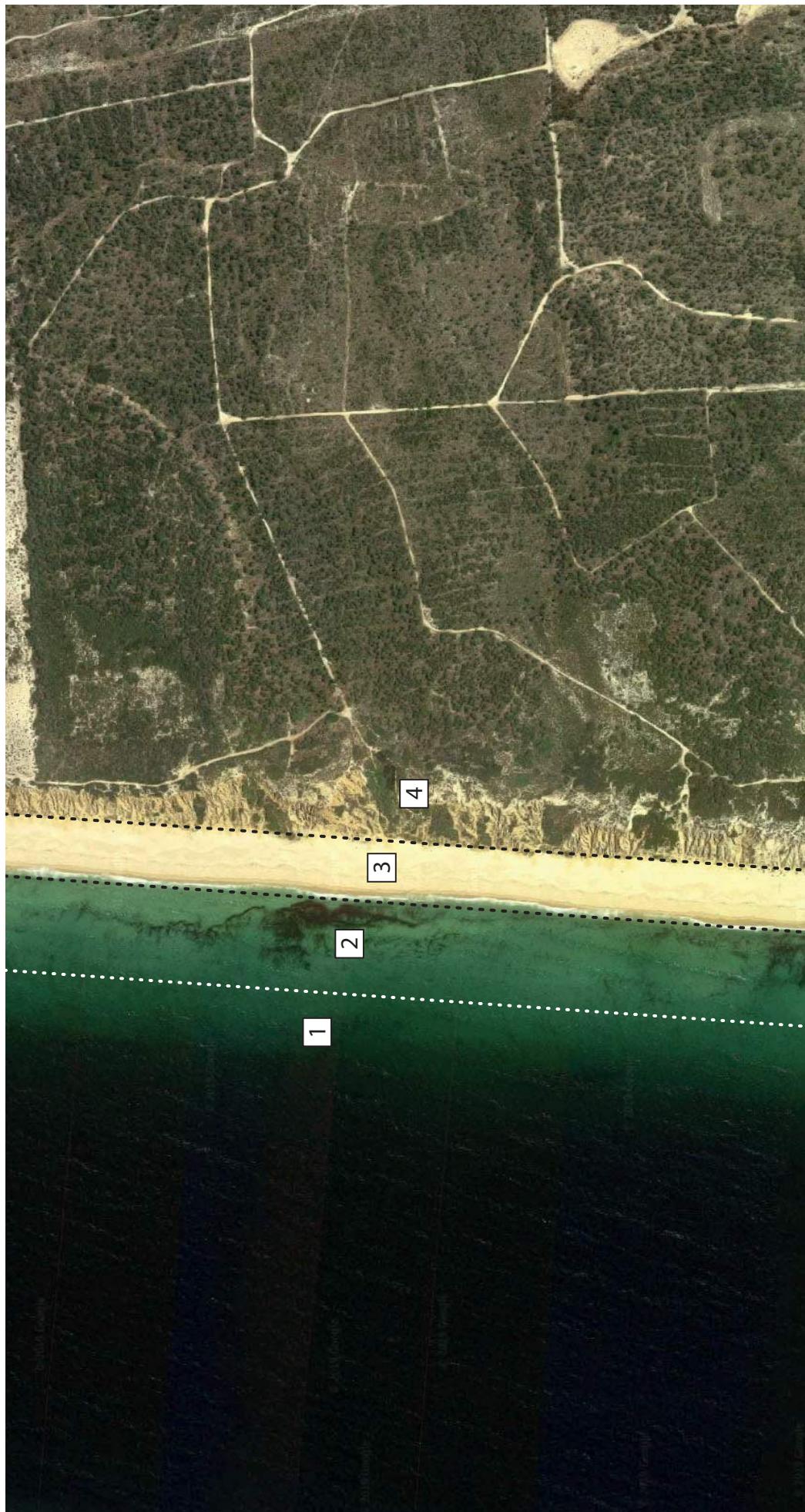
**Figure 1**

**An example of a littoral zone and coastal system**
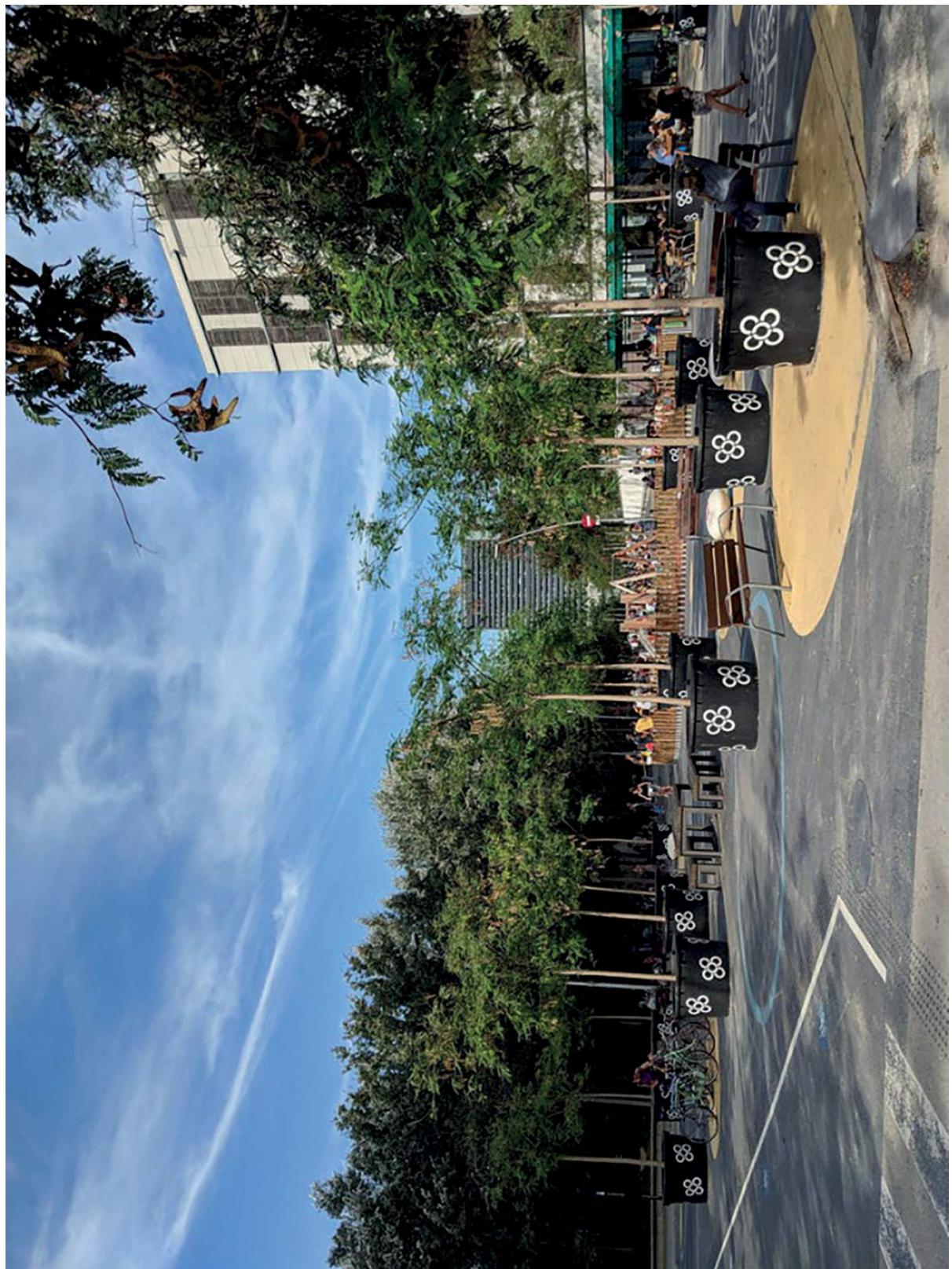
**Figure 2**

**A recently regenerated urban area in Barcelona, Spain**

**Figure 3a**

**Coastal cliffs in southern England**

| Factor | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Rock type** | Resistant metamorphic and volcanic | Limestones, sandstones and conglomerates | Coarse unconsolidated sediments, non-resistant metamorphic | Fine unconsolidated materials |
| **Cliff colour** | Black rocks | Grey rocks | Cream-coloured | Mixture of colours |
| **Cliff slope (°)** | <25 | 25–49 | 51–75 | >75 |
| **Beach width** | Wide beach | Medium beach | Narrow beach | No beach |
| **Relative sea level change (mm / year)** | −1 | −1 to +1 | +1 to 2.5 | >3.0 |

**Figure 3b**

**The students' cliff stability index**

**Figure 4a**

**An urban area in central Cologne, Germany**

| Factor | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Architectural quality of the building** | High quality and in keeping with surrounding area | Quality construction, mostly in keeping with surrounds | Mixed quality construction, may not fit well into area | Looks cheaply made and does not fit into landscape |
| **Cleanliness** | Lots of litter everywhere | Some litter | Good street furniture | Well-maintained street furniture |
| **Tourism facilities** | Lots | Some | Limited | Absent |
| **Vitality** | Very busy | Medium people | Low numbers of people | No people |
| **Conserved heritage (%)** | >50% | 25–48% | 10–24% | <5% |

**Figure 4b**

**The students' urban rebranding index**

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