

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel**  
**International**  
**Advanced Level**

Centre Number

Candidate Number

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**Thursday 14 January 2021**

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.

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P 6 2 8 0 7 R A 0 1 1 6



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**SECTION A**  
**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 **two** threats to coastal ecosystem services from the coastal development shown in Figure 1.

(2)

1 .....

2 .....

(ii) Explain **one** way that ecosystems provide coastal protection.

(2)

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## URBAN PROBLEMS, PLANNING AND REGENERATION

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

2 Study Figure 2 in the Resource Booklet.

(a) (i) Identify **two** possible housing problems in this urban area.

(2)

1 .....

2 .....

(ii) Explain **one** negative impact of informal employment in developing world cities.

(2)

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(b) Assess the importance of different players in the success of urban regeneration.

(8)

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(Total for Question 2 = 12 marks)

**TOTAL FOR SECTION A = 24 MARKS**



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**SECTION B**

**COMPULSORY FIELDWORK SECTION**

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

**3** You have undertaken geography fieldwork as part of the course.

Use this experience to answer Question 3.

State the title or question of your geographical investigation:

.....  
.....

(a) Explain **two** ways secondary information sources helped you to identify your title or question.

(4)

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

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

(b) Explain why you selected **one** presentation method to present your fieldwork data.

(2)

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(c) Explain the different techniques you used to analyse your fieldwork data.

(6)

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(d) Evaluate the success of both the design and methodology of your primary fieldwork data collection.

(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.

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 ☒ .

Investigating Crowded Coasts

4 Study Figure 3a in the Resource Booklet.

A group of students studied a sand dune as part of a wider study into coastal ecosystems.

They started their investigation by researching different smartphone apps, Figure 3a, that could help them collect primary fieldwork data.

(a) (i) Identify the **two** fieldwork apps and their correct use.

(2)

<input type="checkbox"/>	<b>A</b> Clinometer: measuring slope or gradient
<input type="checkbox"/>	<b>B</b> Clinometer: measuring distance
<input type="checkbox"/>	<b>C</b> Sound meter: measuring noise
<input type="checkbox"/>	<b>D</b> Sound meter: measuring height
<input type="checkbox"/>	<b>E</b> Quadrat: measuring plant cover
<input type="checkbox"/>	<b>F</b> Quadrat: measuring plant type

(ii) Explain **one** disadvantage of using smartphone apps to collect fieldwork data.

(2)

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

The students also visited a nearby estuary and completed a conflict matrix.

(i) Calculate the **range** for the recreational boat use category. (1)

.....

(ii) Identify the **modal class** for the university research category. (1)

.....

(iii) Calculate the **median** for the recreational boat use category. (2)

Show ALL your working.

.....



(c) Explain **two** problems with the conflict matrix that the students used, shown in Figure 3b.

(4)

1 .....

.....

.....

2 .....

.....

.....

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

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

### Investigating Urban Problems, Planning and Regeneration

5 Study Figure 4a in the Resource Booklet.

A group of students studied local transport infrastructure as part of a wider study into transport issues in a city.

They started their investigation by researching different smartphone apps, Figure 4a, that could help them collect primary fieldwork data.

(a) (i) Identify the **two** fieldwork apps and their use.

(2)

<input type="checkbox"/>	<b>A</b> Camera: recording view and direction
<input type="checkbox"/>	<b>B</b> Camera: recording pollution
<input type="checkbox"/>	<b>C</b> Decibel meter: recording noise
<input type="checkbox"/>	<b>D</b> Decibel meter: recording height
<input type="checkbox"/>	<b>E</b> Quality survey: recording the amount of litter
<input type="checkbox"/>	<b>F</b> Quality survey: recording the direction of light

(ii) Explain **one** disadvantage of using smartphone apps to collect fieldwork data.

(2)

.....

.....

.....

.....



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

The students also visited a nearby town and completed a transport conflict matrix.

(i) Calculate the **range** for the pedestrian access category. (1)

.....

(ii) Identify the **modal class** for the university research category. (1)

.....

(iii) Calculate the **median** for the pedestrian access category. (2)

Show ALL your working.

.....



(c) Explain **two** problems with the conflict matrix used by the students, shown in Figure 4b.

(4)

1 .....

.....

.....

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2 .....

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

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

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**Pearson Edexcel International Advanced Level**

**Thursday 14 January 2021**

Afternoon (Time: 1 hour 30 minutes)

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**  
**Coastal development in Macau, East Asia**



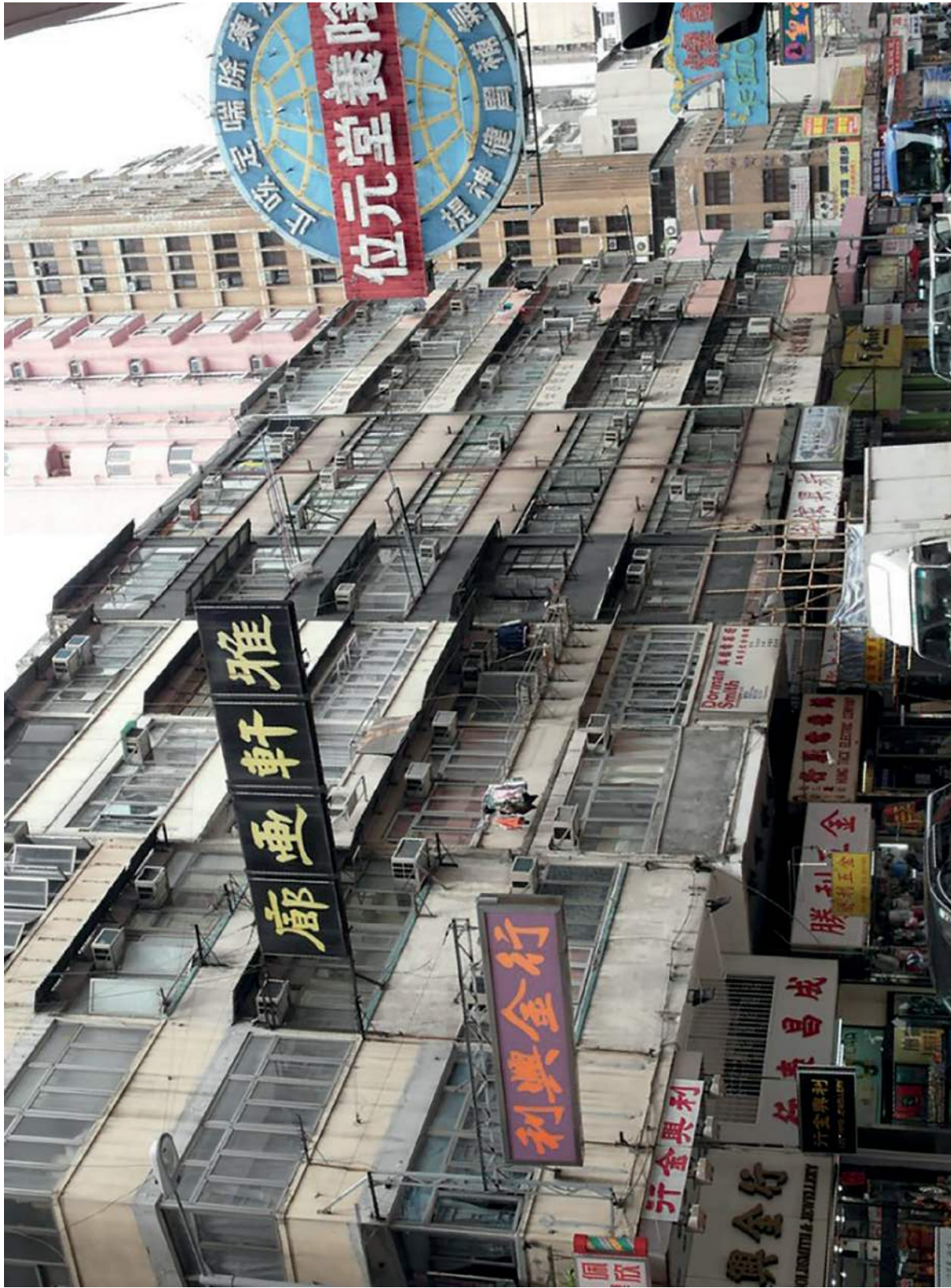
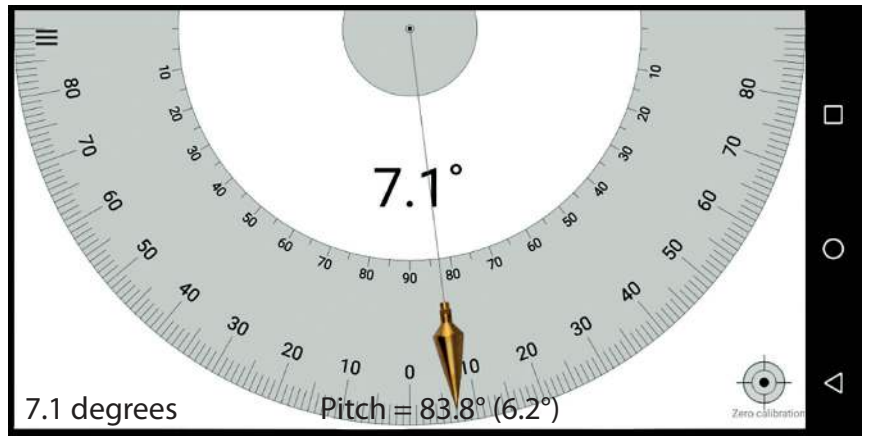
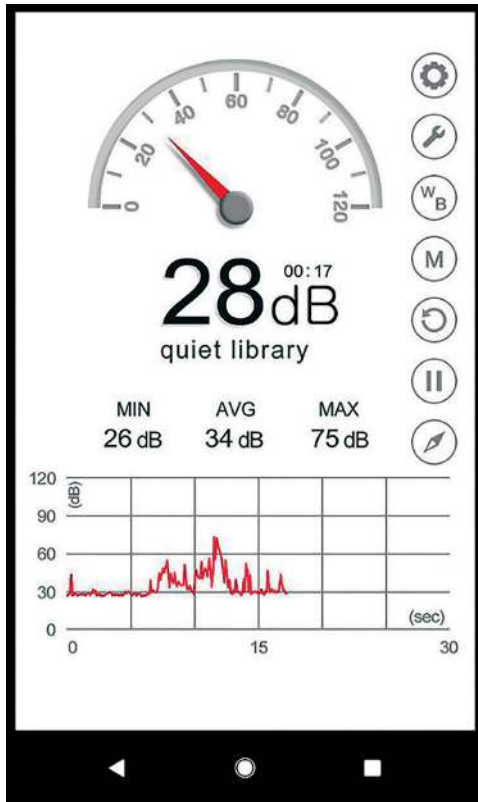


Figure 2  
An urban area in central Hong Kong, East Asia



**Figure 3a**

**Smartphone apps for collecting fieldwork data**

Category	Category	Local small-scale fishing	Commercial fish farming (aquaculture)	Cruise ships	Waterfront housing development	Recreational boat use	Lorry and HGV drivers	University research
Local small-scale fishing			8	7	0	5	6	-6
Commercial fish farming (aquaculture)		8		0	6	9	38	-8
Cruise ships		7	0		-5	4	0	-2
Waterfront housing development		0	6	-5		7	3	-19
Recreational boat use		5	9	4	7		0	0
Lorry and HGV drivers		6	38	0	3	0		-2
University research		-6	-8	-2	-9	0	-2	

Positive impact 1 to 9

Negative impact -1 to -9

Limited impact / neutral 0

6
-6

**Figure 3b**

**A conflict matrix for an estuary location completed by students**



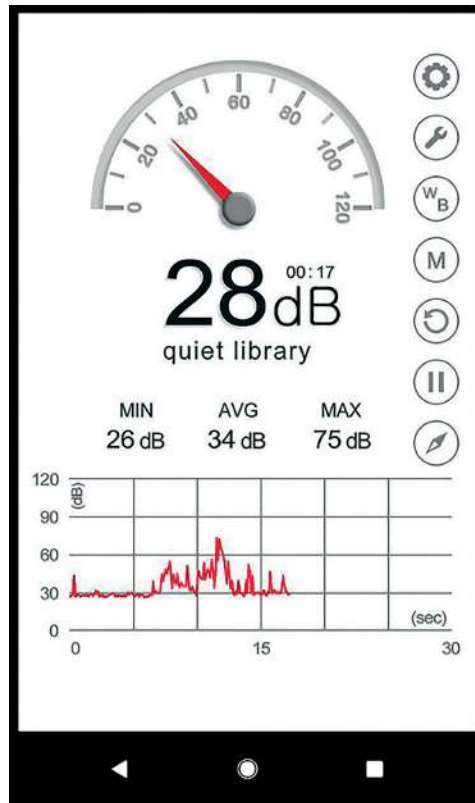
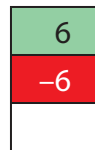


Figure 4a

Smartphone apps for collecting fieldwork data

Category	Category	Out-of-town shopping	Car drivers	Lorry and HGV drivers	Construction traffic	Pedestrian access	Recreational boat use	University research
Out-of-town shopping			8	7	0	5	6	-6
Car drivers		8		0	6	9	38	-8
Lorry and HGV drivers		7	0		-5	4	0	-2
Construction traffic		0	6	-5		7	3	-19
Pedestrian access		5	9	4	7		0	0
Recreational boat use		6	38	0	3	0		-2
University research		-6	-8	-2	-9	0	-2	

Positive impact 1 to 9  
 Negative impact -1 to -9  
 Limited impact / neutral 0



**Figure 4b**

**A conflict matrix for transport issues in a city completed by students**

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