

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
International GCSE (9–1)**

Centre Number

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Candidate Number

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Thursday 13 June 2019

Morning (Time: 1 hour 45 minutes)

Paper Reference **4GE1/02R**

Geography

Paper 2: Human Geography

You must have:

Resource Booklet (enclosed), calculator

Total Marks

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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 paper 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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Pearson

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) The Clark Fisher model is used to describe the process of industrialisation.

Identify the stage which is characterised by agriculture being the most important sector.

(1)

<input type="checkbox"/>	A pre-industrial phase
<input type="checkbox"/>	B industrial phase
<input type="checkbox"/>	C development pathway phase
<input type="checkbox"/>	D post-industrial phase

(b) Define the term **employment structure**.

(1)

(c) Identify the economic sector that includes manufacturing as an activity.

(1)

<input type="checkbox"/>	A quaternary
<input type="checkbox"/>	B tertiary
<input type="checkbox"/>	C secondary
<input type="checkbox"/>	D primary

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(d) Study Figure 1a in the Resource Booklet.

Suggest **one** reason that has influenced the proportions of GDP shown in Turkey.

(2)

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(e) State **one** example of a non-renewable energy resource.

(1)

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(f) Explain **two** reasons why energy demand varies globally.

(4)

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(g) Study Figure 1b in the Resource Booklet.

Suggest **one** reason for the shift in manufacturing production shown on Figure 1b.

(3)

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(h) For a named **developing** or **emerging** country, explain **two** ways energy resources have been managed in a sustainable way.

(4)

Named developing or emerging country

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(i) Study Figure 1c in the Resource Booklet.

Analyse the reasons for the different population and resource relationships shown.

(8)

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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) Identify the meaning of the term **suburbanisation**.

(1)

<input type="checkbox"/>	A the outward growth of urban development
<input type="checkbox"/>	B population movement from rural to urban areas
<input type="checkbox"/>	C increasing movement of people from urban to rural areas
<input type="checkbox"/>	D population movement from the suburbs to the countryside

(b) Define the term **GM crop**.

(1)

(c) Identify **one** of the goods provided by natural ecosystems.

(1)

<input type="checkbox"/>	A soil formation
<input type="checkbox"/>	B waste decomposition
<input type="checkbox"/>	C timber
<input type="checkbox"/>	D aluminium

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

Explain **one** physical factor that could have influenced the choice of crop shown in the farming system on Figure 2a.

(2)

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(e) State **one** way that farmers can modify natural ecosystems to improve farm system productivity.

(1)

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(f) Explain **two** reasons why some farmers are moving into diversification of farming.

(4)

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

Suggest **one** reason for one of the trends shown on Figure 2b.

(3)

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(h) For a named **developing** or **emerging** country, explain how **two** different groups have managed challenges within the rural environment.

(4)

Named developing or emerging country

Group 1

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Group 2

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

Analyse the reasons for the distribution of the world's biomes.

(8)

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Handwriting practice area with horizontal dotted lines.

(Total for Question 2 = 25 marks)



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

3 Urban environments.

(a) Identify the meaning of the term **urbanisation**.

(1)

<input type="checkbox"/>	A increasing proportion of people living in urban areas
<input type="checkbox"/>	B population movement from one country to another
<input type="checkbox"/>	C increasing population growth on the edge of urban areas
<input type="checkbox"/>	D population movement from one urban area to another

(b) Define the term **megacity**.

(1)

(c) Identify **one** characteristic of a squatter settlement.

(1)

<input type="checkbox"/>	A a location that has previously been built on
<input type="checkbox"/>	B a location that has high-rise development
<input type="checkbox"/>	C a location that has illegally built housing
<input type="checkbox"/>	D a location that has a planned housing development

(d) Study Figure 3a in the Resource Booklet.

Explain **one** piece of evidence that shows this urban area has transport challenges.

(2)

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(e) State **one** environmental issue associated with the rapid growth of megacities.

(1)

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(f) Explain **two** reasons why urban land use patterns vary.

(4)

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

Explain **one** reason for the differences in quality of life shown.

(3)

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(h) For a named **developing** or **emerging** country, explain how **two** different groups managed challenges within urban environments.

(4)

Named developing or emerging country

Group 1

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Group 2

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(i) Study Figure 3c in the Resource Booklet.

Analyse the reasons for the distribution of the world's largest cities.

(8)

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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.

(a) (i) State **one** type of secondary data you used in your geographical enquiry. (1)

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(ii) Explain **one** way this secondary data helped you when investigating energy. (2)

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(b) State the title of your geographical enquiry.

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Explain **one** reason why this title was suitable for your geographical enquiry. (2)

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(c) Explain **one** limitation of a method that you used to collect **quantitative data**.

(3)

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(d) Explain **two** methods you used to analyse some of your fieldwork data.

(4)

Method 1

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(e) Study Figures 4a and 4b in the Resource Booklet. They show two different data presentation techniques from a student's fieldwork into energy use.

The aim of the student's investigation was to identify attitudes towards the plans for a new nuclear power station in north-west India.

The student carried out two different types of surveys into people's opinions and attitudes towards the proposed energy development.

Evaluate the student's data presentation techniques.

(8)

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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.

(a) (i) State **one** type of secondary data you used in your geographical enquiry. (1)

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(ii) Explain **one** way this secondary data helped you when investigating rural environments. (2)

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(b) State the title of your geographical enquiry.

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Explain **one** reason why this title was suitable for your geographical enquiry. (2)

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(c) Explain **one** limitation of a method that you used to collect **quantitative data**.

(3)

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(d) Explain **two** methods you used to analyse some of your fieldwork data.

(4)

Method 1

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Method 2

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(e) Study Figures 5a and 5b in the Resource Booklet. It shows two different data presentation techniques from a student's fieldwork into the use of rural environments.

The aim of the student's investigation was to identify attitudes towards the plans for a new tourist development in the New Territories, Hong Kong.

The student carried out two different types of surveys into people's opinions and attitudes towards the proposed tourist development.

Evaluate the student's data presentation techniques.

(8)

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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 the use of central/inner urban environments as part of your own geographical enquiry.

(a) (i) State **one** type of secondary data you used in your geographical enquiry. (1)

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(ii) Explain **one** way this secondary data helped you when investigating the use of central/inner urban environments. (2)

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(b) State the title of your geographical enquiry.

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Explain **one** reason why this title was suitable for your geographical enquiry. (2)

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(c) Explain **one** limitation of a method that you used to collect **quantitative data**.

(3)

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(d) Explain **two** methods you used to analyse some of your fieldwork data.

(4)

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(e) Study Figures 6a and 6b in the Resource Booklet. They show two different data presentation techniques from a student's fieldwork into central/inner urban environments.

The aim of the student's investigation was to investigate the attitudes towards the plans for a new urban waste incinerator in Dubai, UAE.

The student carried out two different types of surveys into people's opinions and attitudes towards the proposed urban waste incinerator development.

Evaluate the student's data presentation techniques.

(8)

Area with horizontal dotted lines for writing the evaluation.

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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) Identify **one** natural cause of climate change.

(1)

<input type="checkbox"/>	A industry
<input type="checkbox"/>	B transport
<input type="checkbox"/>	C volcanoes
<input type="checkbox"/>	D intensive farming

(ii) Identify the meaning of the term **enhanced greenhouse effect**.

(1)

<input type="checkbox"/>	A cooling of the Earth's atmosphere from human activities
<input type="checkbox"/>	B less heat trapped in the Earth's atmosphere
<input type="checkbox"/>	C additional heat trapped as a result of natural effects
<input type="checkbox"/>	D additional heat trapped as a result of human activities

(b) (i) Define the term **deforestation**.

(1)

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(ii) Study Figure 7a in the Resource Booklet.

Identify **two** countries labelled in Figure 7a with a net loss in forest cover of greater than 5,000 km²/year.

(2)

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(iii) Suggest **two** possible reasons for the pattern shown on Figure 7a.

(4)

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(c) Explain **two** negative effects climate change is having on people.

(4)

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

(i) Calculate the range in **total deforestation** loss between 2004 and 2012.

You must show all your workings in the space below.

(2)

(ii) Describe the extent to which deforestation rates have changed from 2004-2012 in Figure 7b.

(2)

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

Assess the different factors that have caused deforestation.

(6)

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(f) Discuss the view:

"It is possible to manage the global rates of deforestation in a more sustainable way".

Use Figures 7a, 7b and 7c from the Resource Booklet and your own knowledge and understanding to support 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 **one** main factor encouraging the rise of the global economy.

(1)

<input type="checkbox"/>	A increasing sport
<input type="checkbox"/>	B overfishing
<input type="checkbox"/>	C technology
<input type="checkbox"/>	D intensive agriculture

(ii) Identify the meaning of the term **WTO**.

(1)

<input type="checkbox"/>	A World Technology Organisation
<input type="checkbox"/>	B World Trade Operations
<input type="checkbox"/>	C World Typhoon Organisation
<input type="checkbox"/>	D World Trade Organisation

(b) (i) Define the term **foreign investment**.

(1)

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(ii) Study Figure 8a in the Resource Booklet.

Identify **two** countries labelled in Figure 8a with the highest index of globalisation.

(2)

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(iii) Suggest **two** possible reasons for the pattern shown on Figure 8a.

(4)

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(c) Explain **two** positive impacts of globalisation.

(4)

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

- (i) Calculate the difference in the range in the **total** number of visitors for Spain and Italy.

You must show all your workings in the space below.

(2)

- (ii) Describe **one** characteristic of the 'Holiday' visit data in Figure 8b.

(2)

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

Assess the different factors that have caused the rise in global tourism.

(6)

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(f) Discuss the view:

“It is possible to manage the global impacts of tourism in a more sustainable way”.

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support 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 **one** factor that could be used as a measure of development.

(1)

<input type="checkbox"/>	A participation in sport
<input type="checkbox"/>	B water availability
<input type="checkbox"/>	C index of political corruption
<input type="checkbox"/>	D bottom-up development

(ii) Identify the meaning of the term **fertility rate**.

(1)

<input type="checkbox"/>	A the number of live births per thousand of population per year
<input type="checkbox"/>	B the number of deaths in a particular population
<input type="checkbox"/>	C the number of births in the total population
<input type="checkbox"/>	D the number of births per woman in a population

(b) (i) Define the term **water security**.

(1)

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(ii) Study Figure 9a in the Resource Booklet.

Identify **two** countries labelled in Figure 9a with an HDI of less than 48.00.

(2)

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(iii) Suggest **two** possible reasons for the pattern shown on Figure 9a.

(4)

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(c) Explain **two** impacts of uneven development on the quality of life within a country.

(4)

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

- (i) Calculate the range in infant mortality for **South Asia** between 1960 and 2012.

You must show all your workings in the space below.

(2)

- (ii) Describe the extent to which infant mortality rates have changed from 1960-2012 in Figure 9b.

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

Assess the different factors that have caused uneven global development.

(6)

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(f) Discuss the view:

“Different strategies are needed to reduce the uneven global development”.

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

(12)

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(Total for Question 9 = 35 marks)

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



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Pearson Edexcel International GCSE (9–1)

Thursday 13 June 2019

Morning (Time: 1 hour 45 minutes)

Paper Reference **4GE1/02R**

Geography

Paper 2: Human Geography

Resource Booklet

Do not return the Resource Booklet with the question paper.

Turn over ►

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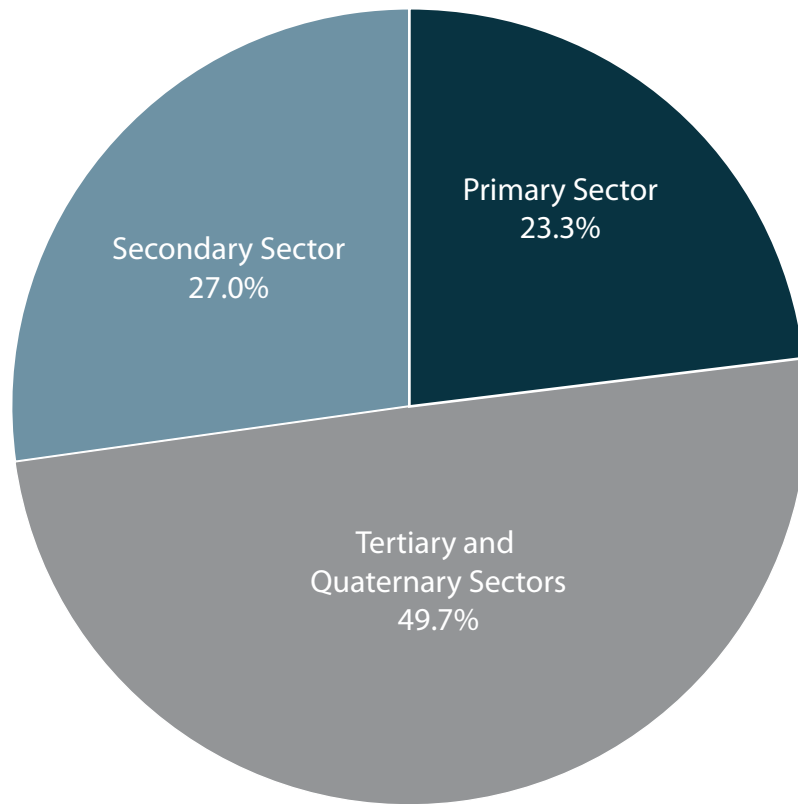


Figure 1a

Proportion of Turkey's GDP by different economic sectors, 2002 to 2013

Ford to shift production of the Focus to China

Carmaker will move manufacturing out of the US as planned, but not to Mexico



(Source: © REUTERS News Agency)

Figure 1b

A newspaper extract about the changes in car manufacturing

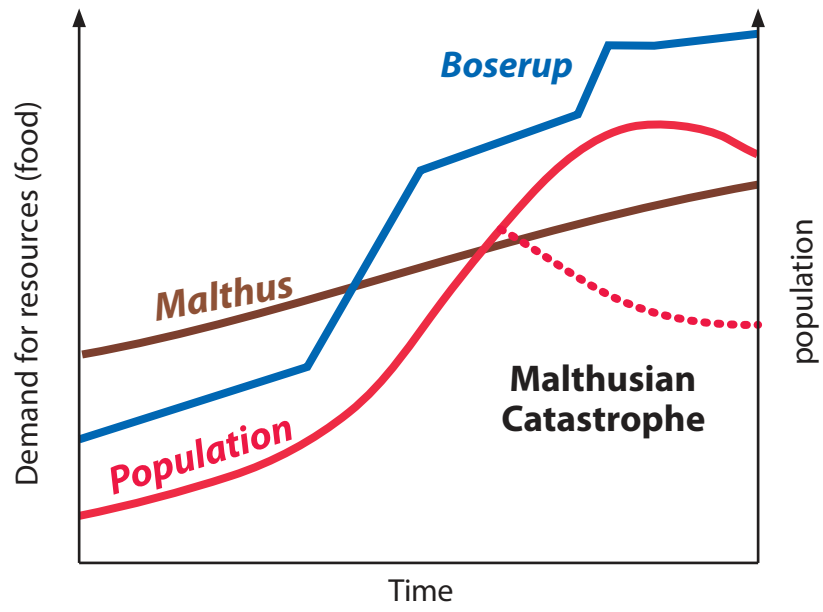


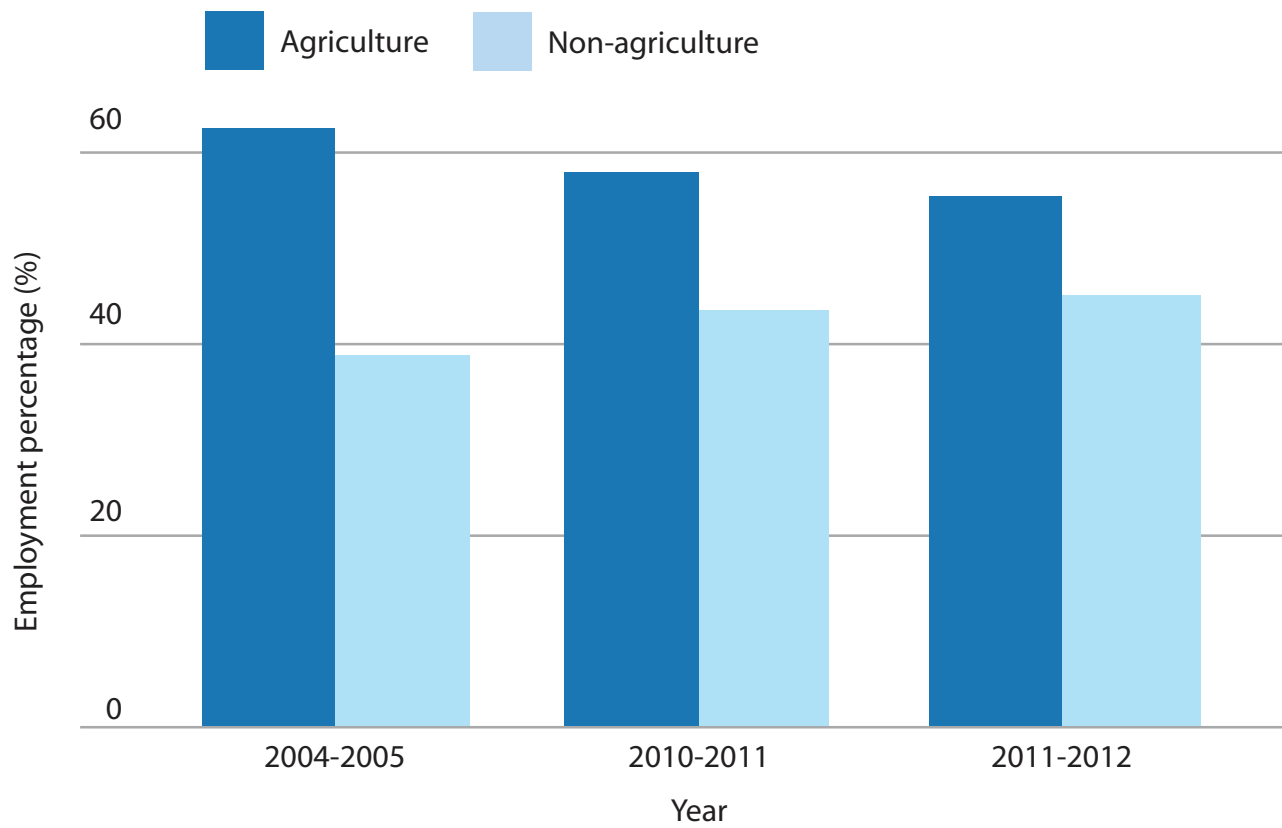
Figure 1c

A diagram of the theories of Malthus and Boserup



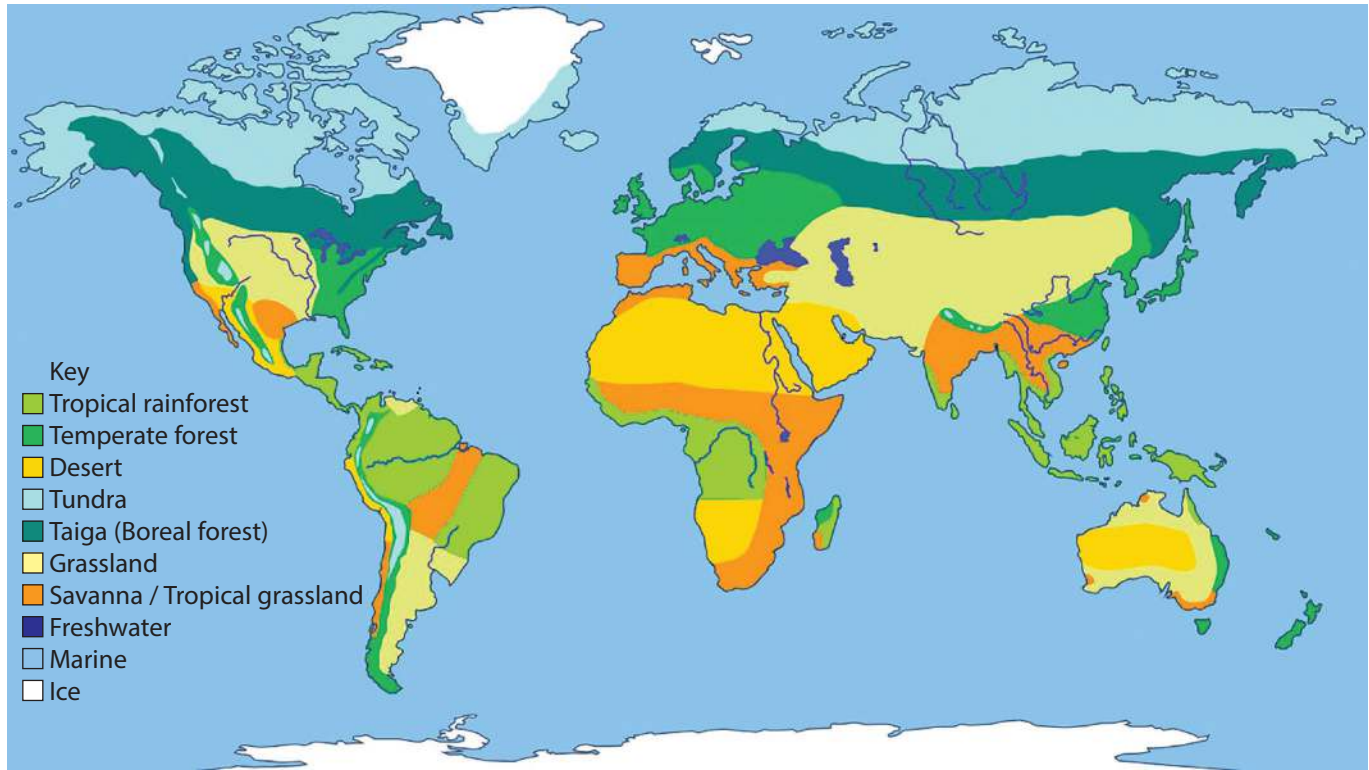
(Source: © Jay's photo/Getty Image)

Figure 2a
A rice paddy field, Taiwan



(Source: <http://www.rediff.com/business/special/special-why-indias-construction-slowdown-threatens-to-increase-poverty/20160510.htm>)

Figure 2b
Percentage changes in employment, in India, 2004-2012



(Source : <https://askabiologist.asu.edu/explore/biomes>)

Figure 2c

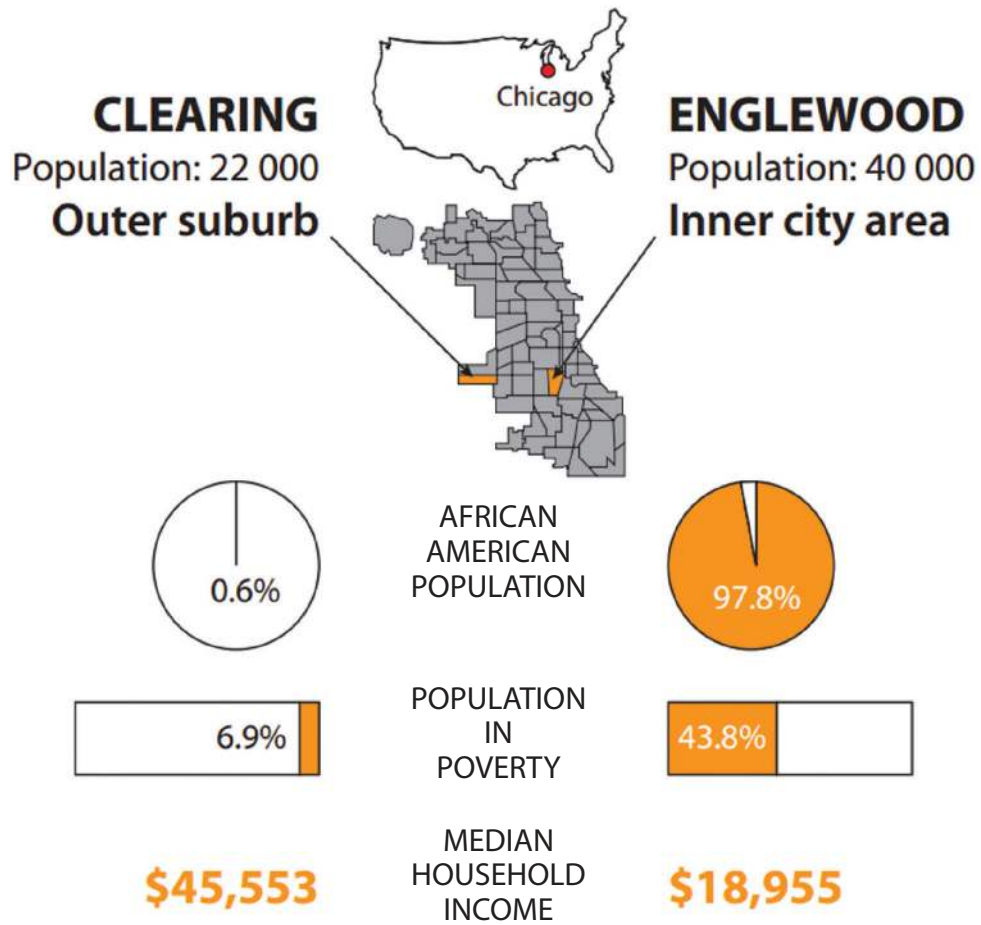
The global distribution of biomes



(Source: © David Holmes)

Figure 3a

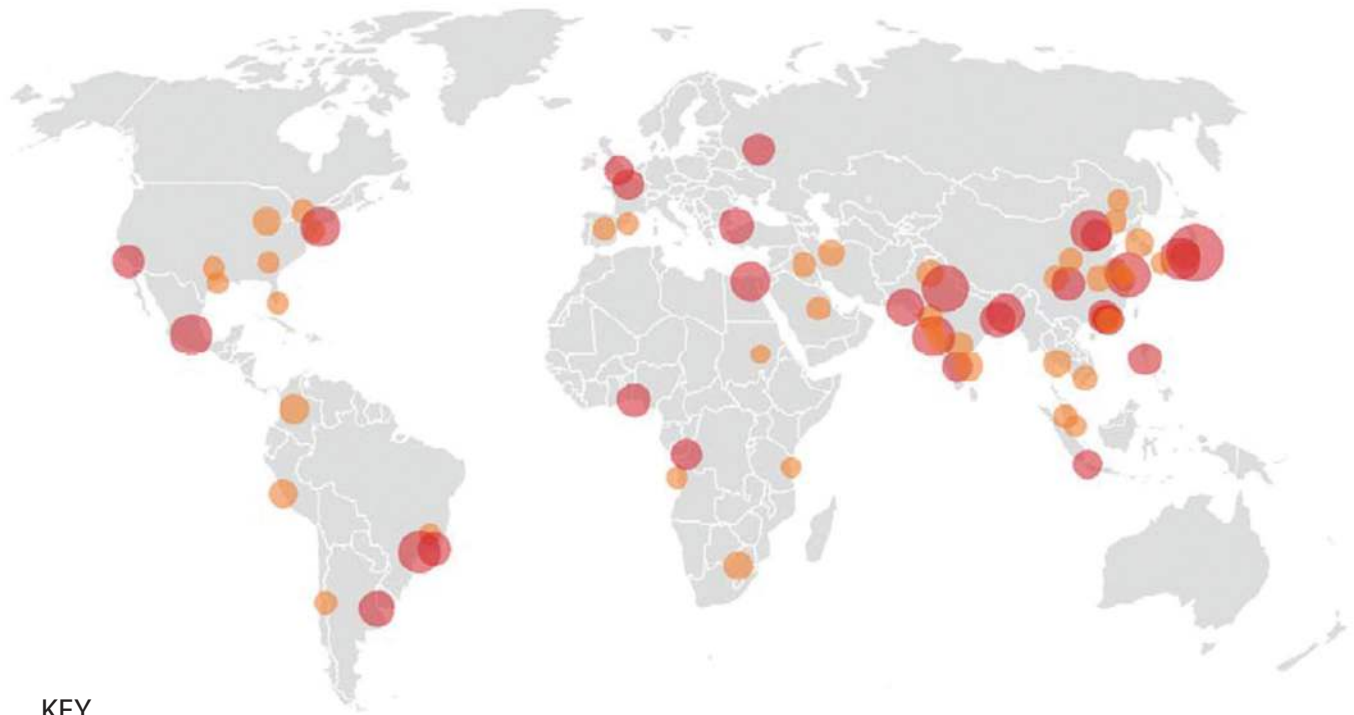
An urban district in Dhaka, Bangladesh



(Source: newscientist.com)

Figure 3b

Quality of life indicators in two different districts of Chicago, USA



KEY

- Cities 5 million to 10 million
- Cities more than 10 million

(Source: http://www.economist.com/node/21642053?src=scn%2Ftw_ec%2Fbright_lights_big_cities)

Figure 3c

The world's largest cities by population (millions), 2015

Question number	Peoples' Responses				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 4a

Results from a questionnaire survey into the proposed nuclear power station



Figure 4b

Interview results on the proposed nuclear power station

Question number	Peoples' Responses				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 5a

Results from a questionnaire survey into the proposed tourist development



Figure 5b

Interview results on the proposed tourist development

Question number	Peoples' Responses				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 6a

Results from a questionnaire survey into a new waste incinerator



Figure 6b

Interview results of the proposed waste incinerator

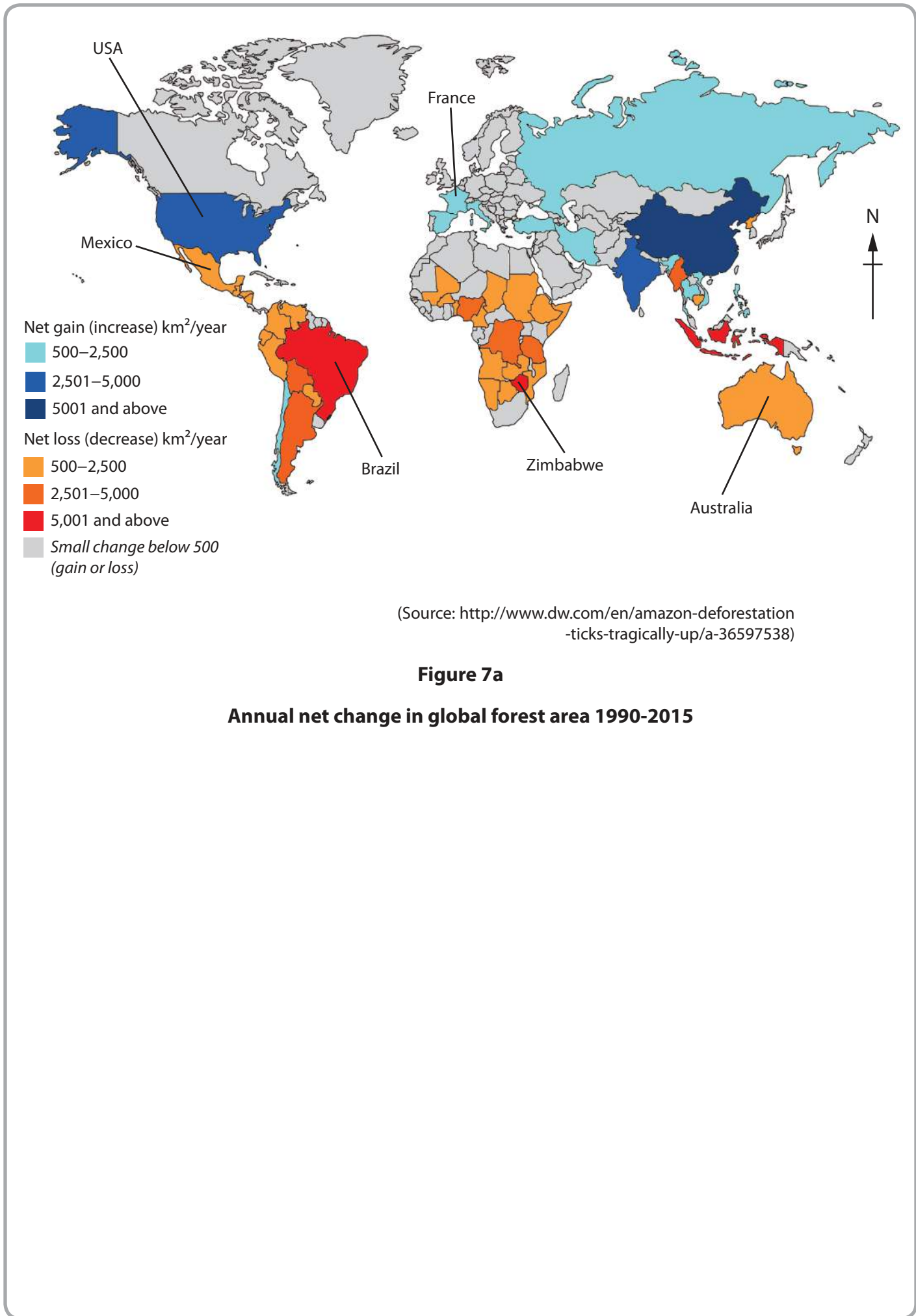
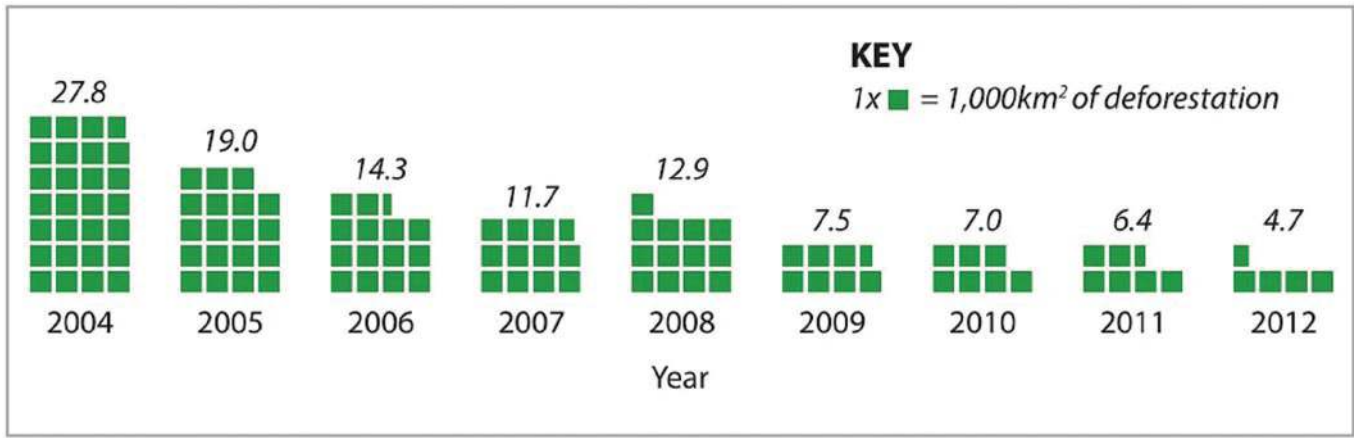


Figure 7a





Annual net change in global forest area 1990-2015



(Source: http://wwf.panda.org/_core/general.cfc?method=getOriginalImage&ulmgID=%26%2ARX%2E%21NS%3F%0A)

Figure 7b

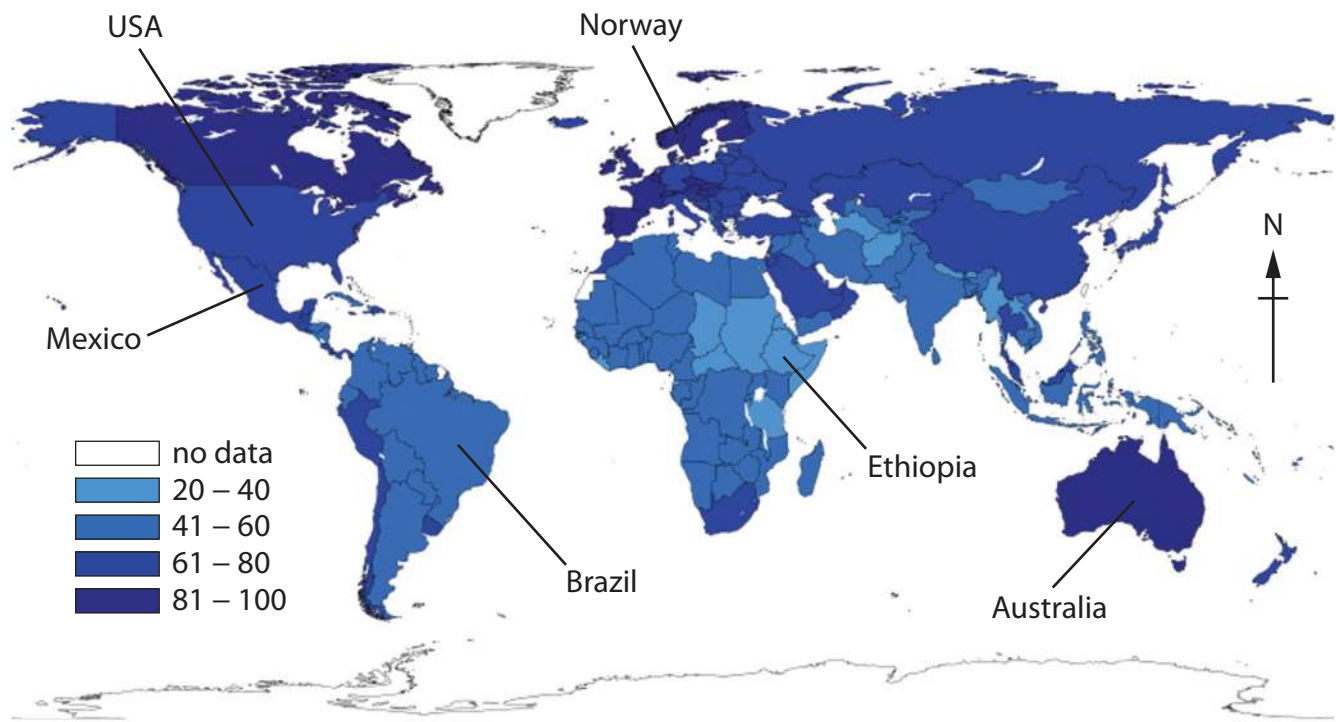
Estimate of annual deforestation rate in Brazilian Amazon, 2004-2012

	Cause	Description
	Conversion of forests	For other land uses, including pulp, palm and soy plantations, pastures, settlements and infrastructure, e.g. roads.
	Forest fires	Each year, fires burn millions of hectares of forest worldwide. Fires are usually a natural process and fragile forests are particularly vulnerable.
	Illegal logging	Illegal logging occurs in all types of forests across all continents – destroying nature and wildlife, taking away community livelihoods and distorting trade.
	Mining	The impact of mining on tropical forests is growing due to rising demand and high mineral prices. Mining projects are often accompanied by major infrastructure construction.

(Source: http://wwf.panda.org/_core/general.cfc?method=getOriginalImage&ulmgID=%26%2ARX%2E%21NS%3F%0A)

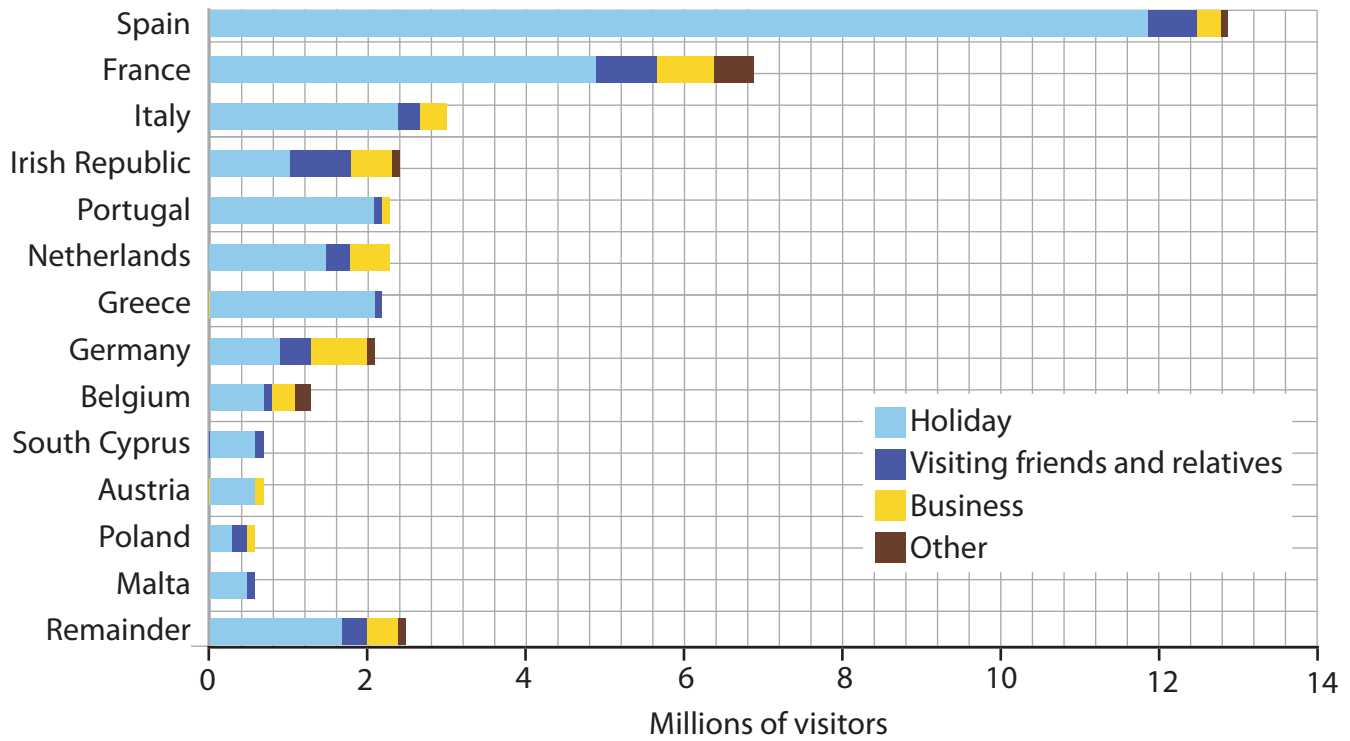
Figure 7c

Some causes of deforestation and loss of environmental quality



(Source: Used under Creative Common Licence - Sourced from: https://commons.wikimedia.org/wiki/File:Globalization_Index.svg)

Figure 8a
A world index of globalisation, 2012



(Source: © Crown Copyright - Sourced from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/articles/livingabroad/dynamicsofmigrationbetweenbritainandfrance>)

Figure 8b

Reasons for British visits to selected countries in Europe (less than 28 days), 2016





	Cause	Description
	Advances in travel technology	You can be a tourist using a car, a boat and most importantly an airplane as budget airlines have brought prices down, increased traffic volumes and routes.
	The media and internet	Extensive coverage of holiday types has increased the demand to travel. Newspapers, TV, internet and social media are encouraging increased flexibility of holiday travel.
	Range of holiday types	Mass tourism and package holidays have opened up markets to huge numbers of people. Extreme, adventurous and environmentally friendly tourism are also becoming popular.
	Increased wealth and leisure time	Many families now have two income earners rather than one, and an increasing number of older people with both time and money to spend on travel.

Figure 8c

Some causes of global mass tourism

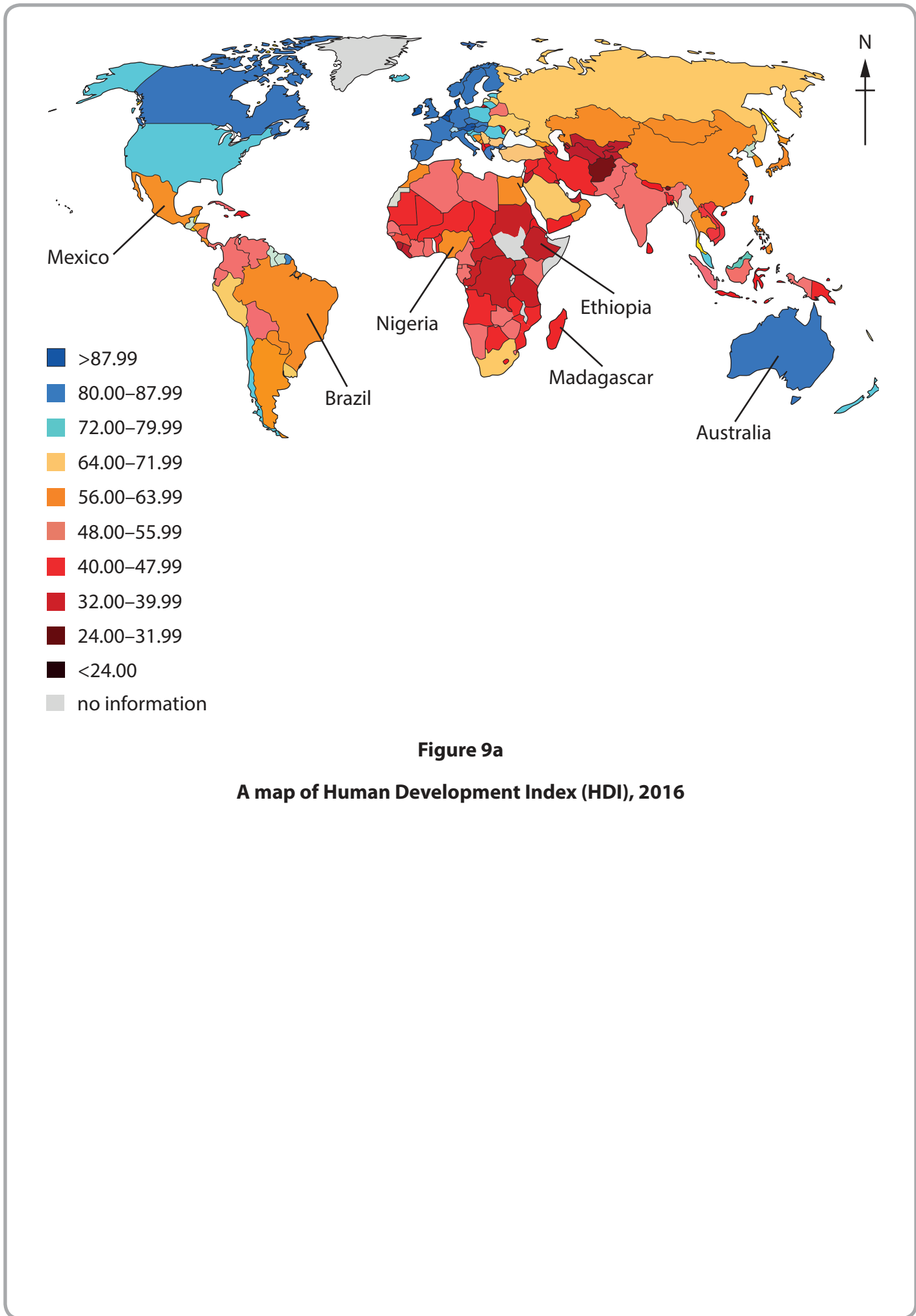
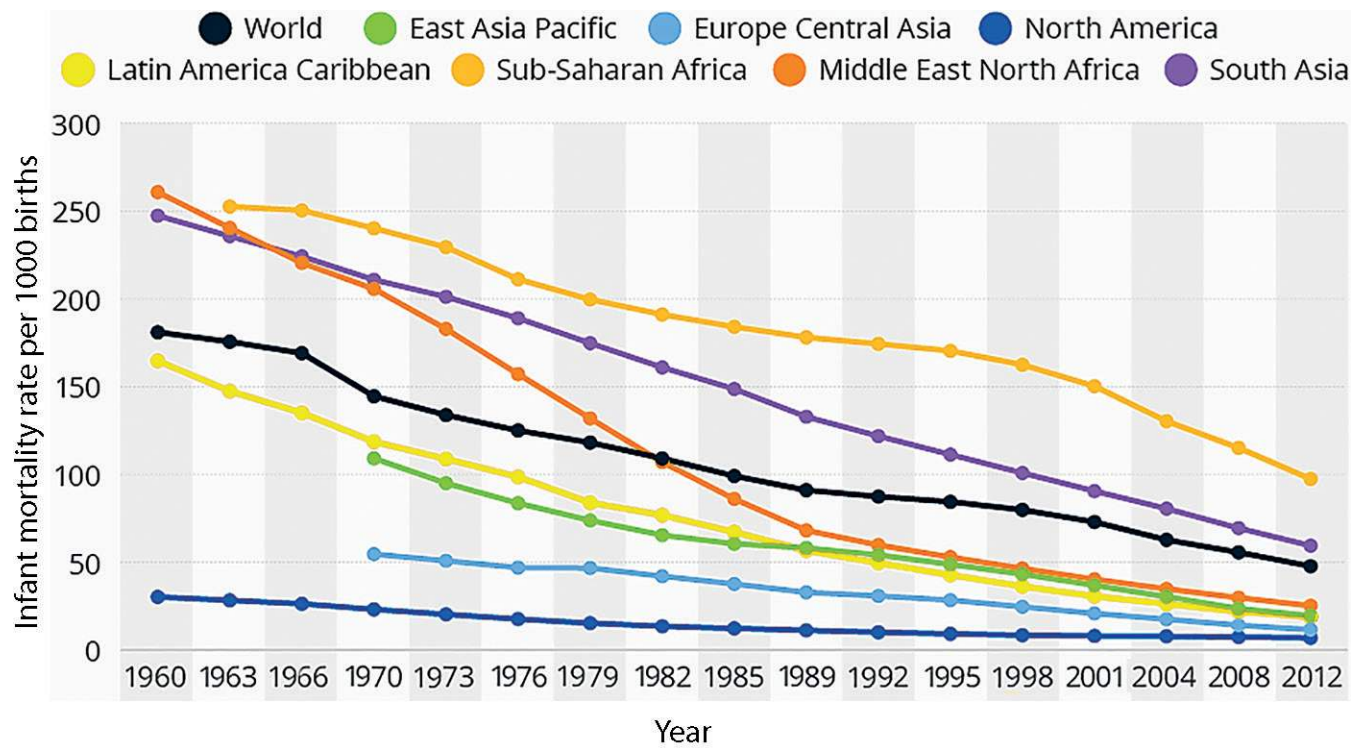


Figure 9a

A map of Human Development Index (HDI), 2016



(Source: <http://cmarks14.blogspot.co.uk/2015/10/chapter-2-population-us-economys-big.html>)

Figure 9b

Infant mortality rate per 1000 births by region, 1960-2012





Cause		Description
	World trade	The world's poorest countries have been at the mercy of a global trade system designed and controlled by the world's richest countries. Globally there have been efforts to reform it to make it fairer.
	Resources	Countries vary in the amount of natural resources they have to both use and export. Many countries with few natural resources find it hard to create products that can be sold on world markets.
	Cultural	There are many cultural (and historic) factors that have impacted on development. An example is a lack of access to primary education in many countries.
	Climate change	Climate change and rising sea levels can damage ecosystems and food productivity. Some of the people who live in these affected areas are poorly equipped to cope with the impacts of climate change.

Figure 9c
Some causes of uneven global development

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