

Write your name here

Surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

Geography

Advanced Subsidiary Paper 2: Dynamic Places

Friday 19 May 2017 – Afternoon
Time: 1 hour 45 minutes

Paper Reference

8GE0/02

You must have:

Ruler, calculator, 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 Section A and **EITHER** Section B **OR** Section C.
- 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 90.
- 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 ►

P49119A

©2017 Pearson Education Ltd.

1/1/1/1/1/1/1/1/1




Pearson

Answer Section A and EITHER Section B OR Section C.

SECTION A: GLOBALISATION

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

You must use the Resource Booklet provided.

- 1** (a) State an example of a composite index measuring development. (1)

.....

.....

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

- (i) Identify the country that has experienced the largest absolute increase in GNI (PPP) per capita between 1994 and 2014. (1)

.....

- (ii) Identify the country that has experienced the fastest rate of growth in GNI (PPP) per capita between 2004 and 2014. (1)

.....

- (iii) Suggest **one** way in which the physical geography of one of the selected countries might affect its rate of development. (3)

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(c) Explain why **one** political factor and **one** social factor might cause some countries to be 'switched off' from globalisation.

(4)

Political

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

Social

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

(d) Explain how levels of globalisation can be measured using different indicators and indices.

(6)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(e) Study Figures 1b and 1c in the Resource Booklet.

Assess the role of trade blocs in contributing to the growth of both the global economy **and** national economies.

(12)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

(Total for Question 1 = 28 marks)

TOTAL FOR SECTION A = 28 MARKS



SECTION B: REGENERATING PLACES

Do not answer Section B (Regenerating Places) if you have answered Section C (Diverse Places).

If you answer Section B put a cross in the box .

You must use the Resource Booklet provided.

2 (a) Define the term **deindustrialised region.**

(1)

(b) Study Figure 2 below, a dispersion diagram showing unemployment data for 15 states in Germany.

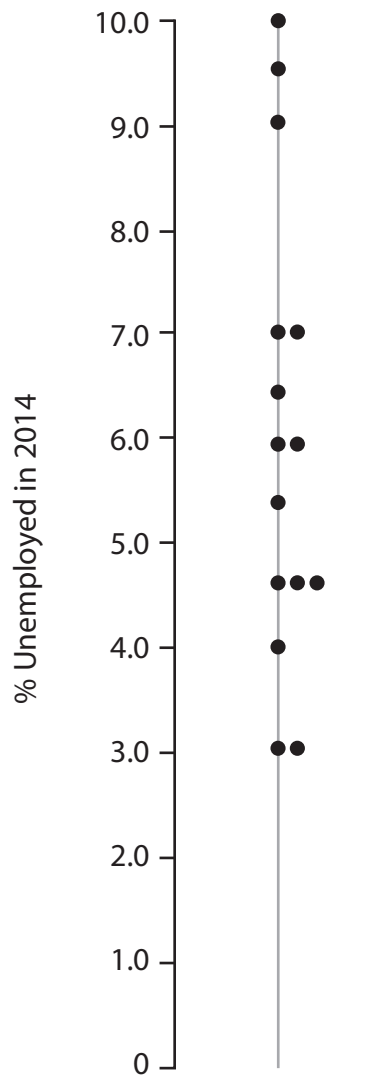


Figure 2

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(i) Plot the data for Hamburg on Figure 2.

(1)

State in Germany	% Unemployed
Hamburg	5.0

(ii) Calculate the interquartile range for the completed set of data.

(1)

Answer = %

(iii) Suggest **one** reason why unemployment rates differ across developed countries such as Germany.

(3)

.....

.....

.....

.....

.....

.....



(c) Explain **two** reasons why different urban community groups may have contrasting views about regeneration.

(4)

1

.....

.....

.....

2

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(d) For a local place that you have studied, explain why people's sense of identity has been influenced by the economic and social change it has experienced.

(6)

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(e) Assess the extent to which economic regeneration brings benefits to rural areas.

(12)

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

(Total for Question 2 = 28 marks)



- 3 A student collected fieldwork data on how environmental quality varied with distance from a flagship regeneration scheme in the centre of Birmingham.

Study Figure 3 below, which shows a partly completed Spearman's rank correlation coefficient test.

- (a) (i) Complete the statistical test by filling in the table below.

(2)

Distance from flagship regeneration (metres)	Rank distance	Environmental Quality Score	Rank Environmental Quality	Difference between ranks (d)	d ²
50	1	+4	2	1	1
100	2	+5	1	1	1
150	3	+3	3	0	0
200	4	-1	8	4	16
250	5	+2	4.5	0.5	0.25
300	6	+2	4.5	1.5	2.25
350	7	0	7	0	0
400	8	1	6		
450	9	-2	9	0	0
500	10	-4	10	0	0
				$\Sigma d^2 =$	

Figure 3

- (ii) The student determined that there was a strong **negative correlation** between environmental quality score and distance from the flagship regeneration scheme.

Explain what is meant by a negative correlation.

(1)



(iii) Give **two** possible reasons for the relationship between environmental quality and distance from the flagship regeneration scheme.

(2)

1

2

(b) Explain **one** advantage and **one** disadvantage of using oral accounts in fieldwork.

(4)

Advantage

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

Disadvantage

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Use your knowledge and understanding from across the course of study, along with the information in Figure 4, to answer this question.

4 Study Figure 4 in the Resource Booklet.

Chile is the major contributor to the global copper market.

Evaluate the view that investing in start-up programmes rather than the copper industry is more likely to promote Chile’s future economic development.

(16)

[Dotted lines for writing]

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

(Total for Question 4 = 16 marks)

TOTAL FOR SECTION B = 62 MARKS



SECTION C: DIVERSE PLACES

Do not answer Section C (Diverse Places) if you have answered Section B (Regenerating Places).

If you answer Section C put a cross in the box .

You must use the Resource Booklet provided.

5 (a) Define the term **industrialisation.**

(1)

(b) Study Figure 5 below, which is a dispersion diagram showing fertility rates for selected countries in the European Union in 2013.

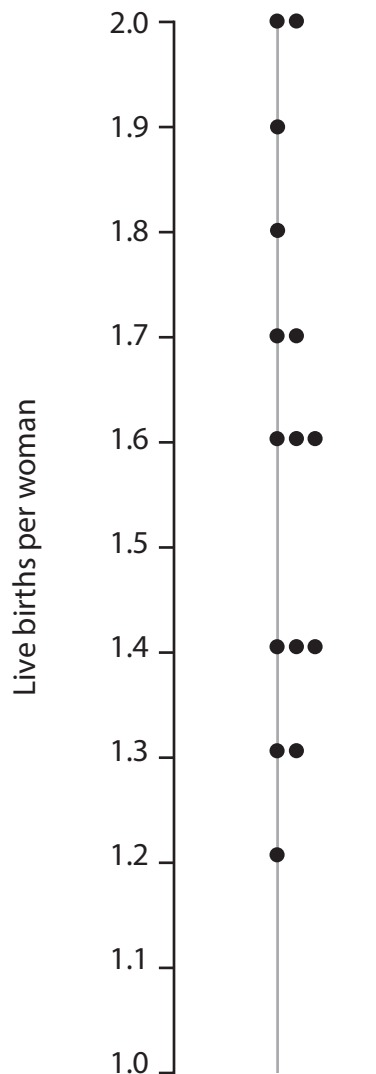


Figure 5

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(i) Plot the data for Hungary on Figure 5.

(1)

European Union country	Fertility rate
	Births per woman
Hungary	1.35

(ii) Calculate the interquartile range for the completed set of data.

(1)

Answer = %

(iii) Suggest **one** reason why fertility rates differ across Europe.

(3)

.....

.....

.....

.....

.....

.....



(c) Explain **two** reasons why different local community groups may have contrasting views about changes to the built environment.

(4)

1

.....

.....

.....

2

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(d) For a local place that you have studied, explain why people's sense of identity has been affected by the demographic and cultural change it has experienced.

(6)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(e) Assess the reasons why segregation can affect the successful management of change in urban communities.

(12)

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 18 horizontal dotted lines.

(Total for Question 5 = 28 marks)



- 6 A student collected fieldwork data using an index of ethnic diversity to measure how this changed with distance from the centre of Birmingham.

Study Figure 6 below, which shows a partly completed Spearman's rank correlation coefficient test.

- (a) (i) Complete the statistical test by filling in the table below.

(2)

Distance from Birmingham CBD (m)	Rank distance	Index of ethnic diversity score (1-5; higher = more diverse)	Rank ethnic diversity	Difference between ranks (d)	d ²
500	1	4.5	2.5	1.5	2.25
1000	2	5	1	1	1
1500	3	4.5	2.5	0.5	0.25
2000	4	4	4	0	0
2500	5	2	7	2	4
3000	6	2.5	6	0	0
3500	7	3	5		
4000	8	1.5	8.5	0.5	0.25
4500	9	1.0	10	1	1
5000	10	1.5	8.5	1.5	2.25
				$\Sigma d^2 =$	

Figure 6

- (ii) The student determined that there was a strong **negative correlation** between ethnic diversity and distance from the centre of Birmingham.

Explain what is meant by a negative correlation.

(1)

.....

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iii) Give **two** possible reasons for the relationship between ethnic diversity and distance from the centre of Birmingham.

(2)

1

2

(b) Explain **one** advantage and **one** disadvantage of using oral accounts in fieldwork.

(4)

Advantage

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

Disadvantage

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(c) You have also carried out fieldwork into Diverse Places.

Assess how the sampling procedures and sample sizes affected your results.

(9)

Geographical enquiry question:

Dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 6 = 18 marks)



Use your knowledge and understanding from across the course of study, along with the information in Figure 7, to answer this question.

7 Study Figure 7 in the Resource Booklet.

The creation of Special Economic Zones produces winners and losers.

Evaluate the view that the government decision to extend the Special Economic Zone will be good for all the people of Manaus and Amazonas.

(16)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 7 = 16 marks)

**TOTAL FOR SECTION C = 62 MARKS
TOTAL FOR PAPER = 90 MARKS**

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



Pearson Edexcel Level 3 GCE

Geography

**Advanced Subsidiary
Paper 2: Dynamic Places**

Friday 19 May 2017 – Afternoon
Resource Booklet

Paper Reference
8GE0/02

Do not return this Resource Booklet with the question paper.

P49119A

©2017 Pearson Education Ltd.

1/1/1/1/1/1/1/1



Turn over ►



Pearson

BLANK PAGE

SECTION A: GLOBALISATION

The following resource relates to Question 1b.

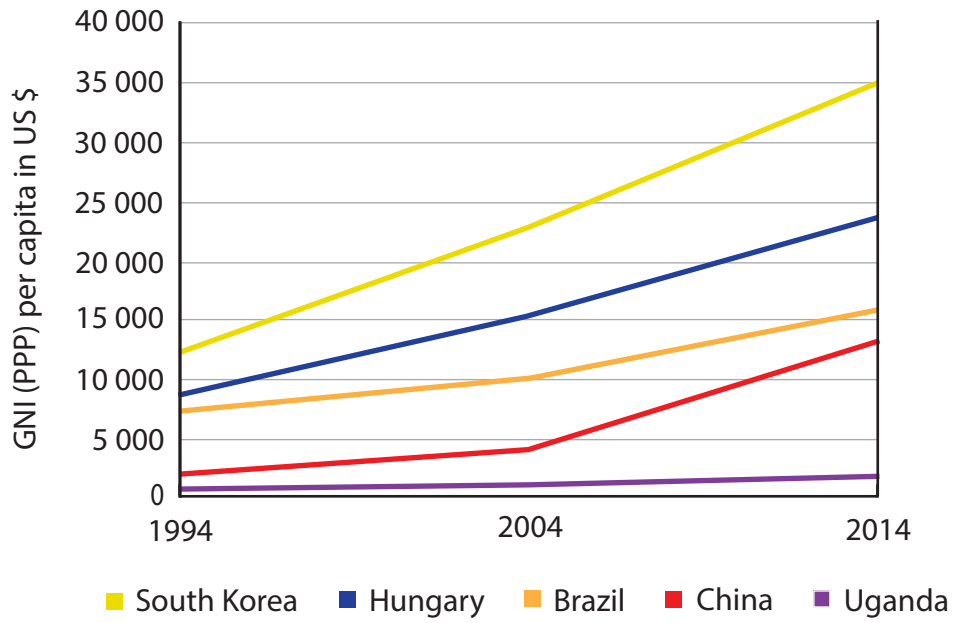


Figure 1a

GNI (PPP) per capita for selected countries between 1994 and 2014

The following resources relate to Question 1e.

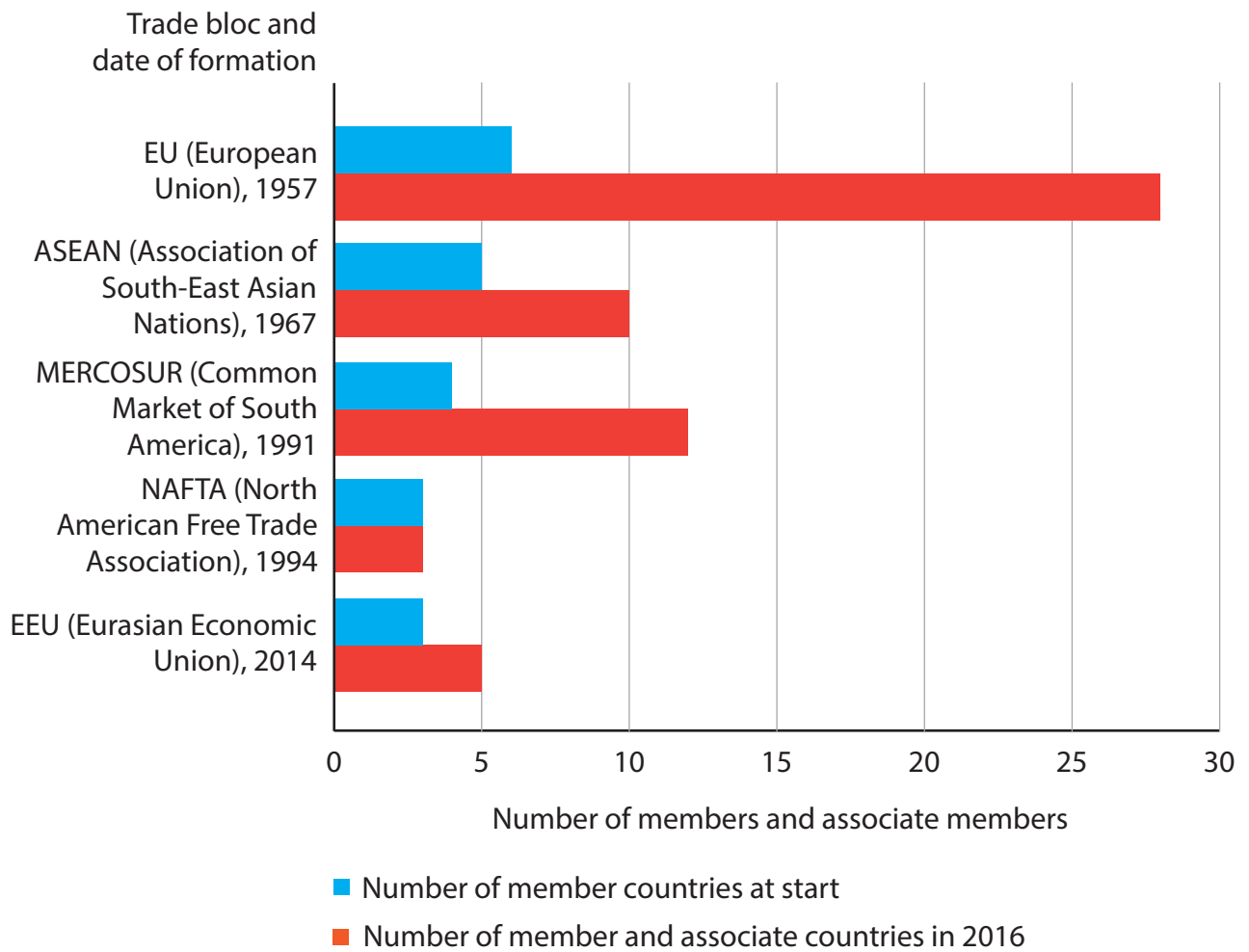


Figure 1b

Data on selected trade blocs



Coffee can only grow in tropical countries, but global consumption is highest in the EU.

Vietnam is the second largest producer after Brazil.

Green coffee beans (unprocessed) can be exported to the EU without any tariff.



If we process coffee by roasting it, when we export it to the EU we have to pay a tariff of 2.6% of the value.

The poorest developing countries are exempt, but not us.

Figure 1c

Comments about trade bloc tariffs by a Vietnamese coffee producer

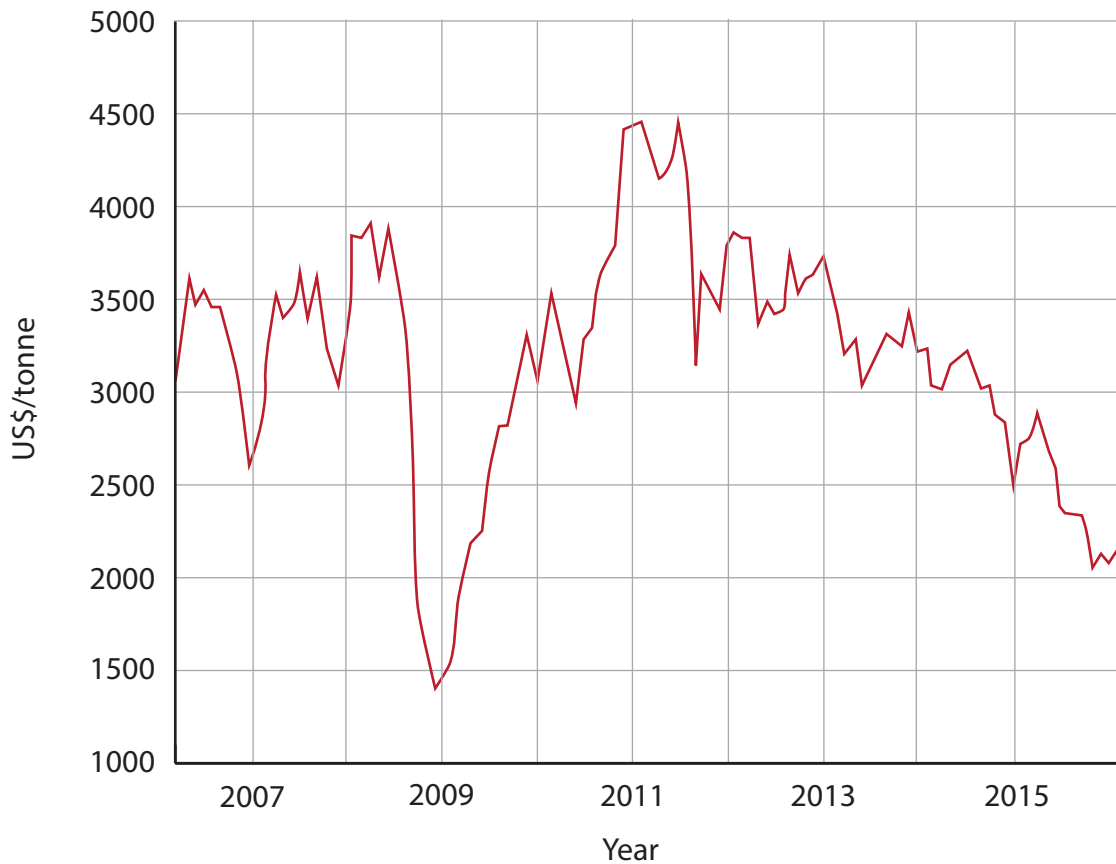
SECTION B: REGENERATING PLACES

The following resources relate to Question 4.

Figure 4 Information about the copper industry in Chile and the government's Start-up programme

- Chile, an emerging country in South America, has been heavily dependent on the copper industry for decades and currently this contributes 18% of export earnings.
- The government is now trying to stimulate economic growth through an investment programme, 'Start-up Chile', to encourage the development of new businesses.
- In 2015, the Chilean government invested about \$11m in 'Start-up Chile' and \$600m in Codelco, a copper company.

Price of copper from 2006 to 2016



Chile's copper industry fact file

The copper industry in Chile is dominated by Codelco, a state owned company.

Codelco exploits copper reserves and processes the metal for sale globally.

It is the largest copper producer in the world, selling about 10% of total global copper, but demand for metals is falling globally. Although Chile's copper production is currently stable, there has been little growth in recent years.

Codelco employs about 20 000 workers directly and another 25 000 are employed indirectly by the company as subcontractors.

There has been a gradual decline in Codelco employees and in subcontracted workers since 2010, and 4000 were made redundant in 2015.




Information about ‘Start-up Chile’, a government initiative that began in 2010

‘Start-up Chile’ consists of programmes that seek to encourage applications from entrepreneurs around the world.

- So far, more than 1,200 entrepreneurs from 72 countries have graduated from the programme.
- Graduates have created 1,500 jobs. More than 200,000 Chileans have benefited from the community outreach initiatives organised by the companies.
- At present 17% of those on the programme are women. Although this is low, it is much higher than other similar programmes elsewhere.

Businesses funded and supported through the ‘Start-up Chile’ programme

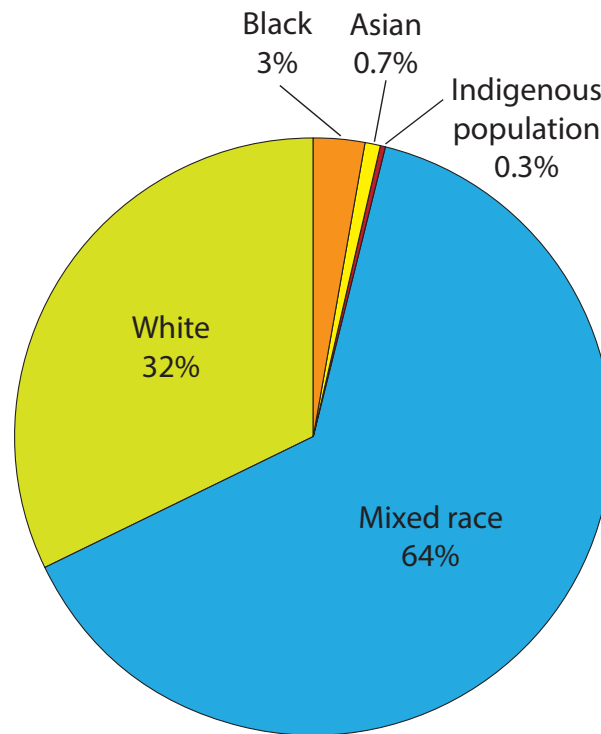
<p>KARÜN</p>	
<p>Manufactures sunglasses using recycled fishing nets found in the Pacific Ocean.</p> <p>The products have been ordered in Chile, Europe and USA.</p>	<p>Instrumentl matches women scientists to the best grants in the USA and Latin America for their research. It helps them focus on their science rather than raising funds to support the work.</p>
<p>The company is run by seven women and four men, all from Chile.</p>	<p>Founded by three women from the USA, it won best Start-up Factory prize in December 2015.</p>

SECTION C: DIVERSE PLACES

The following resources relate to Question 7.

Figure 7 Information on the population of Manaus, in the state of Amazonas Brazil and the Special Economic Zone (Zona Franca)

- Amazonas is a vast state, with a land area 6 times larger than the UK.
- 98% of Amazonas was originally covered by rainforest and populated by scattered indigenous groups dependent on hunting and gathering.
- Amazonas has a population of about 4 million with half living in Manaus, which has grown very rapidly since the 1970s.
- Manaus has been the centre for exploiting resources from Amazonas, which has brought benefits but also challenges to this state.
- In 1957, the government established a 'Zona Franca' (free zone) in the city.
- In common with special economic zones elsewhere in the world, the aim was to attract foreign companies by creating an attractive tax environment and appropriate infrastructure.



Ethnic groups in Manaus (2012 Census)

Facts about Manaus and the Zona Franca	
Jobs in Zona Franca	120,000 most of which are in TNCs
Indirect jobs in wider city area	500,000 in service and support industries
Electronics TNCs in Zona Franca	LG, Microsoft, Samsung, Sony
Benefits of the Zona Franca	Massive reductions in import duties and tax for goods produced and 75% reduction in income tax. Manufacturing costs are 35% less in the Zona Franca than the rest of Brazil.
Future for Zona Franca	In 2016, Dilma Rousseff, the country's president, agreed to extend its tax privileges for another 50 years.

Problems in Manaus resulting from the rapid growth of the city

- High numbers of internal migrants arrive every year looking for work, but many lack skills required by TNCs, especially the indigenous population.
- High rates of sexually transmitted diseases and AIDS (increased from 3.7 cases per 100,000 inhabitants in 1994 to 15.7 cases per 100,000 inhabitants in 2004).
- Crime and drugs trade (cocaine) are prevalent, which draw in unemployed and young people.
- Very little childcare is available, restricting options for women to work.
- Much of the housing for the poor is flooded for up to 50 days a year.
- Only 17% of homes in Manaus are connected to the sewage system.
- Incomes for White and Asian Brazilians are double those of Mixed race, Black and indigenous people in the city.



Typical housing for the poor in Manaus

(Source: © imageBROKER / Alamy Stock Photo)

Some indigenous people from the Amazon forest have chosen to move near Manaus to gain income from tourists and foreign business people.

Visitors pay around \$5 per head for a traditional village experience.



Indigenous people remove their usual clothes (flip flops, t-shirts and shorts) and put on grass skirts or loincloths and head dresses for the visitors.

The villagers welcome the visitors and the extra income earned has been used for medical care.

(Source: © epa european pressphoto agency b.v. / Alamy Stock Photo)

BLANK PAGE

BLANK PAGE

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.