Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel International GCSE (9–1)

Centre Number | Candidate Number

Wednesday 3 June 2020

Afternoon (Time: 1 hour 45 minutes) | Paper Reference **4GE1/02**

Geography

Paper 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 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) Identify the meaning of the term **biomass energy**.

(1)

☐	**A** energy from seawater
☐	**B** energy from freshwater
☐	**C** energy from plants
☐	**D** energy from the sun

(b) Define the term **energy conservation**.

(1)

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(c) Identify one **non-renewable** source of energy.

(1)

☐	**A** hydroelectric power
☐	**B** wind power
☐	**C** solar power
☐	**D** burning natural gas

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

Suggest **one** reason for the choice of economic activity in this location.

(2)

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(e) State **one** example of primary employment.

(1)

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(f) Explain **two** ways that there is a link between population and resource consumption.

(4)

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

Suggest **one** reason for the changes in manufacturing employment shown in Figure 1b.

(3)

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(h) For a named megacity, explain **two** causes of informal employment.

(4)

Named megacity .....

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

Analyse the reasons for the past and predicted changes in the global energy mix.

(8)

(Total for Question 1 = 25 marks)

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

2 Rural environments

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

(1)

☒	**A** the outward growth of urban development
☒	**B** population movement from rural to urban areas
☒	**C** increasing movement of people from urban to rural areas
☒	**D** population movement from the suburbs to the countryside

(b) Define the term **negative multiplier effect**.

(1)

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(c) Identify the meaning of the term **IGO**.

(1)

☒	**A** intergovernmental organisation
☒	**B** national government organisation
☒	**C** international government operation
☒	**D** non-governmental organisation

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

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

(2)

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(e) State **one** way that farmers can improve crop yields.

(1)

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(f) Explain **two** reasons why there has been a decline in farm employment in some developed countries.

(4)

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

Suggest **one** reason for a trend shown in Figure 2b.

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(h) For a named **developed** country, explain **two** different farming diversification strategies.

(4)

Named developed country .....

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

Analyse the role of temperature and precipitation on the distribution of different biomes.

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

(1)

☒	**A** population movement from one urban area to another
☒	**B** population movement from one country to another
☒	**C** increasing population growth on the edge of urban areas
☒	**D** increasing proportion of people living in urban areas

(b) Define the term **rural-urban fringe**.

(1)

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(c) Identify the meaning of the term **brownfield** site.

(1)

☒	**A** a location that has been previously built on
☒	**B** a location that has high-rise development
☒	**C** a location that has illegally built housing
☒	**D** a location that has never been built on

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

Suggest **one** piece of evidence that shows this urban area may experience problems associated with rapid urbanisation.

(2)

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(e) State **one** example of a group involved in managing urban challenges.

(1)

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

(4)

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

Suggest **one** reason for the change in the number of city 'public-use bicycles'.

(3)

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(h) For a named **developing or emerging** country, explain how health and education have been improved in the urban environment.

(4)

Named developing or emerging country .....

Health

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Education

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

Analyse the factors leading to the different patterns of urbanisation shown in Figure 3c.

(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.

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 ☐ .

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.

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

(1)

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(ii) Explain **one** way this **primary** data helped you when investigating economic activity and energy.

(2)

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(b) State the location of your geographical enquiry.

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Explain **one** reason why this location was suitable for your geographical enquiry.

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(c) Explain **one** way you used **secondary** data to support your geographical enquiry.

(3)

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

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(e) Study Figures 4a and 4b in the Resource Booklet. They show an extract from a student's conclusion and evaluation into the changing use of energy, and an annotated photograph.

> The aim of the student's enquiry was to investigate the attitudes towards the changing energy use in a rural area of Cornwall, UK.
>
> The student carried out a questionnaire, environmental quality survey and took photographs, which the student annotated.

Evaluate the student's written conclusion, evaluation and annotated photograph.

(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.

State the title of your geographical enquiry.

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

(1)

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

(2)

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(b) State the location of your geographical enquiry.

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Explain **one** reason why this location was suitable for your geographical enquiry.

(2)

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(c) Explain **one** way you used **secondary** data to support your geographical enquiry.

(3)

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

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(e) Study Figures 5a and 5b in the Resource Booklet. They show an extract from a student's conclusion and evaluation into the changing use of rural environments, and an annotated photograph.

> The aim of the student's enquiry was to investigate the attitudes towards the changing use of rural areas in Dorset, UK.
>
> The student carried out a questionnaire, environmental quality survey and took photographs, which the student annotated.

Evaluate the student's written conclusions, evaluation and annotated photograph.

(8)

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(Total for Question 5 = 20 marks)

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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.

State the title of your geographical enquiry.

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

(1)

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(ii) Explain **one** way this **primary** data helped you when investigating urban environments.

(2)

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(b) State the location of your geographical enquiry.

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Explain **one** reason why this location was suitable for your geographical enquiry.

(2)

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(c) Explain **one** way you used **secondary** data to support your geographical enquiry.

(3)

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(d) Explain **two** techniques 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 an extract from a student's conclusion and evaluation into the changing use of urban environments, and an annotated photograph.

> The aim of the student's enquiry was to investigate the attitudes towards the changing use of urban areas in Birmingham, UK.
>
> The student carried out a questionnaire, environmental quality survey and took photographs, which the student annotated.

Evaluate the student's written conclusions, evaluation and annotated photograph.

(8)

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(Total for Question 6 = 20 marks)

TOTAL FOR SECTION B = 20 MARKS

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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** human cause of **climate change**.

(1)

☒	**A** Milankovitch cycles
☒	**B** intensive farming
☒	**C** volcanoes
☒	**D** sun-spot cycles

(ii) Identify **one** cause of **deforestation**.

(1)

☒	**A** planting of trees
☒	**B** sustainable forest management
☒	**C** lowering of sea levels
☒	**D** significant increase in mining

(b) (i) Define the term **global climate change**.

(1)

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

Identify **two** countries labelled in Figure 7a, **one** with the highest and **one** with the lowest total carbon emissions.

(2)

Highest .....

Lowest .....

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

(4)

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(c) Explain **two** causes of desertification.

(4)

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

(i) Calculate the mean change in global forest area, 1990–2015.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

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(ii) Describe the differences in the changes in global forest area for Europe and Central Asia, and Latin America.

(2)

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

Assess the different climate change impacts.

(6)

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(f) Discuss the view:

> 'The places which contribute the most to climate change will be the places that suffer the least from climate change.'

Use Figures 7a 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** role of the **IMF** (International Monetary Fund).

(1)

☒	**A** promote financial cooperation between countries
☒	**B** increase global inequality
☒	**C** promote waste recycling
☒	**D** increase tensions between member countries

(ii) Identify the meaning of the term **voluntary migration**.

(1)

☒	**A** short-term movement of people within a country
☒	**B** temporary movement of people from one place to another
☒	**C** people holidaying overseas
☒	**D** people choosing to move from one place to another

(b) (i) Define the term **mass tourism**.

(1)

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

Identify **two** countries labelled in Figure 8a, **one** with the highest and **one** with the lowest trade per person.

(2)

Highest .....

Lowest .....

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

(4)

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(c) Explain **two** negative impacts of the rise of global tourism.

(4)

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

(i) Calculate the mean tourist spending, for all countries, in 2016.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

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(ii) Describe the changes in tourist spending for China between 1995 and 2016.

(2)

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

Assess the factors that have contributed to globalisation.

(6)

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(f) Discuss the view:

> 'Variations in globalisation and trade are most strongly influenced by the role of global institutions.'

Use Figures 8a 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)

☒	**A** participation in local sporting events
☒	**B** the availability of water
☒	**C** index of political corruption
☒	**D** the amount of bottom-up development

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

(1)

☒	**A** Human Development Importance
☒	**B** High Dependency Index
☒	**C** High Development Index
☒	**D** Human Development Index

(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, **one** with the highest and **one** with the lowest income inequality.

(2)

Highest .....

Lowest .....

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

(4)

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(c) Explain **two** advantages of bottom-up development.

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

(i) Calculate the mean percentage change in GDP for 2014 for the regions shown in Figure 9b.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

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(ii) Describe the differences in GDP for 2014–2018.

(2)

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

Assess the different factors that have contributed to uneven global development.

(6)

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(f) Discuss the view:

> 'There is no single indicator that can be used to effectively measure development and human welfare.'

Use Figures 9a 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)

Wednesday 3 June 2020

Afternoon (Time: 1 hour 45 minutes) | Paper Reference **4GE1/02**

Geography

Paper 2: Human Geography

Resource Booklet

Do not return the Resource Booklet with the question paper.

Turn over

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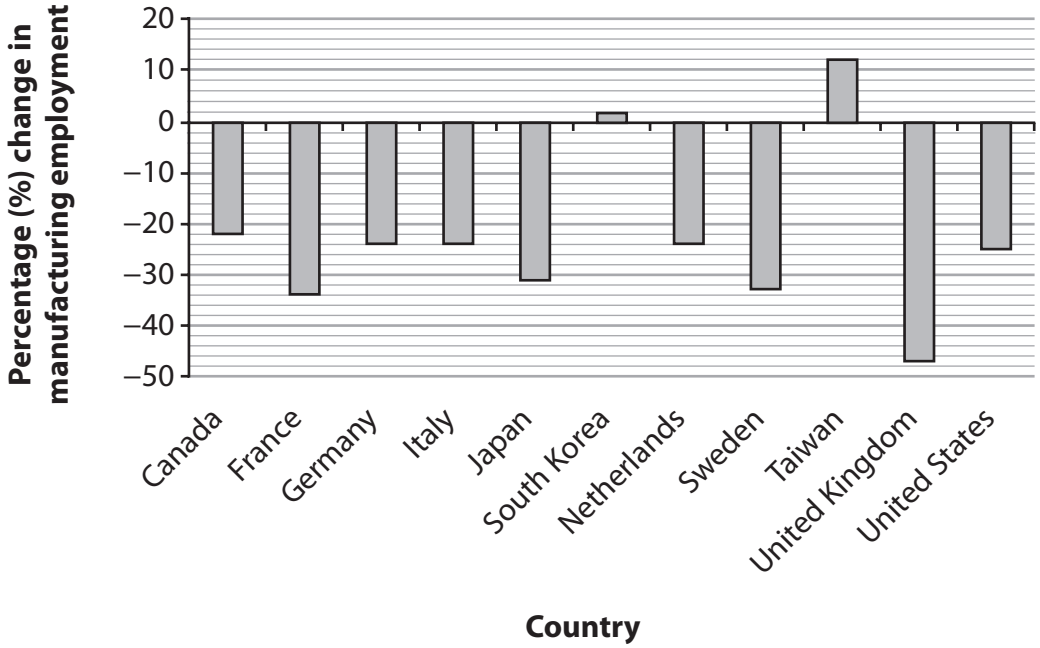
(Source: © David Holmes Geography)

Figure 1a

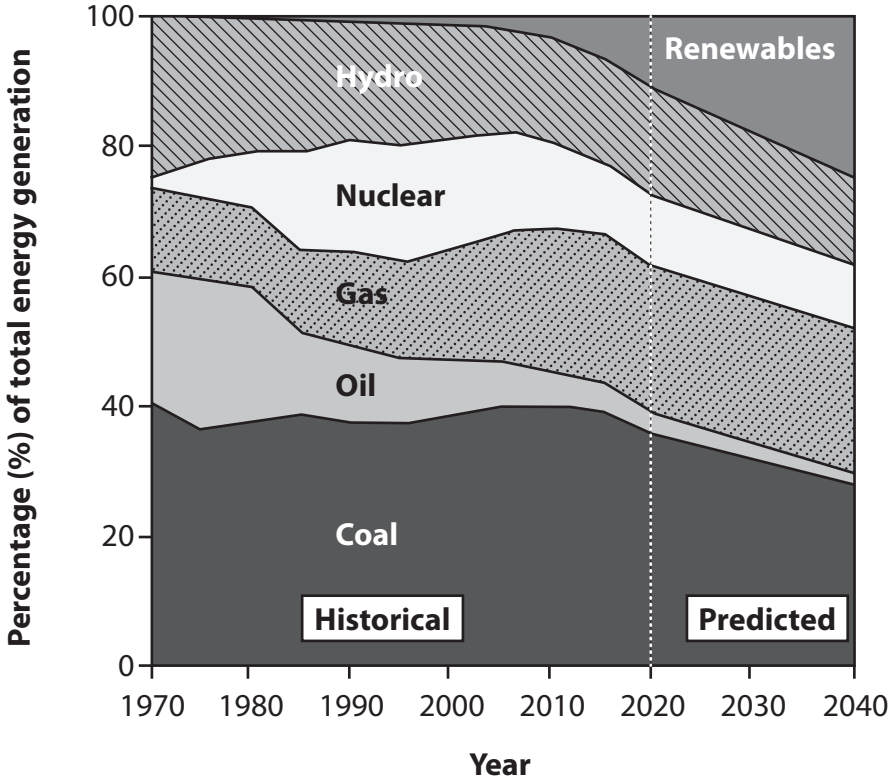
Barcelona Port – an example of a location of economic activity



(Source: https://fas.org/sgp/crs/misc/R42135.pdf)

Figure 1b

Percentage change in manufacturing employment in selected countries,1990–2016



(Source from: https://www.bp.com/content/dam/bp/business-sites/en/global/corporate/pdfs/energy-economics/energy-outlook/bp-energy-outlook-2018.pdf)

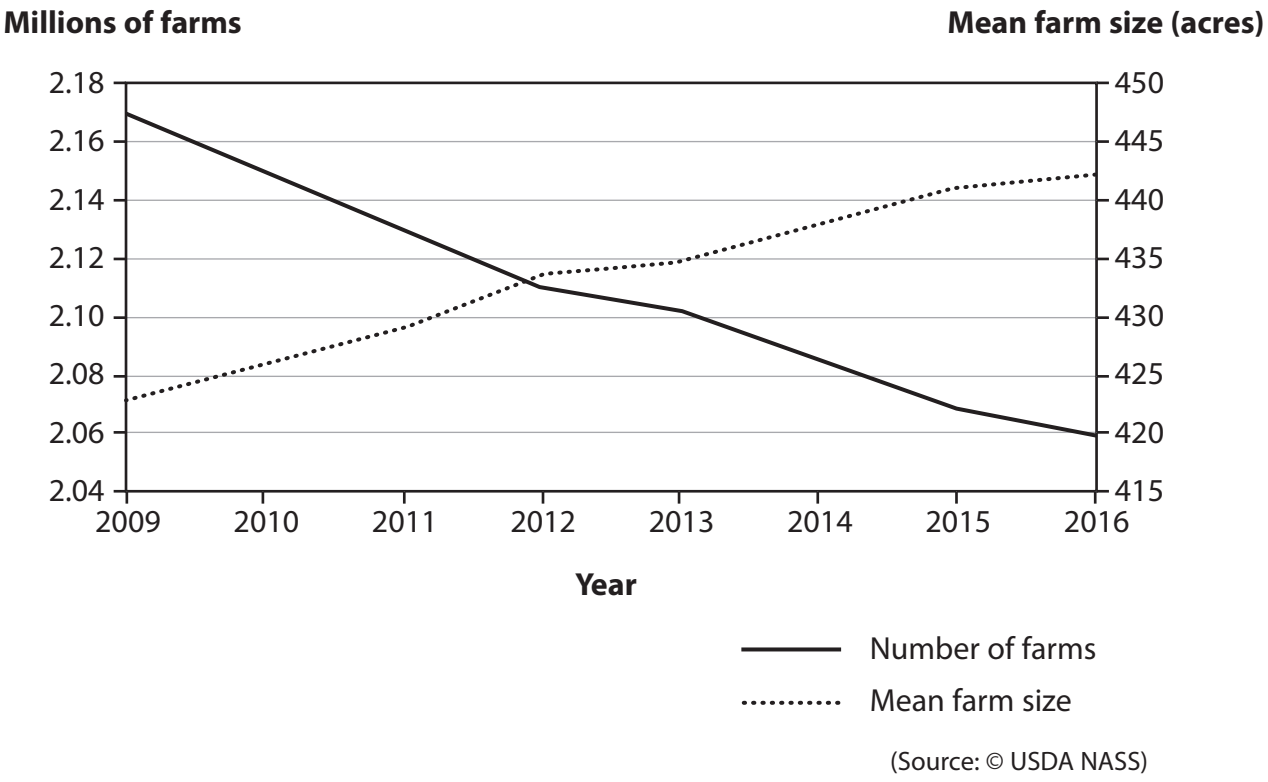
Figure 1c

Past and predicted changes in the global energy mix, 1970–2040

(Source: © David Holmes Geography)

Figure 2a

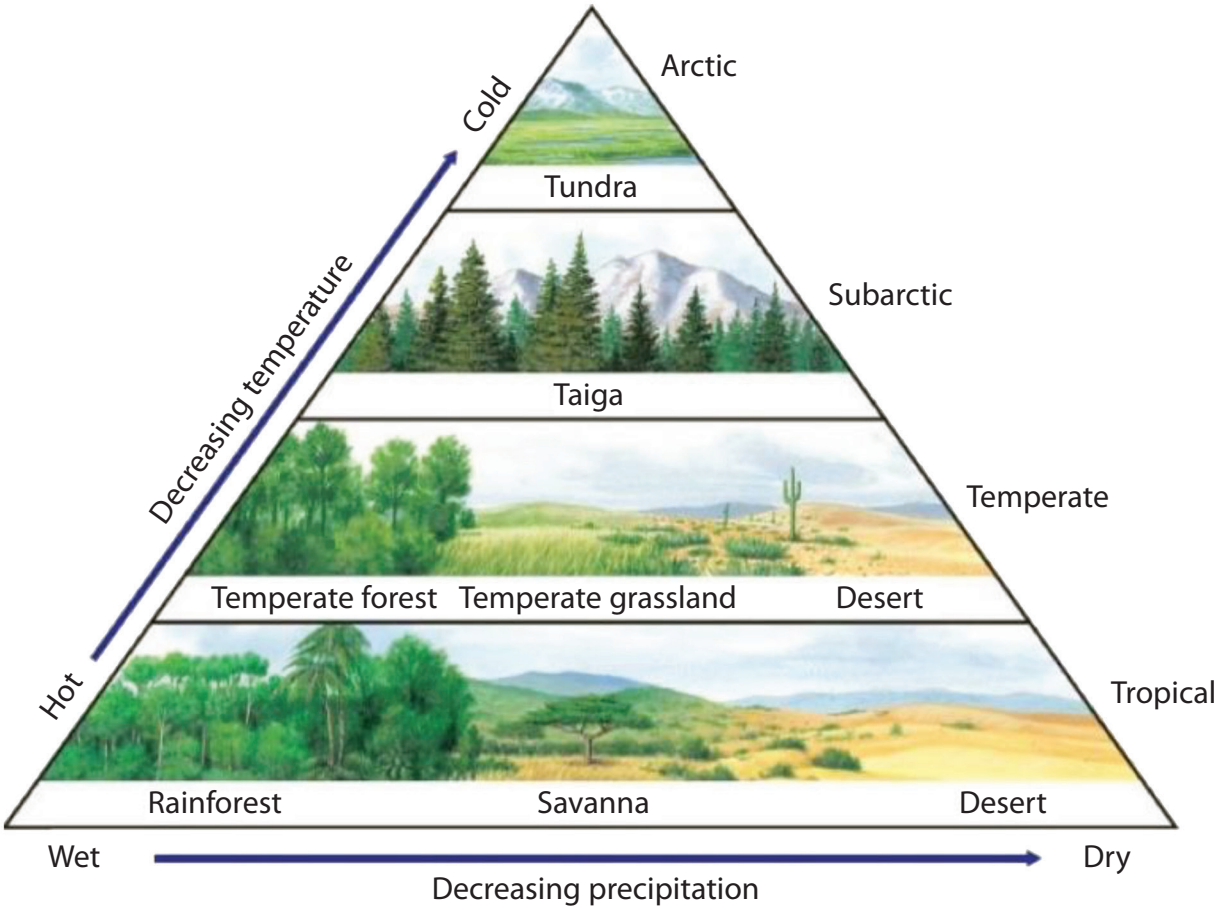
A beef-farming system in southern England



(Source: © USDA NASS)

Figure 2b

Changes in number and size of farms, USA, 2009–2016



(Source: https://slideplayer.com/slide/10505544/)

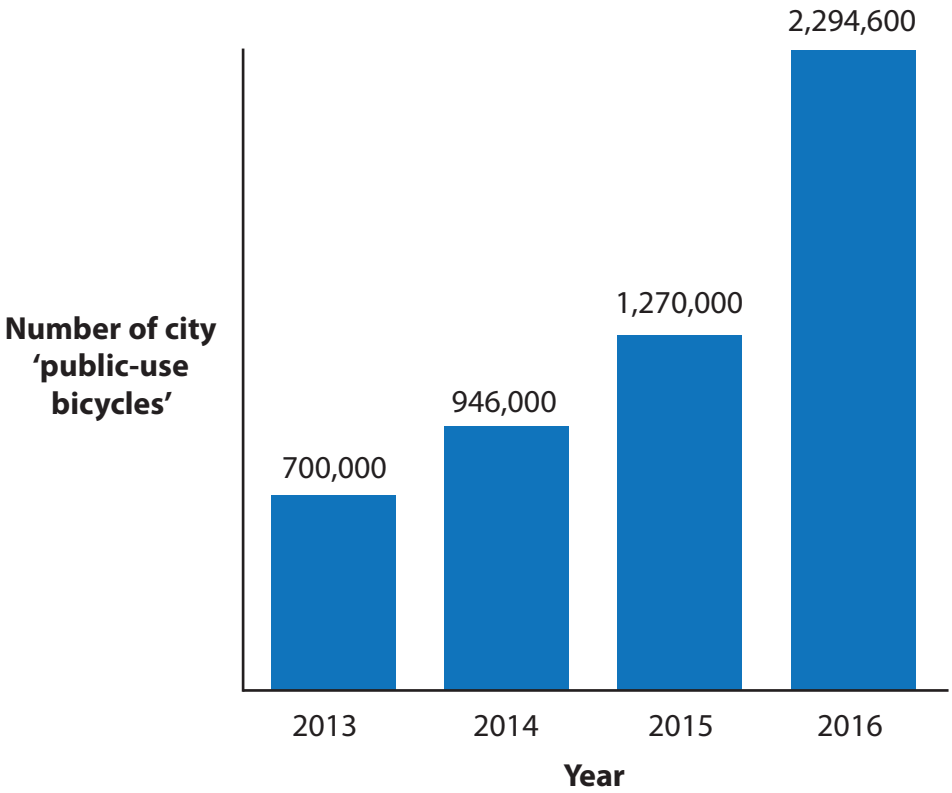
Figure 2c

The relationship between biome type, temperature and precipitation

(Source: © David Holmes Geography)

Figure 3a

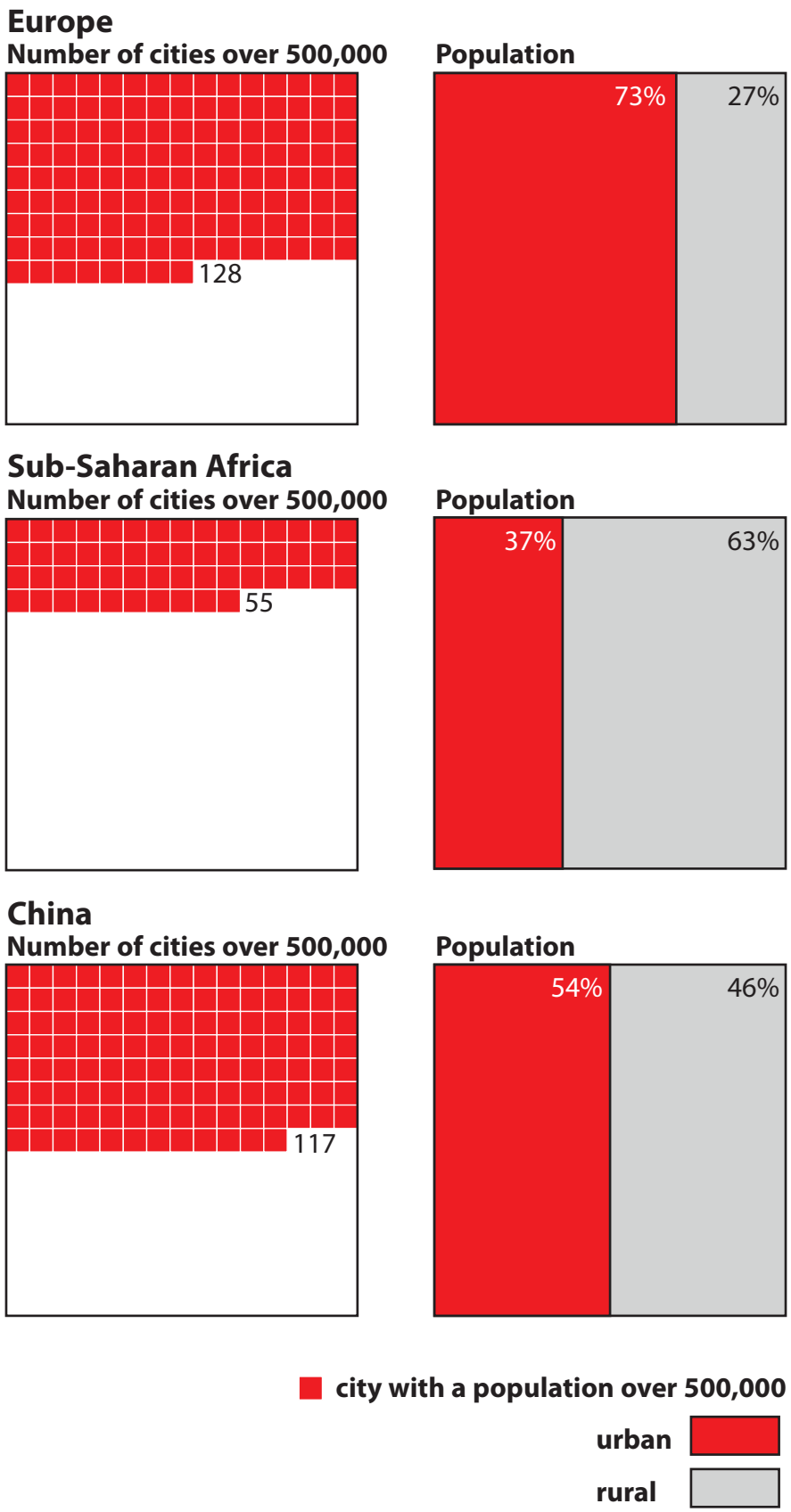
An urban area in Taiwan, south-east Asia



(Source: https://www.statista.com/chart/13483/bike-sharing-programs/)
(Picture source: © David Holmes Geography)

Figure 3b

Worldwide number of city 'public-use bicycles', 2013–2016



(Source: https://www.theguardian.com/cities/2015/nov/23/cities-in-numbers-how-patterns-of-urban-growth-change-the-world#img-4)

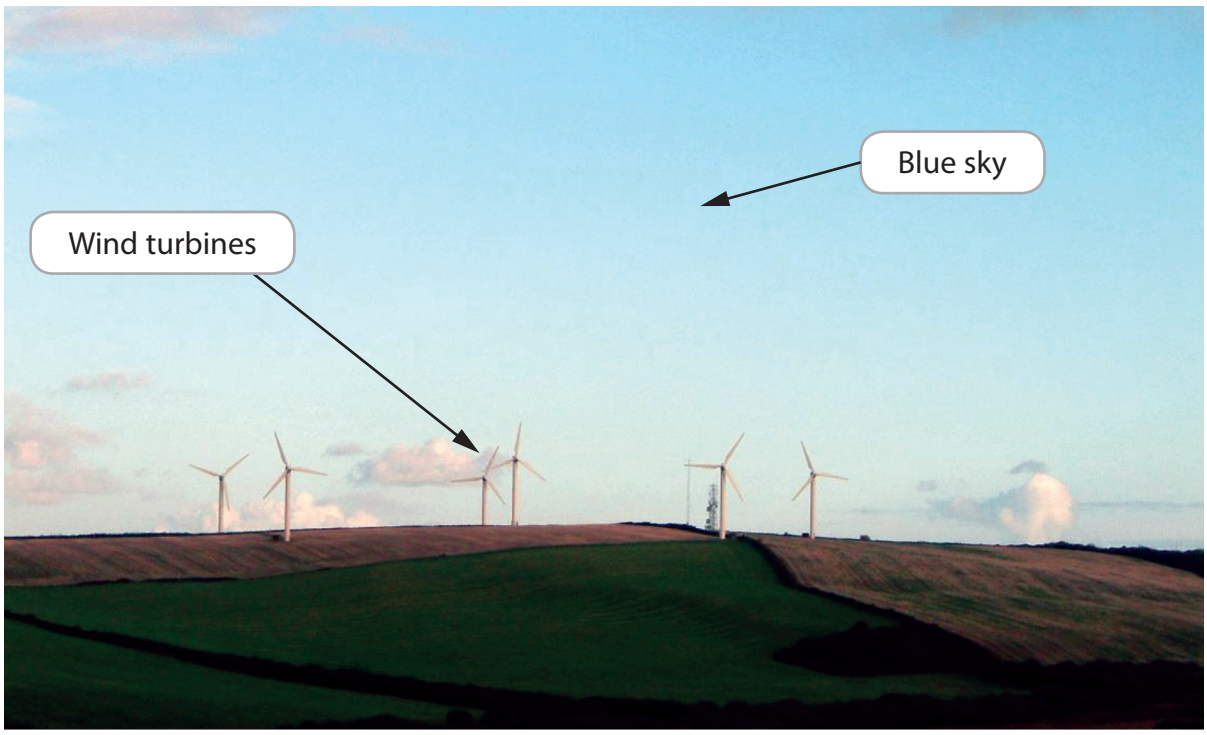
Figure 3c

Cities with a population over 500,000 and the percentage of urban-rural population (2015)

Comments	Conclusions
1	I found that there were lots of differences in the environmental quality survey between the areas.
2	The questionnaire showed rural areas are having a lot of changes at the moment.
3	There is a big difference in the areas based on how they look.
	Evaluations
4	I think my results were very reliable but if I had more time I would have had a larger questionnaire sample.
5	The environmental quality survey worked well but we should have used other people to fill in the forms.
6	Overall the fieldwork was very beneficial to my knowledge of geography and I enjoyed the investigation.

Figure 4a

An extract from a student's conclusions and evaluations



(Source: © David Holmes Geography)

Figure 4b

An annotated photograph that was used as part of the conclusion

Comments	Conclusions
1	I found that there were lots of differences in the environmental quality survey between the areas.
2	The questionnaire showed rural areas are having a lot of changes at the moment.
3	There is a big difference in the areas based on how they look.
	Evaluations
4	I think my results were very reliable but if I had more time I would have had a larger questionnaire sample.
5	The environmental quality survey worked well but we should have used other people to fill in the forms.
6	Overall the fieldwork was very beneficial to my knowledge of geography and I enjoyed the investigation.

Figure 5a

An extract from a student's conclusions and evaluations

(Source: © David Holmes Geography)

Figure 5b

An annotated photograph that was used as part of the conclusion

Comments	Conclusions
1	I found that there were lots of differences in the environmental quality survey between the areas.
2	The questionnaire showed urban areas are having a lot of changes at the moment.
3	There is a big difference in the areas based on how they look.
	Evaluations
4	I think my results were very reliable but if I had more time I would have had a larger questionnaire sample.
5	The environmental quality survey worked well but we should have used other people to fill in the forms.
6	Overall the fieldwork was very beneficial to my knowledge of geography and I enjoyed the investigation.

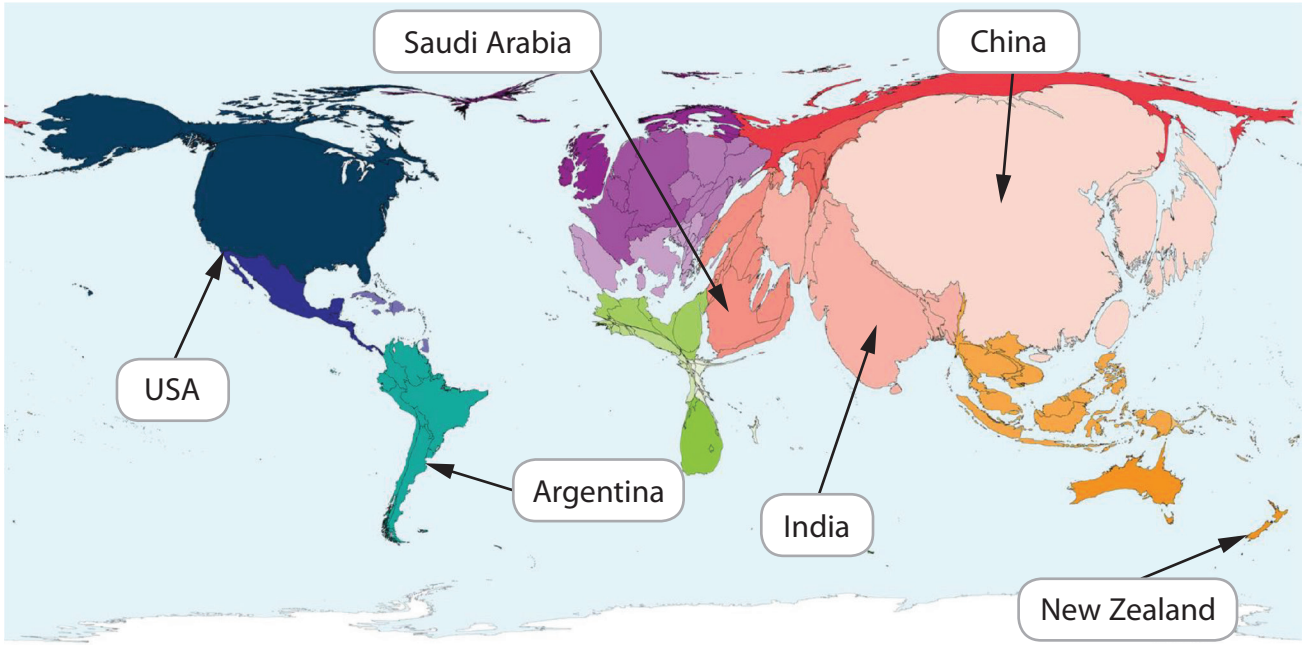
Figure 6a

An extract from a student's conclusions and evaluations

(Source: © David Holmes Geography)

Figure 6b

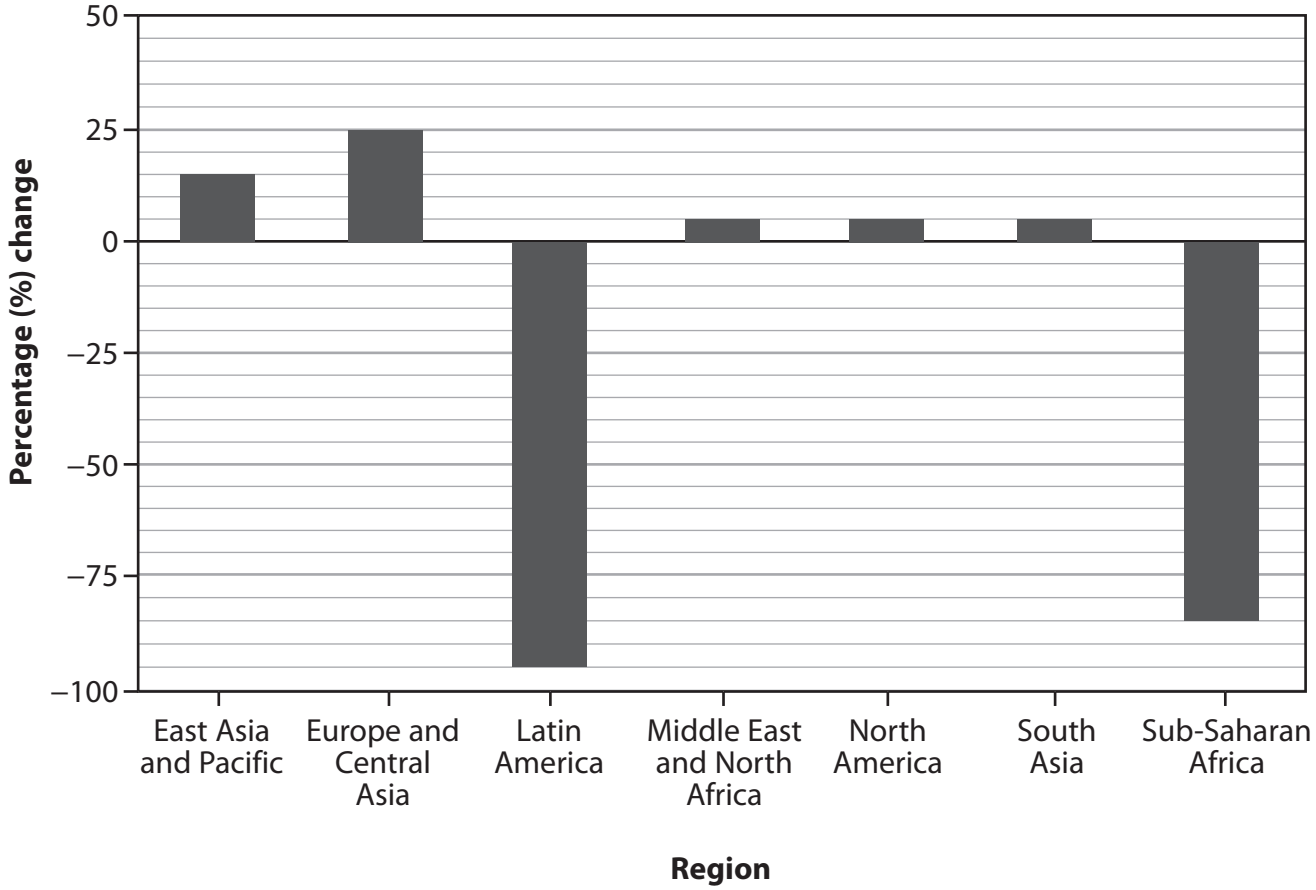
An annotated photograph that was used as part of the conclusion



(Source: © Worldmapper.org)

Figure 7a

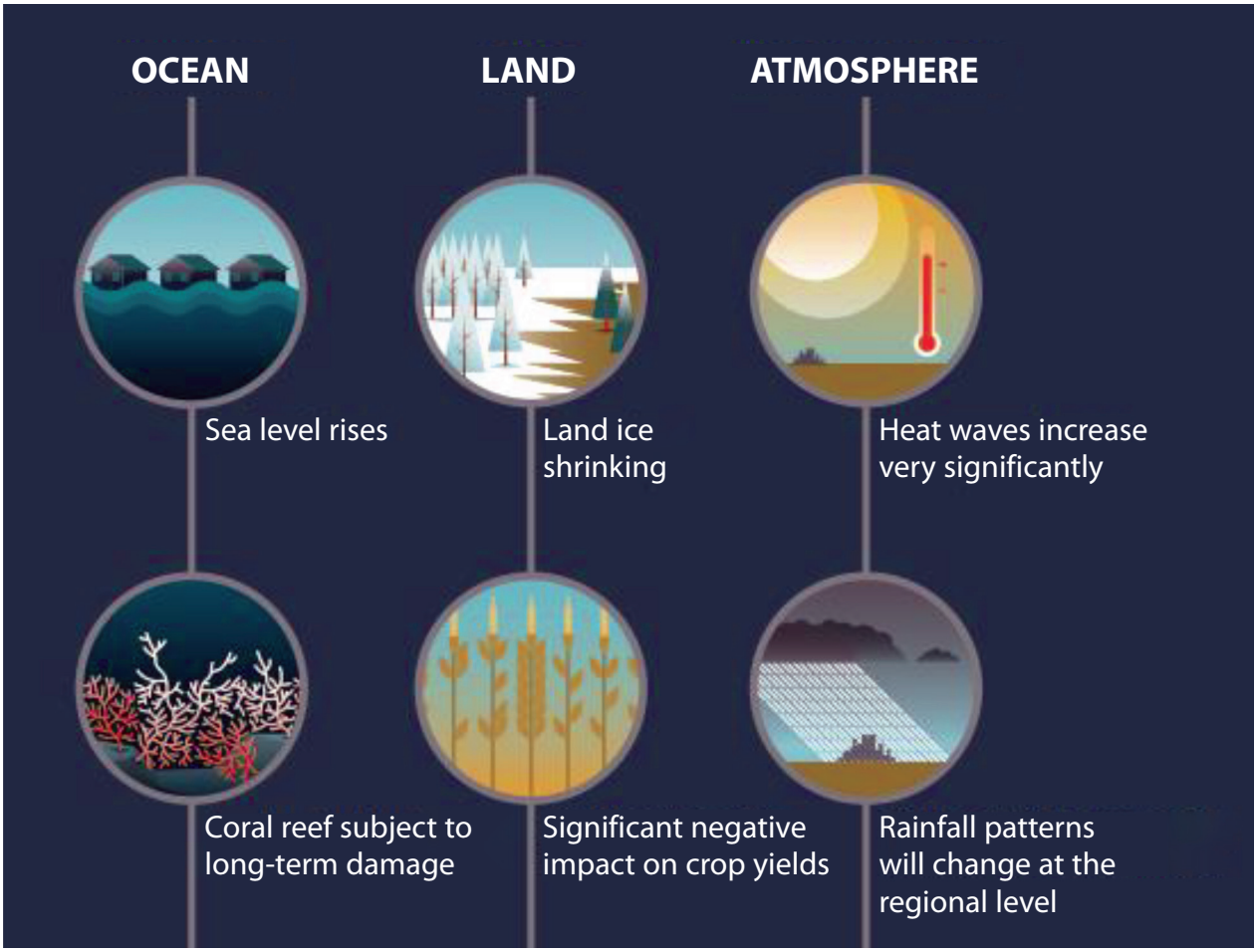
Carbon emissions (2015) by colour-coded region, where each country is scaled (sized) proportionally to its total emissions



(Sourced from: https://openknowledge.worldbank.org/bitstream/handle/10986/23969/9781464806834.pdf)

Figure 7b

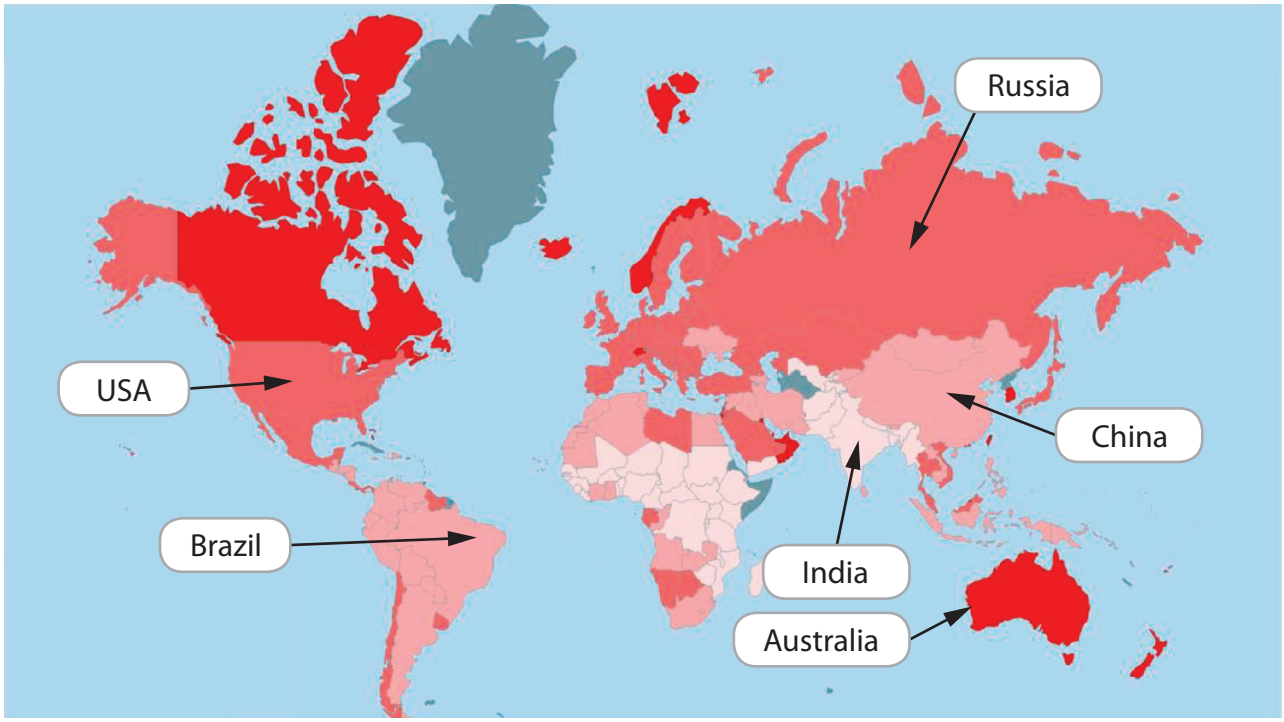
Percentage change in global forest area, 1990–2015



(Source: Today's Choice, Tomorrow's Impact © Global Carbon Atlas)

Figure 7c

Selected climate change impacts

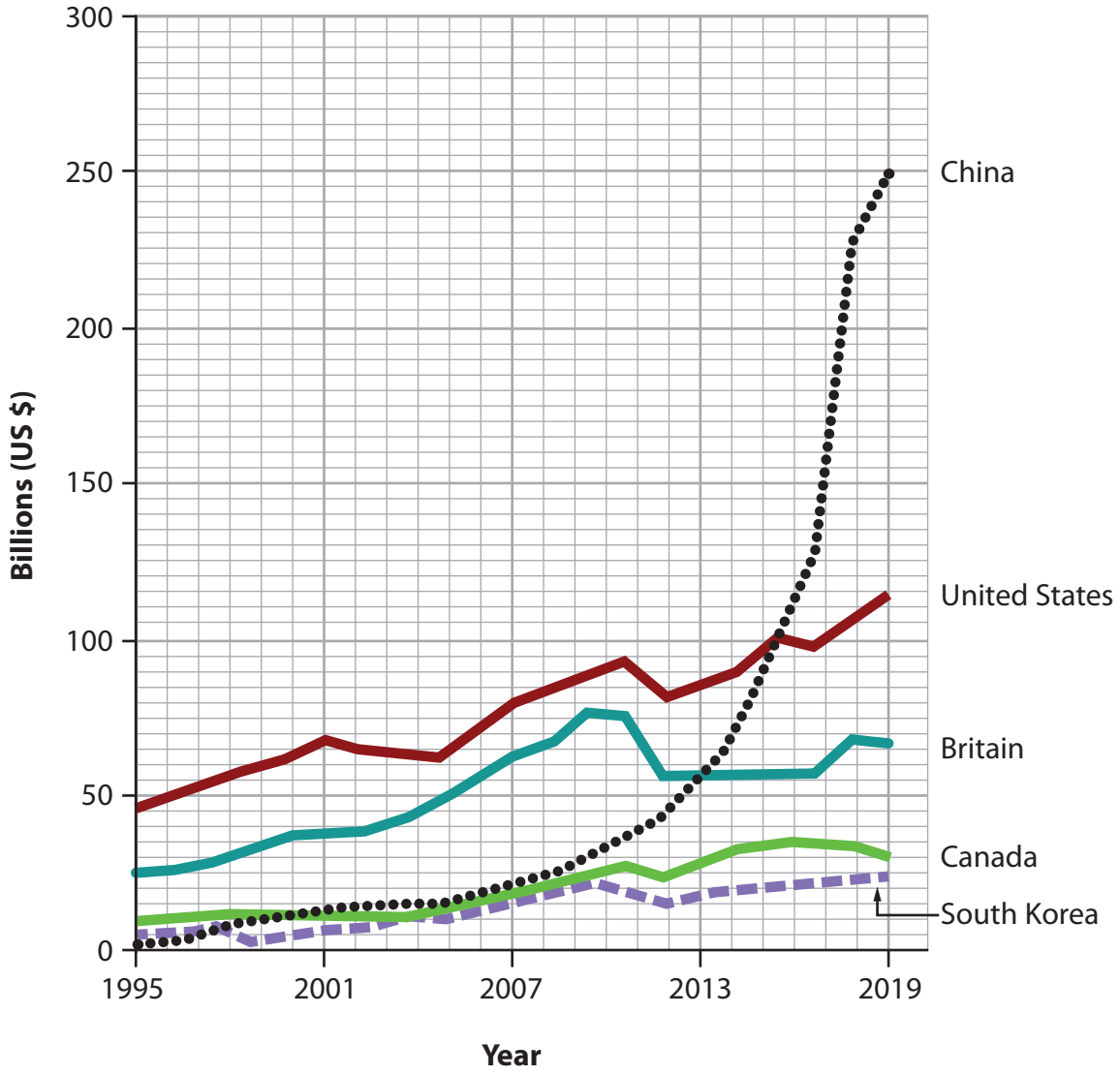


Trade per capita (US $)

- Data not available
- 0 — 499
- 500 — 1999
- 2000 — 9999
- 10,000 and above

Figure 8a

Trade per capita, 2018 (estimated as a country's trade of goods and services divided by the population)



(Source: China's insatiable appetite for foreign travel © The Economist - May 2018)

Figure 8b

Tourist spending (US $ billions) in selected countries, 1995–2019

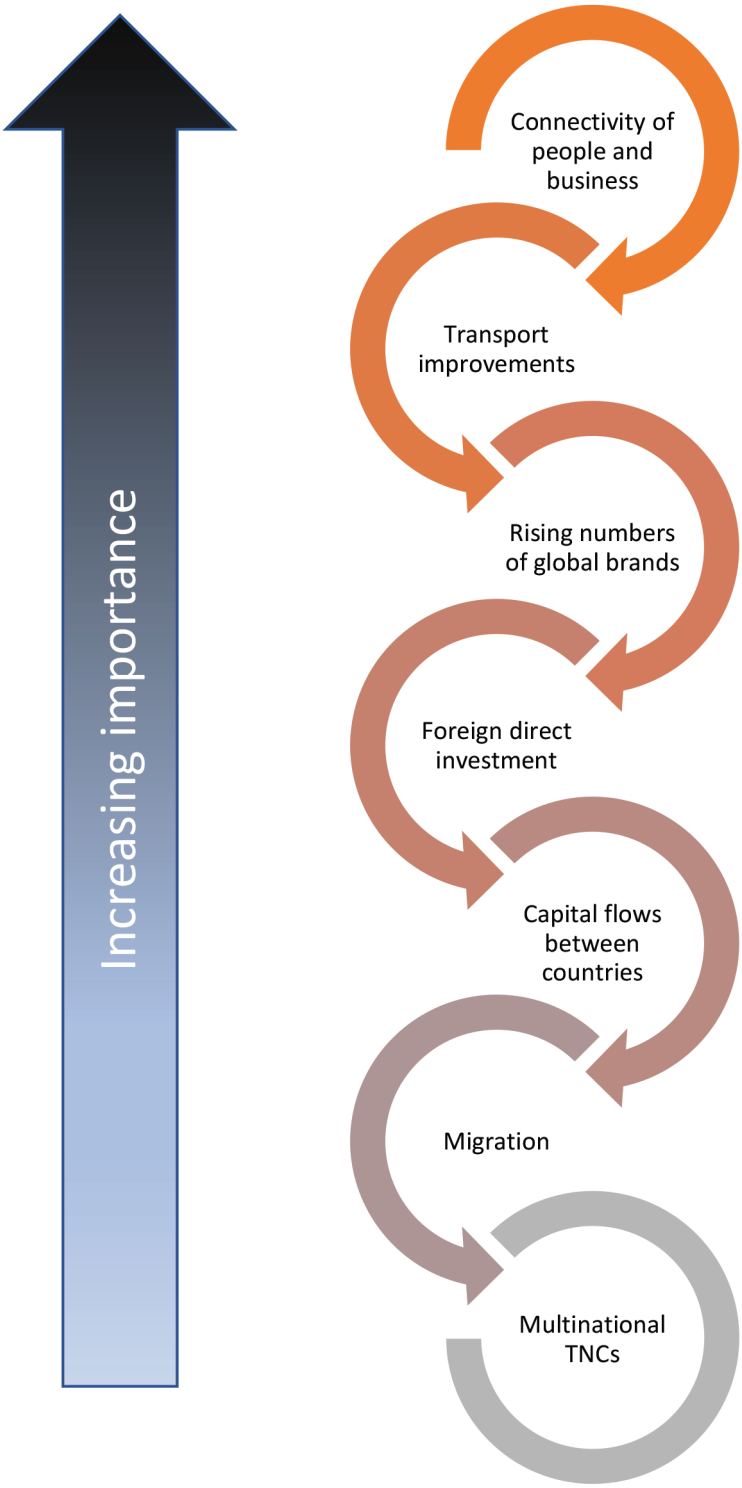


Figure 8c

Selected factors that have contributed to globalisation

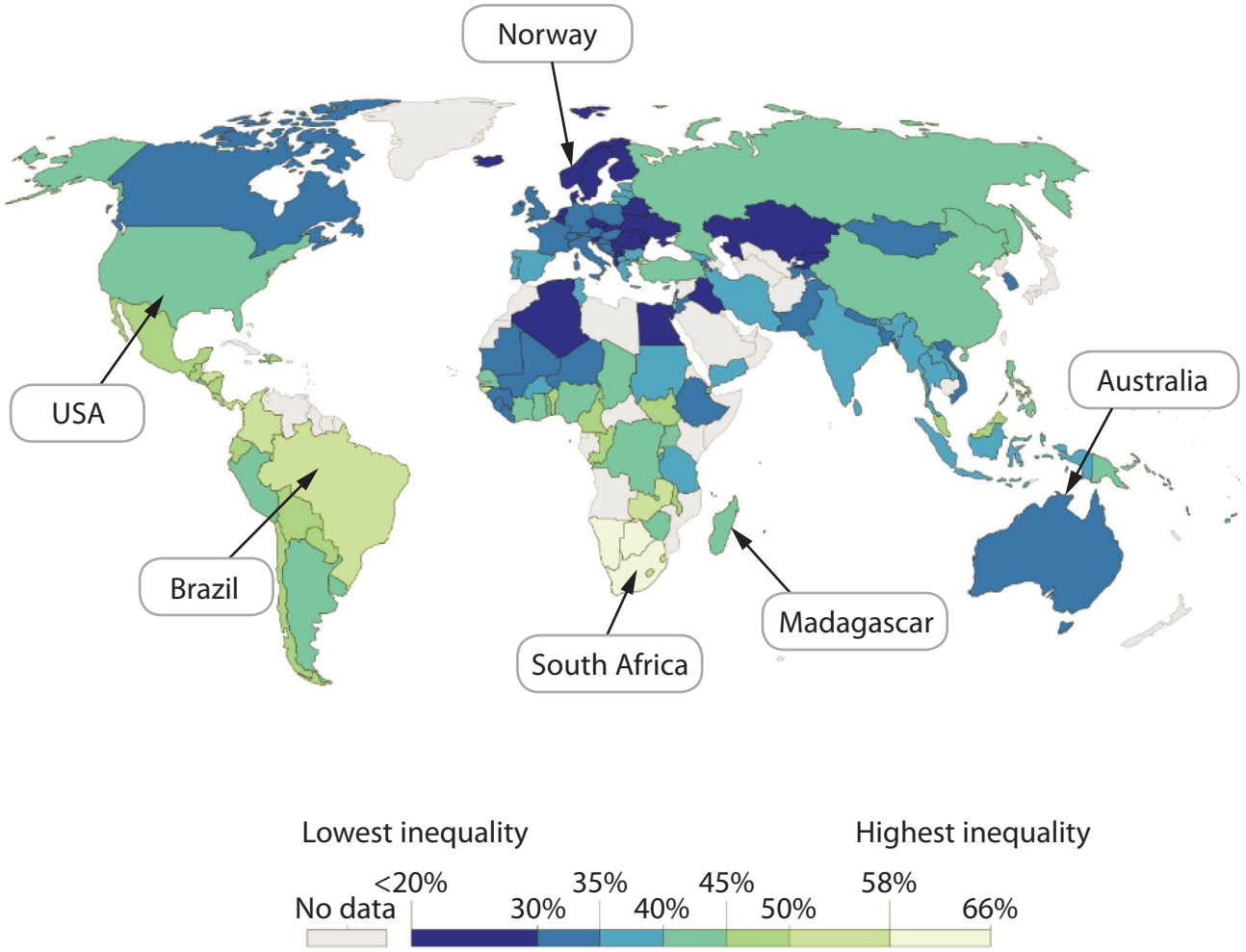
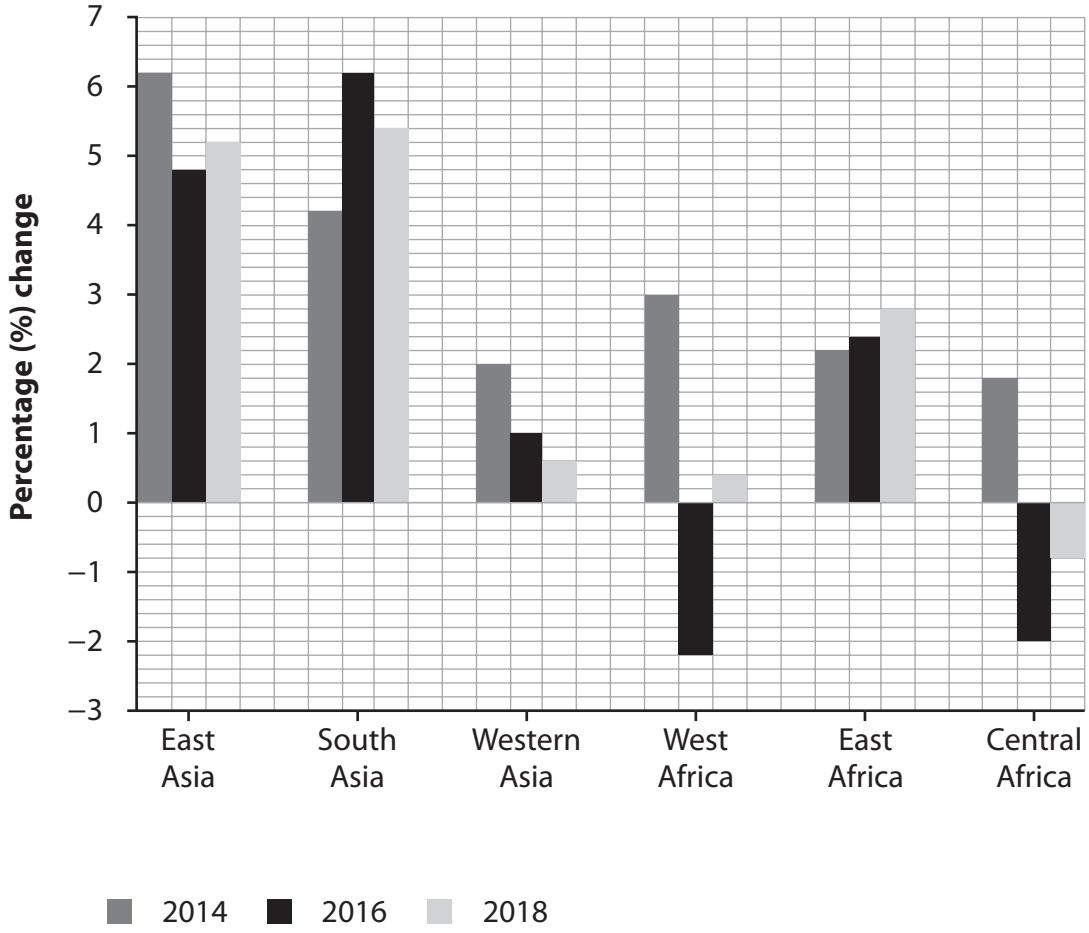


Figure 9a

An index of income inequality, the Gini coefficient



(Source from: https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018_Full_Web-1.pdf)

Figure 9b

Gross domestic product (GDP) percentage change for selected regions in Asia and Africa, 2014–2018

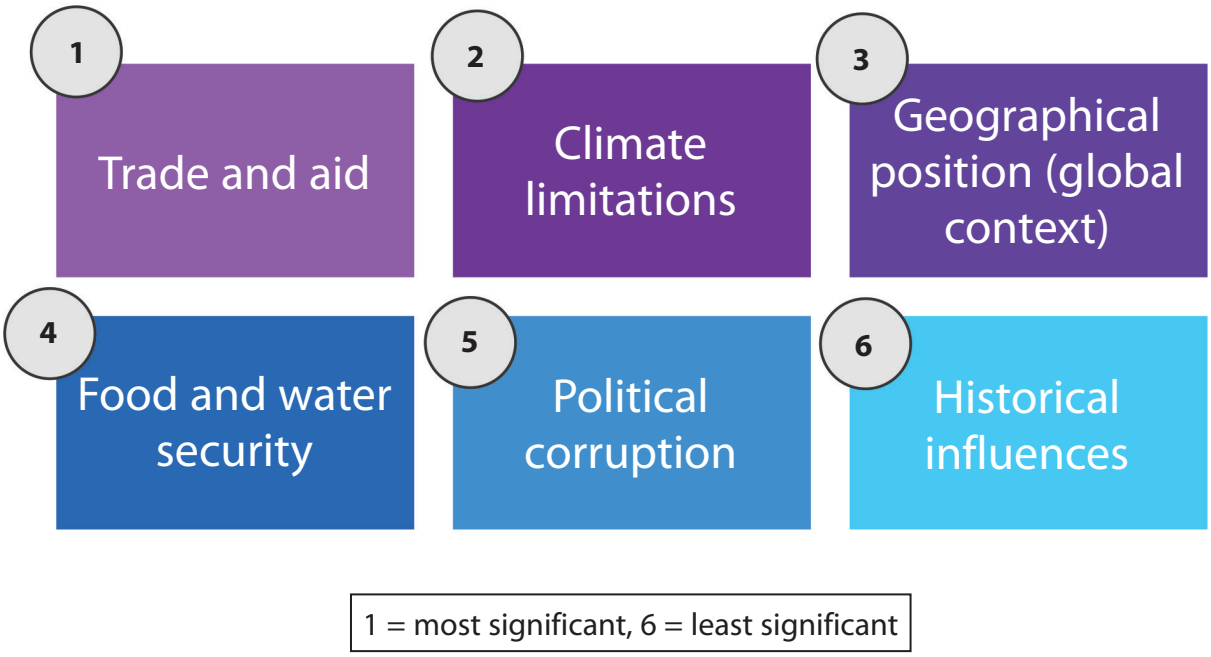


Figure 9c

Selected factors that have contributed to uneven global development

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