Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 3 GCE

Wednesday 22 May 2024

Morning (Time: 1 hour 45 minutes)

Paper reference **8GE0/02**

Geography

Advanced Subsidiary

PAPER 2: Dynamic Places

You must have:
Resource Booklet (enclosed)
Calculator, ruler

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.*

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.*
- Calculators may be used.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over

©2024 Pearson Education Ltd.
F:1/1/1/1/1/1/1/1/1/1

P 7 3 9 5 3 A 0 1 2 8

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 **one** social challenge created by the rapid urban growth of megacities.

(1)

.....

(b) Study Figure 1 in the Resource Booklet.

(i) Compare the changes in CO_2 emissions shown.

(2)

.....

.....

.....

.....

(ii) Suggest **one** reason for the changes in CO_2 emissions shown for India and China.

(3)

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(c) Explain **two** social problems resulting from economic restructuring in deindustrialised regions in developed countries.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(d) Explain why some groups retain their cultural identity in a globalised world.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(e) Assess the importance of developments in ICT (Information and Communication Technology) and mobile communication in the global spread of TNCs (Transnational Corporations).

(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

(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).

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

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

You must use the Resource Booklet provided.

2 (a) State **one** way the connectedness of a place might change over time.

(1)

.....

.....

(b) Study Figure 2 in the Resource Booklet.

(i) Calculate the mean number of employees per company.

You must show your working.

Give your answer to **one** decimal place.

(2)

Answer .....

(ii) Suggest **one** reason local authorities encourage expansion of science parks as shown in Figure 2.

(3)

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(c) Explain **two** ways local interest groups may affect decision making about regeneration.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(d) Explain how decisions made by the UK government may encourage regeneration and economic growth.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(e) Assess the advantages in using a range of evidence when measuring the success of regeneration.

(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

(Total for Question 2 = 28 marks)

3 Students collected data about the number of pedestrians passing two locations (A and B) for one minute, at 30-minute intervals on a Monday between 8am and 12 noon. This was part of their research into a completed regeneration project.

One location was close to the completed regeneration project and the other was 2km away.

Study Figure 3 in the Resource Booklet.

(a) (i) State the range of the data for location A.

(1)

.....

(ii) Suggest whether A or B is more likely to be closer to the location of the regeneration project.

(2)

.....

.....

.....

.....

(iii) Explain **one** limitation of the design of this data collection method.

(2)

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(iv) Suggest **two** ways secondary data could be used to investigate the success of such regeneration projects.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(b) You have also carried out fieldwork and research into a question about Regenerating Places.

Assess how far your conclusions answered the question posed in the geographical investigation.

(9)

Geographical enquiry question:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(Total for Question 3 = 18 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

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

4 Study Figures 4a, 4b, 4c, 4d and 4e in the Resource Booklet.

Evaluate the extent to which the regeneration of Hambantota port has benefited the local people and the local environment.

(16)

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 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).

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

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

You must use the Resource Booklet provided.

5 (a) State **one** reason for different levels of cultural diversity in places.

(1)

.....

.....

(b) Study Figure 5 in the Resource Booklet.

(i) Calculate the mean number of employees per shop.

You must show your working.

Give your answer to **one** decimal place.

(2)

Answer .....

(ii) Suggest **one** way migration flows have changed the culture of areas like The Broadway, Southall.

(3)

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(c) Explain **two** reasons rural places are seen as undesirable by some of their residents.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(d) Explain why changes to the built environment in diverse places may create challenges for some groups of people.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(e) Assess the advantages in using a range of evidence when measuring the success of the management of change in diverse communities.

(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

(Total for Question 5 = 28 marks)

6 Students collected data about the number of pedestrians passing two locations (A and B) for one minute, at 30-minute intervals on a Monday between 8am and 12 noon. This was part of their research into the levels of deprivation in two locations.

The locations were 2km apart.

Study Figure 6 in the Resource Booklet.

(a) (i) State the range for the data for location A.

(1)

.....

(ii) Suggest whether deprivation is likely to be greater at location A or B.

(2)

.....

.....

.....

.....

(iii) Explain **one** limitation of the design of this data collection method.

(2)

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(iv) Suggest **two** ways secondary data could be used to assess the levels of deprivation in places such as these.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(b) You have also carried out fieldwork and research into a question about Diverse Places.

Assess how far your conclusions answered the question posed in the geographical investigation.

(9)

Geographical enquiry question:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(Total for Question 6 = 18 marks)

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

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

7 Study Figures 7a, 7b, 7c and 7d in the Resource Booklet.

Evaluate the extent to which international migration brings benefits for both migrants and their families in Kingston, Jamaica.

(16)

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

BLANK PAGE

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

BLANK PAGE

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

Pearson Edexcel Level 3 GCE

Wednesday 22 May 2024

Morning (Time: 1 hour 45 minutes)

Paper reference **8GE0/02**

Geography

Advanced Subsidiary

PAPER 2: Dynamic Places

Resource Booklet

Do not return this Booklet with the question paper.

Turn over

P73953A

©2024 Pearson Education Ltd.

F:1/1/1/1/1/1/1/1/1/1

P 7 3 9 5 3 A

Pearson

SECTION A

The following resource relates to Question 1.

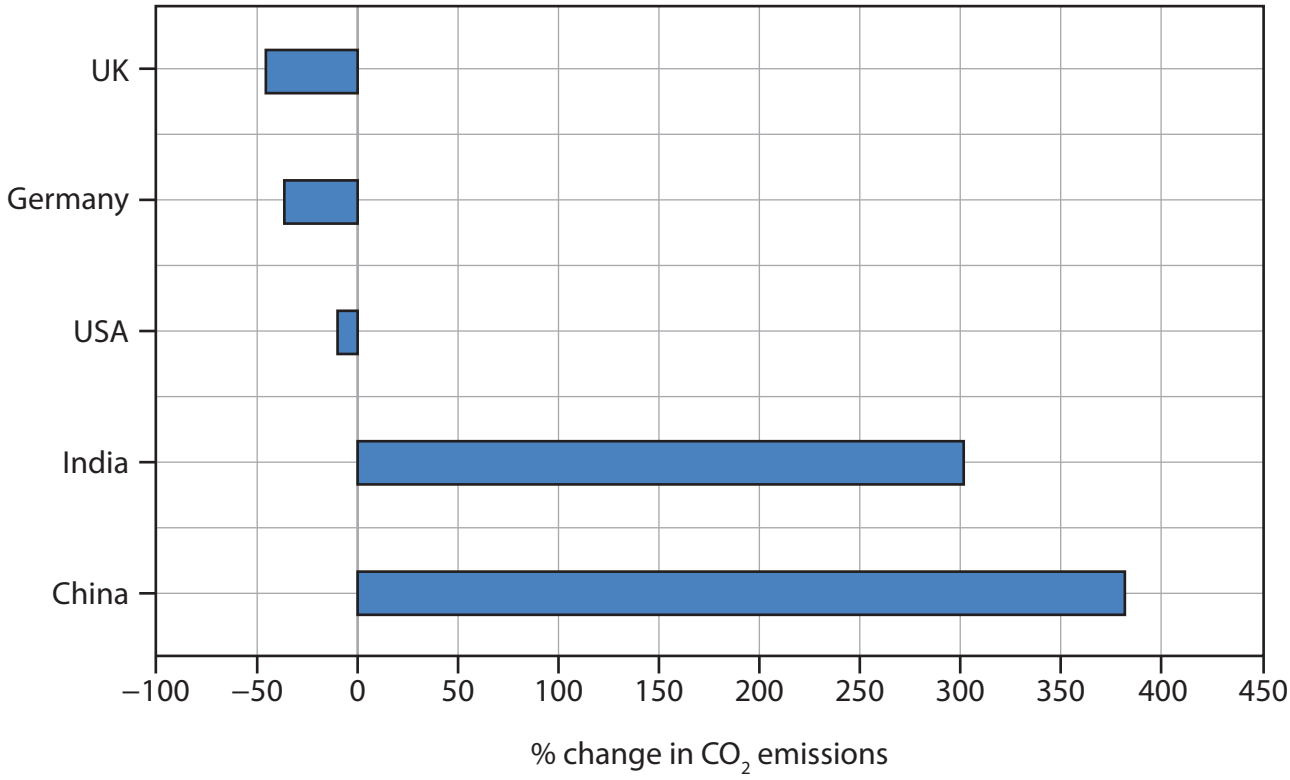


Figure 1

Percentage (%) change in CO_2 emissions for selected countries, 1990–2020

SECTION B

The following resources relate to Question 2.

Total number of companies	129
Total number of employees	7,250
Percentage (%) of companies that originated locally	61

Figure 2

Cambridge Science Park, developed jointly by the local authority and university

The following resource relates to Question 3.

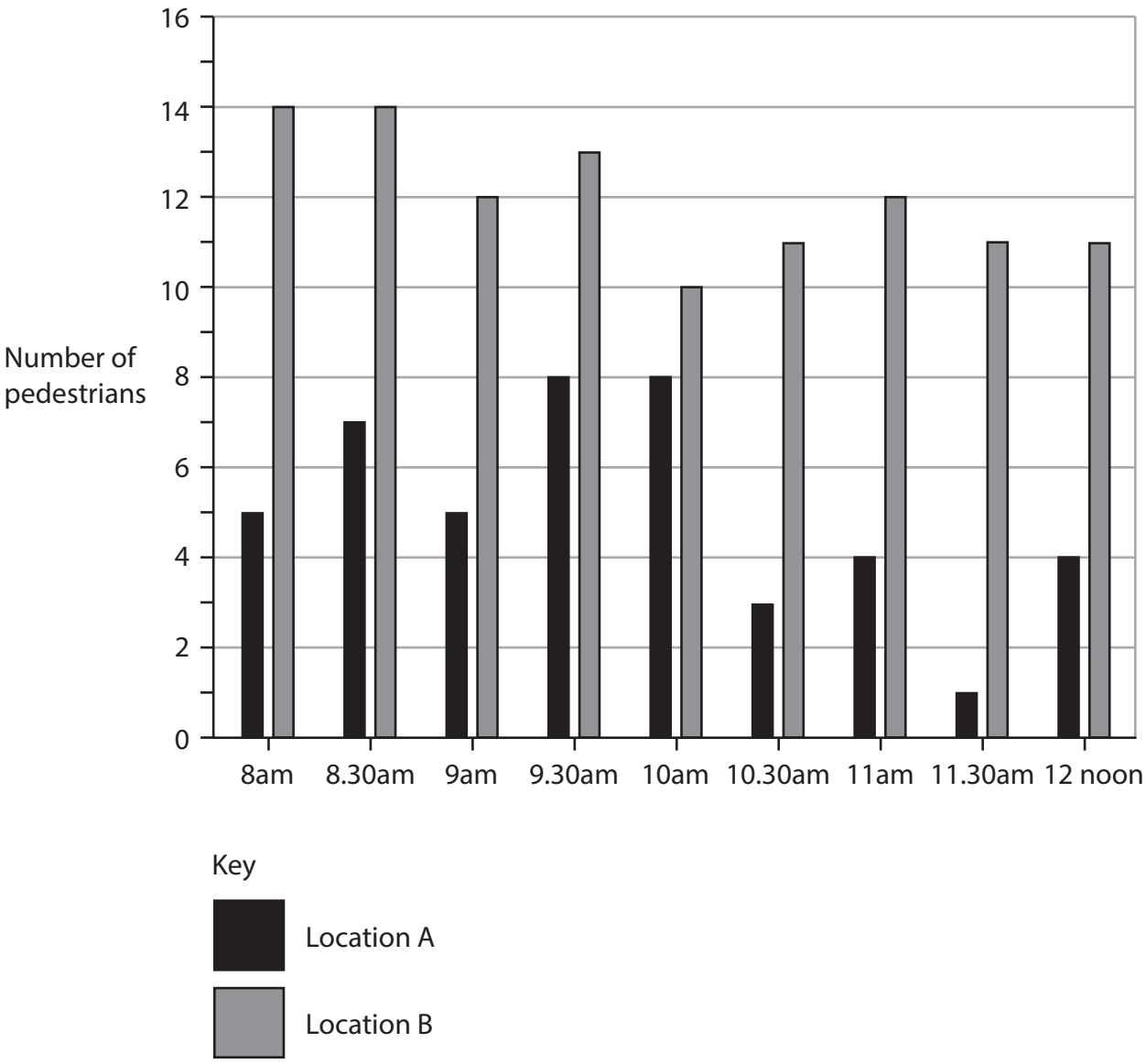


Figure 3

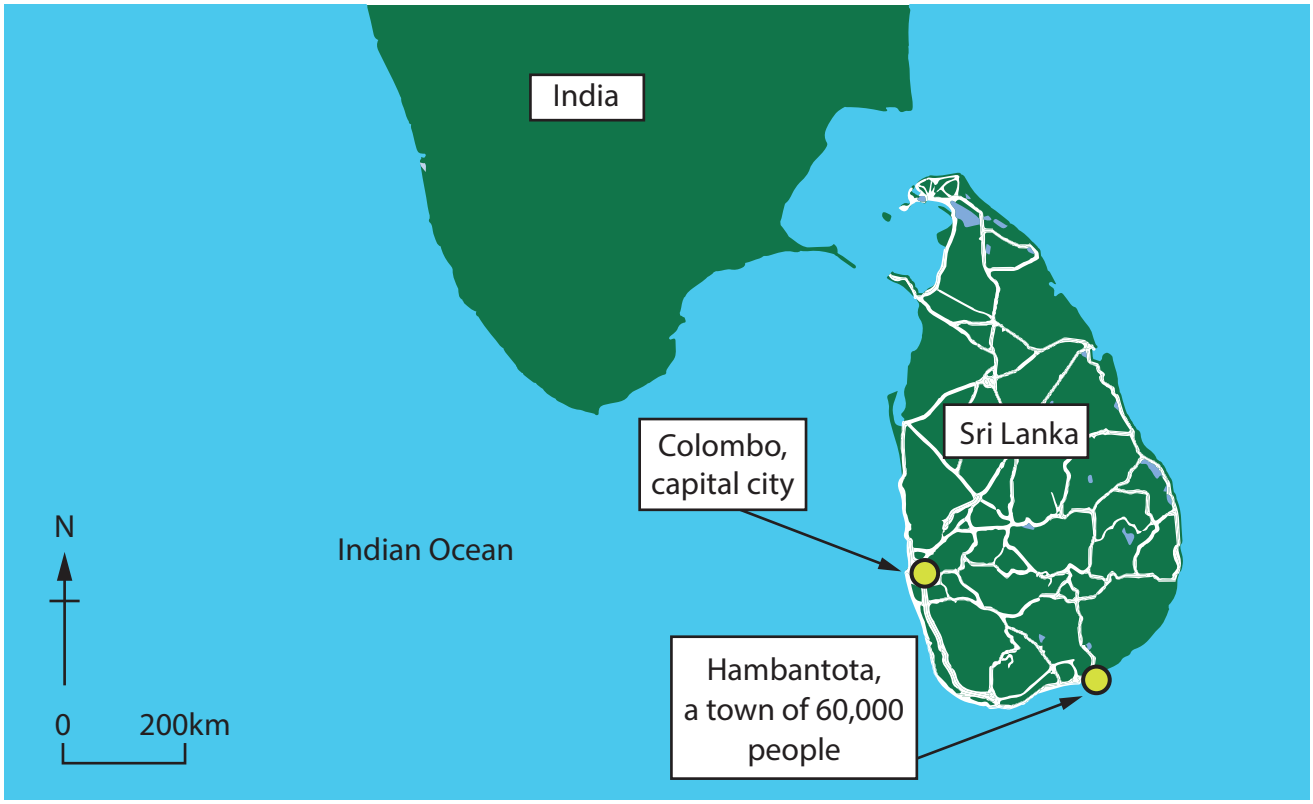
Pedestrians passing two locations at 30-minute intervals between 8am and 12 noon

The following resources relate to Question 4.

- Hambantota is a coastal town in south-east Sri Lanka, a developing country.
- This region had limited investment from the national government and international companies. Local people lacked opportunities to participate in the global economy.
- Hambantota port opened in 2010 and aimed to be a gateway to India, but has struggled to attract business.
- In 2017, a Chinese state-run company was given a 99-year lease on the port and 15,000 acres nearby for a Special Economic Zone (SEZ) to set up new businesses.

Figure 4a

Information about Hambantota Port, Sri Lanka



Key

Roads

Urban area

Figure 4b

Location of Hambantota, Sri Lanka

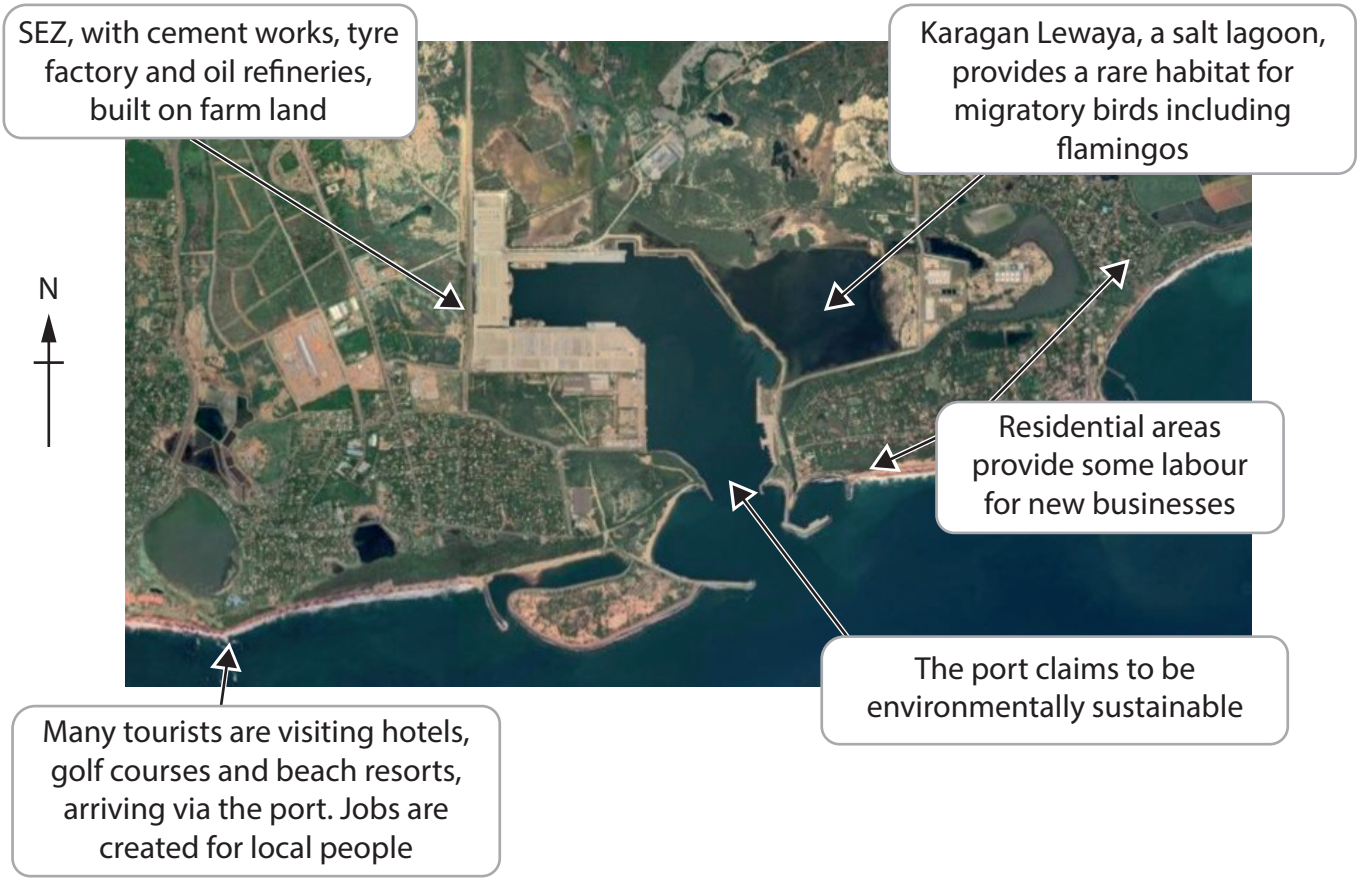


Figure 4c

Hambantota and its surrounding area

The SEZ was once farmland used for rice production for local consumption.

Local protests led by Buddhist monks about loss of farmland, homes and fishing businesses were ignored.

The tyre factory was constructed in the SEZ by a Chinese company, near to local villages and a tourist resort.

Harmful pollutants were released during construction and this continued when the factory opened.

Figure 4d

Images of Hambantota, before and during the building of the SEZ

- 100,000 jobs were promised for local people, if the port continued to grow by attracting trade from the capital city and port of Colombo.
- Recently 27 businesses have set up in the SEZ, including the tyre factory (2,000 jobs) using rubber grown locally.
- Karagan Lewaya lagoon could be completely altered if the port expands. It has been used as a source of sand for construction.

Figure 4e

Future plans and concerns for Hambantota

SECTION C

The following resources relate to Question 5.

Total number of shops	209
Total number of employees	1,120
Percentage (%) of shops reflecting distinctive ethnicities and culture	74

Figure 5

The Broadway, Southall, London, a high street that has changed due to international migration

The following resource relates to Question 6.

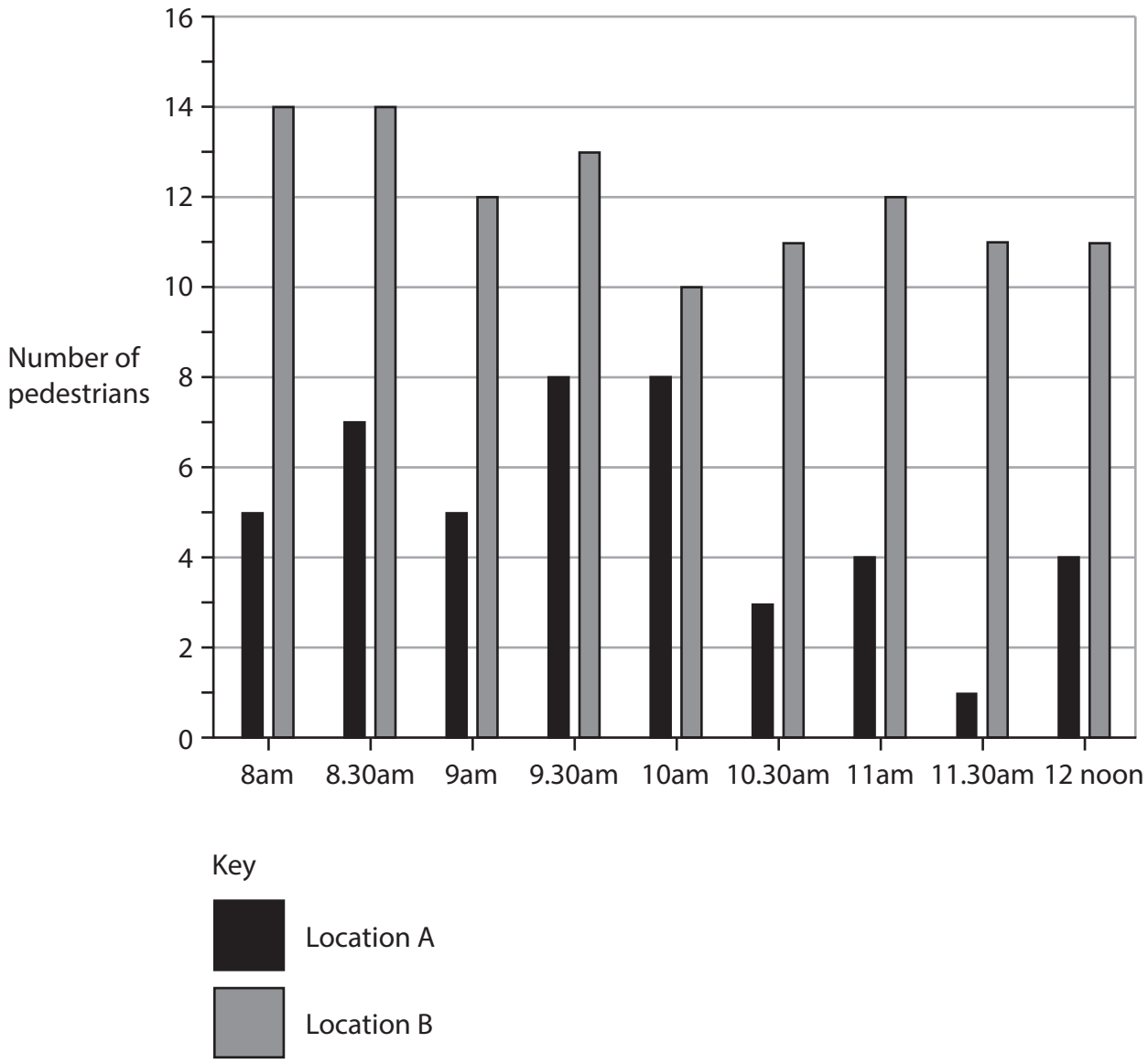


Figure 6

Pedestrians passing two locations at 30-minute intervals between 8am and 12 noon

The following resources relate to Question 7.

- Kingston is the capital city of Jamaica, a Caribbean island. It has a complex history of migration as a result of its colonial past.
- Since the end of the Second World War, Jamaicans have migrated to the UK in larger numbers and more recently to the US and Canada. Many of these migrants are highly educated, and the loss of their skills has serious implications for the country's productivity, and health and education services.
- Remittances (transfers of money) from international migrants make a sizeable contribution to family incomes and to Jamaica's economy.
- Recently, some people have returned to Kingston by choice, and some have been forced to return by the UK government.
- Kingston, a city which is growing economically, attracts migrants from elsewhere in the Caribbean and from all over the world. 84% of recent economic migrants from overseas were professional or senior managers.

Figure 7a

Information about migration to and from Kingston and Jamaica

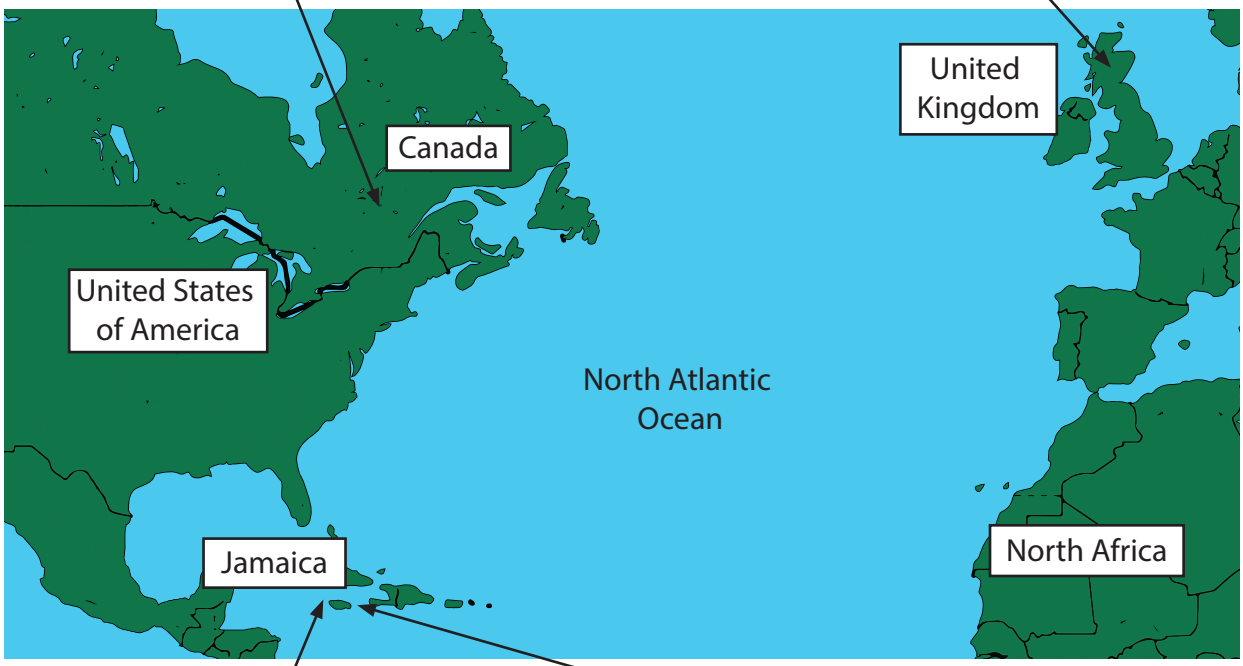
Population of Jamaica (2022)	2.9 million
Population of capital city: Kingston (including New Kingston)	1.3 million
Jamaican migrants living overseas (2021)	1.3 million, including USA (792,000) UK (129,000) and Canada (149,000)
Overseas migrants in Kingston	24,000
Migrants from Jamaica with tertiary education (2010)	48%
Total remittances received in Jamaica (2021)	US$ 3.4 billion, including 67% from USA and 12% from UK
Total Jamaica GDP (2021)	US$ 14.8 billion

Figure 7b

Facts about migration and the economy in Kingston and Jamaica

I am a qualified nurse, now working in Canada. I send remittances to help pay my daughter's fees at Kingston University. I also paid for a new water and sewage system for the house.

I was born in Kingston and went to London in the 1960s as my father responded to a job advert for London Transport. I am waiting to be deported back to Jamaica because I cannot prove my right to remain in UK.



I am one of the 'barrel children', whose parents send clothes and books in a barrel by ship. My dad is an engineer and moved to UK 8 years ago for a higher wage.

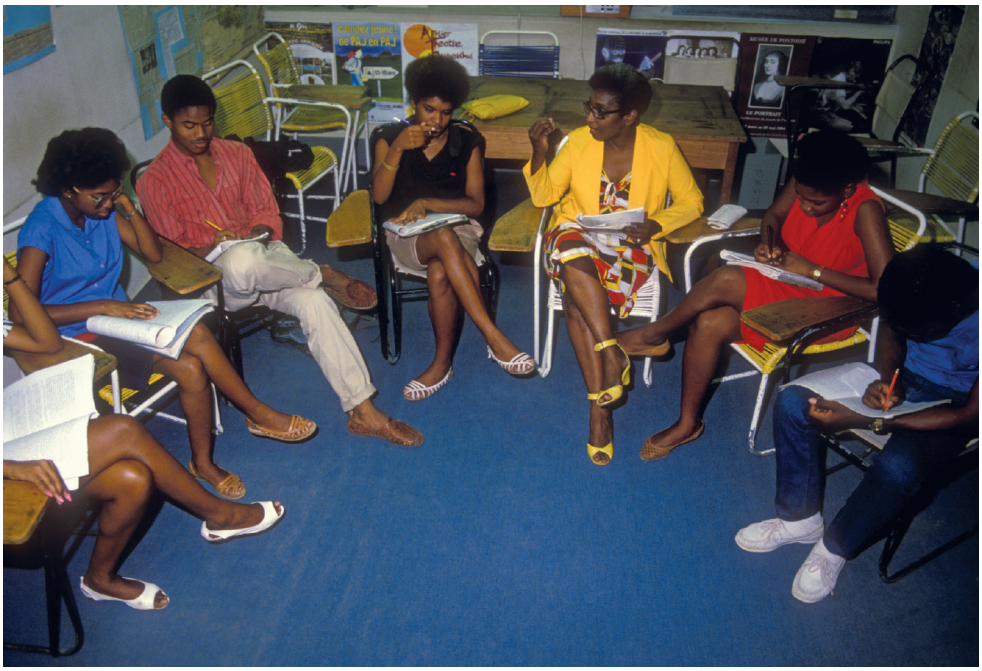
I feel depressed because I miss my parents and get help from a school counsellor. Some older barrel children living nearby have got involved in crime.

I came back to Kingston after growing up and working in the UK. Now I volunteer at a local after-school club in the inner city, and have invested some of my savings in two local businesses.

Figure 7c

Opinions about migration in Kingston

Young people distribute food parcels to the elderly in Kingston who have been left without relatives on the island.



A class at Kingston University where some students are funded by remittance payments.

Figure 7d

People in Kingston affected by international migration

BLANK PAGE

BLANK PAGE

BLANK PAGE

Acknowledgements

Pearson Education Ltd. gratefully acknowledges all following sources used in the preparation of this paper.

Figure 1: data from https://www.cambridgesciencepark.co.uk/about-park/

Figure 2: © GeoffreyRobinson / Alamy Stock Photo https://www.cam.ac.uk/economicbonfire#group greater-cambridge-lRU8yQqXCs Science park from the air

Figure 4c: © CSIS/ DigitalGlobe

Figure 4d: ©'travelib asia / Alamy Stock Photo © Xinhua / Alamy Stock Photo

Figure 5: © Imageplotter Travel /Alamy Stock Photo

Figure 7d: © https://fusionjamaica.org/ © Robert Fried / Alamy Stock Photo © David Campbell, Fusion Jamaica