AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

AS
GEOGRAPHY

Paper 2 Human geography and geography fieldwork investigation

Thursday 24 May 2018 Morning Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:
- a pencil
- a rubber
- a ruler.

You may use a calculator.

For Examiner's Use	
Section	Mark
A	
B	
TOTAL	

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in Section A.
- Answer Question 2 in Section B.
- Answer **either** Question 3 **or** Question 4 in Section B.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked

Information
- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 80.

Do not write outside the box

For the multiple-choice questions, completely fill in the circle alongside the appropriate answer.

CORRECT METHOD ● WRONG METHODS ⊗ ⊙ ≋ ✓

If you want to change your answer you must cross out your original answer as shown. ⊠

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. ⊗

Section A

Answer **all** questions in this section.

Question 1 Changing places

0 1 . 1 Which would be the best type of map to show cultural and social differences within a place that you have studied?

[1 mark]

A Trip line map ○

B Flow line map ○

C Choropleth map ○

D Desire line map ○

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0 1 . 2 A student was categorising the global and local connections identified in the place being studied.

In which of the following lists have these connections been correctly categorised?

[1 mark]

	Global	Local	
A	Dairy products produced on nearby farms are sold by retailers in the town but some are exported.	There is a cement works in town that employs migrant workers from the European Union.	⬭
B	The products from the cement works are transported across the UK.	The town's community groups collaborated to raise the funds for a skate park although it is used by outsiders.	⬭
C	The local cement works is now owned by a multi-national company that has its headquarters in the UK.	There is a network of retailers in the town who help to organise an annual festival to showcase farm-produced food.	⬭
D	The council has developed links with a town in Germany as part of a drive to promote tourism in the local area.	The percentage of international tourists increased in recent years, especially those from long-haul destinations.	⬭

0 1 . 3 Outline the cultural characteristics **or** social inequalities you found in the local place that you have studied.

[3 marks]

Question 1 continues on the next page

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Figure 1a is an extract from Salford City Council about the Salford Quays regeneration project.

Figure 1b is an advertisement from an urban regeneration company.

Figure 1c is a recent photograph of Salford Quays.

Figure 1a

From major developments to city parks, revitalised waterways and green spaces, Salford is being rebuilt and now more people than ever before are choosing it as a place to live, work, invest in and visit. It is also investing in its transport infrastructure, both to improve connectivity and to support the sustainable growth of the city.

Salford is connecting the city and its residents to the growing opportunities in and around the area and helping to secure jobs, investment and a regeneration focus towards those areas in greatest need.

Figure 1b

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Figure 1c

0 1 . 4 Using evidence from **Figures 1a**, **1b** and **1c**, analyse the way in which this place is represented.

[6 marks]

Question 1 continues on the next page

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0 1 . 5 Discuss how continuity **and/or** change in the built environment have affected perceptions of a local place that you have studied. Refer to both your own perceptions **and** the perceptions of others.

[9 marks]

Do not write outside the box

0 1 . 6 For a distant place that you have studied, assess the extent to which flows of people have been important in developing the character of this place.

[20 marks]

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Section B

Geography fieldwork investigation and geographical skills

Answer Question 2 and **either** Question 3 **or** Question 4.

Question 2

0 2 . 1 Outline **one** ethical consideration you should think about when collecting geographical data.

[2 marks]

Question 2 continues on the next page

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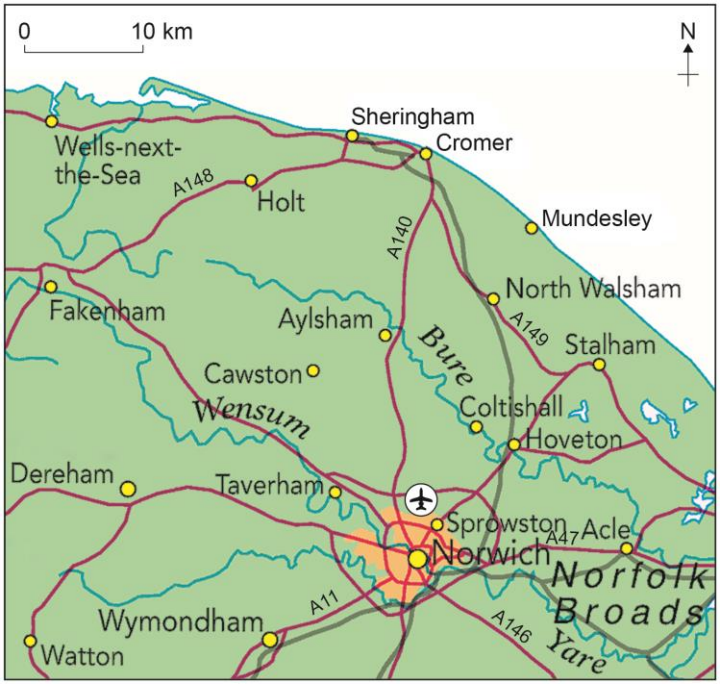
0 2 . 2 Using **Figure 2**, suggest how the map could be a useful starting point for fieldwork investigations into both the physical **and** human geography in this area.

[4 marks]

Figure 2



0 2 . 3 Using **Figure 2**, suggest **two** limitations of using this map as a planning tool for fieldwork.

[2 marks]

Do not write outside the box

You have experienced geography fieldwork as part of your course. Use that experience to answer the following questions.

0 2 . 4 State the aim of your fieldwork investigation.

Justify how you analysed your data in order to achieve the aims and objectives of the enquiry.

[6 marks]

Question 2 continues on the next page

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0 2 . 5 To what extent did the use of secondary sources of data in your investigation contribute to the conclusions you reached?

[9 marks]

23

End of Question 2

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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Answer **either** Question 3 **or** Question 4.

Question 3 (If you answer this question do not answer Question 4)

0 3 A student was planning a fieldwork investigation into differences between areas in her local town, Blackburn.

Figure 3 shows some background information used as part of the preparation stage for the investigation.

Figure 3

Many urban geography investigations focus on the inequalities between different areas within a city. By recording, mapping and analysing spatial variations in different features and indicators, an investigation can then start to examine the cause and effect of such inequality, or the impact of planning decisions or redevelopment schemes.

The diagram below shows a model of how quality of life varies along a cross-section through a large city in the UK.

[This diagram cannot be reproduced here due to third-party copyright restrictions.]

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From this information the student developed the aim, a hypothesis and key questions as part of the fieldwork investigation, which are shown in **Figure 4**.

Figure 4

Aim: To investigate whether a medium-sized town (Blackburn) would have a pattern of housing quality similar to that found in a large city.

Hypothesis: Blackburn will have the same pattern of housing quality that is found in large cities.

Key questions:

Does Blackburn have clearly identifiable spatial variations in housing quality from the central area to the edge of the town?

Has Blackburn developed a pattern of housing quality that is similar to a large city?

0 3 . 1 Using **Figure 4**, suggest what further background reading or research would be useful for the student before planning the investigation in more detail.

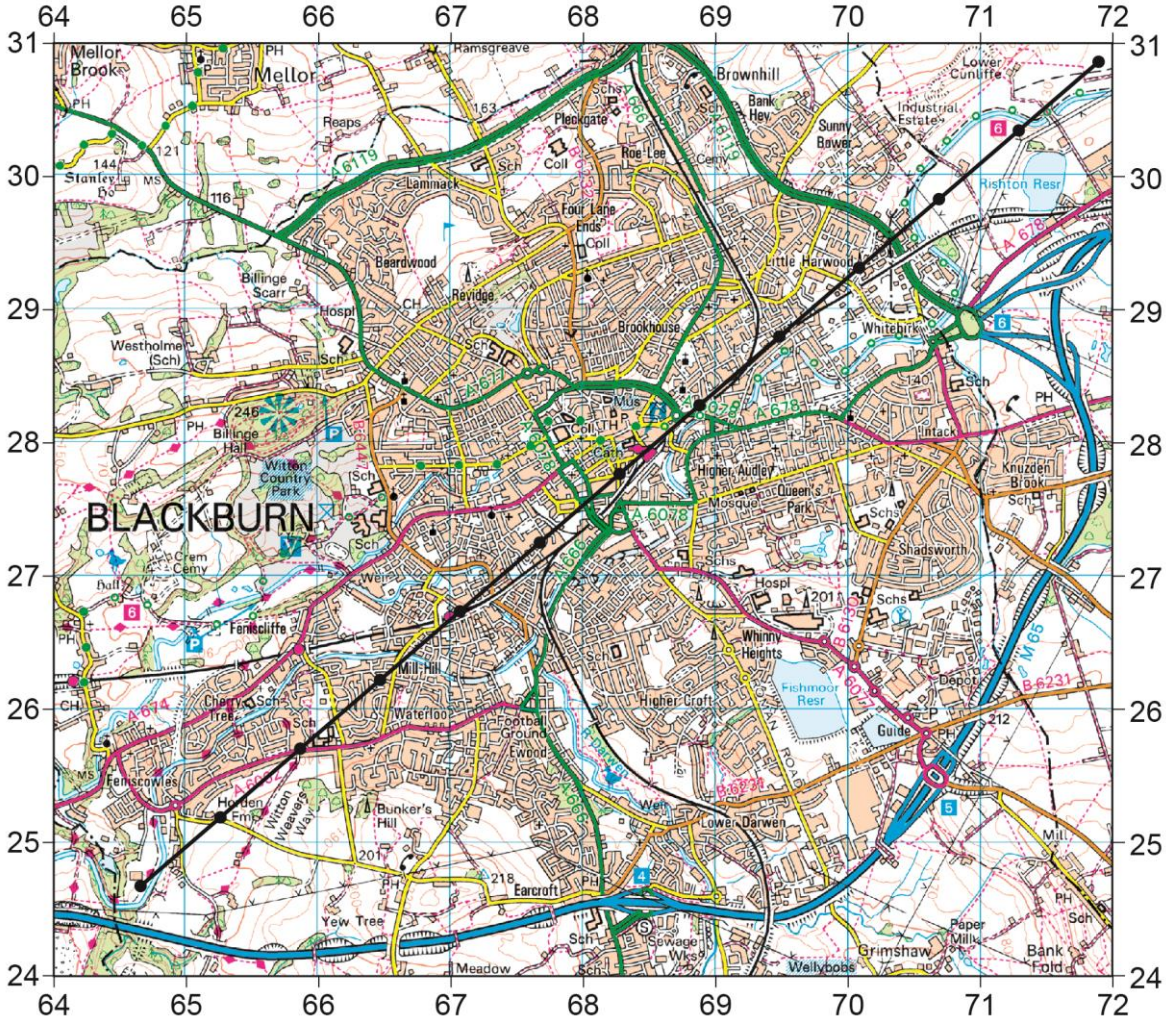
[4 marks]

Question 3 continues on the next page

Do not write outside the box

Figure 5 is taken from a 1:50 000 OS map showing the sites for the fieldwork investigation. The student chose a transect across **Figure 5** to sample the data. The transect line and sampling points are shown in **Figure 5**.

Figure 5



0 3 . 2 Using **Figure 5**, outline **one** advantage of the sampling technique chosen.

[2 marks]

_____

_____

_____

_____

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0 3 . 3 Using **Figure 5**, outline **one** health and safety risk that the student would need to consider when using this sampling technique to collect data.

[2 marks]

Question 3 continues on the next page

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Figure 6 gives the data collection methods used by the student to carry out the fieldwork investigation.

Figure 6

Primary Data Collection

Date: 1st June 2017
Time: 10am – 4pm

- Housing condition assessed and given a score of 1–5 for each location (1 = poor quality; 5 = high quality)
- Type of housing categorised and given a score of 1–5 for each location (1 = terraced housing; 5 = large, detached housing)
- Photographs taken at each location.

Secondary Data

- Aerial photographs and OS maps to identify housing types and density of housing
- Census data on housing type and occupancy across the town.

0 3 . 4 Using **Figures 3**, **4**, **5** and **6**, evaluate the extent to which the planned data collection would enable the student to reach valid conclusions.

[9 marks]

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End of Question 3

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Question 4 (If you answer this question do not answer Question 3)

0 4 A student was planning a fieldwork investigation into the urban climate of his local town, Blackburn.

Figure 7 shows some background information used as part of the preparation stage for the fieldwork investigation.

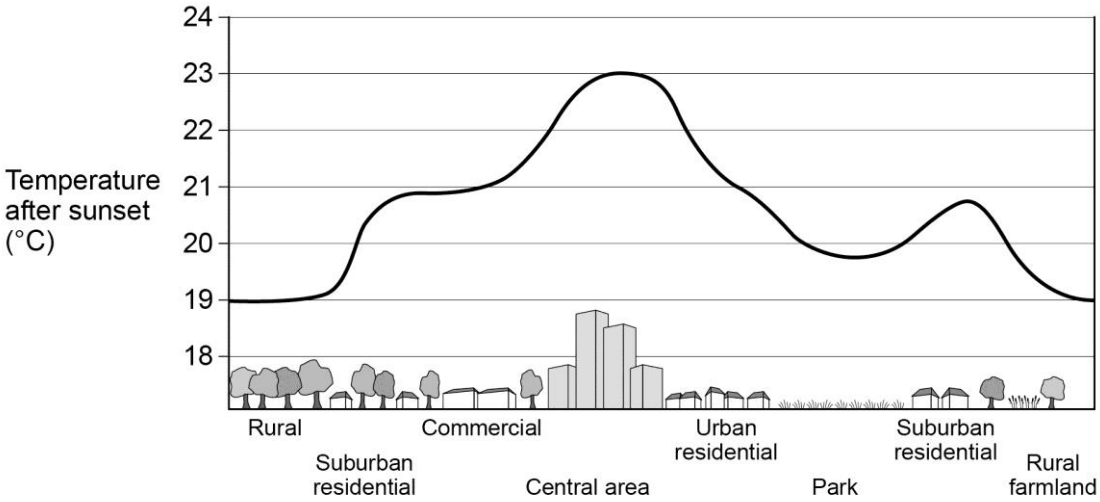
Figure 7

An urban heat island is an area of a city or town that is significantly warmer than its surrounding rural areas. The temperature difference is usually larger at night than during the day, and is most obvious when winds are light.

One cause is the fact that there is little vegetation in urban areas. This means that less energy is used up evaporating water, less of the sun's energy is reflected and more heat is stored by buildings and the ground.

The heat generated by heating, cooling, transport and other energy uses also contributes, particularly in winter, as does the structure of the urban landscape.

Urban heat island profile



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From this information the student developed the aim, a hypothesis and key questions as part of the fieldwork investigation, which are shown in **Figure 8**.

Figure 8

Aim: To investigate whether a medium-sized town (Blackburn) would demonstrate the urban heat island effect in the same way as larger cities have shown.

Hypothesis: Blackburn has an urban heat island.

Key questions:

Are the highest temperatures recorded in the central area of Blackburn?

Are the highest temperatures recorded where there is less vegetation?

0 4 . 1 Using **Figure 8**, suggest what further background reading or research would be useful for the student before planning the investigation in more detail.

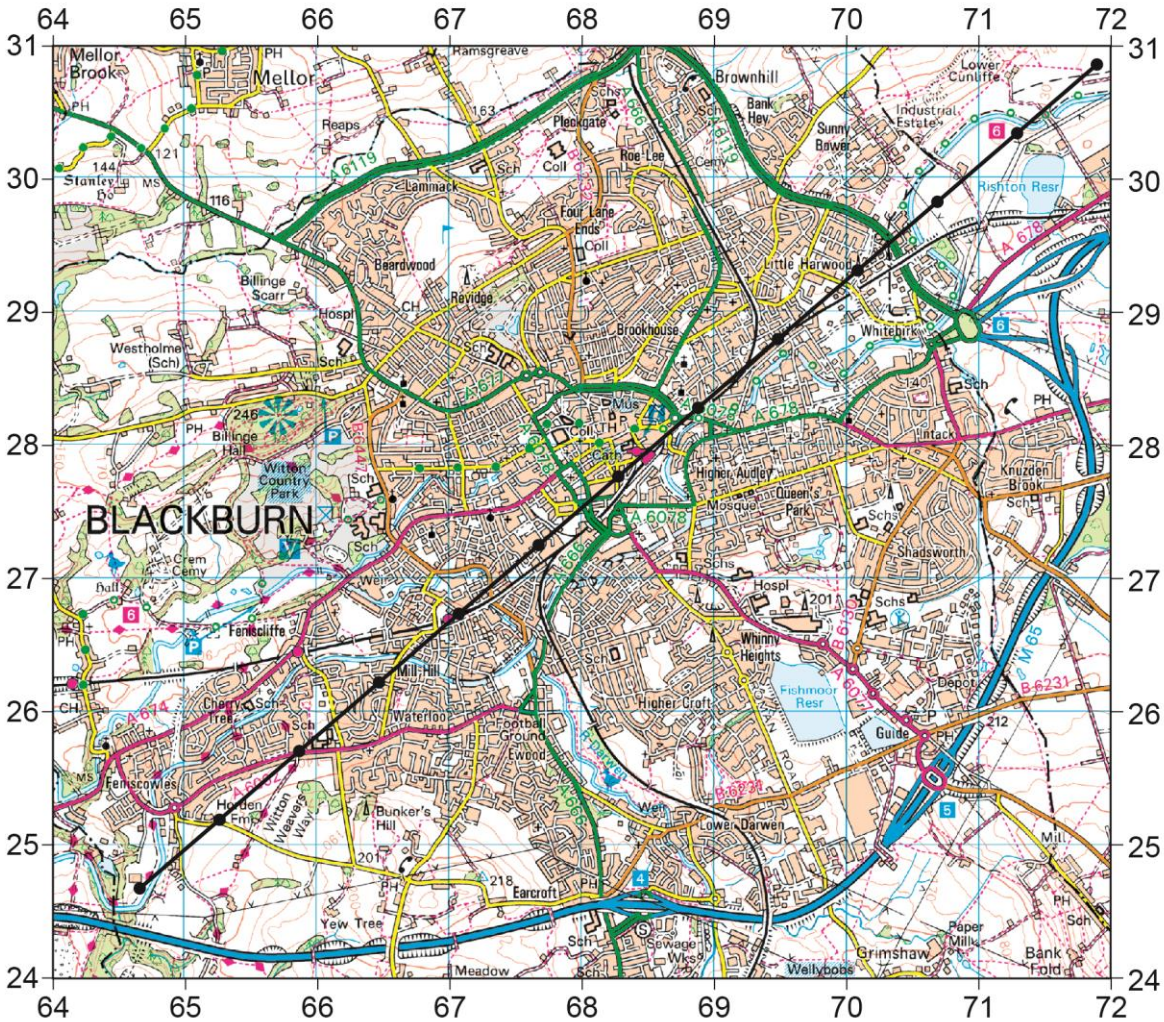
[4 marks]

Question 4 continues on the next page

Do not write outside the box

Figure 9 is taken from a 1:50 000 OS map showing the sites for the fieldwork investigation. The student chose a transect across **Figure 9** to sample the data. The transect line and sampling points are shown in **Figure 9**.

Figure 9



Key: Transect line with sample points

0 4 . 2 Using **Figure 9**, outline **one** advantage of the sampling technique chosen.

[2 marks]

Do not write outside the box

0 4 . 3 Using **Figure 9**, outline **one** health and safety risk that the student would need to consider when using this sampling technique to collect data.

[2 marks]

Figure 10 gives the data collection methods used by the student to carry out the fieldwork investigation.

Figure 10

Primary Data Collection

Date: 1st June 2017
Time: 10am – 4pm

- Temperature recorded at each location using a smartphone thermometer
- % built-up land estimated and recorded at each location
- Photographs taken at each location.

Secondary Data

- Aerial photographs and OS maps to identify land use
- Wind speed from eight weather stations in the area.

0 4 . 4 Using **Figures 7**, **8**, **9** and **10**, evaluate the extent to which the planned data collection would enable the student to reach valid conclusions.

[9 marks]

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END OF QUESTIONS

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