AQA

Please write clearly in block capitals.

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

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

# AS GEOGRAPHY

## Paper 2 Human Geography and Geography Fieldwork Investigation

Tuesday 19 May 2020 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 **one** of the following is an exogenous factor that contributes to the character of a village in north west England?

**[1 mark]**

**A** A nearby large city offers a wide range of employment and leisure opportunities. ⬭

**B** It is located in a steep-sided valley and has a river flowing alongside the main street. ⬭

**C** The buildings are mainly terraced houses that were built during the last century with local stone. ⬭

**D** The 2011 census showed an above average proportion of people aged over 65 living there. ⬭

Do not write outside the box

**0 1 . 2** In which of the following lists are **two** pieces of qualitative secondary data that would show change over time in a place being studied?

**[1 mark]**

| | | | |
|---|---|---|---|
| **A** | A film showing the changes to the textile industry in the city over the twentieth century. | Old photographs of the city from before the Second World War right up to the start of the 1990s. | ⬭ |
| **B** | A poem about how the city had changed over the last fifty years. | A piece of music that was written for an international sporting event in 2020. | ⬭ |
| **C** | A short story about a woman who revisited the city after living overseas for twenty years. | Graphs showing population structure from the 1961 and 2011 censuses. | ⬭ |
| **D** | Council statistics on how the population might change over the next thirty years. | GIS maps of the city showing the Index of Multiple Deprivation at Output Area level dating back ten years. | ⬭ |

**0 1 . 3** Outline the concept of a media place.

**[3 marks]**

**Question 1 continues on the next page**

**Figure 1a** is from a website dedicated to Crickhowell, a town in Wales.

**Figure 1b** is a news article about Crickhowell.

**Figure 1a**

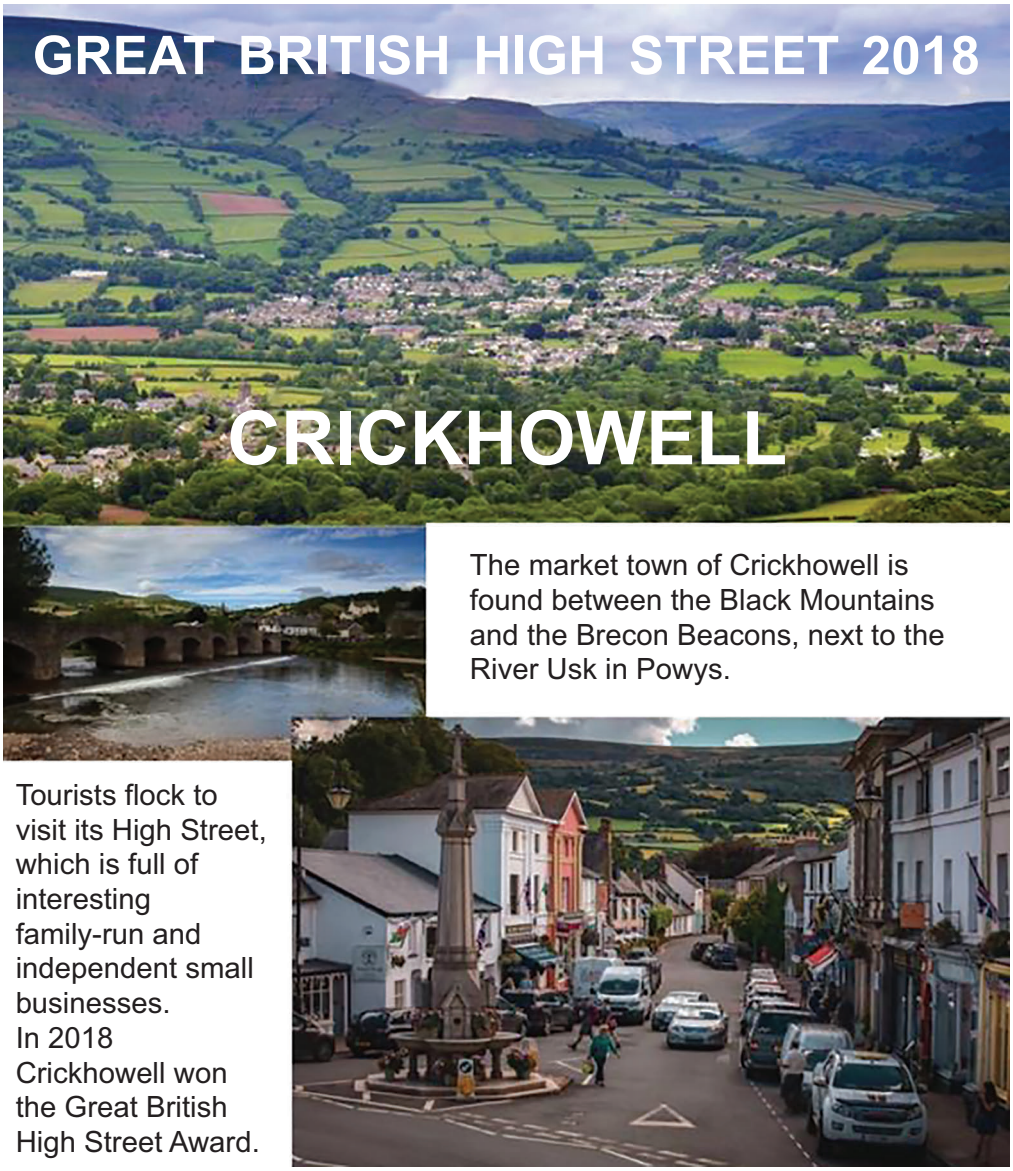

**Figure 1b**

## Crickhowell named 'Best Place to Live in Wales' by Sunday Times

Crickhowell in Powys, in the shadow of Table Mountain, has been attracting visitors since the 16th Century. Now its thriving high street and community spirit has seen it named the Best Place to Live in Wales, according to the Sunday Times.

The landlord of the Bridge End Inn said he fell in love with Crickhowell more than 30 years ago. "There are beautiful villages everywhere but there's something unique about Crickhowell," he said. "The residents and tourists come together, it's a little bit of magic."

The owner of a local bookshop said: "It's all about the community, people take time to talk to each other here. Businesses work together, rather than compete, to make sure we all succeed."

**0 1 . 4** Using **Figure 1a** and **Figure 1b**, analyse the representations of place.

**[6 marks]**

**Question 1 continues on the next page**

*Do not write outside the box*

**0 1 . 5** Evaluate the extent to which external forces can influence the economic or demographic character of a place.

**[9 marks]**

Do not write outside the box

**0 1 . 6** With reference to a place you have studied, evaluate the usefulness of quantitative data sources such as statistics and maps in representing the lived experience of a place.

**[20 marks]**

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Extra space

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**End of Section A**

**40**

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**ANSWER IN THE SPACES PROVIDED**

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## Section B

### Geography fieldwork investigation and geographical skills

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

**Question 2**

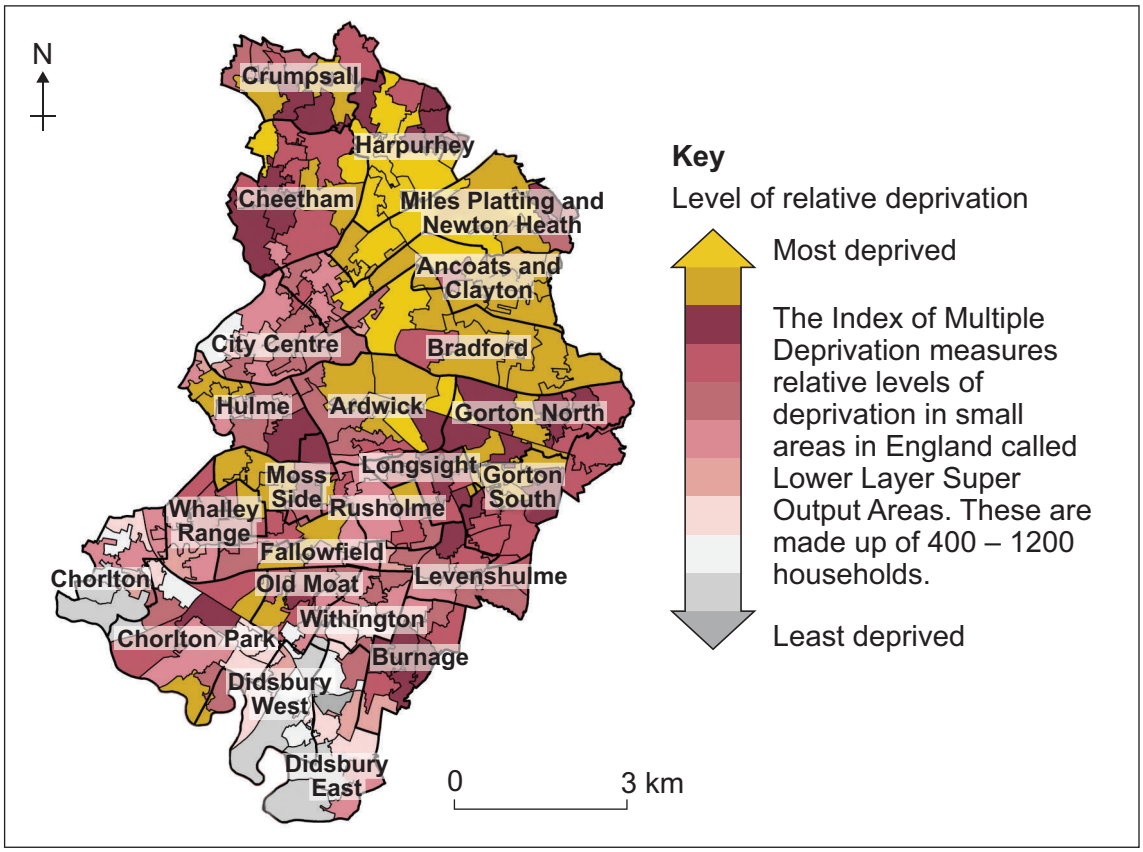
**0 2 . 1** Outline an example of when qualitative data collection may be suitable for a human geography fieldwork enquiry.

**[2 marks]**

**Question 2 continues on the next page**

**Figure 2** shows the index of multiple deprivation across selected districts of Manchester, England in 2015.

**Figure 2**




**0 2 . 2** Using **Figure 2**, suggest how this GIS map could be useful for planning primary data collection in a local human geography fieldwork enquiry.

**[4 marks]**

Do not write outside the box

**0 2 . 3** Using **Figure 2**, suggest limitations of this map for planning fieldwork.

**[2 marks]**

**Question 2 continues on the next page**

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

State the aim of your fieldwork investigation.

_____

_____

**0 2 . 4** Outline how data processing **or** presentation helped with the analysis of primary data.

**[6 marks]**

_____

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**0 2 . 5** Evaluate the usefulness of background reading in developing the aim of your investigation.

**[9 marks]**

23

**End of Question 2**

Do not write outside the box

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 place satisfaction in her local town.

**Figure 3** outlines the background to this investigation and the secondary data she collected.

**Figure 3**

The student decided to survey the residents of two housing estates that had both been built five years previously. One housing estate was built on a brownfield site close to the town centre and the other estate built on a greenfield site on the edge of the town.

**The student's hypothesis for this investigation was:**

**'The residents of the housing estate on the greenfield site will have greater place satisfaction than those living on the brownfield housing estate.'**

As a starting point the student decided to collect secondary data on the size of houses on each development. She was able to collect this from the plans of the developments submitted to the local council before the houses were built.

The table below shows the secondary data collected by the student.

**Site A** is the housing estate on the greenfield site.
**Site B** is the housing estate on the brownfield site.

| Number of bedrooms | Site A (%) | Site B (%) |
|---|---|---|
| 4 or more | 48 | 29 |
| 3 | 36 | 29 |
| 2 or fewer | 16 | 42 |

**0 3 . 1** Referring to **Figure 3**, plot and label the data for **Site A** and **Site B** onto the triangular graph in **Figure 4** (opposite).

**[2 marks]**

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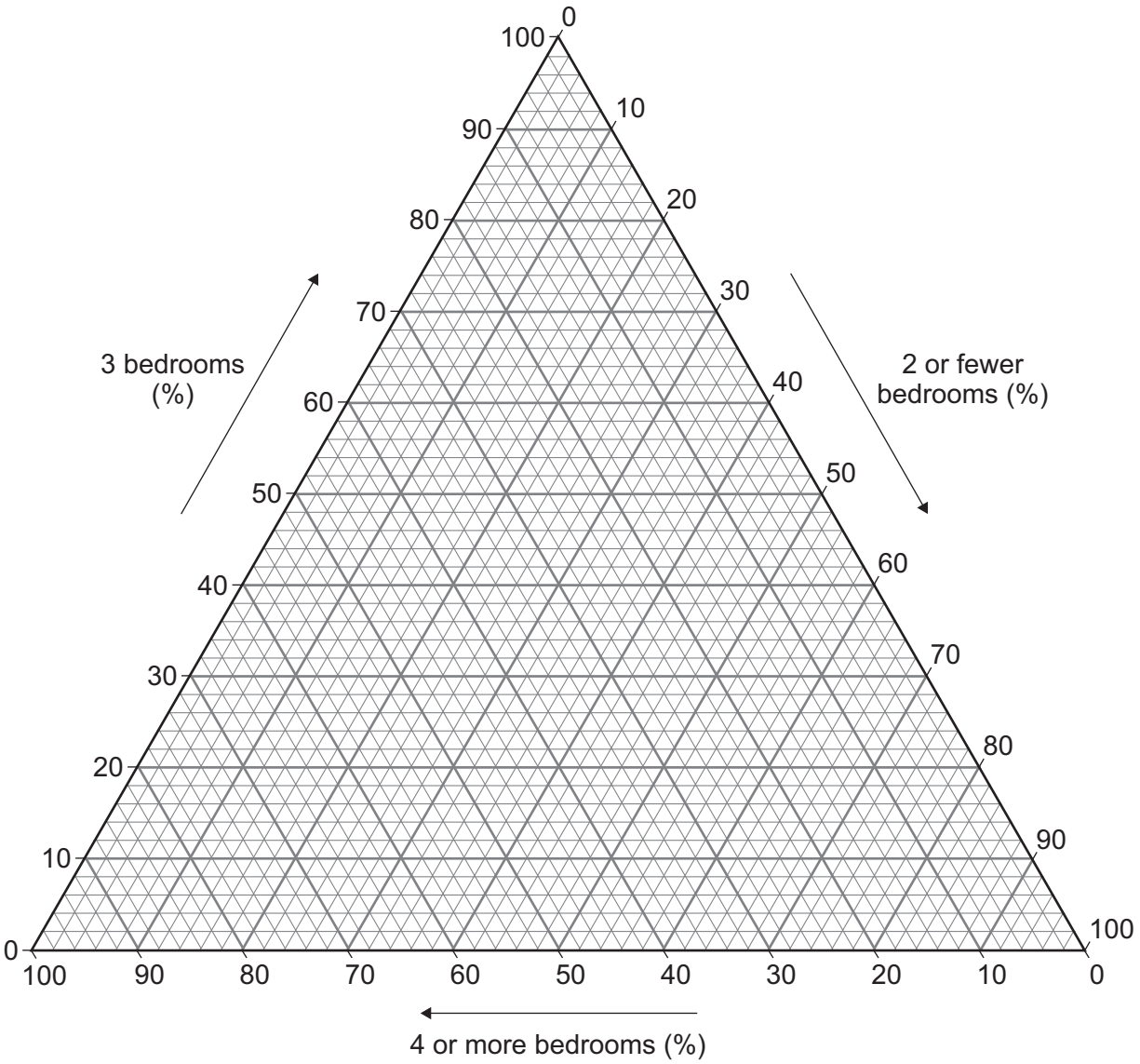
**Figure 4**




**Question 3 continues on the next page**

**Figure 5** outlines how the student carried out the investigation.

**Figure 5**

The student carried out primary data collection in both sites. She collected data from 11 residents on each housing estate by knocking on doors and asking people if they would take part in the survey. She collected quantitative data and qualitative data.

**Quantitative data**
The 11 residents surveyed were asked to give a score for the following categories:

- local surroundings
- community
- noise
- air quality.

The residents were asked to give a score out of ten on a sliding scale, where 0 would be very low satisfaction and 10 very high satisfaction.

The student then calculated an 'overall satisfaction' score by adding together the individual values.

**Qualitative data**
The student carried out five-minute interviews with the residents using the same categories as prompts to find out reasons for the scores given by residents.

Here are two examples of the qualitative data collected from the interviews with the residents.

"I have been really happy here as I'm close to the shops and I've even got a choice of supermarkets within ten minutes' walk from my door. I don't really know my neighbours as everyone keeps themselves to themselves, but it's great to live in a new house so close to the town centre. I do worry that the traffic congestion is causing bad air quality, especially in summer."

"I'm very happy with the house and it is great to have such a large garden. But it feels like a very empty place during the day as everyone leaves to go to work. I haven't really got to know anyone and I don't really have anyone I can go to if I need help. But the estate is spaced out and it doesn't feel like it is crowded. It can be noisy at the weekends as there are often parties at the community centre that was built as part of the development."

**0 3 . 2** Complete **Figure 6** (opposite) by calculating the mean and the inter-quartile range (IQR) for **Site A**.

**[4 marks]**

**Figure 6**

**Site A**

| Resident | Score |
|---|---|
| 1 | 38 |
| 2 | 25 |
| 3 | 33 |
| 4 | 28 |
| 5 | 34 |
| 6 | 27 |
| 7 | 26 |
| 8 | 32 |
| 9 | 24 |
| 10 | 29 |
| 11 | 23 |

**Site B**

| Resident | Score |
|---|---|
| 1 | 33 |
| 2 | 39 |
| 3 | 33 |
| 4 | 36 |
| 5 | 16 |
| 6 | 17 |
| 7 | 8 |
| 8 | 34 |
| 9 | 14 |
| 10 | 35 |
| 11 | 32 |

**Site A** mean score = ☐

**Site B** mean score = **27**

**Site A** with satisfaction scores ranked

| Rank | Score |
|---|---|
| 1 | 38 |
| 2 | 34 |
| 3 | 33 |
| 4 | 32 |
| 5 | 29 |
| 6 | 28 |
| 7 | 27 |
| 8 | 26 |
| 9 | 25 |
| 10 | 24 |
| 11 | 23 |

**Site A**

Inter-quartile range:

Upper-quartile (UQ) = $\frac{n+1}{4}$ th position = _____ score

Lower-quartile (LQ) = $\frac{3(n+1)}{4}$ th position = _____ score

Inter-quartile range (IQR) = _____

IQR is the difference between UQ and LQ

**Site B** IQR is 19

**0 3 . 3** Interpret the findings from **Figure 6**.

**[2 marks]**

_____

_____

_____

_____

**Question 3 continues on the next page**

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**0 3 . 4** Using **Figures 3**, **4**, **5** and **6**, evaluate how far the data collected and the way it was processed would be useful for proving her hypothesis:

**'The residents of the housing estate on the greenfield site will have greater place satisfaction than those living on the brownfield housing estate.'**

**[9 marks]**

17

**End of Question 3**

**If you have answered Question 3 do not answer Question 4**

Do not write outside the box

**Turn over for the next question**

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**ANSWER IN THE SPACES PROVIDED**

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

**0 4** A student was planning a fieldwork investigation into the quality of flood management strategies for two rivers in the north west of England.

**Figure 7** outlines the background to this investigation and the secondary data he collected.

**Figure 7**

Both rivers have a recent history of significant flooding in places and many towns along the rivers are deemed to be at high risk of flooding. Following initial research, the student found that the Environment Agency had invested more money in hard engineering strategies for one river whilst they had adopted a more sustainable, soft engineering approach on the other river.

**The student's hypothesis for this investigation was:**

**'The quality of flood management strategies would be more effective on the river where there were more hard engineering strategies used to reduce flood risk than the river that was managed by soft engineering strategies.'**

As a starting point the student decided to collect secondary data on the number and type of flood management strategies on each river. He collected these data from the Environment Agency which had drawn up plans for river management for each river.

The table below shows the secondary data collected by the student.

| Type of flood management | River A (%) | River B (%) |
|---|---|---|
| Hard engineering | 68 | 21 |
| Soft engineering | 16 | 71 |
| Hard and soft engineering combined | 16 | 8 |

**0 4 . 1** Referring to **Figure 7**, plot and label the data for **River A** and **River B** onto the triangular graph in **Figure 8** (opposite).

**[2 marks]**

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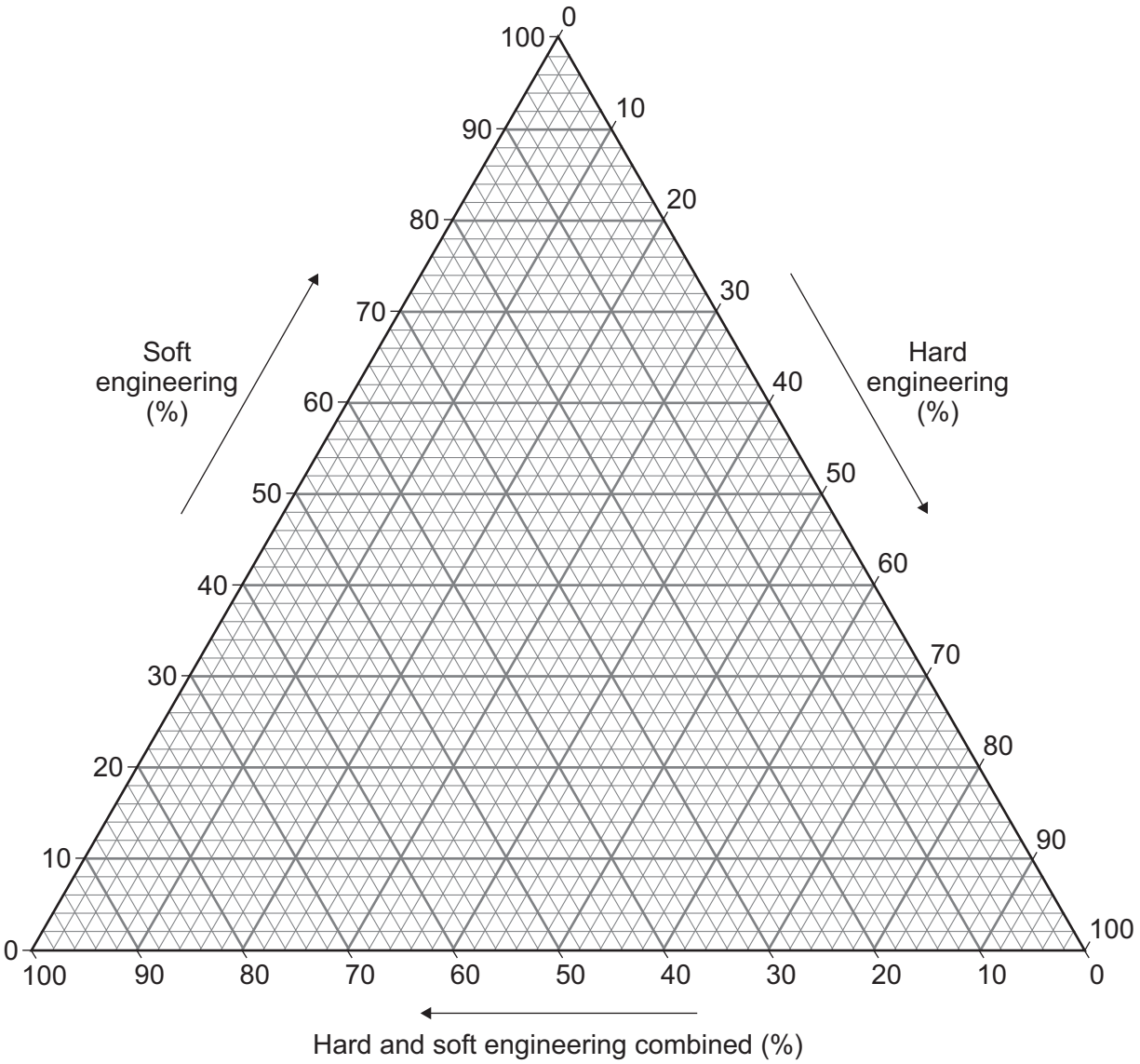
**Figure 8**




**Question 4 continues on the next page**

**Figure 9** outlines how the student carried out the investigation.

**Figure 9**

The student collected primary data at 11 sites along each river where a flood management strategy was in place and where access was easy. At each of these sites he carried out a flood management quality survey. He collected quantitative data and qualitative data.

**Quantitative data**
The 11 sites were surveyed and given a score for the following categories:

- possible overtopping of river in times of flood
- interference to erosion and deposition
- high maintenance costs
- prevents access to river.

The student gave each site a score out of ten on a sliding scale, where 0 would be 'very likely' and 10 would be 'very unlikely'.

The student then calculated a 'flood management quality score' for each site by adding together the individual values for each category.

**Qualitative data**
The student carried out five-minute interviews with local residents who lived close to the survey sites. He wanted to find out their opinions about the flood management strategies. He used the same categories (shown as bullet points above) as prompts.

Here are two examples of the qualitative data collected from the interviews with the residents.

"I do think that the planting of more trees along the banks of the river has helped to reduce our risk of flooding as before the slope was just bare soil and you could see the water just running off down the slope when it rained heavily. But the trouble is that during the last storm a lot of branches broke off and they blocked up the channel. Nobody bothers to check the channel and remove obstacles."

"It feels much safer since they built the banks up higher with concrete. I don't think the water would come over the top like it did in the last flood, but you never know these days. However, we can't get down to the river now and they do look ugly with all that concrete. But I suppose protecting people's property is more important than anything. The river seems to flow quite a bit faster through here now since they lined the banks with concrete."

**0 4 . 2** Complete **Figure 10** (opposite) by calculating the mean and the inter-quartile range (IQR) for **River A**.

**[4 marks]**

**Figure 10**

**River A**

| Site | Score |
|---|---|
| 1 | 38 |
| 2 | 25 |
| 3 | 33 |
| 4 | 28 |
| 5 | 34 |
| 6 | 27 |
| 7 | 26 |
| 8 | 32 |
| 9 | 24 |
| 10 | 29 |
| 11 | 23 |

**River B**

| Site | Score |
|---|---|
| 1 | 33 |
| 2 | 39 |
| 3 | 33 |
| 4 | 36 |
| 5 | 16 |
| 6 | 17 |
| 7 | 8 |
| 8 | 34 |
| 9 | 14 |
| 10 | 35 |
| 11 | 32 |

**River A** mean score = ☐

**River B** mean score = **27**

**River A** with total flood management quality scores ranked

| Rank | Score |
|---|---|
| 1 | 38 |
| 2 | 34 |
| 3 | 33 |
| 4 | 32 |
| 5 | 29 |
| 6 | 28 |
| 7 | 27 |
| 8 | 26 |
| 9 | 25 |
| 10 | 24 |
| 11 | 23 |

**River A**

Inter-quartile range:

Upper-quartile (UQ) = $\frac{n+1}{4}$ th position = _____ score

Lower-quartile (LQ) = $\frac{3(n+1)}{4}$ th position = _____ score

Inter-quartile range (IQR) = _____

IQR is the difference between UQ and LQ

**River B** IQR is 19

**0 4 . 3** Interpret the findings from **Figure 10**.

**[2 marks]**

_____

_____

_____

_____

**Turn over ▶**

**0 4 . 4** Using **Figures 7**, **8**, **9** and **10**, evaluate how far the data collected and the way it was processed would be useful for proving his hypothesis:

**'The quality of flood management strategies would be more effective on the river where there were more hard engineering strategies used to reduce flood risk than the river that was managed by soft engineering strategies.'**

**[9 marks]**

**17**

**END OF QUESTIONS**

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