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

Time allowed: 1 hour 15 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.
- If you need additional extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- 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 65.

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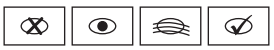
Only **one** answer per question is allowed.

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 statements describes an 'experienced' place?

[1 mark]

A A place seen on a tourist advertisement. ⬭

B A place in which a person grew up. ⬭

C A place researched using qualitative sources. ⬭

D A place which is familiar from a television series. ⬭

Do not write outside the box

0 1 . 2 In which of the following do **both** pieces of data show an exogenous characteristic of a place?

[1 mark]

A	The city is in a wide valley surrounded by moorland.	The new housing estate is home to many commuters to the nearby city.	⬭
B	The old coal mine is now a working museum.	The old industrial site has been cleared and new housing built.	⬭
C	A factory was built south of the village by an overseas company.	A new eco-hotel has been built for tourists a few kilometres north of the village.	⬭
D	The village green is the central hub of the village.	The church in the centre is made out of local limestone.	⬭

0 1 . 3 Outline how oral sources, such as songs, can be useful when investigating people's attachment to a place.

[3 marks]

Question 1 continues on the next page

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Figure 1a is an OS map of Great Chesterford, a village in north west Essex in 1950.

Figure 1b is an OS map of Great Chesterford in 2021.

Figure 1a

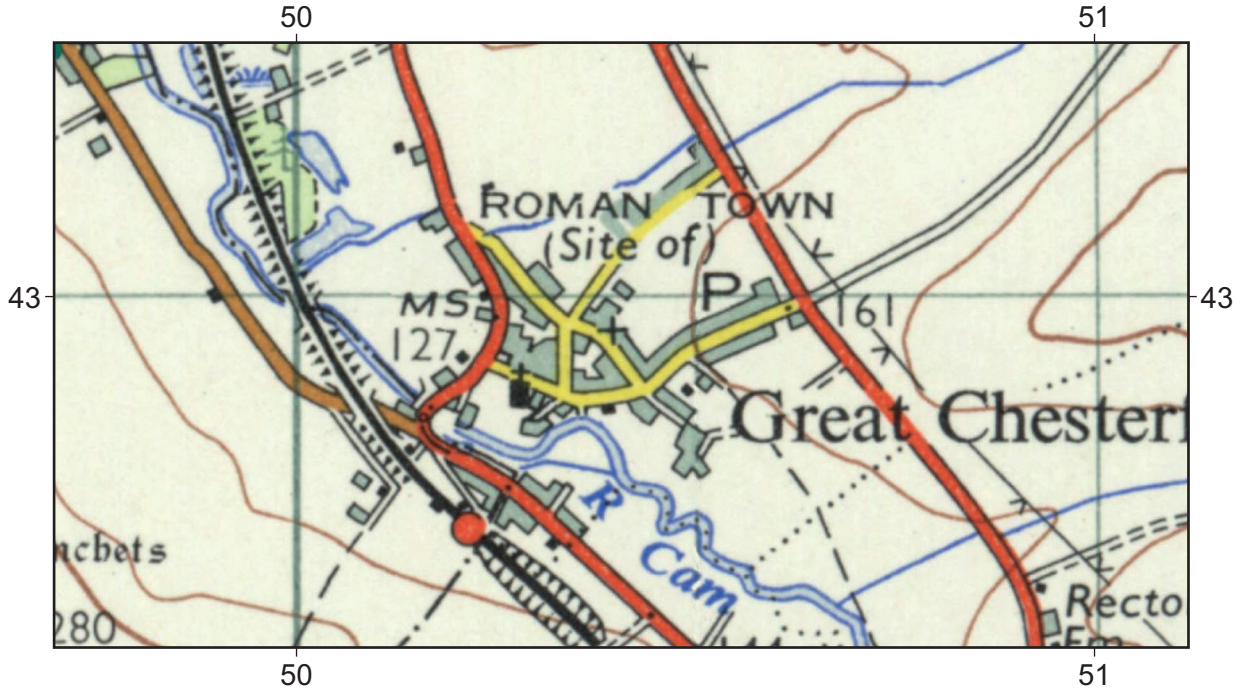
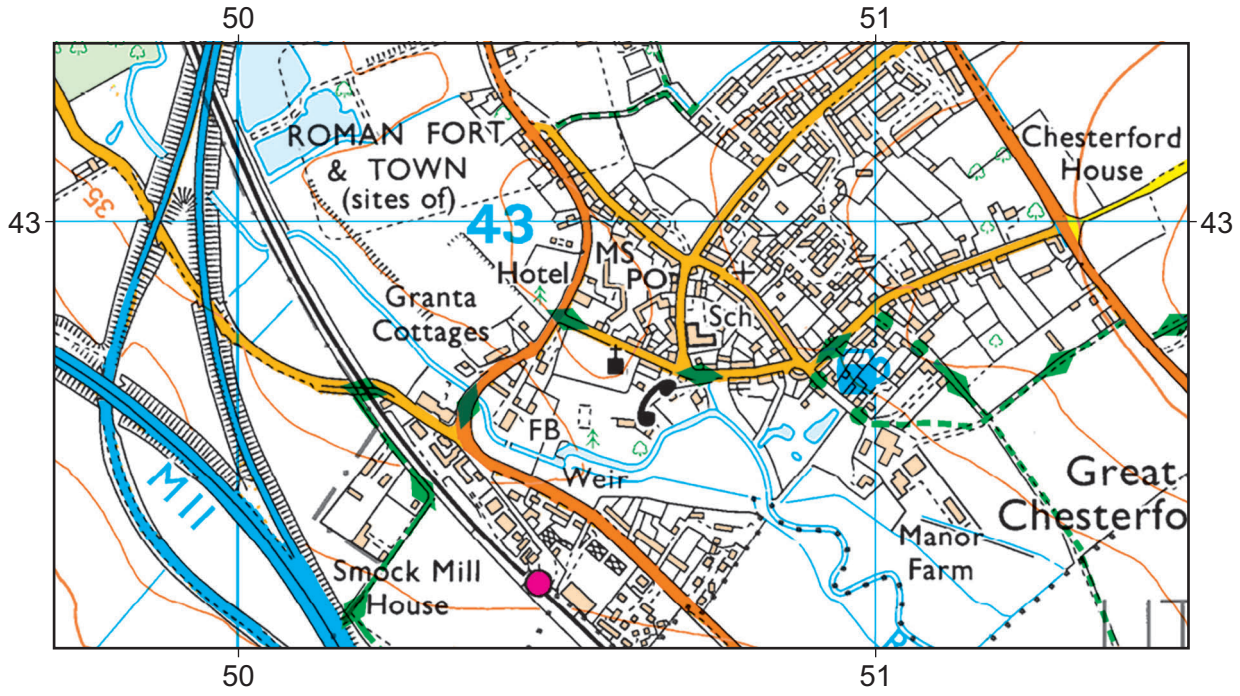


Figure 1b



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0 1 . 4 Analyse the continuity and change over time shown between **Figure 1a** and **Figure 1b**.

[6 marks]

Question 1 continues on the next page

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0 1 . 5 Assess the view that only qualitative data can represent 'insider' perspectives on a place.

[9 marks]

Do not write outside the box

0 1 . 6 Increased connections between people and places mean that places should no longer be categorised as 'near' and 'far'.

To what extent do you agree?

[20 marks]

Extra space

Do not write outside the box

40

End of Section A

Turn over for Section B

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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 Suggest **one** reason why background reading is useful preparation for any fieldwork investigation.

[2 marks]

Figure 2 is an aerial photograph of Diss, a small town in Norfolk.

Figure 2

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0 2 . 2 Suggest how **Figure 2** could be used to help devise a sampling strategy for a human geography fieldwork investigation.

[4 marks]

0 2 . 3 Suggest how geo-located data collected by a student could be presented on **Figure 2**.

[2 marks]

8

End of Question 2

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 fieldwork to investigate whether a housing development had altered the place character of a village.

Figure 3 outlines the background to the investigation, the aim, relevant theory and hypothesis for primary data collection.

Figure 3

Background
The student was aware that several residents of the village where he lived felt that a housing development built in 2010 on the edge of the village had impacted on its place character in several ways. Social media posts on a local community forum suggested that residents felt this housing development had its own more 'urban' place character which was quite different to the rest of the village, and this may have changed the character of the village as a whole.

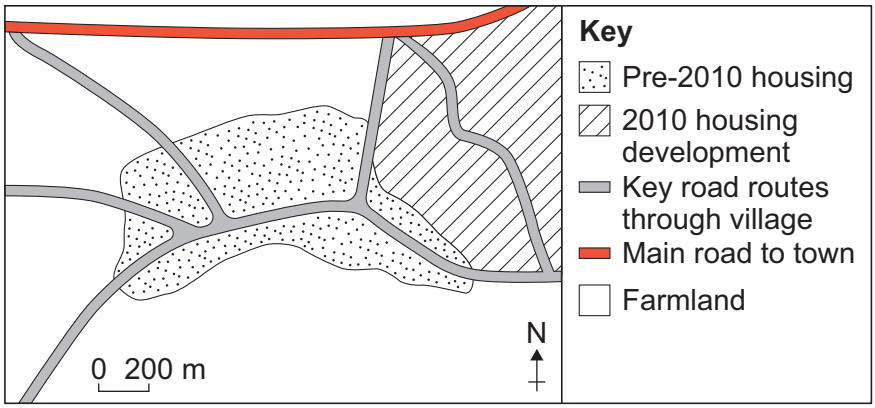
Aim
The student decided to investigate if the housing development had a different place character to the older part of the village and whether this had impacted on the character of the whole village.

Theory
The character of a place refers to the physical and human features of a place that help to distinguish it from another place. Many factors can affect the character of a place such as physical geography, location, the built environment, infrastructure and also the demographic, economic and cultural characteristics of the area. Place character may also be influenced by links to other places.

The student's hypothesis for this investigation was:
'The place character of the 2010 housing development is significantly different to the rest of the village.'

Figure 4 is the student's sketch map of the fieldwork site.

Figure 4



The student decided to use secondary data to show the number of houses sold and the number of crimes reported between 2010 and 2019. He wanted to compare the data to see whether there were any significant differences in the mobility of the population and the safety of the two areas, which both have a similar number of houses.

Figure 5 shows the secondary data the student used in the investigation.

Figure 5

	Old village		New estate	
Year	**Number of houses sold**	**Number of crimes reported**	**Number of houses sold**	**Number of crimes reported**
2010	12	6	45	8
2011	4	10	10	9
2012	5	7	8	7
2013	4	4	7	10
2014	6	10	7	8
2015	3	15	4	5
2016	2	6	10	6
2017	10	5	6	7
2018	4	5	6	8
2019	3	4	8	6

Sources

Houses sold – accessed from a property website which uses the government's Land Registry to source information about houses sold.

Crimes reported – accessed from a police website which records all crimes reported in a local area.

0 3 . 1 The student decided to compare the number of houses sold by calculating the median, a measure of central tendency.

Explain why he chose to calculate the median number of houses sold and not the mean.

[2 marks]

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0 3 . 2 Suggest how the student could present this secondary data to aid his analysis.

[4 marks]

0 3 . 3 Suggest why the student's secondary data on crime may be more reliable than the house sale data.

[2 marks]

The student decided to write a plan for how he would collect his primary data.

Figure 6 shows his plan for primary data collection.

Figure 6

Plan for Primary Data Collection

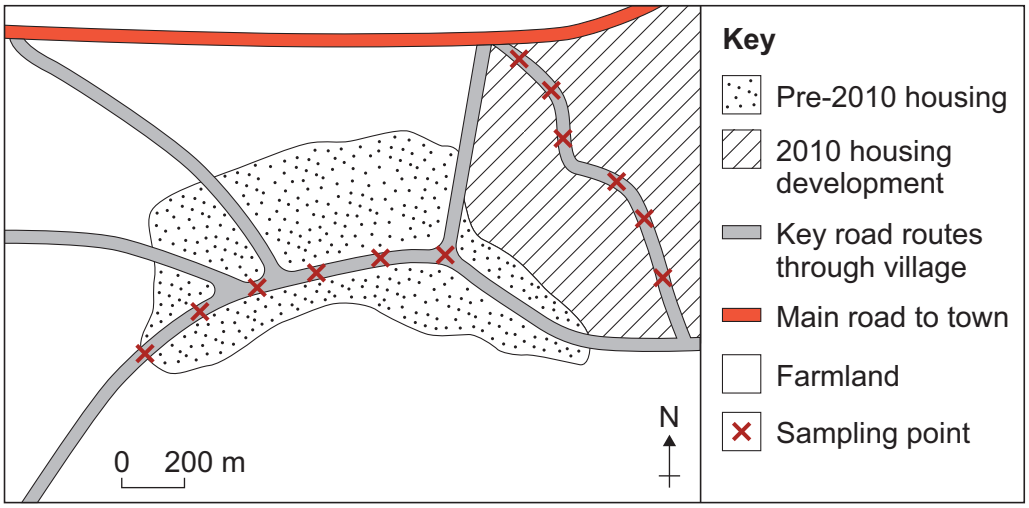
Method to collect data on place character
A survey tool was designed by the student. It included five key characteristics of place character with four words to describe possible aspects of each of these. At each site surveyed a decision would be made about which of the four words for each place characteristic is a 'best fit' based on the student's observations.

Sampling strategy
The data collection sites will be situated 200 m apart along a line transect that follows the main access road through each of the areas of the village. Six sites would be surveyed for 'place character' in each area on one day in September.

Risk assessment
The data collection will be done in daylight and a first-aid kit carried at all times in the event of slips and trips. A mobile phone will be carried in case of an emergency.

Figure 7 shows his sketch map of planned sampling points.

Figure 7



Question 3 continues on the next page

Figure 8 shows the survey tool that the student designed to collect primary data. He would complete this survey at each site.

Figure 8

Site 1 Circle the word in each category that best describes this place

Characteristic				
Visual	monotonous	varied	striking	historical
Security	comfortable	safe	unsettling	threatening
Tranquillity	peaceful	vacant	busy	noisy
Pleasure	pleasant	attractive	beautiful	unpleasant
Building form	varied	historical	modern	similar

0 3 . 4 Using **Figures 3**, **4**, **6**, **7** and **8**, evaluate the student's plan for primary data collection.

[9 marks]

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17

End of Question 3

If you have answered Question 3 do not answer Question 4

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

0 4 A student was planning fieldwork to investigate whether a new housing development had altered the drainage of water into a local stream after a storm event.

Figure 9 outlines the background to the investigation, the aim, relevant theory and hypothesis for primary data collection.

Figure 9

Background
The student was aware that several residents in the village where she lived believed that a new housing development built in 2020 on the edge of the village had impacted on how fast rainfall now drained into the local stream after a storm event. There had been some recent evidence of 'flash flooding' after summer storms where the amount of water in the stream had risen rapidly and flooded surrounding farmland.

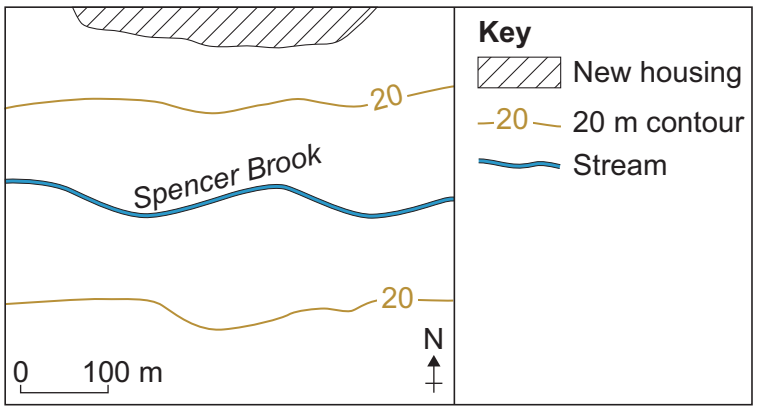
Aim
The student decided to investigate whether the housing development might be linked to an increase in overland flow to the stream, which might help to explain why water levels in the stream are rising rapidly after storm events.

Theory
Saturated soil or the impermeable surfaces of a housing development mean rainfall after a storm will flow over the surface (overland flow). This could mean the soil between the housing development and the stream is likely to become saturated after a storm event and increase the rate of overland flow south towards the stream. It may lead to rapid increases in volume of water moving in the stream (discharge).

The student's hypothesis for this investigation was:
'Rates of overland flow are higher on land to the north of the stream where new housing development has taken place.'

Figure 10 is the student's sketch map of the fieldwork site.

Figure 10



The student decided to use some secondary data. She decided to look at rainfall and river discharge data for selected days in September for the year before and after the housing development was built. She wanted to compare the data to see if she would see any differences in discharge between the two years.

Figure 11 shows the secondary data the student used in the investigation.

Figure 11

	2019		2021	
Day	**Rainfall (mm)**	**Discharge (cumecs)**	**Rainfall (mm)**	**Discharge (cumecs)**
1	4.20	0.94	2.33	0.30
2	2.40	0.37	0.00	0.28
3	1.80	0.32	2.10	0.26
4	0.00	0.29	1.30	0.25
5	0.00	0.27	0.00	0.24
6	4.30	0.26	0.00	0.23
7	0.00	0.84	0.00	0.22
8	2.70	0.25	2.10	0.21
9	1.80	0.34	6.00	0.23
10	0.00	0.25	0.00	2.43

Sources

Rainfall – accessed from a website publishing data collected from a weather station operated by an amateur weather enthusiast in the area local to Spencer Brook.

Discharge – river flow data from a gauging station on Spencer Brook. The station sends live data on river discharge to the Environment Agency, which is checked and published on a government website.

0 4 . 1 The student decided to compare the discharge by calculating the median, a measure of central tendency.

Explain why she chose to calculate the median discharge and not the mean.

[2 marks]

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0 4 . 2 Suggest ways the student could present this secondary data to aid her analysis.

[4 marks]

0 4 . 3 Suggest why the student's secondary data on discharge may be more reliable than the rainfall data.

[2 marks]

The student decided to write a plan for how she would collect her primary data.

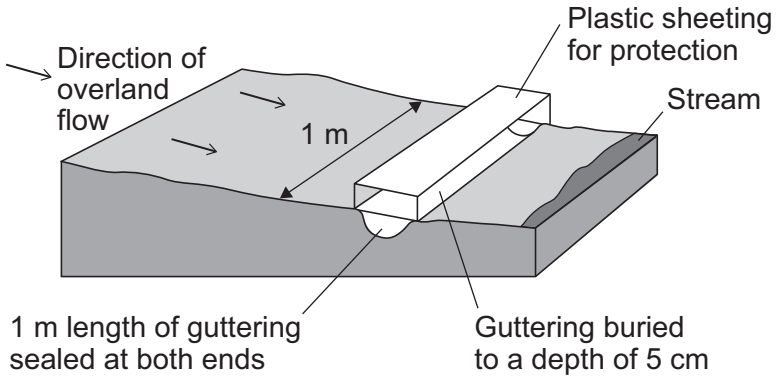
Figure 12 shows her plan for primary data collection.

Figure 12

Plan for Primary Data Collection

Method to collect overland flow samples

A one-metre-long length of guttering with both ends closed will be buried in the soil to a depth of 5 cm so the upper edge is parallel with the soil surface. A small plastic roof will be erected over the guttering to avoid direct precipitation into the gutter. Water levels will be measured after a significant storm event.



Sampling strategy

The data collection sites will be situated 100 m apart along a line transect that approximately follows the 20 m contour line above the river. Six sites would be constructed either side of the river. The amount of run-off will be measured 2 hours after a significant rainfall event on one day in September.

Risk assessment

The data collection will be done in daylight and a first-aid kit carried at all times in the event of slips and trips. A mobile phone will be carried in case of an emergency.

Question 4 continues on the next page

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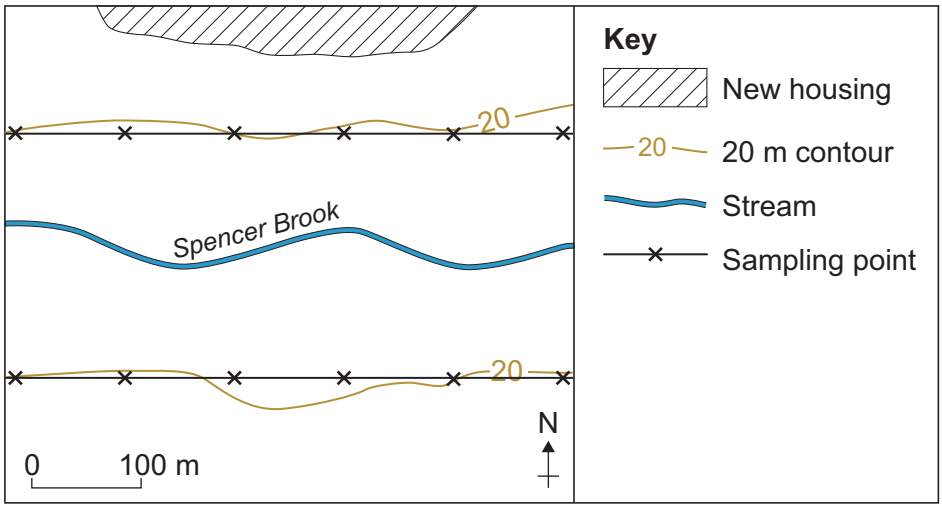
Figure 13 shows her sketch map of planned sampling points.

Figure 13



0 4 . 4 Using **Figures 9**, **10**, **12** and **13**, evaluate the student's plan for primary data collection.

[9 marks]

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END OF QUESTIONS

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