



Surname _____

Other Names _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

I declare this is my own work.

AS

GEOGRAPHY

7036/2

**Paper 2 Human Geography and Geography Fieldwork
Investigation**

Time allowed: 1 hour 15 minutes

MATERIALS

For this paper you must have:

- the colour insert (enclosed)
- a pencil
- a rubber
- a ruler.

You may use a calculator.

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.

[Turn over]



J U N 2 2 7 0 3 6 2 0 1

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INSTRUCTIONS

- Use black ink or black ball-point pen.
- 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 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.

DO NOT TURN OVER UNTIL TOLD TO DO SO



Only ONE answer per question is allowed.

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

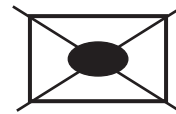
CORRECT METHOD



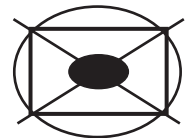
WRONG METHODS



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.

[Turn over]



01.2

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

[3 marks]

[Turn over]



FIGURE 1a, on page 2 of the insert, is an OS map of Great Chesterford, a village in north west Essex in 1950.

FIGURE 1b, on page 2 of the insert, is an OS map of Great Chesterford in 2021.

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Analyse the continuity and change over time shown between FIGURE 1a and FIGURE 1b. [6 marks]

[illegible]

[Turn over]



0 1 . 5

Assess the view that only qualitative data can represent 'insider' perspectives on a place. [9 marks]

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[Turn over]



0	1	.	6
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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]

[illegible]









40

[End of Section A]

[Turn over for Section B]



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, on page 3 of the insert, is an aerial photograph of Diss, a small town in Norfolk.

0 2 . 2

Suggest how FIGURE 2 could be used to help devise a sampling strategy for a human geography fieldwork investigation. [4 marks]

[Turn over]



0	2	.	3
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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)

03

A student was planning fieldwork to investigate whether a housing development had altered the place character of a village.

FIGURE 3, on pages 4 and 5 of the insert, outlines the background to the investigation, the aim, relevant theory and hypothesis for primary data collection.

FIGURE 4, on page 6 of the insert, is the student's sketch map of the fieldwork site.

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, on pages 8 and 9 of the insert, shows the secondary data the student used in the investigation.

[Turn over]



0	3	.	1
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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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Suggest how the student could present this secondary data to aid his analysis. [4 marks]

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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, on page 10 of the insert, shows his plan for primary data collection.

FIGURE 7, on page 11 of the insert, shows his sketch map of planned sampling points.

[Turn over]



FIGURE 8, on pages 12 and 13 of the insert, shows the survey tool that the student designed to collect primary data. He would complete this survey at each site.

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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QUESTION 4

(If you answer this question, do NOT answer Question 3)

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, on pages 14 and 15 of the insert, outlines the background to the investigation, the aim, relevant theory and hypothesis for primary data collection.

FIGURE 10, on page 16 of the insert, is the student's sketch map of the fieldwork site.

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, on pages 18 and 18 of the insert, shows the secondary data the student used in the investigation.

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]



Suggest ways the student could present this secondary data to aid her analysis. [4 marks]

[illegible]

0	4	.	3
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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, on pages 20 and 21 of the insert, shows her plan for primary data collection.

FIGURE 13, on page 22 of the insert, shows her sketch map of planned sampling points.

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Using FIGURES 9, 10, 12 and 13, evaluate the student's plan for primary data collection. [9 marks]



[Turn over]



END OF QUESTIONS



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[illegible]

Additional page, if required.

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For Examiner's Use	
Section	Mark
A	
B	
TOTAL	

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3 6



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