



Surname \_\_\_\_\_

Other Names \_\_\_\_\_

Centre Number \_\_\_\_\_

For Examiner's Use

Candidate Number \_\_\_\_\_

Candidate Signature \_\_\_\_\_

# AS GEOGRAPHY

## 7036/2

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

**Thursday 24 May 2018 Morning**

**Time allowed: 1 hour 30 minutes**

**For this paper you must have:**

- the 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 1 8 7 0 3 6 2 0 1

**BLANK PAGE**



## 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.
- 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 maximum mark for this paper is 80.

**DO NOT TURN OVER UNTIL TOLD TO DO SO**



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

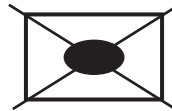
**CORRECT METHOD**



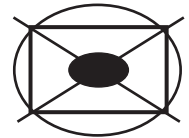
**WRONG METHODS**



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



- 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**

- |                          |          |   |   |
|--------------------------|----------|---|---|
| <input type="checkbox"/> | <b>A</b> | 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.                               |
| <input type="checkbox"/> | <b>B</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.      |
| <input type="checkbox"/> | <b>C</b> | 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. |
| <input type="checkbox"/> | <b>D</b> | 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.   |

[Turn over]



0 1 . 3

**Outline the cultural characteristics OR social inequalities you found in the local place that you have studied. [3 marks]**

---

---

---

---

---

---

---

---

---

---

---

**FIGURES 1a, 1b and 1c are located on pages 2 and 3 of the insert.**

**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.**



















---

---

---

---

---

---

---

---

---

---

40

**[End of Question 1]**



**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]

---

---

---

---

---

---

---

**[Turn over]**







0	2	.	3
---	---	---	---

Using FIGURE 2, suggest TWO limitations of using this map as a planning tool for fieldwork. [2 marks]

---

---

---

---

---

---

---

[Turn over]





---

---

---

---

---

---

---

---

---

---

**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]**

---

---

---

---

---

---

---

---

---

---

**[Turn over]**





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, on pages 6 and 7 of the insert, shows some background information used as part of the preparation stage for the investigation.**

**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, on page 8 of the insert.**

**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]**

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

**FIGURE 5, on page 9 of the insert, 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.**

**0 3 . 2**

**Using FIGURE 5, outline ONE advantage of the sampling technique chosen. [2 marks]**

---

---

---

---

---



**03 . 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]**

---

---

---

---

---

---

---

**[Turn over]**









**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, on pages 12 and 13 of the insert, shows some background information used as part of the preparation stage for the fieldwork investigation.**

**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, on page 14 of the insert.**

**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]**

---

---

---

---

---

---

---



---

---

---

---

---

---

---

**[Turn over]**



**FIGURE 9, on page 15 of the insert, 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.**

**0 4 . 2**

**Using FIGURE 9, outline ONE advantage of the sampling technique chosen. [2 marks]**

---

---

---

---

---

---

---

**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, on page 16 of the insert, gives the data collection methods used by the student to carry out the fieldwork investigation.**

**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]**

---

---

---

---

---

---

---

---

---

---

**[Turn over]**





BLANK PAGE



**BLANK PAGE**

For Examiner's Use	
Section	Mark
A	
B	
<b>TOTAL</b>	

**Copyright information**

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from [www.aqa.org.uk](http://www.aqa.org.uk) after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2018 AQA and its licensors. All rights reserved.

**G/KL/Jun18/7036/2/E2**

3 2