



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

AS GEOGRAPHY

Paper 2 Human geography and geography fieldwork investigation

Wednesday 21 May 2025

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.

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 80.

For Examiner's Use	
Section	Mark
A	
B	
TOTAL	



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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 of the following defines endogenous factors?

[1 mark]

- A** Factors from outside a place that help shape its character
- B** Factors that lead to shifting flows of people and investment
- C** Factors within a place that help shape its unique character
- D** Factors which lead to a place being strongly connected to another place

☐
☐
☐
☐


0 1 . 2

Which of the following are **both** examples where external agencies attempt to create place-meaning?

[1 mark]

- | | | |
|--|--|--------------------------|
| A An advertising campaign by an international business group to promote investment opportunities in the city. | A tourist brochure produced by VisitBritain about the historical and cultural sites in the city. | ☐ |
| B A newspaper article outlining the headline 2021 census data for the town. | An exhibition by local artists and photographers featuring the town's built environment. | ☐ |
| C The production of a series of posters to market the town by a group of local hotel owners. | A historian conducting research into the town's Victorian mills. | ☐ |
| D A local community group organising a charity sporting event in the park to raise funds for a new play area in the town. | A slogan and logo designed by a marketing company to represent the town over the ages. | ☐ |

0 1 . 3

Outline the advantages of using quantitative data when studying how a place has changed over time.

[3 marks]

Question 1 continues on the next page

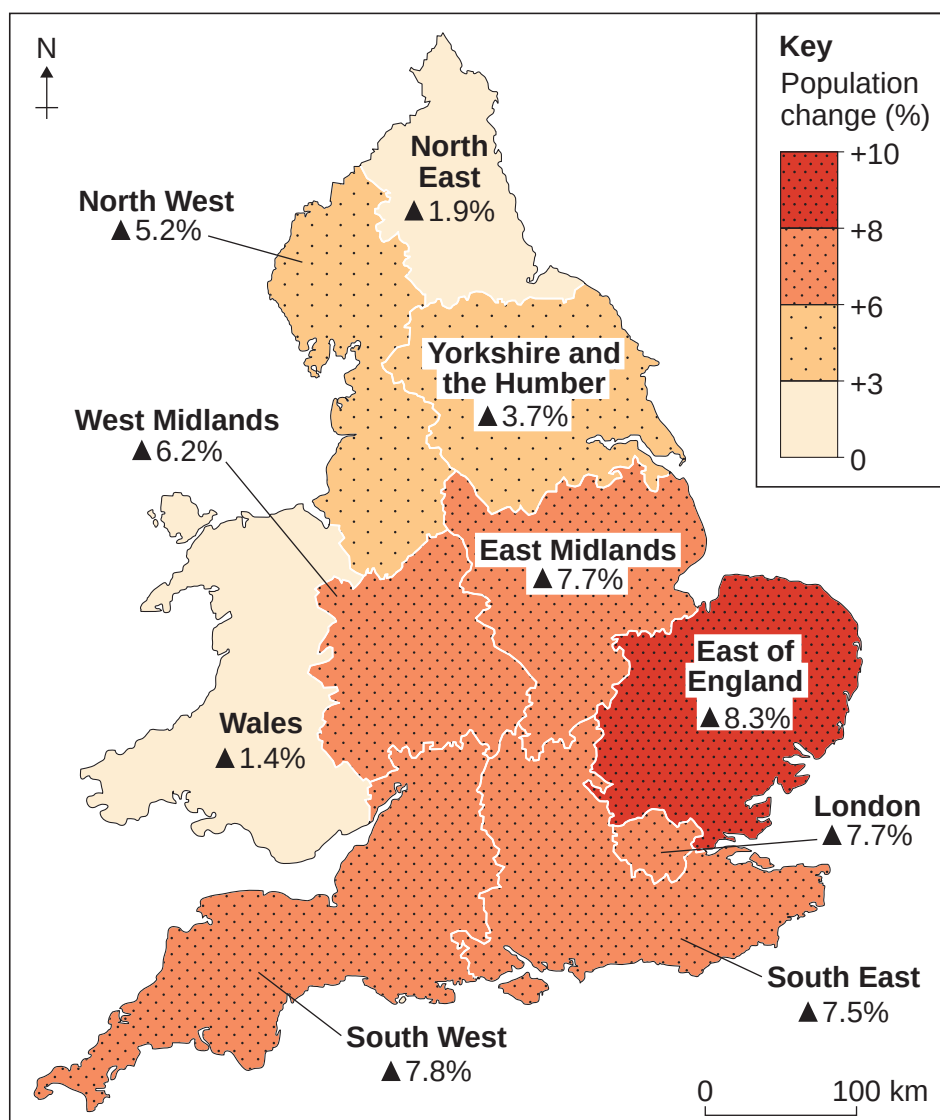
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Figure 1a shows the population change for English regions and Wales between 2011 and 2021.

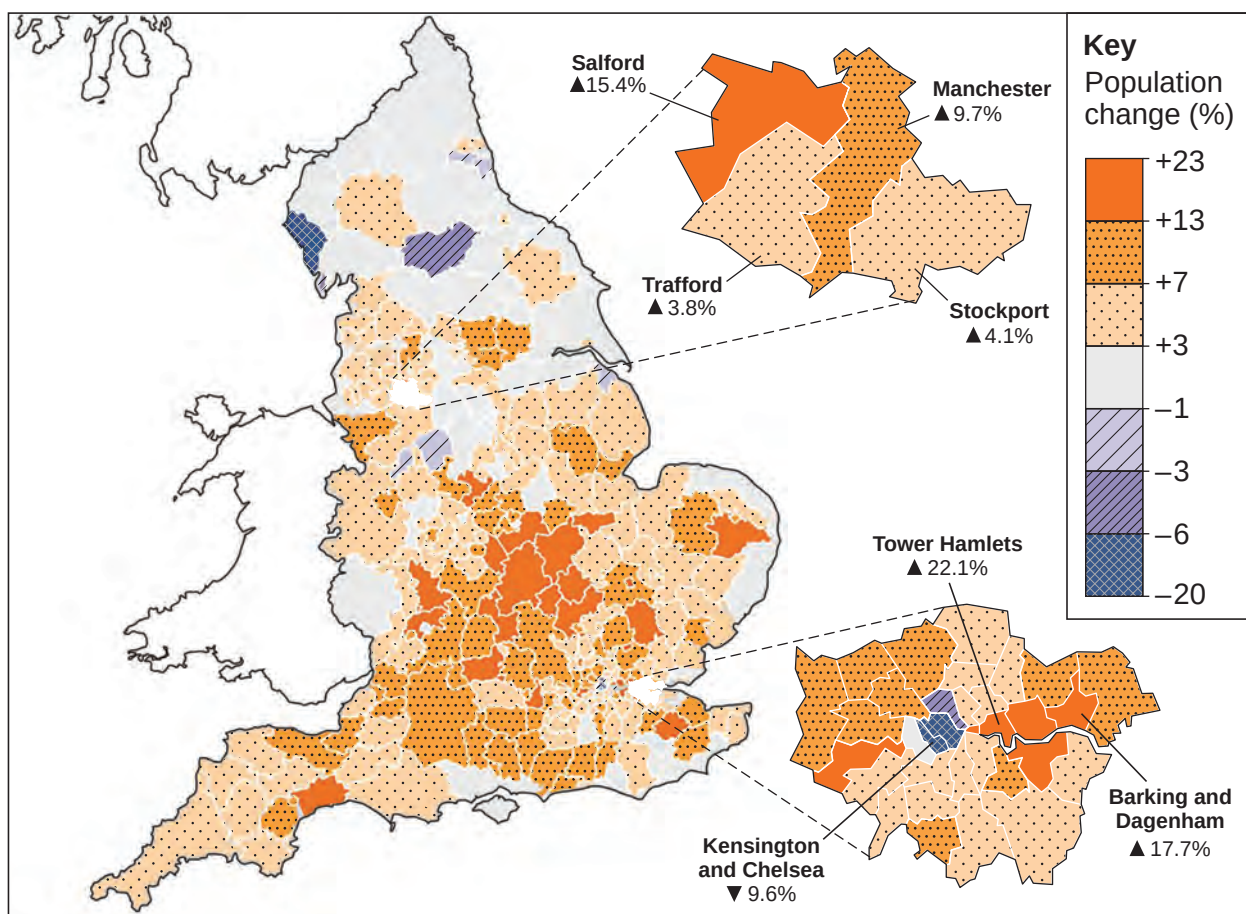
Figure 1b shows the population change for local authority areas in England between 2011 and 2021.

Figure 1a



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Figure 1b



0 1 . 4 Analyse the data shown in **Figure 1a** and **Figure 1b**.

[6 marks]

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End of Section A

Turn over for Section B

Turn over ►



Section B**Geography fieldwork investigation and geographical skills**

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

Question 2**0 2 . 1**

Outline how coding techniques can be used when analysing text.

[2 marks]

Figure 2 is a photograph of a British seaside town.

Figure 2



0	2	.	2
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Justify **two** sources of background reading and/or research that would be useful before undertaking a human fieldwork investigation in **Figure 2**.

[2 marks]

0	2	.	3
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Students will undertake questionnaires as part of data collection in the seaside town shown in **Figure 2**.

Justify data sampling techniques which could be used for these questionnaires.

[4 marks]

Question 2 continues on the next page

Turn over ►



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

To what extent do your conclusions support the geographical ideas forming the basis of your enquiry?

[6 marks]



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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
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A group of students carried out an investigation to compare the number of shoppers in the town centre of two small towns.

Town A has chain stores in an indoor shopping area.

Town B has an outdoor market area and has experienced regeneration focused on the promotion of small, local and independent shops.

The students' initial observation was that the number of shoppers was concentrated in the indoor shopping area in Town A. The number of shoppers fell steeply with increased distance from the indoor centre. In Town B, the students observed a more even distribution of shoppers throughout the whole of the town centre.

Figure 3 outlines the relevant theory, the hypothesis and the sub-hypotheses.

Figure 3

Theory

Indoor shopping centres dominated by chain stores are part of the town centre of many towns and cities. These indoor shopping centres attract large numbers of shoppers whilst smaller, independent shops outside of this enclosed shopping area experience a much lower number of shoppers.

However, in recent years, as part of an attempt to regenerate town centres, there has been more focus on promoting smaller, independent shops in open spaces. This is likely to lead to a more even spread of shoppers across the town centre.

Hypothesis

The presence of an indoor shopping centre influences the distribution of shoppers in a town centre.

Sub-hypotheses

In Town A, the number of shoppers will decrease significantly with distance from the indoor shopping centre.

In Town B, there will be a more even distribution of shoppers in the town centre.

Question 3 continues on the next page

Turn over ►



Figure 4 outlines the students' plan for primary data collection.

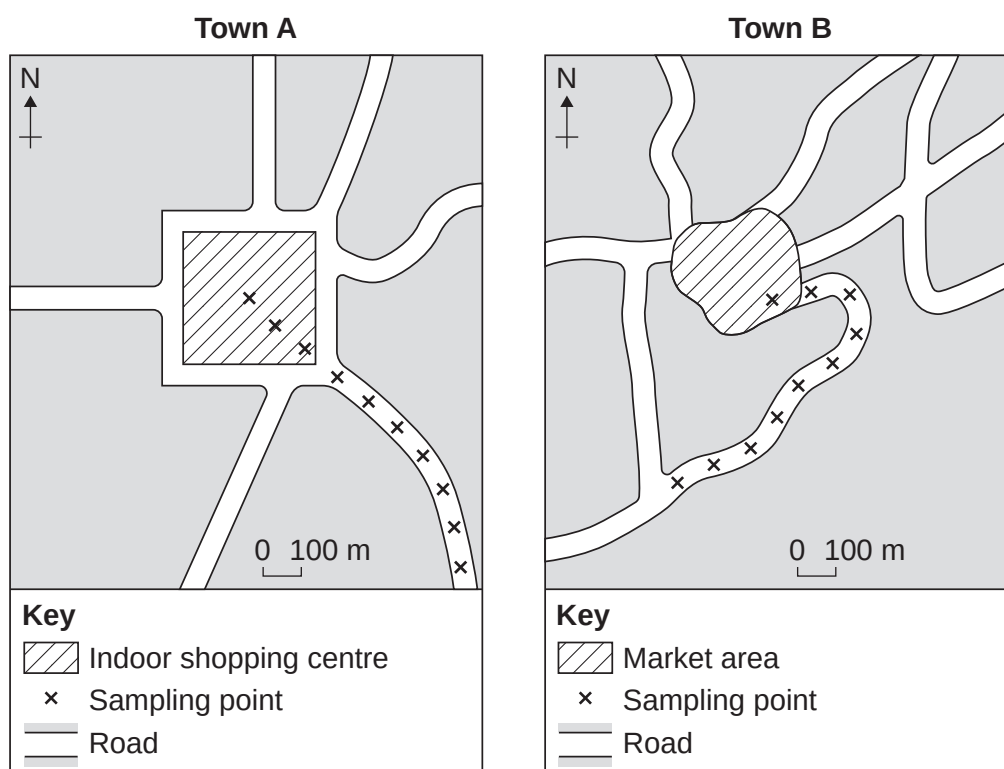
Figure 4

In each town, the students decided to sample every 100 metres along a road from a central point in the town centre. They used an OS map to determine 10 sampling points. They counted the number of pedestrians for 10 minutes at each point on one morning.

They recorded the number of pedestrians passing each point using a tally chart while timing on a mobile phone. The students started at the central point and then moved on to the other sites in turn.

Figure 5 shows the students' sketch maps of the two town centres.

Figure 5



0 3 . 1

Using **Figure 4**, outline **one** potential health and safety procedure to minimise risks during this field data collection technique.

[2 marks]



0 3 . 2

Explain how the sampling strategy described in **Figure 4** and **Figure 5** could be improved.

[4 marks]

0 3 . 3

Suggest why taking photographs would also be useful as a primary data collection method in this fieldwork investigation.

[2 marks]

Question 3 continues on the next page

Turn over ►

Figure 6 is a table showing the students' planned data presentation and processing.

Figure 6

Technique	Purpose
Located proportional circles	Geographic Information Systems (GIS) will be used to overlay data onto a large base map of the sample sites in each town to help analyse the pattern of pedestrians.
Bar graph	x-axis will be sample site and y-axis will be number of pedestrians to help analyse differences across the sample sites.
Scatter graph	x-axis is distance from the central point and y-axis is number of pedestrians to help analyse the relationship between these variables.
Spearman's Rank calculated	To test if there is a correlation between distance from central point of the town centre (shopping centre and market area) and number of pedestrians.
Annotated photographs of each site	Qualitative data recorded on day of data collection to show characteristics of the study areas.
Mean pedestrians for each town centre and standard deviation calculated.	To show if there is a difference between mean number of pedestrians for each town centre and how much variation around the mean.

0 3 . 4

Using **Figure 6**, evaluate the usefulness of **two or more** of these techniques for interpreting the data collected in this fieldwork investigation.

[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)

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A group of students carried out an investigation to examine sorting of pebbles on a beach at two locations.

The students wanted to compare pebble sorting on a beach backed by a sea wall to one where no coastal protection schemes were in operation.

The students observed that where a sea wall was absent, beach pebbles appeared to be more sorted than those where the beach was backed by a sea wall.

Figure 7 outlines the relevant theory, the hypothesis and the sub-hypotheses.

Figure 7**Theory**

Pebble sorting is where beach material increases in size from the low tide mark towards the back of the beach.

This happens when incoming waves carry larger material towards the back of the beach and the power of returning seawater is weakened by infiltration, so only smaller pebbles can be moved back towards the sea. Therefore the pebble sizes increase towards the back of the beach.

The students wanted to investigate if the presence of a sea wall would alter the sorting of pebbles, as it may interfere with the movement of pebbles by wave action, leading to a more even spread of pebble sizes across the beach.

Hypothesis

The beach without a sea wall will have more significant sorting of pebbles than the beach with a sea wall.

Sub-hypotheses

The pebble size on the beach with no sea wall will increase with distance from the low tide mark.

There will be a more even spread of pebble size across the beach with a sea wall.

Question 4 continues on the next page

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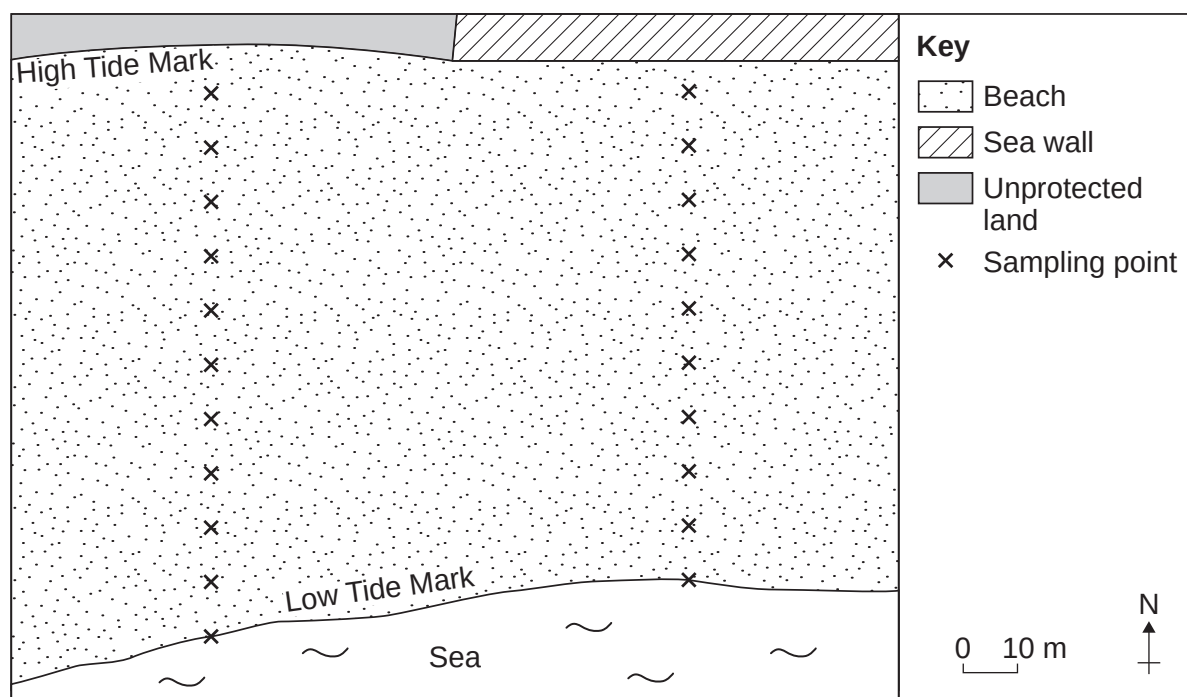
Figure 8 outlines the students' plan for primary data collection.

Figure 8

The students sampled pebbles every 10 metres along a line from the low tide mark towards the high tide mark. At each 10-metre interval, a pebble was measured along its length. To record the size, a pebble touching the foot of the student at the sampling point was selected and measured using a ruler.

Figure 9 is the students' sketch map of the study area on the beach.

Figure 9



0 4 . 1 Using **Figure 8**, outline **one** potential health and safety procedure to minimise risks during this field data collection technique.

[2 marks]



0	4	•	2
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Explain how the sampling strategy described in **Figure 8** and **Figure 9** could be improved.

[4 marks]

0	4	•	3
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Suggest why taking photographs would also be useful as a primary data collection method in this fieldwork investigation.

[2 marks]

Question 4 continues on the next page

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Figure 10 is a table showing the students' planned data presentation and processing.

Figure 10

Technique	Purpose
Located proportional circles	Geographic Information Systems (GIS) will be used to overlay data onto a large base map of the sample points to help analyse the size of pebbles.
Bar graph	x-axis will be sample site and y-axis will be pebble size to help analyse the difference in pebble size across the beach.
Scatter graph	x-axis is distance from low tide mark and y-axis is size of pebble to help analyse the relationship between these variables.
Spearman's Rank calculated	To test if there is a correlation between distance from low tide mark and size of pebbles.
Annotated photographs of the beach	Qualitative data recorded on day of data collection to show beach characteristics.
Mean pebble size and standard deviation calculated	To show if there is a difference between mean pebble size for the two study areas and how much variation around the mean.

0 4 . 4

Using **Figure 10**, evaluate the usefulness of **two or more** of these techniques for interpreting the data collected in this fieldwork investigation.

[9 marks]



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END OF QUESTIONS



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