

---

**GEOGRAPHY****2217/22**

Paper 2 Investigation and Skills

**October/November 2016**

MARK SCHEME

Maximum Mark: 90

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge O Level – October/November 2016</b>	<b>2217</b>	<b>22</b>

**Section A**

- 1 (a)** Highest point = Croaghaun [4]  
 Steepest slopes facing south = Slievemore  
 No rivers above 100 m contour = Doogort  
 Lakes on lower slopes = Croaghaun
- (b) (i)** 8 km [1]  
**(ii)** 270° [1]
- (c) (i)** 187–190 m [1]  
**(ii)** Flatter/gentle(r) from lough to 180 m/near lough/at the beginning Flat = 0 [2]  
 Steep from 180/170–150 m/steeper from 180–30 m  
 Flatter/gentle(r) below 30 m/near mouth/close to sea/at the end
- (d)** Headland/point Not lifted from a name [5]  
 Bay  
 Cliffs/steep  
 Islands/stacks Not referring to Achill Island  
 River mouth/enters sea  
 Beach
- (e)** Beach/sea/coastal [5]  
 Road  
 Lake/lough  
 Telephone/post office/services  
 Lowland  
 Flat land/gentle slope  
 Views of hills/hills for walking/exploring
- (f)** 617073 [1]

[Max 20]

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

- 2 (a) Correct labels for: [5]  
Mountain ridge (B)  
Linear settlement (C)  
River meander (D)  
Floodplain (E)  
City Park
- (b) Multi-storey/tall/skyscrapers Big/large = 0 [3]  
Close together/dense  
White/light coloured  
Flat roofs on tall buildings  
Pitched roofs on short buildings  
Chimneys  
Many/lots of windows
- [Max 8]
- 3 (a) (i) Labels correctly positioned [4]  
(iii) Position upstream indicated [1]
- (b) (i) C [1]  
(ii) Increased rainfall in the area [2]  
Increased speed of flow
- [Max 8]
- 4 (a) (i) All in W / NW [3]  
Within 400 km of coast On/at/near coast = 0  
North – south line/parallel to coastline In a line = 0  
5 in Washington }/ most in Washington and Oregon  
5 in Oregon }/ most in Washington and Oregon  
3 in California
- (ii) Linear weakness in the crust/fault [2]  
On/parallel to the plate boundary/a subduction zone  
Plate boundary runs north – south
- (b) (i) St Helens [1]  
(ii) (Mt) Jefferson and (Mt) Mazama [1]  
(iii) Newberry [1]
- [Max 8]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

- 5 (a) (i) Bigger field [1]  
Fertiliser to replace nutrients/to increase fertility
- (ii) Option A [2]  
Nutrients exhausted  
Option C  
Field smaller/not enough space
- (b) (i) 40 000–42 000 kg / ha [1]  
400–420 (100 kg/ha)
- (ii) More/less optimum fields used [4]  
Variation in rainfall total/seasonality }/weather/climate  
Variation in temperature/low temperatures / late frosts }/weather/climate  
Variation in sunshine amounts }/ weather/climate  
Soil fertility  
Soil erosion  
Disease/pests  
Carrots need less space to grow  
Carrots grow quicker
- [Max 8]
- 6 (a) All continents (except Antarctica)/most countries/all over the world [3]  
Almost all countries of North America/Europe  
Southern/Eastern/Northern Africa  
Almost all of the developed world/MEDCs  
Countries with large populations/land areas  
Any named country
- (b) Correct line at 90 [3]  
Correct line at 96  
Correct key
- (c) Connections to universities/institutes for research [2]  
Connections to similar industries for shared ideas/trials  
Skilled workforce
- [Max 8]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

### Section B

- 7 (a) A: Confluence  
B: Watershed

[1 + 1 = 2]

- (b) (i) Examples

Measure set/certain/specific/fixed distance/5-15 m (No need for equipment) (1)  
Put/place/throw float/example or type of float at start of measured distance (1)  
Start stopwatch when float is put in (1)  
Measure time it takes to travel the measured distance/stop stopwatch or timer when float reaches end of measured distance (1)

[1 + 1 + 1 + 1 = 4]

- (ii) Examples

Only measuring surface velocity/different velocities at different points (1)  
Floats get stuck on vegetation/rocks/obstacles (1)  
Strong wind may interfere with movement of float/float too light (1)  
Only measuring once at each site/didn't repeat/may create anomaly (1)  
Measurement will depend on where float is put into river (1)  
Start/finish points not clear (1)  
Student error with reason e.g. inaccurate timing (1)

[1 + 1 = 2]

- (iii) Width: (1 + 1)

Measure from one bank to the other/across the river/one student at each side (1)  
Keep tape measure taut/horizontal/stretched (1)  
Measure perpendicular/at right angles to banks (1)

Depth (1 + 1)

Measure vertically (1)  
Equipment to touch river bed (1)  
Measure at equal intervals (1)  
Measure the wet part of equipment (1)

[2 x 1 + 1 = 4]

- (iv) Completion of cross-section; credit each plot – no credit for shading  
0.38 m at 5.5m and 0.21 m at 6 m.

[1 + 1 = 2]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

- (v) Examples: Answers must compare  
 Cross section is wider at site 3/narrower at Site 1 **OR** accept Cross section is longer from left bank at Site 3/shorter from left bank at Site 1 (1)  
 Cross section is deeper at site 3/shallower at Site 1 (1)  
 Cross section is more irregular/rougher at site 3/smooth or more rounded at site 1 (1)  
 Cross section is larger at site 3/smaller at site 1 (1)  
 Cross section has steeper sides at site 3/gentler sides or slopes at Site 1 (1) [1 + 1 = 2]
- (vi) Average depth = 0.46m [1]
- (vii)  $6.5 \times 0.46$  (1) Accept use of  $\cdot$  or  $*$  as multiplication symbols.  
 = 2.99 m squared (1)  
  
 OR  $6.5 \times$  answer to (vi) (1)  
 = correct calculation by multiplication (1)  
  
This last line avoids *Error Carried Forward* (ECF) penalty [1 + 1 = 2]
- (c) (i) Plot discharge at site 3 = 0.9 cumecs; no credit for shading; ignore if wrong width. [1]
- (ii) Hypothesis is correct/true – 1 mark reserve (1)  
  
Examples of paired data from Fig 4 for 1 mark. Could choose any pair. No need for Units. Must refer to Site numbers  
  
 Site 1 is 0.13 but Site 4 is 2.34 (1)  
 Site 4 is 2.21 higher than Site 1 (1)  
  
For reference allow tolerance as they are referred to the graph not the table i.e.  
 Site 1 = 0.1-0.14    Site 2 = 0.33-0.39    Site 3= 0.9 only    Site 4= 2.32 – 2.36  
  
If say Hypothesis is partly true or false CROSS HA = 0 and do not mark rest [1R + 1 = 2]
- (iii) Examples  
 Streams/rivers/tributaries join (1)  
 Tributaries bring water from other areas of drainage basin (1)  
 Larger catchment area downstream (1) [1 + 1 = 2]
- (d) (i) Score at site 3 = 10 [1]
- (ii) Hypothesis is generally/to some extent/partly/mostly/somewhat true (1 mark reserve)  
  
 Credit figures to show overall increase from site 1 to site 4. (1 Reserve/max)  
 Credit figures to show anomaly at site 2 (1 Reserve/max)  
  
Example: At sites 1 to 4 the pollution increases downstream from 5 to 17 (1)  
 However at Site 2 it falls to 3 from 5 at Site 1 (1) [1R + 1 + 1 = 3]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

(iii) Examples

- Do survey at more sites along river (1)
- Take more surveys from different students/pairs/groups/someone else at each site (1)
- Work out average for different surveys/multiple times and take average (1)
- Same student does all the surveys at all sites – consistency (1)
- All surveys to take place at the same time (1)

[1 + 1 = 2]

**[Total: 30 marks]**

8 (a) (i) Examples

- Many shops/services to plot (1)
- Sections of pie chart would be very small/many less than 1%/unplottable/many segments/some are zero (1)
- Problem of shading/colouring different segments/key too long (1)
- Pie charts would be too complicated to compare/hard to read/confusing (1)
- Difficult to create any sensible groups/not in categories or groups (1)
- Take a long time to calculate size of slices/plot (1)

[1 + 1 = 2]

- (ii) Hair & beauty salon = E  
Jewellers = A

[1 + 1 = 2]

- (iii) Comparison

[1]

- (iv) Pie chart completion must be clockwise in order of completed pies/key.

Group D = 28% (plot must be at 68% clockwise by eye OR within 113-118 range of degrees from vertical using protractor tool – ideal is 115 degrees) (1)

Shading (including the correct diagonal) must match key. (1)

Credit 1 for shading if the plot is wrong but the larger slice is correct diagonal and the smaller slice has small crosses

[1 + 1 = 2]

- (v) Note: the candidates are told the hypothesis is true; no need for decision in response.

Comparative statements to maximum of 2 marks and use of comparative data to maximum of 2 marks. Comparison can be given from perspective of any centre – example from suburban centre below. Statements must be linked to relevant stats for

[1 + 1]

Group A/(One type/more expensive) – Smaller percentage/less in suburban centre (1) with 8 compared to 21 and 20 (1)

Group B/(Variety/cheaper) – Larger percentage/more in suburban centre (1) with 25 compared to 14 and 11 (1)

Group C/(Food) – Larger percentage/more in suburban centre (1) with 16 compared to 4 and 5 (1)

Group D/(Clothes) – Smaller percentage/less in suburban centre (1) with 16 compared to 28 and 33 (1)

Group E/(Services) – All three are similar/suburban larger or more (1) with 35 compared to others at 32 (1)

[2 × 1 + 1 = 4]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2016	2217	22

(vi) Examples

- Different types of transport available (1)
- Distances prepared to travel (1)
- Demand/need for different types of goods/services OR food or convenience shops close to residents (1)
- Amount of population/likely customer base/threshold population (1)
- Wealth/income/salaries/spending patterns of customer base (1)
- Cost of running shop or service in each centre (1)
- Amount of land available/space for building (1)

[1 + 1 = 2]

(b) (i) Mark 2 sections as whole i.e. credit **Plan** answers in **Carry out** or reverse

**Plan:**

- When to do count/do at same time (1)
- Where to do count/location of counting points (1)
- How long to do each count for (1)
- How many different counting points to have (1)
- Individuals or pairs/groups (1)
- How many times to do count per day (1)
- Whether to do count on same day/more than one day/weekday/weekend (1)

**Carry out**

- Tally method/'clicker' (1)
- Timing of count/use a watch (1)
- Jobs of student in each group e.g. two students do each count/count people going in different directions (1)
- Record the data in a table/use recording sheet (1)

[1 + 1 + 1 + 1 = 4]

(ii) 109 – 111 (110 is best answer) [1]

(iii) Candidates are told the hypothesis is partly true so no need for their own decision. Need one statement supporting decrease and 1 supporting increase plus 1 set of data. Answer within tolerance/range given below allowed as statistic mark as reading from graph only.

Evidence examples

Supports decrease: Decrease from CBD to suburban centre/3km (1 reserve and max) from 76 to 13-15/down 61-63 (1)

Supports increase: Increase from suburban centre/3km to mall/10km (1 reserve and max) from 13-15 to 109-111/up 94-98 (1)

**OR** Increase from CBD to mall/10km (1 reserve and max) from 76 to 109-111/up 33-35 (1)

1 mark max/reserve for use of 1 pair of data; 2 reserve marks for two statements

[1R + 1R + 1R = 3]

(iv) Examples

- Count done at different times of day (1)
- Differences in weather encourage/discourage people to go shopping (1) [1 + 1 = 2]

(v) Collected by other people/not collected by students themselves/ already collected/collected before/second hand.

[1]



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge O Level – October/November 2016</b>	<b>2217</b>	<b>22</b>

(vi) Examples

Same pattern of results as those of students' fieldwork (1)

Number in suburban centre lower and number at mall higher than CBD (1) [1]

(c) (i) Area served by a settlement or service [1]

(ii) Examples

Questionnaire/survey/interview/ask questions (1)

Sampling methodology to select people to complete questionnaire/choosing areas to carry out survey (1)

Questions such as:

In which area do you live?/Which area have you come from? (1)

How far have you travelled? (1)

What method of transport have you used today? (1)

How frequently do you come here? (1)

Why do you come here? (1)

Credit other methods such as questionnaire in surrounding villages, mapping bus routes, mapping store delivery area, mapping desire/flow lines, mapping the sphere of influence.

[1 + 1 + 1 + 1 = 4]

**[Total: 30 marks]**