www.PapaCambridge.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Ordinary Level

MARK SCHEME for the May/June 2011 question paper for the guidance of teachers

2217 GEOGRAPHY

2217/23

Paper 2 (Investigation and Skills), maximum raw mark 90

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 must be read in conjunction with the question papers and the report on the examination.

• Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2011	2217

Section A

(a) 7016

Page 2		Mark Scheme: Teachers' version	Syllabus	
		GCE O LEVEL – May/June 2011	2217	
		Section A	Syllabus Add er 2217 PARCAMBARITAGE COM	
(a) 7	701	6	500	
			.69.	
		vage		,
		pital t Office	•	
		ce Station		1
F	Res	ervoir	ro.	Į
I	Гwс	services = 1 mark	[2]	
(-\	/!\	Davis Pro	[41]	
	(i)	Power line	[1]	
(i	ii)	Dip tank	[1]	
(ii	ii)	Welmode	[1]	
(iv	v)	1508 <u>metres</u>	[1]	
()	v)	Rapid	[1]	
(d) ((i)	500 – 650	[1]	
(i	ii)	Overall runs NW – SE / overall faces NE	ro1	
		Middle section runs NE – SW / middle section faces SE	[2]	
(e) (Orc	hard positioned 26 – 30mm from left		
		er positioned 17 – 20mm from left	[2]	
(f) ((i)	Mining / prospecting trench		
		Track / Cut line / Game trail Road other		
		Cultivation		
		Orchard / plantation	[4]	
		Dam	[4]	
(i	ii)	X above 1660m contour	[1]	
(ii	ii)	Boundary crossing between eastings 62 and 63		
		Boundary in 6117	[2]	

									1	The same	
	Pa	ge 3	,	Ma	ark Schem	ne: Teach	ers' version	on	Syllabus	*. A	er
				G	CE O LEV	EL – May	/June 201	1	2217	12	30
2	(a)	(i)	Oxbo	w (lake) / c	ut-off mea	nder					Calmb
		(ii)		s water out lownstream	_		•	f ground / s	prings		a Cambridg
		(iii)	Marsh	slopes ny ground crossing							[2]
	(b)	В-	Water	supply / fla supply / so sive / wate	outh facing	្យ / facing ទ	sun / above	floodplain			
		D –	Buildi	ng material	s / above f	floodplain					[4]
3	(a)	(i)	Line a	along botto	m of sketc	h					[1]
		(ii)					senger feri on far shore				[2]
	(b)	Rice Buil	e cultiv Iding o	nd / deposi vation need n higher gr s to boat je	s flooded f ound / stilt	fields					[2]
	(c)	(i)		esses – pla					y / fertiliser / ticide / wate		
		(ii)	High	temperatur rainfall is a oon climate	dequate fo	r plant gr	owth				[1]
4	(a)	(i)	22 – 2 35 – 3								[2]
		(ii)	Flame	e-shaped /	pointed / c	conical					[1]
	(b)	Cor	rect pl	ot on graph	1						[1]
	(c)	July 50 3 Eme	/ ergent								[4]

	Page 4	Mark Scheme: Teachers' version	Syllabus
		GCE O LEVEL – May/June 2011	2217
5		or heights of bars or position on graph	Syllabus 7. day er 2217
	(ii) Ma	ay1	3
	(iii) Ma	arch, July, December	[1]
	Decrea Increas Decrea Lowest	se to March n March use to June se in July use to September in September se to December	[4]
6	2 in As	rica / East Africa ia / South Asia uth America / south of South America	

[3]

[1]

[2]

[1]

[1]

1 in Europe

(c) (i) Lack of rain / cyclone War / cyclone

(ii) Population increase

(iii) Adults too sick to work land

(b) 5

Between Tropic of Cancer and Equator

Page 5	Mark Scheme: Teachers' version	Syllabus er
	GCE O LEVEL – May/June 2011	2217

			Section B		ambridge
7	(a)	(i)	Screen is painted white so that it reflects heat/light/sun / reduces sun / heat is not absorbed Sides are made of wooden slats with air spaces between so that a the thermometers / air can get in / ventilated / Screen stands 121 cm above the ground so that instruments are from the ground / takes temperature of the air	air can circulate	e rouna
		(ii)	19–20 (°C) 7–8 (°C)		[2]
	(b)	(i)	The amount of moisture in the air as a percentage of the total mothat temperature	isture it could	hold at [1]
		(ii)	Temperature difference = 1 (°C) Relative Humidity = 91(%)	2 @ 1	[2]
	(c)	(i)	Give instant readings / don't have to work out answer / calculates per Easy / clear to read / large digital readout / hard to read thermometer don't need to know how to read a thermometer / don't have to read Exact figures / accurate Less chance of making mistake in reading / mis-reading Portable / can be used at more than one site Can download to computer	er / off thermomete	
		(ii)	Safer because no mercury Take more than one reading with different digital instrument	2 @ 1	[2]
			Partner / other student checks readings are accurate Check result using traditional / normal thermometers (1 max)		[2]
	(d)	(i)	38–40(m)		[1]
		(ii)	Sites C, E, H		[1]
		(iii)	Yes / hypothesis is correct / partially correct / temperatures are h temperatures are lower away from buildings (res) No = 0 Three highest recordings are all next to / within 3m of buildings (C , Three lowest recordings are all far away / more than 30m from build comparison between sites a g. Site (E) at 1 m in 8.0 % but site (E)	E, H) dings	-

Comparison between sites e.g. Site (E) at 1 m is 8.9 °C but site (F) at 17m is 8.2 °C

Alternatively highest temp (at C) which is near buildings / lowest (at M) which is furthest from buildings – 1 max

More than 20 m away temperatures are below 8.3 °C

Anomaly (e.g. **B** is within 3 m but lower temperature than other sites) – must say why it is an anomaly – 1 max

Wrong unit of measurement = 0

No unit of measurement – accept figure

[3]

		3	1
Page 6		Syllabus	er er
	GCE O LEVEL – May/June 2011	2217	200
(iv)	Buildings / tarmac / concrete absorb / store heat from some buildings radiate heat for small distance around them Aspect / south facing / north facing / faces sun Funnelling effect of buildings Sun: shade from sun/ shade by trees / buildings Wind: Shelter from wind / exposure to wind / shelter by trees types of surface / e.g. some on grass and concrete.	ees/ buildings	eating Camphage
(e) (i)	Plot on Fig. 6 75 next to water		[1]
(ii)	$\frac{73+76+77 \text{ (or 226)}}{3}$		[1]
(iii)	Plot at 75.3 on concrete axis		[1]
(iv)	Small range in variation / same relative humidity over call no pattern Variation from 73–77 / 4 % difference for all six surfaces vary from 74.7–75.3 e.g. 73% in grass, concrete, trees, tarmac (any 2 types) - e.g. concrete RH percentages of 73, 76, 77 (any 2 reading)	/ / all sites / averag - 1 max	
(f) (i)	Hypothesis such as: Temperatures vary over specific time period e.g. throuspecific months [January & July], over week	ghout the year o	r between two [1]
(ii)	Ideas such as: Measure maximum and/or minimum temperature Method of measuring by using thermometer – pointer, ma When readings are made – daily / weekly / monthly How readings are recorded – table / data sheet Present using line / bar graph Do analysis and / or conclusion / evaluation	agnet, – 2 max	[4]
	,		r.1

[Total: 30]

	Page 7		1	Mark Scheme: Teachers' version	Syllabus	er
				GCE O LEVEL – May/June 2011	2217	
8	(a)	(i)	92 (I	na)		day
		(ii)	14.1	or 14.13(%)	Syllabus 2217	Tide
		(iii)		graph: shows numbers / amount / area / to read off scale		
				graph: shows proportion / percentage y to compare	2 @ 1	[2]
	(b)	(i)		ude gitude ude / height	2 @ 1	[2]
				-	_	
		(ii)		pment: clinometer or similar (pantometer / hand lever measure – 1 max)	el / measuring gun, &	pole or
			Mea	sure distance between poles / 100m between sites e measurement (hold clinometer between poles & read	the angle)	[3]
		(iii)		ograph / take sample of crop / sketch / written descript		
				c up in book / internet / land use map / map from farme farmer / teacher	r	[2]
		(iv)	Any On olive Any	toes – barley – oranges – olives – sheep up hillside (a 2 heights with crops description (e.g. potatoes at 100m gentle gradient – potatoes/barley/oranges compared s/sheep (need both) 2 angles with crops (e.g. potatoes at 5 degrees & sheet and unit of management = 0	n & sheep at 900m) I with on steeper gra	dient –
				ng unit of measurement = 0 init of measurement – accept figure		[3]
		(v)	Stee	ther becomes wetter/cooler/windier p slope – too steep for machinery / sheep are agile p slope has poor/infertile / thin soil	2 @ 1	[2]
	(c)	(i)	Hori	zontal axis: hectares / ha		
	(-)	(-)	Vert	ical axis: hours per hectare per year, hr/ha/yr		[1]
		(ii)		hokes and barley plotted on Fig. 9	2 @ 1	[2]
				-fit line drawn on Fig. 9	_	[1]
		(iv)	Farn inter Evid Sma	othesis is incorrect – 1 mark reserved ning is more labour intensive / more hr per ha per yea nsive / less hr per ha per year in larger fields ence: best-fit line Ill field with high number of hours input and large fie t / smallest field has highest number of hours		
				ed data e.g. 5.8 ha = 5 hrs labour input, 2.7 ha = 19 ho	urs	[3]

Page 8	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2011	2217
(d) Machinery Capital / mo	· · · · · · · · · · · · · · · · · · ·	Cambric
Fertilisers / High yieldir	pesticides / insecticides na seeds	To late
Livestock /		COM
Buildings		
Drainage /	irrigation	

Drainage / irrigation

Terracing

3@1

[3]

(e) More sample sites; would increase reliability of averages/reliability of results / accuracy of average figures

Another transect on a different hillside / different farm; more data for analysis Repeat the investigation at different times of the year / seasons; comparison of results Interview/questionnaire farmer or different farmers; gain more details about evidence being collected

Investigate other factors which may help explanation: e.g. soil pH / texture weather variation – rainfall / temperature – up the hillside – 1 max

> 2 + 2[4]

> > [Total: 30]