

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Ordinary Level**

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**2217 GEOGRAPHY**

**2217/21**

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.

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**Section A**

- 1 (a) (i)** 104755 [1]  
**(ii)** SE [1]
- (b) (i)** 1500–1700 [1]  
**(ii)** 206m/206.72m/207m [1]  
**(iii)** 83–95 [1]
- (c)** Both run NW–SE  
Both have gentle gradient  
Main A road is straight but motorway is curved  
Main A road is through settlement but motorway by-passes/through plantation  
Main A road has many junctions but motorway has few junctions [3]
- (d) (i)** Water Tank [1]  
**(ii)** Waterfall [1]  
**(iii)** Chimney [1]  
**(iv)** Line of trees [1]  
**(v)** Cane track [1]
- (e) (i)** Meanders  
Tributaries  
Variable width  
Dam  
Flows towards E or SE [3]
- (ii)** Flooding  
Good soil has been washed away  
Steeper land  
Scattered trees/scrub occupy the land [2]
- (f)** Linear/along roads  
Nucleated at Rose Belle  
Scattered at Deux Bras/Ruisseau Copeaux [2]

**[Max 20]**

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- 2 (a) (i) Kenya  
Tanzania [2]
- (ii) 2 [1]
- (iii) Cameroon/Gabon [1]
- (iv) Djibouti, Ethiopia and Kenya [1]
- (b) (i) Correct divisions on Fig. 4.  
Max 1 for no labels [2]
- (ii) Great Horn of Africa [1]
- [Max 8]**
- 3 (a) Flat/gentle slope in foreground  
Hills/mountains/steep slopes in background [2]
- (b) Fence  
(Dirt) road  
Path/track  
(Electricity) wires/pylons/power lines [3]
- (c) (i) (Secondary) school/teachers' houses [1]
- (ii) Church  
Sports Ground  
Primary school  
Shop  
Mill [2]
- [Max 8]**
- 4 January and February  
12  
11  
6  
July, August and September  
30–50mm  
Dry/desert  
Southern [8]
- [Max 8]**

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- 5 (a) (i) Biological weathering – plant growth/mechanical weathering [2]  
 Physical weathering – freeze-thaw/frost action
- (ii) Water freezes and expands/root grows and expands [2]  
 Pushes crack wider/deeper
- (b) Axes labels [2]  
 Line showing positive relationship
- (c) Release of heat increases local temperatures  
 Global warming  
 Acid rain [2]
- [Max 8]**

- 6 (a) (i) Completion of water [2]  
 Completion of wind
- (ii) 1987–1992 [1]
- (iii) Water [1]
- (b) Fast wind speed [2]  
 Low rainfall
- (c) Planting grass or trees/permanent vegetation cover  
 Mulch tillage [2]
- [Max 8]**

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### Section B

- 7 (a) (i)** Area served by a settlement or service [1]
- (ii)** High / low order of services provided  
Number / variety of services provided / more services  
Specialised services available  
Specific functions of different settlements  
Ease of access to settlements / transport links  
Smaller centres means more competition  
Comparative examples of services with different sphere of influence [3]
- (b) (i)** Q1: Should only be asking students at school so superfluous question / obvious answer / waste of time  
Q2: Too vague to get specific and consistent answers / too personal / should give options  
Q3: Closed question, very specific answer / give options of methods of travel / ask about how travel to school / sometimes [3]
- (ii)** Credit explanation. No mark for 'Yes'  
Enough responses to be able to test the hypotheses / to compare / reliable  
10% of population is a representative sample  
Waste of time / no time to do more [2]
- (iii)** Use registers / school data base to sample every tenth students  
Select students from different class / year group / ages  
Select equal numbers of male / female students  
1 mark for naming sampling method – random, systematic, stratified – must link to description [2]
- (c) (i)** Insert data (7) for Feng Tai into table – both tally and total for mark [1]
- (ii)** Insert seven symbols into Tong Zhou [1]
- (iii)** Shade Xi Cheng (15 – 19 category) [1]
- (iv)** Pictogram:  
Shows individual detail of numbers / exact number  
Easy to read off individual numbers / easy to count / identify exact number  
Can see overall pattern of distribution  
Easy to compare numbers  
Easy to understand / clear / simple / detailed / visual
- Choropleth map:  
Shows overall pattern of distribution / compare areas  
Links similar areas within a category / groups  
Can be used to compare large numbers  
Clear visual impact / shading categories in key 4 @ 1 [4]

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- (v) No / disagree / no clear pattern / true to some extent that numbers decrease with distance – reserve  
Some areas away from school are in high category  
Some areas near to school are in low categories  
General pattern is more students come from north & east, and less come from south & west, rather than distance away from school  
e.g. Ping Gu (district 12) has 15 students / e.g. Chao Yang (district 7) has 8 students  
Data to 1 mark max – reserve [4]
- (d) (i) Completion of table – 30% [1]
- (ii) Pie graph completion – bus and car  
1 mark for dividing line  
1 mark for shading [2]
- (iii) Larger percentage / most students travel to school by bus / 5% more travel by bus  
Only 31% travel by car / 39 out of 125 travel by car / 69% don't travel by car / more travel by other methods than car  
Almost as many (30%) travel by train  
First part of hypothesis is correct – there are 5 ways that students travel to school  
No credit just for percentage or figures without interpretation [3]
- (iv) Additional questions in questionnaire such as:  
How far is your home from school? / how far do you travel to school?  
How long does it usually take you to travel to school? / average time to travel to school  
Why do you use your named method of travel?  
Do you always use the same method of travel? / more than one method of travel  
Which route do you take to school?  
Do students travel alone or with others  
Could investigate if there is any relationship between where students live and their method of travel  
Possibly linked to bus / train services  
Could investigate links between gender / age & methods of travel [2]

**[Total: 30]**

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- 8 (a) Thermometer / maximum-minimum thermometer  
Wet and dry (bulb) thermometer / hygrometer [2]
- (b) To test the measuring equipment  
To record weather conditions before & after investigation / control reading  
To show the changes in weather conditions / compare results with other days [2]
- (c) (i) Diagram = 1 mark  
Labelling = 1 mark  
e.g. Funnel placed into jar / open container used to collect water / measuring scale  
Explanation = 2 marks  
Jar stood firmly in ground / open ground / away from trees / fastened to pole  
Water poured into measuring cylinder  
Noting / recording water level in measuring cylinder / jar  
Reading taken every 4 hours period of time / fixed period of time  
Empty container after use [4]
- (ii) Anemometer: cups / spoons revolve in the wind / spins / turns  
Connected to meter which counts number of revolutions per minute  
Shows reading as kms or miles per hour / reading from screen  
  
Wind vane: Arrow points the direction the wind (is coming from)  
Horse provides large surface area to catch the wind  
N, E, S, W points / compass allow direction to be worked out 2 × 2 marks [4]
- (iii) Index pointer set to previous / local weather station reading / is point of comparison  
Other pointer moves to show current AP & index pointer shows change [2]
- (iv) Oktas / eighths [1]
- (d) (i) 1018 [1]
- (ii) Rainfall bar to show 3 mm at 11.00 [1]
- (iii) Completion of line graph to show atmospheric pressure  
19.00 = 1012, 20.00 = 1015, 21.00 = 1018  
1 mark for plots, 1 mark for joining lines [2]
- (iv) Wind direction: S  
Wind speed: 20 km/hr (10 mm) 2 @ 1 [2]
- (v) Cumulus cloud with correct shape & light or no shading [1]
- (vi) Shade in 7 oktas (any 7 segments) [1]

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(e) (i) As atmospheric pressure decreases / low, rainfall increases / high, / as atmospheric pressure increases / high, rainfall decreases / low, / negative / inverse relationship  
e.g. AP at 1012 rainfall is 0/1 mm, AP 1022 rainfall is 0 mm  
AP at 992 rainfall is 5 mm, 998 rainfall is 3 mm  
Credit up to 2 marks for data (need mm) [3]

(ii) As atmospheric pressure decreases / low, wind speed increases / high,  
as atmospheric pressure increases / high, wind speeds decrease / low  
Atmospheric pressure at 1022 wind speed is 5 km/hr, OR  
Atmospheric pressure at 1018 wind speed is 3 km/hr, OR  
Atmospheric pressure at 1012 wind speed is 8/20 km/hr,  
  
Atmospheric pressure at 998 wind speed is 26 km/hr, OR  
Atmospheric pressure at 992 wind speed is 43 km/hr  
Allow tolerance of 1 on both sets of figures  
Credit up to 2 marks for data (need km/hour)

As atmospheric pressure falls winds change from SE to S to SW / towards west  
As atmospheric pressure rises winds change SW to S to SE / towards east [4]

**[Total: 30]**