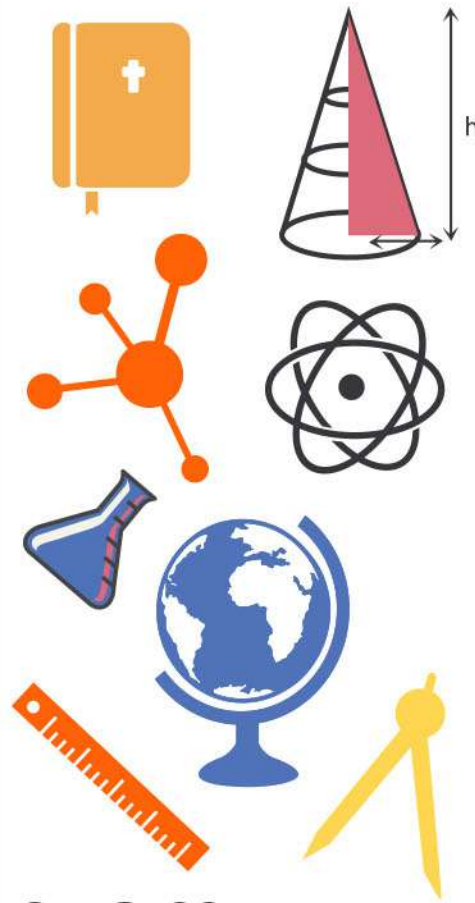


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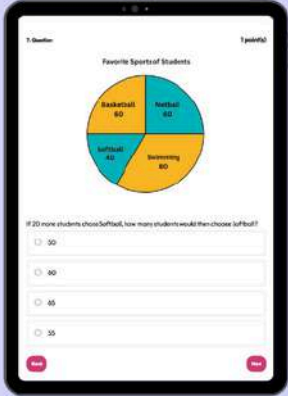


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5109/2

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| Surname and Initials |                  |

# GEOGRAPHY

PAPER 2 5109/2

Wednesday

**5 JUNE 2024**

9:00 A.M.–11:30 A.M.

Additional materials:  
Calculator

## MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

### INSTRUCTIONS AND INFORMATION TO CANDIDATES

**Do not open this booklet until you are told to do so.**

Write your school number, candidate number, surname and initials in the spaces provided at the top of this page.

This paper accounts for 50% of the total marks. There are 8 questions in this booklet.

Candidates must answer any **FOUR** questions from a total of eight questions. If you attempt more than **FOUR** questions only the first **FOUR** answers will be marked. All questions carry twenty-five marks. The mark for each part-question is given in brackets [ ].

**ALL** candidates are required to write their answers in the spaces provided for each question.



This question paper consists of 28 printed pages and 4 blank pages.

### Question 1

- (a) A map showing the earth's main tectonic plates.



Figure 1.1

- (i) Identify the type of plate margin shown at **A**.  
\_\_\_\_\_ [1]
- (ii) Identify the tectonic plates shown at **B** and **C**.  
\_\_\_\_\_ [2]
- (iii) Describe the transform plate margin and give an example of where it is seen on the map.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]
- (iv) Explain why volcanoes are found at destructive margins.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]



- (b) Figure 1.2 shows rocks that have been folded.

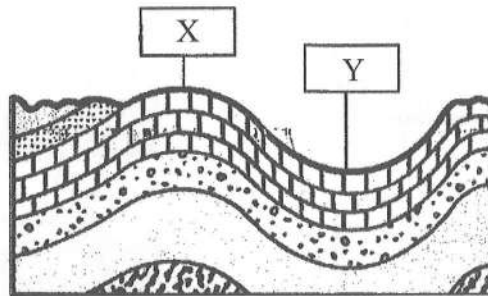


Figure 1.2

- (i) Give the names of the parts of the fold shown at X and Y.

X \_\_\_\_\_

Y \_\_\_\_\_ [2]

- (ii) Limestone is one of the rocks which has been folded.

What type of rock is limestone?

\_\_\_\_\_ [1]

Characteristics of limestone

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

- (iii) Explain the formation of young fold mountains.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]

Figures 1.3 and 1.4 show two features that have been created as a result of faulting.

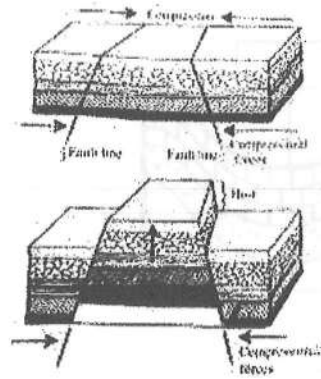


Figure 1.3

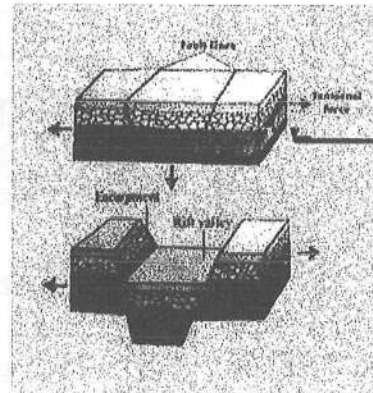


Figure 1.4

(c) Compare the formation of rift valleys to the formation of Block Mountains.

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[6]

[TOTAL: 25 MARKS]



## Question 2

Study the photo below, which shows devastation caused by an earthquake.



Figure 2.1

Study the map below, which shows the Caribbean region.

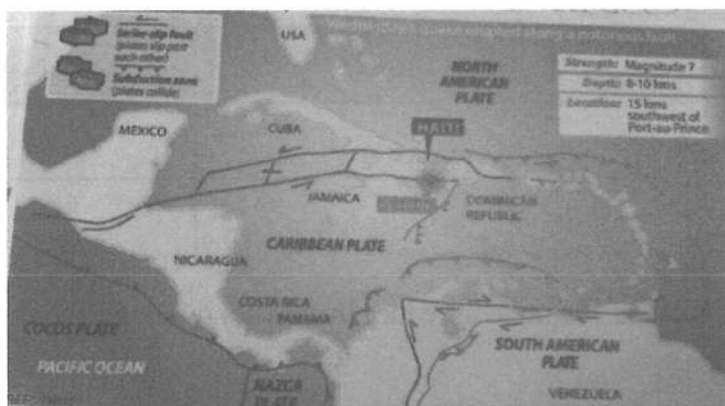


Figure 2.2

- (a) (i) Define the term 'earthquake'.
- \_\_\_\_\_
- \_\_\_\_\_ [1]
- (ii) What type of plate margin is mainly associated with earthquakes?
- \_\_\_\_\_ [1]
- (iii) Using Figure 2.2, identify **TWO** countries in the Caribbean where earthquakes happen.
- \_\_\_\_\_ [2]

- (iv) Using evidence from Figures 2.1 and 2.2, explain the cause of an earthquake.

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[2]

- (b) (i) List **TWO** physical factors which affects the impact of an earthquake.

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[2]

- (ii) Describe **TWO** primary and secondary impacts of an earthquake as shown in Figure 2.1. [4]

| Primary Impact | Secondary Impact |
|----------------|------------------|
| 1              |                  |
| 2              |                  |

- (c) Explain what can be done to reduce the impact of earthquakes.

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[6]



- (d) The diagram below shows the features of an earthquake.

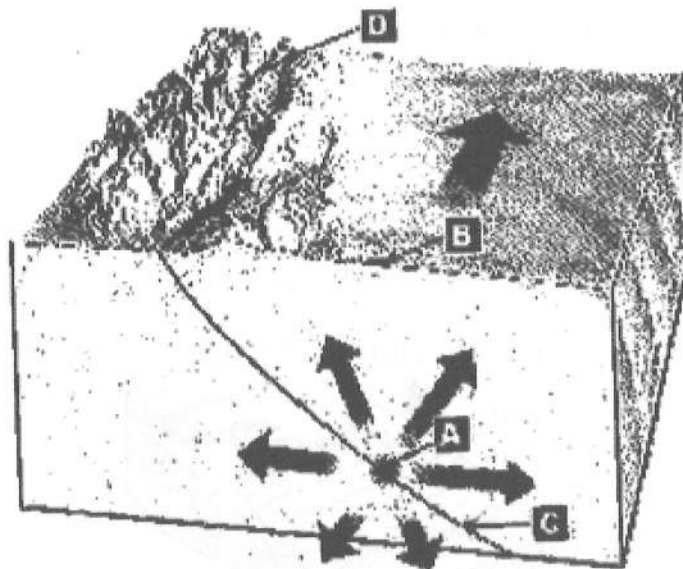


Figure 2.3

Name the features labelled A–D.

Feature A \_\_\_\_\_

Feature B \_\_\_\_\_

Feature C \_\_\_\_\_

Feature D \_\_\_\_\_ [4]

- (e) Explain why it is often difficult to rescue people after an earthquake.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [3]

[TOTAL: 25 MARKS]

[Turn over]

**Question 3**

- (a) (i) What is mass movement?

\_\_\_\_\_  
\_\_\_\_\_ [2]

Figure 3.1 shows a type of mass movement.

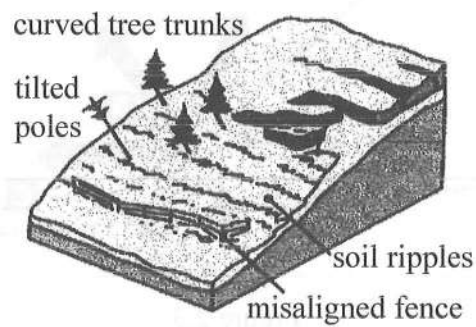


Figure 3.1

- (ii) Using Figure 3.1, name the type of mass movement shown.

\_\_\_\_\_ [1]

- (iii) What evidence is there in Figure 3.1 to show movement of material along the slope?

\_\_\_\_\_  
\_\_\_\_\_ [2]

- (iv) Using Figure 3.1, explain **ONE** reason for this movement.

\_\_\_\_\_  
\_\_\_\_\_ [2]

- (b) Discuss **TWO** other natural/physical causes of mass movement along a slope.

\_\_\_\_\_  
\_\_\_\_\_ [2]



- (c) Complete the table using the types of mass movement listed below.

**Rockslide                      Earth creep                      Mudflow                      Avalanche**

| Fast Types of Mass Wasting | Slow Types of Mass Wasting |
|----------------------------|----------------------------|
|                            |                            |
|                            |                            |
|                            |                            |

[4]

- (d) Figure 3.2 shows a landslide.



Figure 3.2

- (i) Name **TWO** countries in the Caribbean that experience landslides.

1. \_\_\_\_\_

2. \_\_\_\_\_ [2]

- (ii) Using Figure 3.2, describe **TWO** effects of landslides on the environment.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_ [4]

- (iii) Explain **THREE** strategies that may be implemented to minimise mass wasting effects.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

[6]

[TOTAL: 25 MARKS]



**Question 4**

- (a) The diagram below shows a type of rainfall.

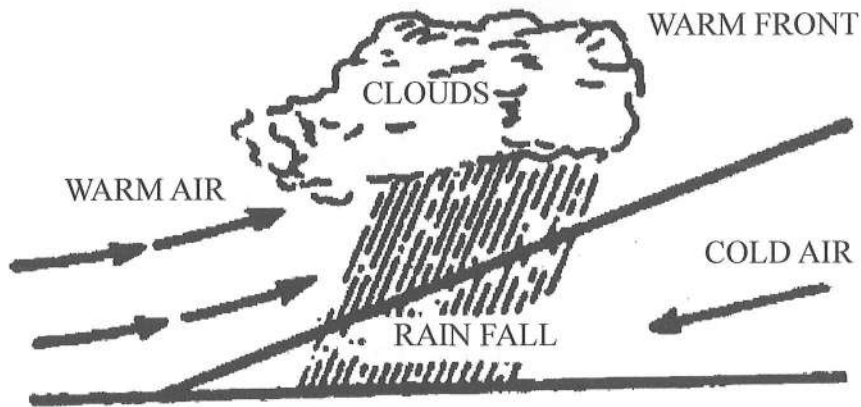


Figure 4.1

- (i) State the type of rainfall shown.

\_\_\_\_\_ [1]

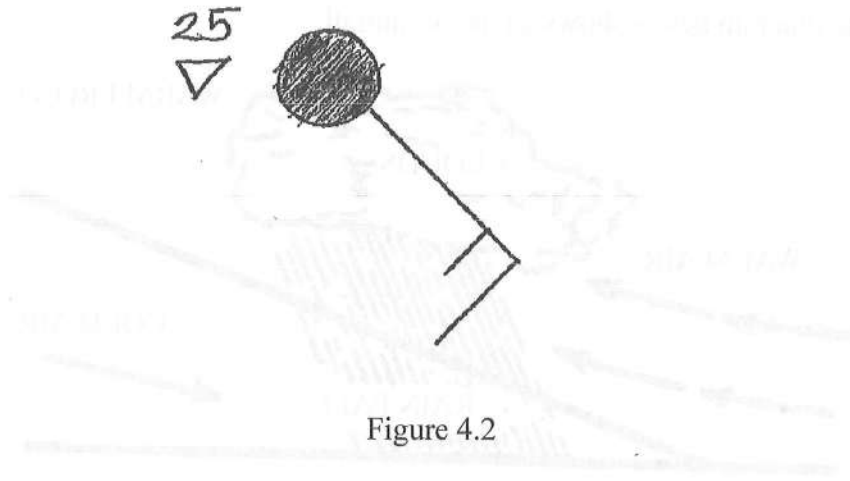
- (ii) Using the diagram, explain how the type of rainfall shown is formed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]

- (iii) State the **TWO** other types of rainfall.

\_\_\_\_\_  
\_\_\_\_\_ [2]

- (b) Study the weather station below to answer questions (i) – (v)



State the following:

- (i) Wind direction \_\_\_\_\_
  - (ii) Wind speed \_\_\_\_\_
  - (iii) Temperature \_\_\_\_\_
  - (iv) The amount of cloud cover \_\_\_\_\_
  - (v) The rainfall conditions \_\_\_\_\_ [5]
- (c) (i) Explain the difference between weather and climate.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ [4]
- (ii) Describe **THREE** climate characteristics of an Equatorial climate.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ [3]



- (d) Explain **THREE** ways in which plants adapt to conditions in an equatorial climate.

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[6]

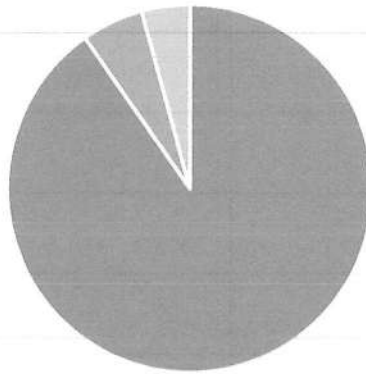
[TOTAL: 25 MARKS]



### Question 5

Figure 5.1 shows three types of migration

The Three Types of Migration



■ Voluntary Migration   ■ Environmental Health-related Migration   ■ Forced Migration

Figure 5.1

- (a) (i) Define the term 'migration'.  
\_\_\_\_\_ [1]
- (ii) What is the main cause of migration?  
\_\_\_\_\_ [1]
- (iii) What is another term used for migrants who are forced to move?  
\_\_\_\_\_ [1]
- (iv) Using background knowledge, state **TWO** reasons for the following?
- Forced migration
1. \_\_\_\_\_
2. \_\_\_\_\_ [2]
- Voluntary migration
1. \_\_\_\_\_
2. \_\_\_\_\_ [2]



(b) State whether the following statement describe short-term or long-term migration.

(i) \_\_\_\_\_ college student on holiday in Florida

(ii) \_\_\_\_\_ unemployed man leaves Panama to work in  
Canada

(iii) \_\_\_\_\_ a wealthy doctor leaves England to spend time  
with his sick mother. [3]

(c) (i) Name the country from which The Bahamas receives most of its migrants.

\_\_\_\_\_ [1]

(ii) State **FOUR** challenges that illegal migrants may face upon arrival to The  
Bahamas.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]

(iii) Discuss **THREE** strategies used by the government of The Bahamas to lower  
the number of illegal migrants.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [6]



(d) Explain **TWO** positive impacts that migration has on the receiving country.

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[4]

**[TOTAL: 25 MARKS]**



**Question 6**

- (a) Study Figure 6.1 which shows a photo related to tourist arrivals in The Bahamas.



Figure 6.1

- (i) Use Figure 6.1 to state the type of tourist who come to The Bahamas using the vessels shown.

\_\_\_\_\_ [1]

- (ii) Using information only from Figure 6.1, list **TWO** natural factors that make The Bahamas a popular tourist destination.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [2]

- (iii) Use evidence from Figure 6.1 and your background knowledge to suggest **THREE** characteristics that make the Port of Nassau ideal for the vessels.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [3]

- (iv) Describe **TWO** negative effects of tourism for the marine environment in The Bahamas.

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[4]

- (b) (i) Explain the difference between domestic tourism and international tourism.

Domestic Tourism:

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[1]

International Tourism:

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[1]



Figure 6.2 shows information about tourist arrivals for the various destination countries in the Caribbean in 2015.

| No | Destination         | Number of tourist arrivals |
|----|---------------------|----------------------------|
| 1  | Anguilla            | 62,084                     |
| 2  | Antigua and Barbuda | 245,384                    |
| 3  | Aruba               | 732,514                    |
| 4  | Bahamas             | 1,514,532                  |
| 5  | Barbados            | 547, 534                   |

Figure 6.2

- (ii) Use the information from Figure 6.2 to list the top three countries with the greatest tourist arrivals for 2015. (Your answer should be in descending order.)

|                 |          |       |   |
|-----------------|----------|-------|---|
| 1 <sup>st</sup> | Bahamas  | most  | ↓ |
| 2 <sup>nd</sup> | _____    |       |   |
| 3 <sup>rd</sup> | _____    |       |   |
| 4 <sup>th</sup> | _____    |       |   |
| 5 <sup>th</sup> | Anguilla | least |   |

[3]

- (iii) Explain **FOUR** strategies used by Caribbean countries to attract tourists to their country.

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[4]

- (c) (i) Give **TWO** examples of eco-tourist activities.

Examples of eco-tourist activities

1. \_\_\_\_\_
2. \_\_\_\_\_ [2]

- (ii) Explain **TWO** ways in which eco-tourism benefits the sustainable development of areas.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_ [4]

**[TOTAL: 25 MARKS]**



**Question 7**

Figure 7.1 shows a type of farming.



Figure 7.1

- (a) (i) Describe the type of farming shown with the correct answer circled.

**Arable**

**Mixed**

**Pastoral**

\_\_\_\_\_ [1]

- (ii) Describe **TWO** differences between intensive commercial farming and extensive commercial farming.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(b) A farm needs inputs, processes and outputs. State whether the following are an input, output or a process.

(i) Seeds \_\_\_\_\_

(ii) Meat \_\_\_\_\_

(iii) Breeding \_\_\_\_\_ [3]

(c) Study Figure 7.2 which shows the exportation of bananas in the eastern Caribbean.

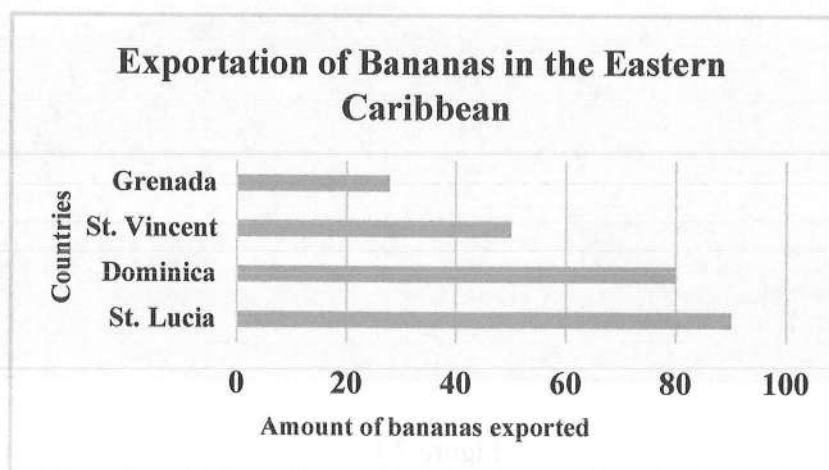


Figure 7.2

(i) Which country is the largest exporter of bananas?

\_\_\_\_\_ [1]

(ii) What percentage of bananas is exported by Dominica?

\_\_\_\_\_ [1]



- (iii) Suggest **THREE** ways in which the bananas may be used?

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[3]

- (d) Study Figure 7.3 a map showing the eastern Caribbean countries.

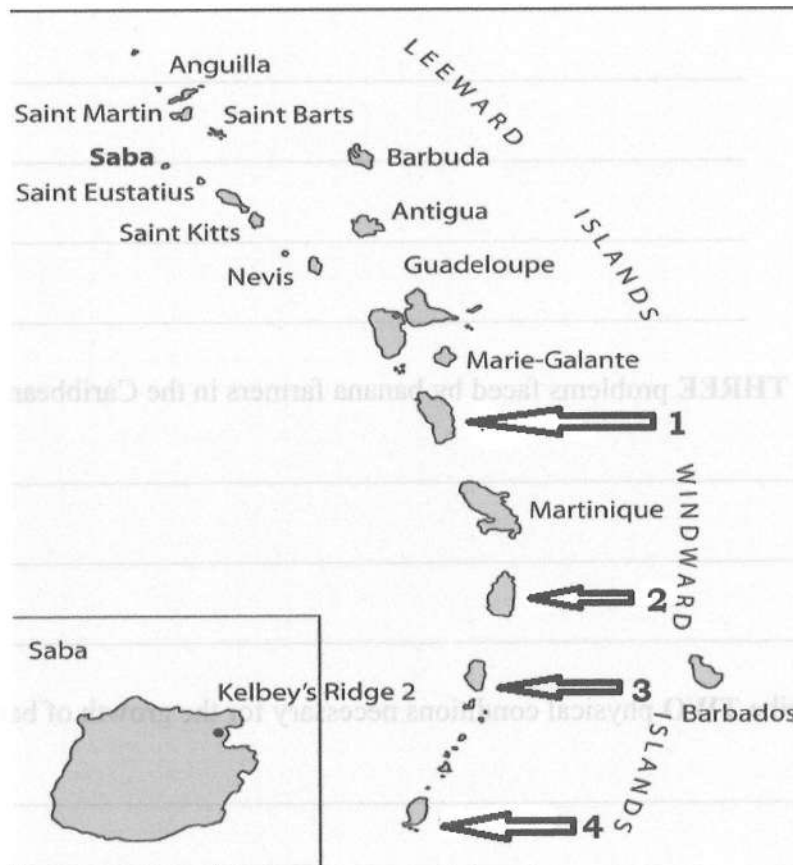


Figure 7.3

- (i) Name the **FOUR** banana exporting countries labelled 1–4 as shown in Figure 7.3.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ [4]

- (ii) Explain the importance of the banana industry for the economy.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [5]

- (e) State **THREE** problems faced by banana farmers in the Caribbean.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [3]

- (f) Describe **TWO** physical conditions necessary for the growth of bananas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

[TOTAL: 25 MARKS]



### Question 8

Figure 8.1 shows a rural and urban settlement.

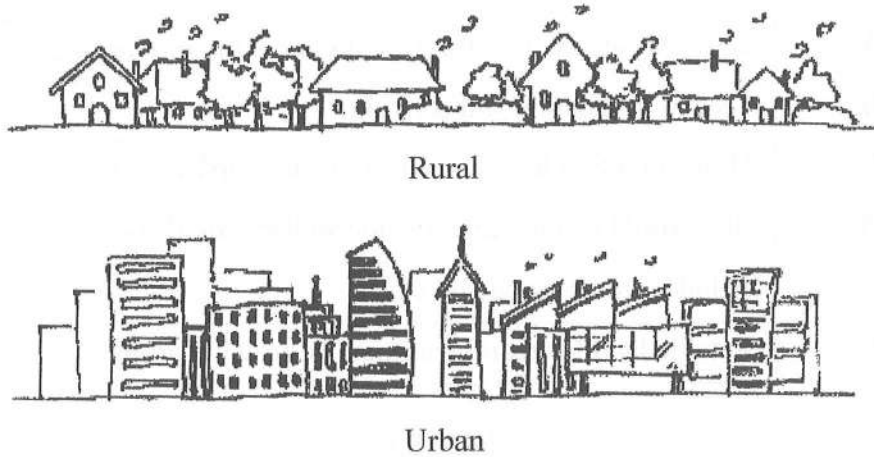


Figure 8.1

(a) With reference to Figure 8.1 define the following terms:

(i) Rural settlement

\_\_\_\_\_ [1]

(ii) Urban settlement

\_\_\_\_\_ [1]

(b) Complete the table below to compare the characteristics of a rural and urban settlement.

| Rural Settlement                | Urban Settlement |
|---------------------------------|------------------|
| (i) Building Height: _____      | _____            |
| (ii) Transportation: _____      | _____            |
| (iii) Settlement Pattern: _____ | _____            |

[6]

- (c) “Early settlers looked for six factors in a settlement site.” Table 8.1 gives the factors that early settlers considered.

| Letter | Definition                                                      |
|--------|-----------------------------------------------------------------|
| A      | Near a spring or river for drinking, cooking or washing.        |
| B      | Needed for heating and cooking                                  |
| C      | Above flooding levels and away from marshy areas                |
| D      | Sites would be on steep hill side so they could see all around. |
| E      | Includes stone, wood and clay.                                  |
| F      | Suitable land for rearing animals or growing crops              |

Table 8.1

For each of the following factors match the correct definition from Table 8.1 with the correct letter.

- (i) Dry point site \_\_\_\_\_
- (ii) Building materials \_\_\_\_\_
- (iii) A water supply \_\_\_\_\_
- (iv) A fuel supply \_\_\_\_\_
- (v) Food supplies \_\_\_\_\_
- (vi) Defence \_\_\_\_\_

[6]

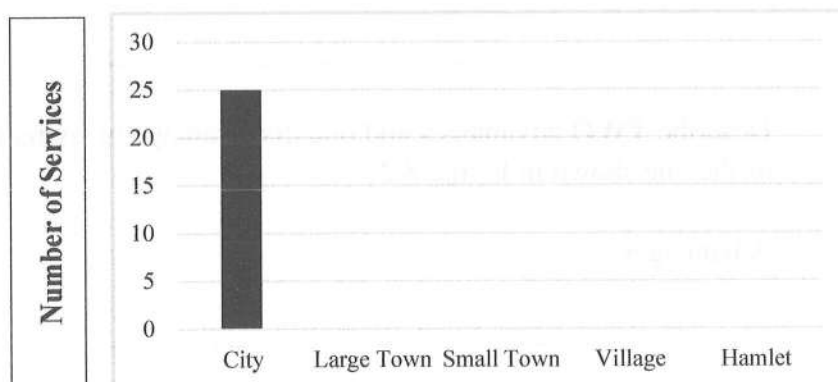


- (d) Table 8.2 shows a number of services provided by five different settlements.

|                   | City    | Large town | Small town | Village | Hamlet |
|-------------------|---------|------------|------------|---------|--------|
| Settlement        | A       | B          | C          | D       | E      |
| Services          |         |            |            |         |        |
| University        | 6       | 0          | 0          | 0       | 0      |
| Football Teams    | 4       | 3          | 0          | 0       | 0      |
| Secondary Schools | 7       | 10         | 3          | 0       | 0      |
| Post Office       | 8       | 3          | 2          | 1       | 0      |
| Corner Shop       | 0       | 0          | 0          | 2       | 1      |
| Population        | 500,000 | 100,000    | 20,000     | 1,000   | 20     |

Table 8.2

- (i) Use the data from Table 8.2 to complete the bar graph to show the number of services provided by each settlement. One has been done for you. [4]



- (ii) State **THREE** other services not shown in Table 8.2 that can be found in a small town.

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[3]

- (e) Study Figure 8.2, which is a map showing the settlement of Matthew Town, Inagua, in The Bahamas.

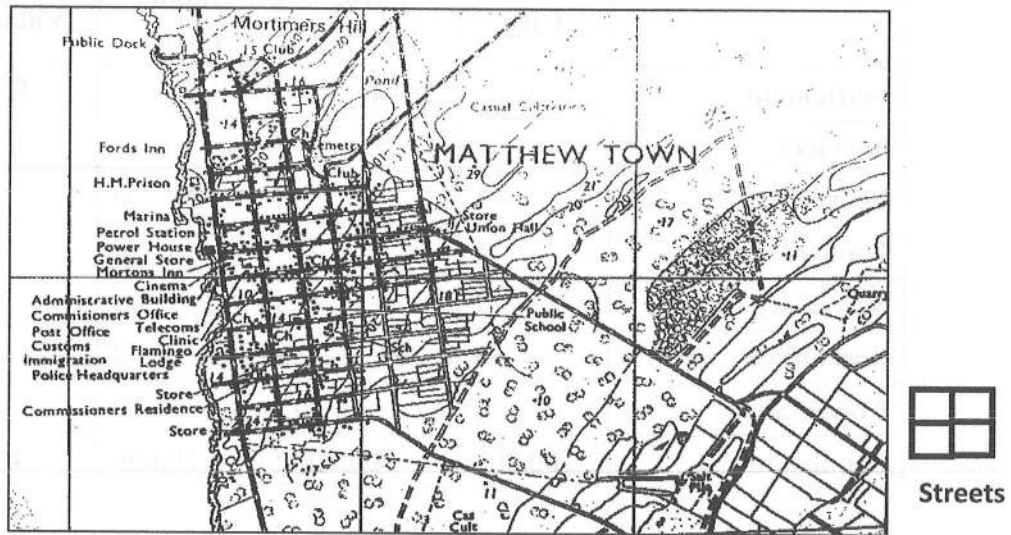


Figure 8.2

- (i) Identify the settlement pattern shown on the map.
- \_\_\_\_\_ [1]
- (ii) Describe **TWO** advantages and one disadvantage of living in a settlement such as the one shown in Figure 8.2.

Advantages

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

Disadvantage

\_\_\_\_\_

\_\_\_\_\_ [1]

[TOTAL: 25 MARKS]



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5109/5

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# GEOGRAPHY

PAPER 5 5109/5

Wednesday **29 MAY 2024** 10:30 A.M.–12:00 NOON

**Additional materials:**  
**Calculator, Protractor**

## MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

### INSTRUCTIONS AND INFORMATION TO CANDIDATES

**Do not open this booklet until you are told to do so.**

Write your school number, candidate number, surname and initials in the spaces provided on this booklet.

Answer **ALL** questions. This paper accounts for 20% of the total marks. There are 3 questions in this booklet. The mark for each question is given in brackets [ ]. All questions carry twenty-five marks.

**ALL** answers should be written in the spaces provided for each question unless otherwise indicated. Sketch-maps and diagrams may be drawn whenever they serve to illustrate an answer.

This question paper consists of 17 printed pages and 3 blank pages.

### Question 1

A geography class conducted a survey using a questionnaire on the island of Inagua, The Bahamas to find out what are the major attractions for tourists and locals. Three hundred persons were interviewed.

The hypotheses for this study are as follows:

**Hypothesis 1** – More locals visit the attractions than tourists.

**Hypothesis 2** – The majority of tourists surveyed will visit beaches.

Table 1.1 shows the results of the findings.

|          | <b>National Park</b> | <b>Lighthouse</b> | <b>Beaches</b> | <b>Sports Fishing</b> | <b>Other</b> |
|----------|----------------------|-------------------|----------------|-----------------------|--------------|
| Locals   | 60                   | 10                | 21             | 4                     | 5            |
| Tourists | 90                   | 40                | 57             | 8                     | 5            |

**Table 1.1**

### Definition

Eco-tourist: someone who uses the natural environment for leisure.

Table 1.1 shows the results of their findings

(a) Study Table 1.1 to answer questions a (i) – a (iii).

The students decided to conduct this investigation at Inagua's National Park.

- (i) Describe **THREE** pre-field work activities that should be carried out before conducting this study.

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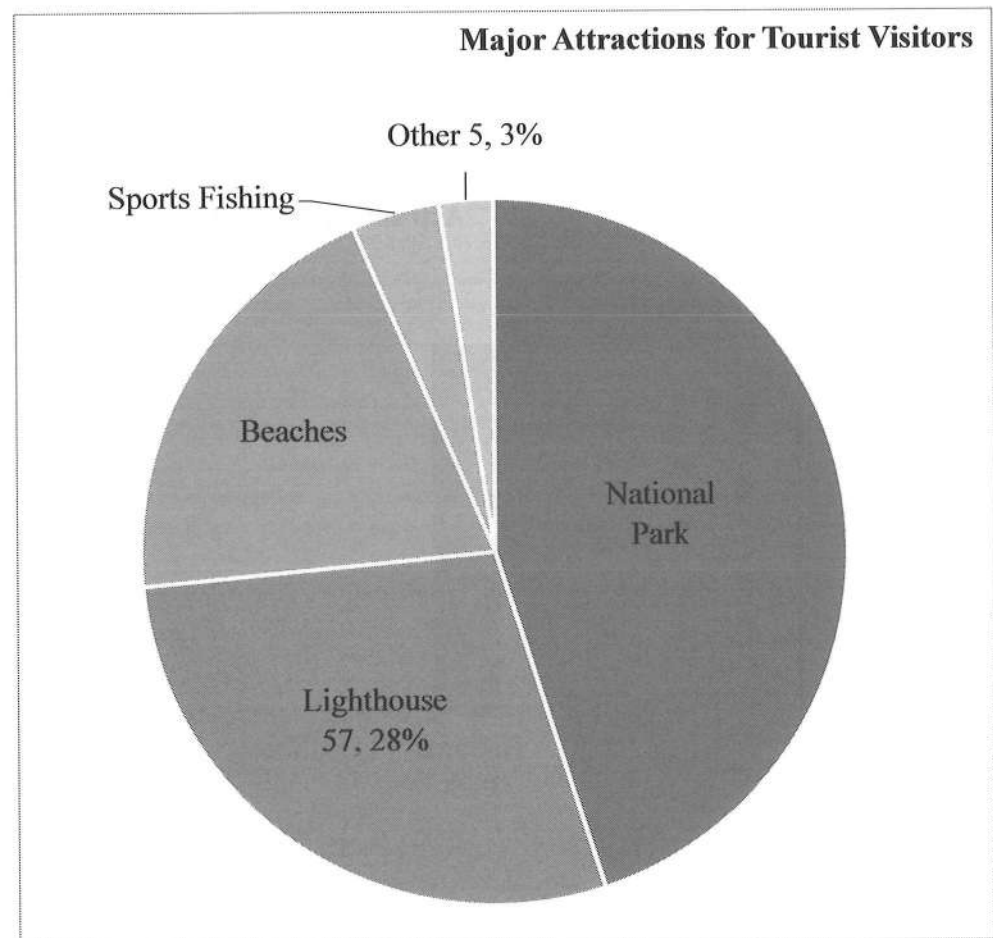
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- (ii) Which of the following attractions would provide the **most** activities for an ecotourist to engage in? Tick your answer. [1]

| Attractions    | Tick (✓) |
|----------------|----------|
| National Park  |          |
| Lighthouse     |          |
| Sports Fishing |          |

- (iii) Complete the pie graph below using the data from Table 1.1., to show the raw data and percentages collected for National Parks, Sports Fishing and Beaches. Two examples have been done for you. [6]



- (b) Suggest **FOUR** questions for the questionnaire that can be used to investigate Hypotheses 1 and 2.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

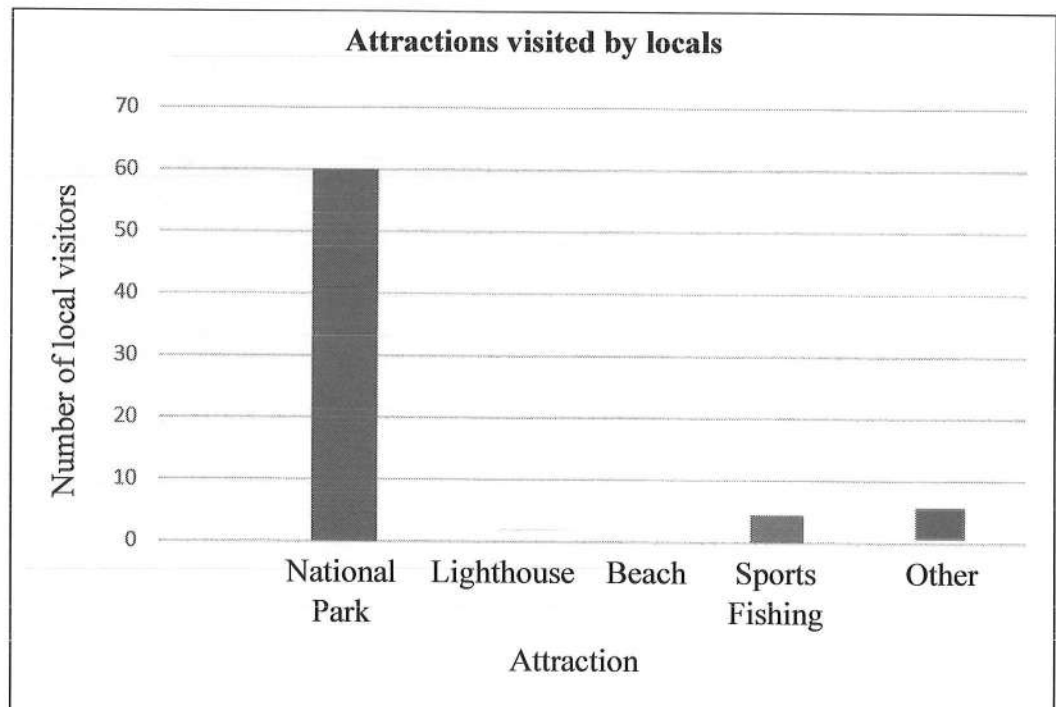
3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_ [4]

- (c) (i) Complete the bar graph using the data in Table 1.1 for locals visiting the lighthouse and the beach. [2]



- (ii) Using the information from Table 1.1. What percentage of locals visited the lighthouse?

\_\_\_\_\_ [1]

- (d) An increase in visitors to Inagua's National Park may result in disturbing ecosystems e.g. birds and nesting sites.

- (i) Explain **TWO** solutions to the problem mentioned above.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_ [4]

- (ii) Suggest **TWO other** impacts that an increase in visitors to Inagua's National Park may have on the natural environment.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_ [2]

- (e) Look again at both of the Hypotheses at the start of question 1. State whether each Hypothesis was true or false and give a reason why using the data from Table 1.1.

Hypothesis 1 is \_\_\_\_\_

Reason

\_\_\_\_\_

Hypothesis 2 is \_\_\_\_\_

Reason

\_\_\_\_\_ [2]

[TOTAL: 25 MARKS]

[Turn over

## Question 2

A class of students in the town of Nassau, The Bahamas wanted to find out how the construction of a new high rise condominium affected the flow of traffic in the town. They decided to do a traffic survey to investigate this issue. Each student chose different hypotheses to investigate.

One student tested the following hypotheses:

**Hypothesis 1:** Cars are the main type (category) of vehicle in the town throughout the day.

**Hypothesis 2:** The percentage of heavy equipment vehicles (cement trucks, tractors etc.) is greatest during the early morning part of the day.

(a) To investigate the hypotheses the student did a traffic survey at four sites around the town centre.

(i) List **TWO** materials needed to carry out this study.

1. \_\_\_\_\_

2. \_\_\_\_\_ [2]

(ii) State **THREE** procedures that must be followed by all students when completing a traffic survey. These will ensure that the results are reliable.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_ [3]

- (iii) State **ONE** precaution all students should take when completing this study? Give a reason for your answer.

Safety Precaution:

\_\_\_\_\_ [1]

Reason:

\_\_\_\_\_ [1]

- (b) The students decided to count the traffic at the four sites around the town centre for 2 hours in the morning and 2 hours in the afternoon part of the day. The overall results of the morning and afternoon traffic counts are shown in Tables 2.1 and 2.2.

### Results of the Traffic Survey

**Time: 7:30 am – 9:30 am**

| Type of Vehicle         | Survey Site |    |     |     | Total | Percentage (%) of total |
|-------------------------|-------------|----|-----|-----|-------|-------------------------|
|                         | 1           | 2  | 3   | 4   |       |                         |
| Cars                    | 56          | 80 | 120 | 107 | 363   | 79                      |
| Heavy Equipment Vehicle | 1           | 5  | 3   | 0   | 9     | 2                       |
| Lorry/Van               | 12          | 8  | 14  | 6   | 40    | 9                       |
| Motorbike               | 2           | 1  | 4   | 3   | 10    | 2                       |
| Public bus (Jitney)     | 5           | 5  | 7   | 5   | 22    | 5                       |
| Taxi                    | 1           | 3  | 4   | 2   | 10    | 2                       |
| Bicycle                 | 0           | 1  | 0   | 2   | 3     | 1                       |
| <b>Total</b>            |             |    |     |     |       |                         |

**Table 2.1**

(i) Using the data provided, complete Table 2.1 to show the total amount of vehicles counted during the morning period of the traffic survey. [1]

(ii) Which types of vehicles received the exact same total?

\_\_\_\_\_ [2]

**Results of Traffic Survey**  
**Time: 12:30 pm – 2:30 pm**

| Type of Vehicle         | Survey Site |    |    |    | Total | Percentage (%) of total |
|-------------------------|-------------|----|----|----|-------|-------------------------|
|                         | 1           | 2  | 3  | 4  |       |                         |
| Cars                    | 33          | 45 | 70 | 57 | 205   | 75                      |
| Heavy Equipment Vehicle | 1           | 0  | 2  | 1  | 4     | 2                       |
| Lorry/Van               | 8           | 5  | 10 | 3  | 26    | 9                       |
| Motorbike               | 0           | 1  | 2  | 2  | 5     | 2                       |
| Public bus (Jitney)     | 5           | 5  | 7  | 5  | 22    | 8                       |
| Taxi                    | 0           | 3  | 2  | 2  | 7     | 3                       |
| Bicycle                 | 1           | 0  | 0  | 1  | 2     | 1                       |
| <b>Total</b>            |             |    |    |    | 271   |                         |

**Table 2.2**

(iii) Using the data from both tables, what do the results show about the number of cars counted between the morning and afternoon period of the survey?

Tick (✓) your answer below.

[1]

|                                | Tick (✓) |
|--------------------------------|----------|
| The number of cars increase    |          |
| The number of cars is the same |          |
| The number of cars decrease    |          |

(iv) Provide **ONE** possible reason for your answer in (b) (iii).

\_\_\_\_\_  
\_\_\_\_\_ [1]

- (v) A sample of the students' recording sheet is shown in Figure 2.1 below. Use the data from Table 2.2 to complete the recording sheet for Site 3. [4]

**Recording Sheet**

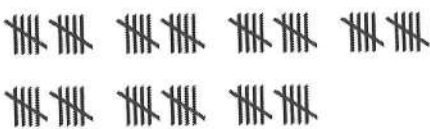
| Site (Station) 3:          |                                                                                    |       |
|----------------------------|------------------------------------------------------------------------------------|-------|
| Type of Vehicle            | Tally                                                                              | Total |
| Cars                       |  | 70    |
| Heavy Equipment Vehicle    |   | 2     |
| Lorry/Van                  |   | _____ |
| Motorbike                  |   | 2     |
| Public bus (Jitney)        |                                                                                    | 7     |
| Taxi                       |                                                                                    | 2     |
| Bicycle                    |                                                                                    | 0     |
| Overall total for vehicles |                                                                                    | _____ |

**Figure 2.1**

- (vi) Using Tables 2.1 and 2.2, which site had the highest number of vehicles?

\_\_\_\_\_ [1]

Hypothesis 1 states that Cars are the main type (category) of vehicles in the town throughout the day.

- (c) With reference to the hypothesis given what conclusions would you make about Hypothesis 1? Support your answer with evidence from Tables 2.1 and 2.2.

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[4]

- (d) The students decided that Hypothesis 2: The percentage of heavy equipment vehicles (cement trucks, tractors etc.) is greatest during the early morning part of the day was false. Use evidence from the data collected to support this conclusion.

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[4]

**[TOTAL: 25 MARKS]**

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### Question 3

A group of students was conducting fieldwork in the main shopping area of the city of Nassau. They wanted to find out how the shopping area had changed and what residents who visited the shopping area thought about it. The students investigated the following hypotheses:

#### Hypothesis 1:

Shops and services in the area have changed between 1992 and 2022.

#### Hypothesis 2:

Residents are most concerned about the amount of derelict buildings in the area.

- (a) To begin, the students completed a land-use map of the shopping area. This map is shown in Figure 3.1 below.

- (i) Use the map key to label the following buildings on Figure 3.1:

- A bank at point Q;
- A restaurant at point R.

[2]

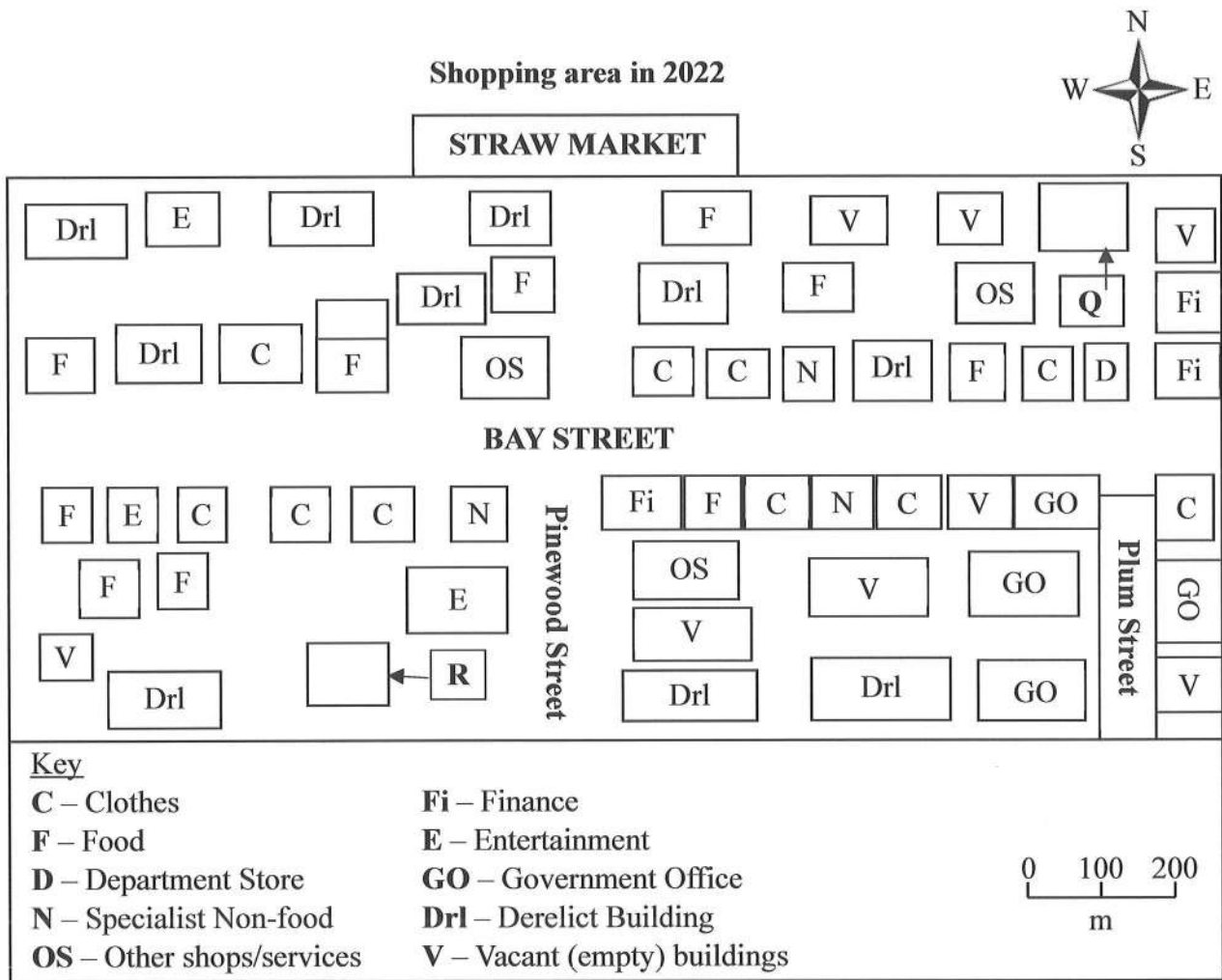


**Figure 3.1**

(ii) Describe the distribution of the clothing stores shown in Figure 3.1.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_ [2]

(iii) What type of shop or service is located directly east of point Q?

\_\_\_\_\_ [1]

(iv) What type of shop or service is located 400 m northwest of point R?

\_\_\_\_\_ [1]

- (b) To compare the different shops and services in 1992 and 2022, the students devise Table 3.1 below.

**Number of shops and services found in the shopping district**

| Category                                                       | 1992      | 2022           |
|----------------------------------------------------------------|-----------|----------------|
| <b>Shops</b>                                                   |           |                |
| Clothes                                                        | 20        | 11             |
| Department Store                                               | 4         | 1              |
| Food (restaurants, cafes, bars, takeaways)                     | 7         | 9              |
| Specialist non-food (mobile or cell phones, jewellery, sports) | 1         | 2              |
| Other shops                                                    | 5         | 3              |
| <b>Services</b>                                                |           |                |
| Finance                                                        | 5         | 3              |
| Entertainment (night clubs)                                    | 7         | 3              |
| Other services (travel agents)                                 | 4         | 1              |
| Derelict Buildings                                             | 2         | 10             |
| Vacant (empty buildings)                                       | 1         | 7              |
| <b>Total</b>                                                   | <b>56</b> | <b>Answer:</b> |

**Table 3.1**

- (i) Using the data provided, complete Table 3.1 to show the total amount of shops and services for 2022. [1]
- (ii) The students obtained the data for 1992 from a map which showed the area in that year.

What is the correct term for this type of data? Circle your answer below.

- (a) Fieldwork data
- (b) Primary data
- (c) Sampling data
- (d) Secondary data

[1]

- (iii) The students used Table 3.1 to draw the graph, Figure 3.2 below.

Complete the graph in Figure 3.2. below to show the changes in the number of food shops and entertainment. [2]

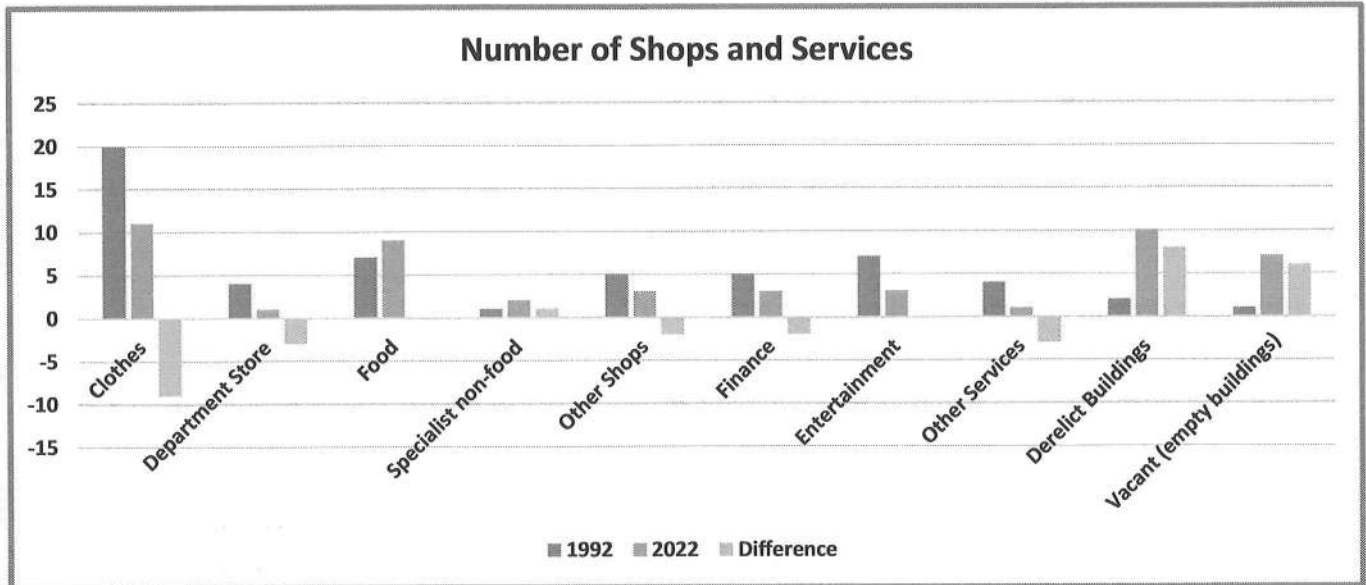


Figure 3.2

- (iv) What conclusion would the students make about;

Hypothesis 1: Shops and services in the area have changed between 1992 and 2022?

Support your response with evidence from Table 3.1 and Figure 3.2.

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[4]

- (c) To investigate Hypothesis 2: Residents are most concerned about the amount of derelict buildings in the area; the students used a questionnaire with residents in the shopping area. Their questionnaire is shown in Figure 3.3.

| Shopping Questionnaire                                                                                                                                |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Date: _____ Time: _____                                                                                                                               |                             |
| Good day. I am a student at John Madden High School. I would be grateful if you could answer a few questions to help me with my geography coursework. |                             |
| 1. How long do you expect to be shopping in this area?                                                                                                |                             |
| _____ 0 to 15 minutes                                                                                                                                 | _____ 16 to 30 minutes      |
| _____ 31 to 59 minutes                                                                                                                                |                             |
| _____ 1 to two hours                                                                                                                                  | _____ more than 2 hours     |
| 2. What is the reason for you shopping in the city centre? (You may give more than one answer)                                                        |                             |
| _____ Near to home                                                                                                                                    | _____ Near to work          |
| _____ Traffic – free area for shopping                                                                                                                |                             |
| _____ Ample parking space                                                                                                                             | _____ Wide variety of shops |
| _____ Other reasons                                                                                                                                   |                             |
| 3. What are your main concerns about this shopping area?                                                                                              |                             |
| _____                                                                                                                                                 |                             |
| _____                                                                                                                                                 |                             |
| _____                                                                                                                                                 |                             |
| 4. Gender: _____ Male _____ Female                                                                                                                    |                             |
| 5. Age: _____ 16 – 30 _____ 31 – 45                                                                                                                   |                             |
| _____ 46 – 60                                                                                                                                         | _____ Over 60               |
| Thank you very much for your help and time.                                                                                                           |                             |

Figure 3.3

- (i) What are **TWO** benefits of using a questionnaire?

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_ [2]

- (ii) Suggest **TWO** problems which the students may have faced in completing their questionnaire survey.

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_ [2]

- (iii) Table 3.2 below shows the results of question 3 in the questionnaire.

| Concerns                           | Number of residents |
|------------------------------------|---------------------|
| Limited variety of types of stores | 23                  |
| No night time shopping             | 17                  |
| Too many derelict buildings        | 50                  |
| Not enough parking                 | 35                  |
| <b>Total</b>                       | 125                 |

**Table 3.2**

Rank the concerns according to the number of residents surveyed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Major  
↓  
Minor [2]

- (iv) Suggest **TWO** answers that would be included in the 'other reason' category for question 2 in the questionnaire.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_ [2]

- (v) What conclusions would the students have made about Hypothesis 2: Residents are most concerned about the amount of derelict buildings in the area?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [3]

[TOTAL: 25 MARKS]

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