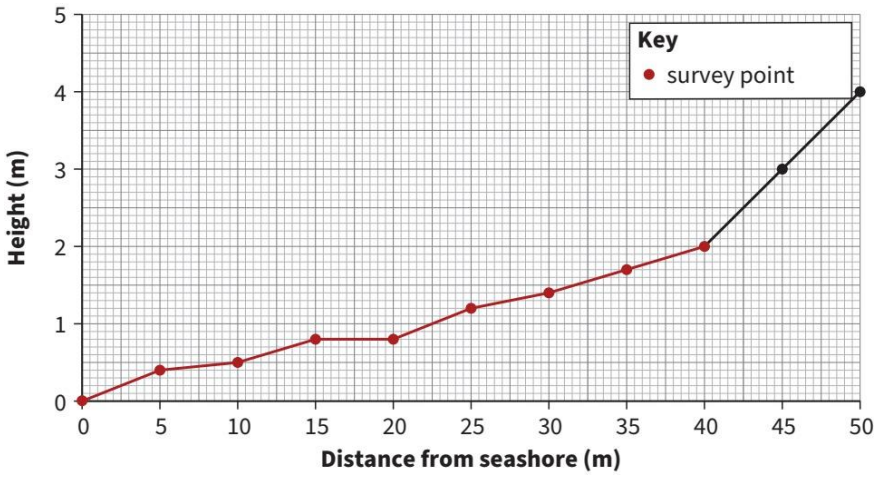
# Oxford Revise | Geography | Answers

## Chapter 39

**All exemplar answers given are worth full marks.**

**1.1** The line graph should be completed as below:




**1.2** The height of the beach is 0.8 m (80 cm) at 20 metres from the seashore.

**1.3** A line graph is a good way of showing a beach gradient cross section because it is very clear and shows all of the gradient changes and breaks in changes.

**1.4** One potential risk of conducting coastal fieldwork is that the tides change and you could find that you are cut off from the beach or the rest of the group if the tide has come in faster than you were expecting.

**1.5** This is a flow-line diagram.

**1.6** One way that the flow-line diagram could be adapted is by adding a scale or a key so that you can calculate how many vehicles each flow line represents in reality.

**1.7** The flow line map shows that the most vehicles are travelling in both directions along Cromwell Road. Morpeth Street (south of Cromwell Road) is the second busiest and Morpeth Street (north of Cromwell road) is the least busy. Morpeth Street both north and south of Cromwell Road have more vehicles travelling towards Cromwell Road. On each road, cars were the most common vehicle, followed by lorries and vans, with bicycles and motorbikes the third most common.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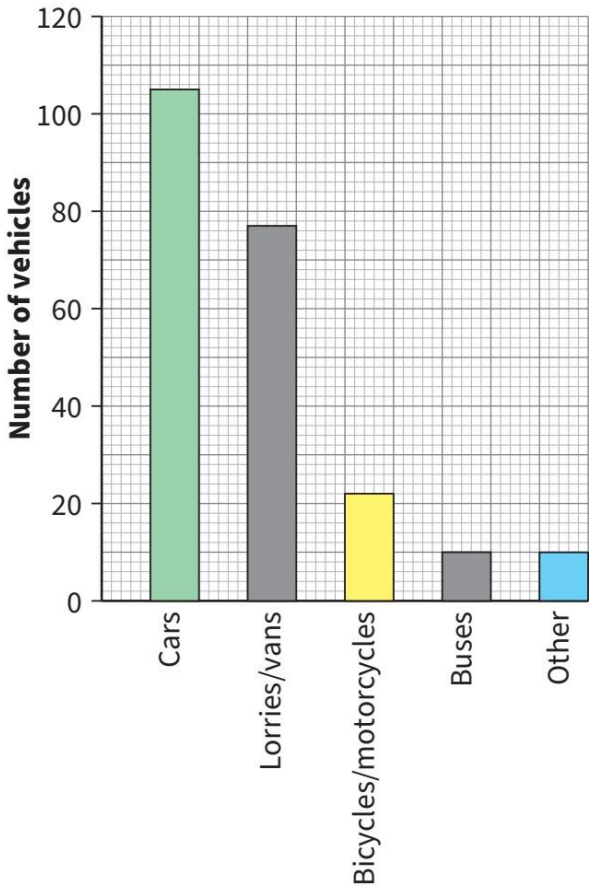
**1.8** The bar chart should be completed as below:




**1.9** Secondary data is data that has been collected by others, such as census data.

**2.1** During our physical geography enquiry we measured the velocity of the stream by timing how long it took a cork to travel 10 metres. We did this three times to get an average so that our data was more reliable.

**2.2** In our human geography enquiry we analysed the environmental quality data by calculating the mean score for each site. We could use these mean scores to compare the different sites statistically.

**2.3** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 5–6 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 3–4 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |

| Level | Marks | Description |
|---|---|---|
| 1 (basic) | 1–2 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

Example answer: *In our physical geography enquiry we collected data about the shape of the bedload at three different sites along a river to identify whether there were any changes as we moved further away from the source. One of the data presentation techniques we used to present this information was drawing a pie chart to show the shape of the bedload we collected. The pie charts were useful because they clearly showed the proportion of each different shape – angular to subangular to rounded. We colour coded each section of the pie chart so that the different proportions were clearly identifiable. We drew three pie charts so that we could make clear comparisons. This helped analyse our findings and identify that we found significantly more rounded stones in one of the sites – the site further from the source. This then helped us conclude that the shape of the bedload does change as you move downstream.*

**2.4** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 7–9 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 4–6 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |
| 1 (basic) | 1–3 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

**3-marks: SPaG** (spelling, punctuation, grammar, and specialist terminology)

| Marks | Description |
|---|---|
| 3 | • Accurate spelling and punctuation<br>• Rules of grammar followed<br>• Effective control of meaning<br>• Uses wide range of specialist terms |

| Marks | Description |
|---|---|
| 2 | • Generally accurate spelling and punctuation<br>• Most rules of grammar followed<br>• General control of meaning<br>• Uses good range of specialist terms |
| 1 | • Reasonably accurate spelling and punctuation<br>• Some rules of grammar followed – errors do not hinder meaning<br>• Some control of meaning<br>• Limited use of specialist terms |
| 0 | • Writes nothing<br>• Does not relate to question<br>• Basic grasp of spelling, punctuation, and grammar prevents clear meaning |

Example answer: *In our physical geography enquiry we were aiming to investigate the extent to which a river changes from its source to its mouth and I think to a certain extent the results we collected and how we analysed them helped to reach valid conclusions about this aim.*

*Initially we started with a hypothesis with two parts. Firstly, that we expected the bedload to get more rounded as we moved further away from the source. We collected a sample at 3 sites and our results showed clear changes. We found out that the bedload varied but there were slightly more angular rocks and stones in the site nearest the source of the stream. We found that there were more stones judged as 5 on the index of angularity (5 is the least angular or the most rounded) as we moved further downstream. From these results we able to make the conclusion that part of our hypothesis had been correct and that the bedload did get more rounded as we moved further away from the source. However, the other set of results that we collected were less useful in helping us reach conclusions. We investigated the velocity of the water to test the hypothesis that the water would be flowing faster as you move further away from the source. Our results, however, did not give us any clear patterns. At site 1 nearest the source the average velocity was 23 seconds, at site 2 it was 11 seconds and at site 3 it was 28 seconds. This is not the pattern we would expect. This could be because of human error. We did not find a clear pattern in how the velocity changed across the stream channel. This could be because there was a large amount of rocks and stones which affected the stream flow and the results that we got, making it more difficult to make strong conclusions.*

*Therefore, we were partially able to make judgements using our results and were therefore able to tentatively make conclusions about parts of our investigation. In parts the validity of these conclusions were weakened because of the limitations we faced due to the location we visited and the simplicity of the fieldwork methods employed.*

**3.1** A questionnaire survey

**3.2** A question that could come at the start of the survey is 'Are you are permanent resident or are you just visiting for a short period of time?'

**Accept other similar suggestions.**

**3.3** Closed questions are used so that the responses are easier to analyse using data presentation techniques such as graphs and clear patterns can be identified.

**3.4** Sample size is important because if you ask too few people their views will seem more significant than they really are. The larger the sample, the more representative the results will be.

**3.5** Question 3 could be relevant because finding out about the type of work that they do could help us understand whether their work is directly linked with tourism. This may influence their opinions.

**3.6** The teacher has insisted on interviewing in a pair to keep the students safe and so that they are never alone speaking to strangers. They shouldn't interview in a group because this can be quite intimidating for the public and might put them off answering the questionnaire.

**3.7** Bias could be introduced by the students because they may not ask a cross section of people. They may only ask people who are willing to stop and engage in conversation – such as elderly people rather than people of a working age. This will not get a representative set of results.

**3.8** You could investigate the following question. What is the quality of environment in this residential area?

**Accept other similar suggestions.**

**3.9** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 2 (clear) | 3–4 | • Sound, organised and relevant throughout, using supporting evidence and examples<br>• Communicates good knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives)<br>• Uses geographical terms and vocabulary |
| 1 (basic) | 1–2 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Explanations are partial<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

Example answer: *Fieldwork risks in urban environments could be reduced by setting out clear rules and expectations about students crossing roads carefully because of traffic risks. Students should also be given clear areas in which they can go in so that they do not get lost or stray into more dangerous areas and clear meeting points. Students should always remain in pairs or groups when carrying out fieldwork or asking people questionnaires so that they are not along when talking to strangers. This reduces the danger of talking to strangers unsupervised.*

**4.1** One factor that affected our primary data collection in our human geography enquiry was that when we collected our pedestrian count data for different places we did so at different times of the day. This meant that for some places the data was collected at busier times than others which will influence our results and analysis.

**Answers will vary depending on fieldwork undertaken.**

**4.2** In our river enquiry we tried to measure the velocity of the water by timing how long it took a cork to travel a 10-metre distance. The problem with this technique was the cork kept getting trapped by big stones so

we had to dislodge it ourselves and place it away from the stones. This clear had an impact on the results because at times we were not very careful about where we moved the cork to.

**Answers will vary depending on fieldwork undertaken.**

**4.3** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 5–6 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 3–4 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |
| 1 (basic) | 1–2 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

Example answer: *In our human geography enquiry we started with the aim of investigating how effectively the redevelopment of Brindley Place in Birmingham had been in improving the environment. We broke this overall aim into two hypotheses. Firstly, we hypothesised that the redevelopment would have had a very positive impact on the visual environment such as what the buildings and canals looked like and how well landscaped the area was now. Our second hypothesis linked to improving the environment was that we predicted that the redevelopment would have made the area more sustainable through the introduction of more recycling schemes.*

*To a certain extent our conclusions matched these aims and hypothesis. We found through our questionnaires and quality of environment surveys that all parts of Brindley Place had a really good environment, with clean buildings, landscaped areas and water features and minimal litter. The second part of our conclusions were less convincing, however. We were able to photograph lots of evidence of recycling opportunities and we also found and photographed the pedestrianised areas so could conclude that there was less air pollution and traffic problems. However, as we did not test air quality we can't be completely sure of this conclusion about sustainability.*

**Answers will vary depending on fieldwork undertaken.**

**4.4** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 7–9 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 4–6 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |
| 1 (basic) | 1–3 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

**3-marks: SPaG** (spelling, punctuation, grammar, and specialist terminology)

| Marks | Description |
|---|---|
| 3 | • Accurate spelling and punctuation<br>• Rules of grammar followed<br>• Effective control of meaning<br>• Uses wide range of specialist terms |
| 2 | • Generally accurate spelling and punctuation<br>• Most rules of grammar followed<br>• General control of meaning<br>• Uses good range of specialist terms |
| 1 | • Reasonably accurate spelling and punctuation<br>• Some rules of grammar followed – errors do not hinder meaning<br>• Some control of meaning<br>• Limited use of specialist terms |
| 0 | • Writes nothing<br>• Does not relate to question<br>• Basic grasp of spelling, punctuation, and grammar prevents clear meaning |

Example answer: *In our human geography enquiry we started with the aim to investigate how effectively the redevelopment of Brindley Place in Birmingham had been in improving the environment. We collected a range of data that was varied in its value in helping us reach conclusions.*

*One of the most effective set of findings was our quality of environment survey results. We carried out surveys at a number of sites around the Brindley Place area and then analysed these results by calculating the mean quality of environment score overall and for the different criteria. This clearly showed us that after the redevelopment the quality of environment was very good in different aspects. We also took*

*photographs of different areas that clearly showed us how much focus had been placed on the environment when the area was redeveloped. We took photographs of the landscaping, the cleaned-up canal and also the architecture.*

*Both of these results were useful but were not perfect because they did not really allow us to see how the area had changed over time. We could have used additional data sources, which would have strengthened our conclusions and made them more reliable. It would have been very useful to have some secondary data showing what the environment used to be like, such as old quality of environment survey results, so that we could make a more effective judgement about how it had changed. We could also have used the internet to find old photographs of Brindley Place before the redevelopment had taken place so that we could be more confident in our conclusions that the environment had improved.*

*In conclusion, I feel that while our data was strong and effectively showed us how good the environment was, the additional data would have enabled us to compare the area before and after redevelopment, which would have improved the validity of our conclusion.*

**5.1** In our human geography enquiry we asked people questionnaires about their opinions of the redevelopment in Brindley Place, Birmingham. The problem with the questionnaire that we used was that there were only open questions used so it was quite difficult to analyse the results.

**Answers will vary depending on fieldwork undertaken.**

**5.2** In our human geography enquiry we were investigating how the redevelopment of Brindley Place had changed the land use in the area. We analysed the data we had collected by completing a land use map showing the different types of buildings. We designed a key and shaded it accordingly. We then calculated the percentage of each different type of building to see which were the most significant and then compared the land use map to before the redevelopment had happened.

**Answers will vary depending on fieldwork undertaken.**

**5.3** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 5–6 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 3–4 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |
| 1 (basic) | 1–2 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |

| Level | Marks | Description |
|---|---|---|
| | 0 | No relevant content |

Example answer: *Our physical geography enquiry involved investigating the extent to which a stream changes as you move further away from the source. We chose a tributary of the River Severn in Cardingmill Valley. This was a suitable location because it was close to our school, so it was relatively easy for us to get there and back in one day. A second reason it was a good location was that it is public land that is owned by the National Trust. This meant that we could access the river easily and did not have to cross any private land or get additional permission. As it was a National Trust area, there was an information centre and toilets available for us. We chose three sites to investigate when we were there. These were suitable because they gave us varying data and helped us meet our aim of investigating whether the stream varies in characteristics as you move further away from the source. We chose one site as close to the source as we could get and then moved further downstream as far as we could. Although we tried to plan this, it did not work perfectly because we had to walk between sites so in reality they were not that far apart and did not truly reflect how a stream or river might change.*

*In conclusion, I believe that we did our best to choose a good general location that made it possible for us to get in the river and carry out our investigations in a safe and controlled environments but there are some improvements that we could make if were doing this investigation again such as planning different sites that were further apart.*

**Answers will vary depending on fieldwork undertaken.**

**5.4** This question is level-marked:

| Level | Marks | Description |
|---|---|---|
| 3 (detailed) | 7–9 | • Thorough, detailed, organised, and relevant throughout with supporting evidence and examples<br>• Communicates detailed, clear knowledge and understanding<br>• Communicates using developed statements and ideas (e.g. uses connectives to fully explore ideas)<br>• Good use of geographical terms and vocabulary |
| 2 (clear) | 4–6 | • Sound throughout with some supporting evidence and examples<br>• Communicates some knowledge and understanding<br>• Communicates using linked statements and ideas (e.g. uses connectives, but needs further development)<br>• Some use of geographical terms and vocabulary |
| 1 (basic) | 1–3 | • Basic throughout with limited supporting evidence and/or examples<br>• Communicates limited knowledge and understanding<br>• Communicates using simple statements that are not developed<br>• Little or no use of geographical terms and vocabulary |
| | 0 | No relevant content |

**3-marks: SPaG** (spelling, punctuation, grammar, and specialist terminology)

| Marks | Description |
|---|---|
| 3 | • Accurate spelling and punctuation<br>• Rules of grammar followed<br>• Effective control of meaning<br>• Uses wide range of specialist terms |
| 2 | • Generally accurate spelling and punctuation<br>• Most rules of grammar followed<br>• General control of meaning<br>• Uses good range of specialist terms |
| 1 | • Reasonably accurate spelling and punctuation<br>• Some rules of grammar followed – errors do not hinder meaning<br>• Some control of meaning<br>• Limited use of specialist terms |
| 0 | • Writes nothing<br>• Does not relate to question<br>• Basic grasp of spelling, punctuation, and grammar prevents clear meaning |

Example answer: *In our physical fieldwork enquiry we set ourselves the aim of investigating whether velocity and bedload changed as a river moves away from its source. In our conclusions we were able to make judgements about these original aims, but these judgements were more confident for some aspects over others.*

*Our results did not support the idea that the velocity of the river increases as you move away from the source. What we found in our results was no pattern at all and therefore may have to conclude that velocity does not increase as you move further away from the source. However, these results may not be reliable because when we visited the river there had been a heatwave and a period of very little rain which meant that the river levels were very low. This could have given us unreliable results and conclusions. To ensure our results were more valid and reliable I think we would need to go back to the river on several occasions and at different times of the year.*

*To a certain extent were able to be more confident in our conclusions about bedload because our results clearly showed that the stones became more rounded as we moved away from the source which matched our initial hypothesis. In terms of the method that we used we followed a set framework and judged the shape of the stones selected on a commonly used index. On the other hand, it is impossible to say that the results were completely reliable because we may have been biased as we picked them out of the stream which may have skewed the results. The conclusions would have been more valid if we had used a bigger sample size at each of the sites so that the results were even more representative.*

*Overall, therefore, I think we can say our conclusions were partly reliable, but we would need to take bigger sample sizes and revisit the site during different weather conditions to enhance their validity and reliability.*

**Answers will vary based on fieldwork undertaken.**