



# To what extent does the road infrastructure and traffic in central Guildford cause a variation in the amenity value of the River Wey?

## Read the sample coursework

- Go to 'Coursework Support' - 'Coursework Exemplar Summer 2024'

You may want to practice marking the coursework sample before reading the Principal Moderator's commentary below using the [Independent Investigation coursework mark sheet](#)

If you want to refresh your understanding of the coursework marking requirements watch our 30 minute on-demand training: [Module 1 – Understanding the assessment requirements](#).

## Principal Moderator's Commentary

Purpose of the Independent Investigation, max 12 marks  
Pages 2 to 5 of Sample A

### Geographical knowledge

- The student has demonstrated accurate and relevant geographical knowledge throughout the investigation such as on pages 2 and 3 (details of the proposed changes to traffic management by the river Wey), page 2 (location), page 4 (urban sustainability) as well as the links between traffic and tranquillity (page 7 and page 13) and the influence of traffic on air pollution from secondary data (page 21).
- There is also clear comparative context on pages 26 and 27 in the conclusion section emphasising that criteria can be found anywhere within the project.

### Geographical sources

- This investigation cited a wide range of relevant geographical sources (Get Surrey page 2; Construction Enquirer page 3; NCBI, page 23; ONS page 25). These are referenced in an extensive bibliography on pages 30-32.
- Research information was used to justify the aim on page 2 where the student refers to aims of Guildford



	<p>Borough Council in justifying the research topic and location they will examine.</p> <ul style="list-style-type: none"><li>• The student does have an appropriate framework detailed on pages 4 to 5.</li><li>• The investigation is also at a manageable scale as shown by the selection of a short transect on page 2.</li></ul> <p>Best fit</p> <ul style="list-style-type: none"><li>• Overall, it was thought to be Level 3 and was awarded 12 marks. This is a high-quality study with obvious student led design. It therefore meets all three criteria.</li></ul>
Field Methodologies and Data Collection, max 10 marks Pages 6 to 11	<p>This project has been chosen to show how individual students can collect sufficient data on their own without the need for group work nor expensive equipment.</p> <p>Methods and sampling</p> <ul style="list-style-type: none"><li>• The student used a range of appropriate methods such as a traffic count (page 7), bi-polar survey (page 8) decibel meter (page 9) as well as secondary information such as AA speed traffic data (page 9) and air pollution data (page 10).</li><li>• There is a justification as opposed to a theoretical explanation of the stratified sampling system on page 6.</li><li>• There is discussion of the timing of the data collection programme (page 7).</li></ul> <p>Ethical considerations, accuracy, and precision</p> <ul style="list-style-type: none"><li>• There is a discussion of ethical considerations on page 6.</li><li>• The data is thought to be accurate through the use of traffic data as the volume of traffic is a key factor in determining the amenity value of the study location.</li><li>• It is thought to be precise as the student used a decibel meter to measure noise.</li><li>• There is some discussion of both the accuracy/precision of the data collection techniques</li></ul>



	<p>as well as the validity of the data on pages 7 to 10, and also in the conclusion pages 27 to 28.</p> <p>Best fit</p> <ul style="list-style-type: none"><li>• Overall, it was thought to be Level 3. Using the best fit approach, it was awarded Level 3 and 10 marks.</li></ul>
<p>Data Representation, Analysis, Interpretation and Evaluation, max 24 marks</p> <p>Pages 12 to 25</p>	<p>Deconstruction of data</p> <ul style="list-style-type: none"><li>• There was a range of presentational techniques such as a rose diagram (page 12) and divided bar charts (page 11) with some useful annotated photographs which give a sense of place to the coursework. There was also a statistical technique used (Spearman's rank correlation on page 17).</li><li>• In this case there is an 'appraisal' of the reliability in the field work section (page 8) and the conclusion (pages 27 and 28).</li></ul> <p>Synthesis and conclusions</p> <ul style="list-style-type: none"><li>• The student has a good discussion of the results and there is some linkage of the data sets within key questions such as the discussion of traffic levels and the impact on traffic fumes and so tranquillity on page 13.</li><li>• There is a sound synthesis of the results on pages 15 and 16 where the results from KQ1 on tranquillity are linked to the decibel meter readings.</li><li>• A strength of this coursework is the cumulative nature of the synthesis. For instance, in discussing the secondary data of air pollution on page 21, the student links these results not only to the varying levels of tranquillity already discussed but also to the traffic levels, distance from the PVLI and the traffic infrastructure gained from the annotated photographs.</li><li>• The student makes ongoing conclusions throughout this section (pages 15 and 17) which help guide the student (and reader) as to how the key questions are linked to the overall title of the coursework.</li></ul> <p>Best fit</p> <ul style="list-style-type: none"><li>• This meets each of the criteria, and in particular there is a pleasing full synthesis of the data collected. The student always relates their results to the title of the</li></ul>



	<p>coursework but also qualifies their tentative on-going conclusions with sound evaluations of the reliability of the data collected. It was therefore awarded 24 marks.</p>
<p>Conclusions and Critical Evaluation, max 24 marks Pages 25 to 33</p>	<p>Relevant geographical knowledge</p> <ul style="list-style-type: none"><li>• The student discusses the impact of counter-urbanisation due to the Covid-19 pandemic on traffic levels in Guildford as well as possible management such as the ULEZ in London on page 26.</li><li>• There is also a nice discussion of how sustainable the traffic infrastructure is in Guilford along with the concept of the importance of accessibility to such tranquil public spaces.</li></ul> <p>Appraisal and conclusions</p> <ul style="list-style-type: none"><li>• The student develops conclusions for each of their key questions (pages 23 to 24) and then synthesises these to form a rational evidenced-based conclusion on page 25.</li><li>• There is a useful evaluation of the conclusions throughout the analysis section as well as a thoughtful evaluation of the coursework on pages 27 and 28.</li><li>• A strength of this is an evaluation of the most and least reliable data collection methods which are then linked to the validity of the conclusions.</li></ul> <p>Best fit</p> <ul style="list-style-type: none"><li>• Overall, the conclusion section nicely comes back to the title of the coursework and answers their title comprehensively.</li><li>• Indeed, when marking coursework, it is often instructive to read the conclusion first and assess the extent to which the conclusion does answer the investigation title.</li><li>• It was awarded Level 4, 24 marks.</li></ul>



## What next?

- You may want to look at our other coursework samples. The 'Coursework Support' folder contains coursework samples and commentaries from previous exam series.
  - [Coursework Support](#)
- If you'd like further guidance you can listen to our recorded training from our Coursework Marking series:
  - [Module 2 Practice marking activity](#)
  - [Module 3 Understanding the marks given for each coursework exemplar](#)
  - [Module 4 Coursework marking training - live Q&A](#)