



Pearson

# **GCSE Geography**

## **Fieldwork Pack**

### **Rural Areas**

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## Introduction

This pack is designed for you to work through if your school has chosen to opt for a fieldwork study of a rural area as part of your course.

You can use these materials either as part of your revision process or, as preparation with your teacher. In your course you will be prepared to answer some questions about your own fieldwork experiences; what you did, how you gathered information and so on and so forth; so-called **familiar topics**.

This is what the Exam Board know when they set these questions based upon **familiar** fieldwork experiences:

1. That you have had a chance to discuss what fieldwork is for – in other words what you are trying to find out and why you are trying to find it out. This will be in the form of a ‘question’ – for example ‘why do rural settlements and their land use change from place to place?’.
2. That you studied a rural area, investigating ‘changing rural environments’ especially the ‘change in rural settlements’ (Specification A) or ‘how and why deprivation varies within rural areas in the UK’ (Specification B).
3. That you have used **at least one** quantitative method to record the views of people on the quality of the rural environment (Specification A) or the views and perceptions on quality of rural life (Specification B) – a technique that will involve numbers and measurement.
4. They know that you have used **at least one** qualitative method which will not involve numbers or measurement. For Specification A, this must include a qualitative method of ‘recording the flows of people’; whilst for Specification B, it must include ‘data on environmental quality’.

## Specification A and Specification B

You will be following *either* Pearson Edexcel GCSE (9-1) Geography Specification **A**, or Specification **B**. There are minor differences between the two specifications so you should with your teacher if you're unsure which one you are doing.

### Specification A

<b>Task</b>	Changing rural environments – investigating change in rural settlements.
<b>Fieldwork Methods</b>	Fieldwork data collection must include at least: <ul style="list-style-type: none"><li>• one qualitative fieldwork method to record the views of people on the quality of the environment</li><li>• one quantitative fieldwork method to measure flows of people within a rural settlement.</li></ul> <p><b>Physical interaction:</b> students must develop their understanding of the interaction between physical landscape features, rural settlements and residents and visitors.</p>
<b>Secondary data sources</b>	The use of at least <b>two</b> different secondary sources of data, including: <ul style="list-style-type: none"><li>• Census data e.g. Office for National Statistics (ONS) website</li><li>• one other chosen by the centre.</li></ul>

### Specification B

<b>Task</b>	Investigating how and why deprivation varies within rural areas in the UK.
<b>Fieldwork Methods</b>	Fieldwork data collection must include at least: <ul style="list-style-type: none"><li>• one qualitative fieldwork method to collect data on the views and perceptions on quality of rural life</li><li>• one quantitative fieldwork method to collect data on environmental quality.</li></ul>
<b>Secondary data sources</b>	<ul style="list-style-type: none"><li>• Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics</li><li>• One other source chosen by the centre.</li></ul>

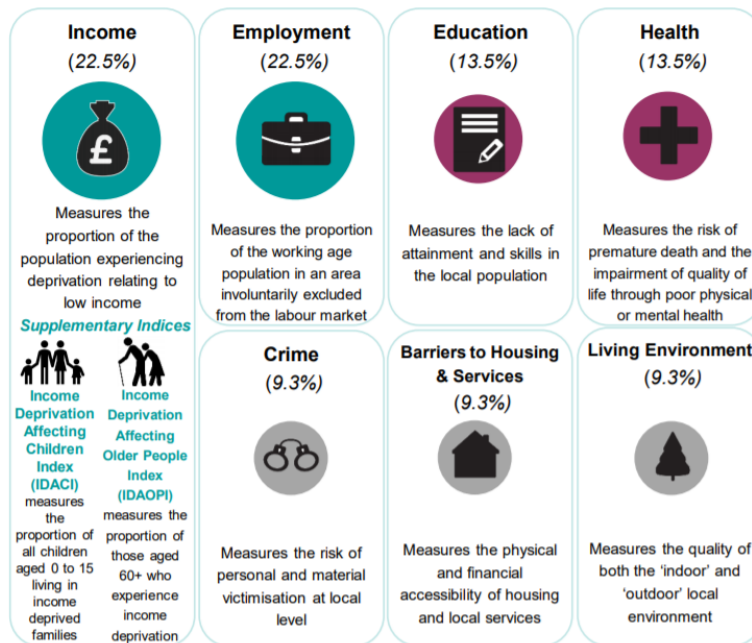
## Rural Fieldwork: Prior Knowledge Quiz (Answers on page 36)

<b>Q.1. Define diversification.</b>					
<b>Q.2. Which of the following statements is generally true of rural areas? (more than one answer might be correct).</b>					
The buildings are often older than those in urban areas.		The buildings are usually taller/higher.			
There are fewer people in the streets during the day.		Many people commute to work during the day.			
<b>Q.3. Which of the following is the correct definition of counter-urbanisation?</b>					
When people come from abroad to settle in towns and cities.		When cities lose population as people move out into surrounding rural areas.			
When the proportion of the total population living in cities increases.		When new buildings are constructed in city centres.			
<b>Q.4. Name one pull factor for people moving to rural areas.</b>					
<b>Q.5. Name one push factor for people leaving urban areas.</b>					
<b>Q.6. Explain what is meant by 'analysing' fieldwork results.</b>					
<b>Q.7. Explain the difference between the accuracy and reliability of the data that is collected.</b>					
<b>Q.8. Which of the following is an example of quantitative data?</b>					
An interview with a planning officer			Measuring the flows of people		
<b>Q.9. Which of the following is an example of qualitative data?</b>					
A survey of pedestrian flow			An interview with a tourist		
<b>Q.10. Which TWO stages of the enquiry process are missing?</b>					
Formulating Question	Presenting Data	Processing Data	Analysing Data		

# Background information: Changing rural environments and their variations in deprivation

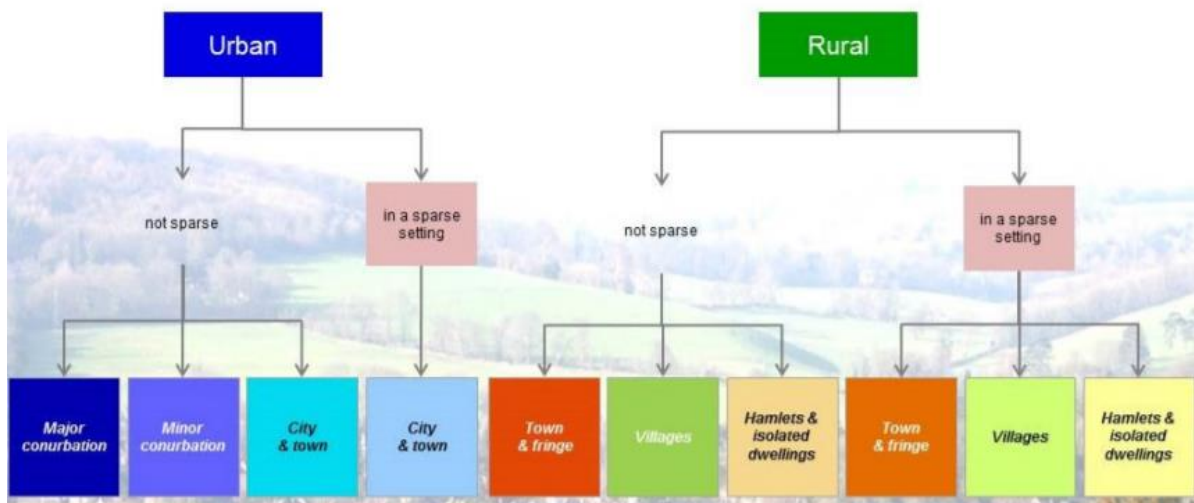
## 1. Useful links and starting points

- The Field Studies Council fieldwork website has information to help you boost your geographical knowledge about fieldwork in rural areas [here](#).
- This webpage from the government provides further detail on the Index of Multiple Deprivation [here](#). An image of the IMD is shown below.
- This webpage from the Department for Environment, Food & Rural Affairs provides population and migration statistics for rural areas [here](#).



## 2. Rural areas

- **Rural areas** are defined as settlements which fall below a population of 10,000 people.
- While land use varies in rural settlements, like urban settlements, predominantly rural areas are characterised with agriculture and forestry.



## The Six Stages of Enquiry

The Exam Board also know that you will have been talked through the six stages of the fieldwork process, as shown below.

The right-hand column is a trimmed down version of the 'Description'.

Stage in the enquiry process	Description (in the specification – 'teacher speak')	Which means...
1	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.	What were we actually trying to find out? How was our fieldwork organised?
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.	Why did we take the measurements that we did? How did that help answer the question in Stage 1?
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).	How did we show our results? What maps, diagrams graphs did we use?
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.	What did our results show? Were they what we expected from our understanding of geography?
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.	Overall and looking back to our question in Stage 1, what did we find out?
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.	Was the design of this day OK? Could we have done things better?

Now see how far you can get in answering the questions below. You will not be able to answer all of these until the end of the learning period, but they can be answered as you go along.

Stage in the enquiry process	Possible questions	Responses for your fieldwork
1	<p>Explain* how you chose the location for your fieldwork</p> <p>Explain why the enquiry question that you chose was appropriate to investigate</p>	
2	<p>Explain how you selected the sites/location for your data collection</p> <p>Explain one <b>quantitative</b> method that you chose for your data collection</p> <p>Explain two reasons why your data collection may not always have been accurate/reliable.</p> <p>Explain one <b>qualitative</b> method of data collection that you used</p> <p>Explain the role of secondary data in your enquiry.</p>	



3	<p>Explain how you presented one set of results of your data collection.</p> <p>Draw an annotated diagram/graph to show how you presented/explained some of your fieldwork data.</p> <p>Explain how you used GIS to help show your results.</p>	
4	Explain how case studies/theories helped you explain your results	
5	Explain the methods you used to analyse your data	
6	Explain how you would improve your enquiry.	

\*You will notice that all these questions use the command word ‘explain’ that requires you to give **reasons for something** – it is not enough to describe what you did.

For example:

1. Why did you select six sites?
2. Why did you use a radar graph to present your data?
3. Why did you choose that particular town or city to collect your data?

**Remember that the examiner has no idea at all where you went or why.**

The material below show answers prepared by a class with their teacher after completing their fieldwork and follow-up work; these are not 'model' answers and some are better than others. You should compare them with your own, probably once you have completed the rest of the material in this booklet.

Stage in the enquiry process	Possible questions	Responses for Castleton rural fieldwork
1	<p>Explain how you chose the location for your fieldwork</p> <p>Explain why the enquiry question that you chose was appropriate to investigate</p>	<p><i>It needed to be close to school to ensure that we had enough time to collect data. There are also safety issues when conducting rural fieldwork. These had been checked by a pilot study in 2015 and the class of 2018 and 2019 had collected data at the same sites without any issues. Our teacher conducted a further pre-fieldwork trip to assess if the location was still suitable for our study.</i></p> <p><i>Enquiry question(s) – 'Does tourism impact negatively on the quality of the rural environment.'</i></p> <p><i>Four transects had been drawn on a 1:6000 map of Castleton, each starting at the same point in the centre (Site 1) and moving outwards to the edge of the rural settlement (Site 6) – these sites were broadly northwards, eastwards, southwards and westwards from the town centre for the four groups of students.</i></p> <p><i>We were asked, before we began the transect, to write down five words that best summarised our view of the town.</i></p>
2	<p>Explain how you selected the sites/location for your data collection</p>	<p><i>We selected Castleton because it is only 30 minutes' drive from our school and a manageable size with a population of about 8,000. It also has easy parking in the town centre. We used the copies of the map to decide on the transect sites with advice from our teacher. We decided to that all groups would start at the same site as a type of cross-check on our results. We had to consider the length of time needed to walk along these transects and the time we would need to actually gather and record all the data. We tried to use a systematic sampling with sites separated by about 250 metres but it wasn't always possible because road patterns do not follow straight lines and not all areas could be accessed safely. Before we went to Castleton we used Google street map to locate the actual sites which would help us identify them in the field.</i></p>

<p>Explain one <b>quantitative</b> method that you chose for your data collection</p> <p>Explain <b>two</b> reasons why your data collection may not always have been accurate or reliable.</p>	<p><b>Method 1</b></p> <p><i>We measured environmental quality by using a score sheet that included 5 categories with questions covering condition of buildings, traffic, open/green space, shops and services, and litter. At each site we scored each of these factors using a scale ranging from +2 for a very positive impression to -2 for a very negative impression. A score of 10 would be the best possible. Site 1 was in the town centre of the rural area and Site 6 was about 1250 metres from the centre.</i></p> <p><b>Method 2</b></p> <p><i>We also recorded the flows of people by counting the number of pedestrians and their direction of travel. At each site we counted the number of pedestrians for 10 minutes. We counted pedestrians going up and down the road but decided to record this as two separate counts. We used clicker counts with two people, each standing on the opposite side of the road to count pedestrians moving either up or down the road.</i></p> <p><b>Method 1 - Accuracy</b></p> <ol style="list-style-type: none"> <li><i>1. It was sometimes difficult to follow the maps and be absolutely sure that we were assessing the EQ at the correct sites.</i></li> <li><i>2. It wasn't always easy to agree on a score within the group and sometimes we chose an 'average' response.</i></li> </ol> <p><b>Method 1 - Reliability</b></p> <ol style="list-style-type: none"> <li><i>1. Reliability considerations might include the how typical the day was – for example roadworks had a big impact on traffic at one site but obviously they were not going to be an issue for more than a few days. At another site a couple of houses were being virtually rebuilt and obviously improved. It was hard to score this.</i></li> <li><i>2. We collected our data in June on a working afternoon but as we finished the transect it was the end of the school day so traffic increased with many returning to Castleton from their work commute. That also increased the noise which would distort the results.</i></li> </ol> <p><b>Method 2</b></p> <p><i>It was difficult to keep track of the number of pedestrians during our count because people were coming from multiple directions and doubling back on themselves.</i></p>
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	<p>Explain one <b>qualitative</b> method of data collection that you used</p> <p>Explain the role of secondary data in your enquiry.</p>	<p><i>We had been asked to write down five words that we thought best summarised Castleton before completing the transect. Back in the classroom each group constructed a ‘wordle’ diagram to show the results. We were interested in whether that would vary from group to group according to the route they taken but were also able to compare it with results from previous years including the results of a similar survey of residents’ opinions taken in 2019 by a previous class. One of our teachers sent the whole group results to a local planning officer to ask for his views. He has promised to give us an interview about the environment of the town.</i></p> <p>We used 2011 census data derived from Datashine as part of our preparation and planning, to help explore Castleton. <a href="https://datashine.org.uk/">https://datashine.org.uk/</a></p> <p>We also used the Index of Multiple Deprivation data so that we could stratify our site selection to include a range of both IMD and Living Environment scores at different levels of deprivation. We used the IMD maps available on <a href="http://dclgapps.communities.gov.uk/imd/idmap.html">http://dclgapps.communities.gov.uk/imd/idmap.html</a></p>
<p><b>3</b></p>	<p>Explain how you presented one set of results of your data collection.</p> <p>Draw an annotated diagram/graph to show how you presented/explained some of your fieldwork data.</p> <p>Explain how you used GIS to help show your results.</p>	<p><b>Method 1</b></p> <p><i>We chose to show our EQ scores using a radar graph – one for each transect (see Figure 1). This allowed us to compare the sites. We then annotated this radar graph with the secondary data on deprivation using the ‘Living Environment’ element of that index to help explain the differences.</i></p> <p><i>We also showed the flows of people on a bar chart after combining the data from each group and working out the average count for each site. On the y-axis we recorded the number of pedestrians. On the x-axis we had the six survey sites (1-6 from left to right) with details about each location (e.g. Street name and OS grid reference) (see Figure 2)</i></p> <p><b>See completed graphs in the answers section at the back of this booklet.</b></p> <p><i>We used GIS to add layers to the Digimap of our routes to show the changing EQ at the six data collection sites along each route, which we marked on the map showing the IMD data for the LSOAs and then added the total Environmental Quality scores at each of the sites.</i></p>
<p><b>4</b></p>	<p>Explain how case studies/theories helped you explain your results</p>	<p><i>UK market towns tend to grow outwards over time with an older core and younger suburbs. That can suggest that EQ might improve away from noisier, more congested and the more varied land-uses of town centres. However, planning also affects their urban geography with regeneration of inner areas</i></p>

		<i>of market towns and the development of suburbs or varying type from expensive private developments to older municipal housing areas now run by housing associations. Our results which showed quite of lot of unevenness did broadly reflect this.</i>
5	Explain the methods you used to analyse your data	<p><i>We entered our data on the data sheets provided by our teachers to show the EQ scores at each of our six sites on our allocated route. We recorded any issues with the data collection on those sheets.</i></p> <p><i>Once we returned to school we calculated the total scores for each of the sites which could range from +10 to -10, at least in theory. Once we had the same data from the other three routes we were able to put together four line graphs that showed how the EQ changed as we moved outwards from Site 1 to Site 6 along the main road of Castleton. This method allowed a visual comparison to be made and also allowed us to compare with the other half of the year group who visited Castleton in the afternoon. We discussed possible reasons for differences; these might have had something to do with the precise places chosen to take the measurements or different perceptions across different groups, maybe because of social or ethnic background, but also because things could have changed in the afternoon, e.g. people on the school run affecting traffic noise. We also had access to data collected by the previous year's students so that we could look at differences which may help to assess the reliability of our results.</i></p>
6	Explain how you would improve your enquiry.	Obviously, accuracy could be improved by better equipment especially for locating the precise points at which to carry out our EQ survey. One group had got quite lost and better use of mobile phone apps would have helped. We suggested that the precise coordinates be used in future studies. It would also have been helpful to have used Google Street View after we returned to check on the locations and also to check on the reliability issues such as, was our day 'typical'. If we had used it beforehand we might have been able to make the EQS a little more objective by having a discussion and agreeing how we can chose a score for each of the different categories.

Remember that **you do not need to learn** the detail of your results; that would be a memory test and not a test of your geography. If you do remember a few details then use them but it is much more important to understand what you did and why you did it rather than learning the precise environmental quality score or pedestrian flow at Site 1 – but it would be handy to remember how these varied in your chosen rural area.

## Student Tasks

You will also be presented with **unfamiliar** material which you will be asked about. Some of these questions will be based on resources. These questions may be asking you to make judgements about the quality of the plans whilst others will be about the conclusions that were drawn.

The same six stage process will provide the basis for the questions that you will be asked.

In the next section there are a series of questions and you should try to answer them all. Some are very straightforward, others will need a bit more thought. Once again you can do this in any order but the final questions are the most challenging and best left until last. These questions are designed to 'walk you through' the whole fieldwork experience improving your marks in both the familiar and unfamiliar sections of your examination papers.

**It is very important for you to note that most of these questions are NOT questions that are likely to see on an examination paper. They are designed to get you used to the special nature of the fieldwork section of this course and what it includes.**

**Question 1:**

Have a look at the resource below (Figure 1a) used by students studying environmental quality in a rural area, and then answer the questions.

Q.1. Gender  
 Male       Female

Q.2. Age group  
 Under 18 years     18-30 years     31-50 years     Over 50 years

Q.3. What do you like about living in the countryside?

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Q.4. How would you rate the quality of the environment? (1 – low quality/ 5 – high quality)  
 1     2     3     4     5

**Figure 1a**

**(a) (i) Identify which of the questions that the students chose to use may be an unreliable assessment of someone’s view of environmental quality.**

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**(a) (ii) Suggest three other questions that the students could have chosen to ask.**

**1** .....

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**2.** .....

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**3.** .....

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The students are investigating if tourism impacts the quality of life and deprivation of two rural settlements. One inside the Peak District National Park (Tissington) and one outside (Ashbourne), shown below on a map that indicates levels of income deprivation. The more an area is towards the red colour, the more deprived the area.

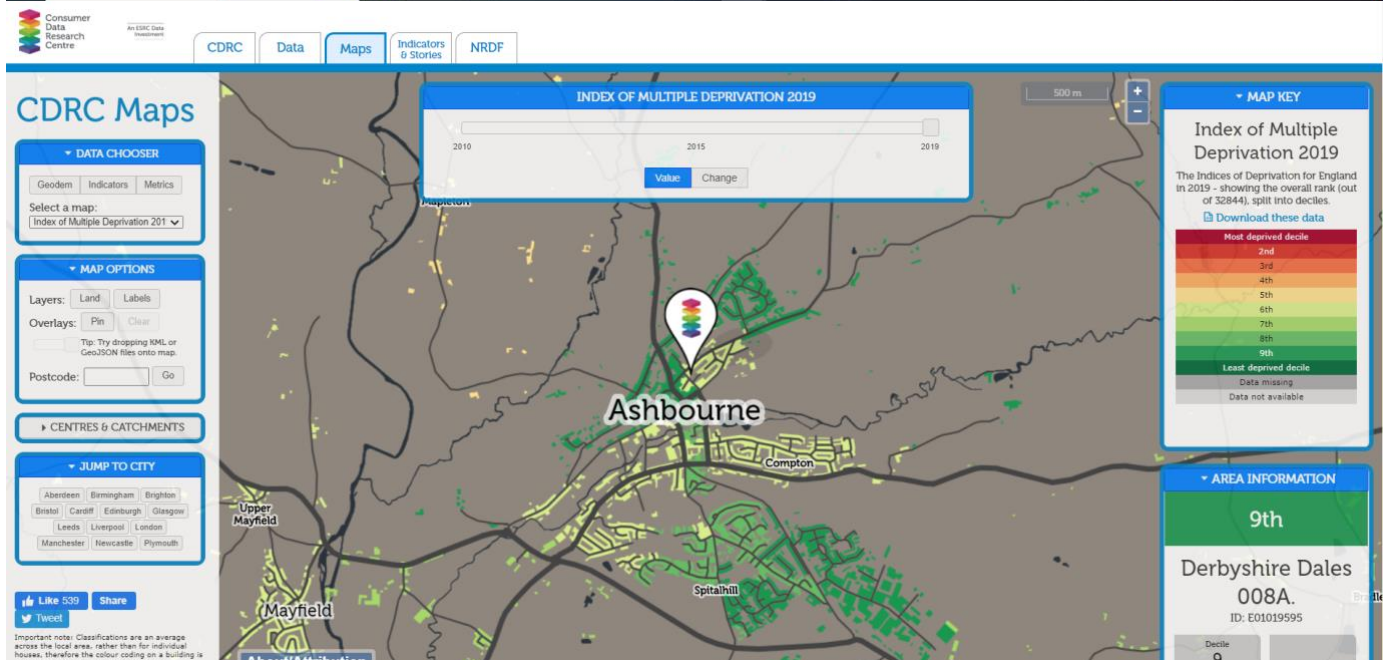
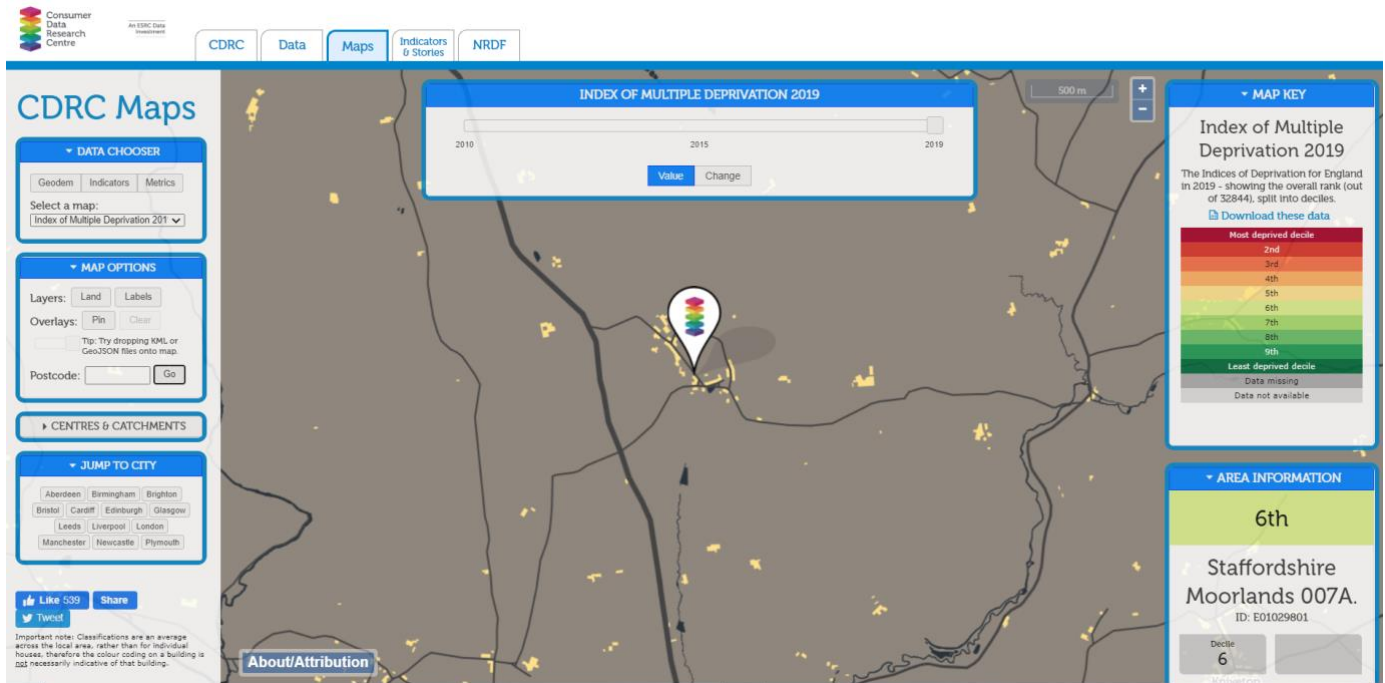


Figure 1b

(b) (i) The students measured environmental quality and used this data to compare with the views and perceptions of quality of life from local residents.

Suggest a suitable enquiry question that the students could have investigated.

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**(b) (ii) Now look at the following enquiry questions:**

Answer A: Are the settlements different in income?

Answer B: Does environmental quality vary between the two settlements?

Answer C: Does Tissington have a worse environment than Ashbourne?

Answer D: Does the deprivation of the settlement affect the environmental quality?

**For each of these responses, write a quick comment – good, bad, what’s missing?**

**A.**  
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**B.**  
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**C.**  
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**D.**  
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**(b) (iii) The students have 90 minutes to gather data in each of the two locations. One group of 16 students will visit Tissington in the morning, the other 16 will go to Ashbourne in the morning. In the afternoon, they will change places.**

**Two possible recording sheets are shown below (Figure 1c and Figure 1d ) and maps of the two areas (Figure 1e and Figure 1f)**

boring	1	2	3	4	5	stimulating
ugly	1	2	3	4	5	attractive
crowded	1	2	3	4	5	peaceful
threatening	1	2	3	4	5	welcoming
private	1	2	3	4	5	public
cold/wet	1	2	3	4	5	warm/dry
monotonous	1	2	3	4	5	varied
obvious	1	2	3	4	5	mysterious
drab	1	2	3	4	5	colourful
weak	1	2	3	4	5	strong
confining	1	2	3	4	5	spacious
lonely	1	2	3	4	5	sociable
modern	1	2	3	4	5	historic

**Figure 1c – A recording sheet used to measure Environmental Quality**

Qualities being assessed		Very High +2	High +1	Average 0	Poor -1	Very Poor -2	
<b>BUILDINGS</b>	Well-designed/Pleasing to the eye						Poorly designed/Ugly
	In good condition						In poor condition
	Evidence of maintenance and improvement						Poorly maintained/ no improvement
	Outside – land, garden spaces in good condition						Outside – no gardens or open space or in poor condition
	No signs of vandalism						Extensive vandalism
<b>TRAFFIC</b>	Roads have no traffic congestion						Streets badly congested
	Parking is easy						Parking very difficult
	No traffic noise						High noise volume from traffic
	Safe for people						Dangerous for people
	No smell from traffic or other pollution						Obvious traffic smell and./or other pollution
<b>OPEN SPACE</b>	Large gardens and open spaces						No garden/open space – doors open onto streets
	Trees and shrubs visible close by						No greenery visible from houses
	Public parks/open space very close						No easily accessible public parks
<b>GENERAL</b>	No litter						Much litter
	Roads and paving well maintained						Roads and paving poorly maintained
	Close to public transport						Long walk to public transport
	Close to shops and services – a short walk						Remote from shops and services

**Figure 1d – An alternative recording sheet used to measure environmental quality**

**Which recording sheet would you use? Figure 1c or Figure 1d?  
Explain your answer**

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**(b) (iv) Using the two maps below (Figure 1e and Figure 1f), explain how the students should collect their data about the environmental quality of the two locations in the limited time that they have (90 minutes in each village).**

**Remember that there are 16 students in each group.**

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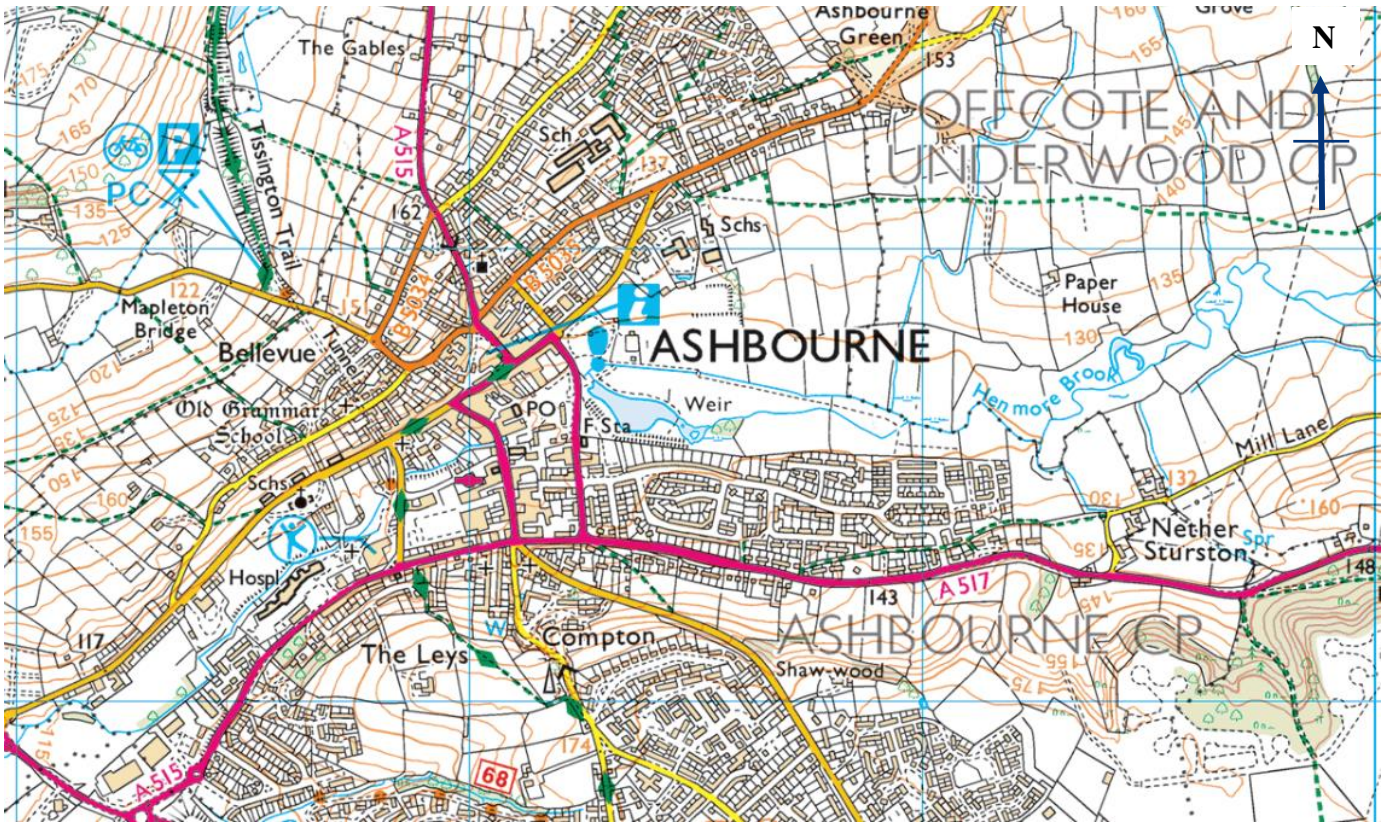


Figure 1e: OS Map 1:25000 showing the settlement of Ashbourne



Figure 1f : OS Map 1:25000 showing the settlement of Tissington

## Question 2:

(a) Now look at Figure 2a and Figure 2b below. This was included in a piece of fieldwork when students collected data on the views and perceptions on quality of life in three villages in Sussex, southern England and then presented their data in the form of a bar-chart. They carried out this fieldwork in June 2019.

The student described their methods as follows:

Type of data collection	Method used	Issues and problems
<b>Questionnaire</b>	Groups were split between the three different rural villages, which were close by. We randomly selected residents to ask about their views of the area.	It was difficult to get residents to answer questions because they were busy and people in our group lacked the confidence to ask the questions. This resulted in a smaller sample than we would have liked. Also, there were times when someone would be willing to answer our questions, but they were only visiting the area and were not actually a resident.
<b>Data presentation</b>	When we got back to school, we drew a divided bar graph to present that data (Figure 2b)	This was easy to do using excel

**Figure 2a**

**(i) From the student's description of their fieldwork what do you think the enquiry question was? In other words, why were they collecting this data?**

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**(ii) Suggest one way in which their data collection method might be improved.**

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(iii) Explain two reasons why the data collected in the three rural areas may be unreliable.

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2.....  
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(b) Now look at the bar graph that the students produced to record the views of residents in the three villages, Figure 2b below.

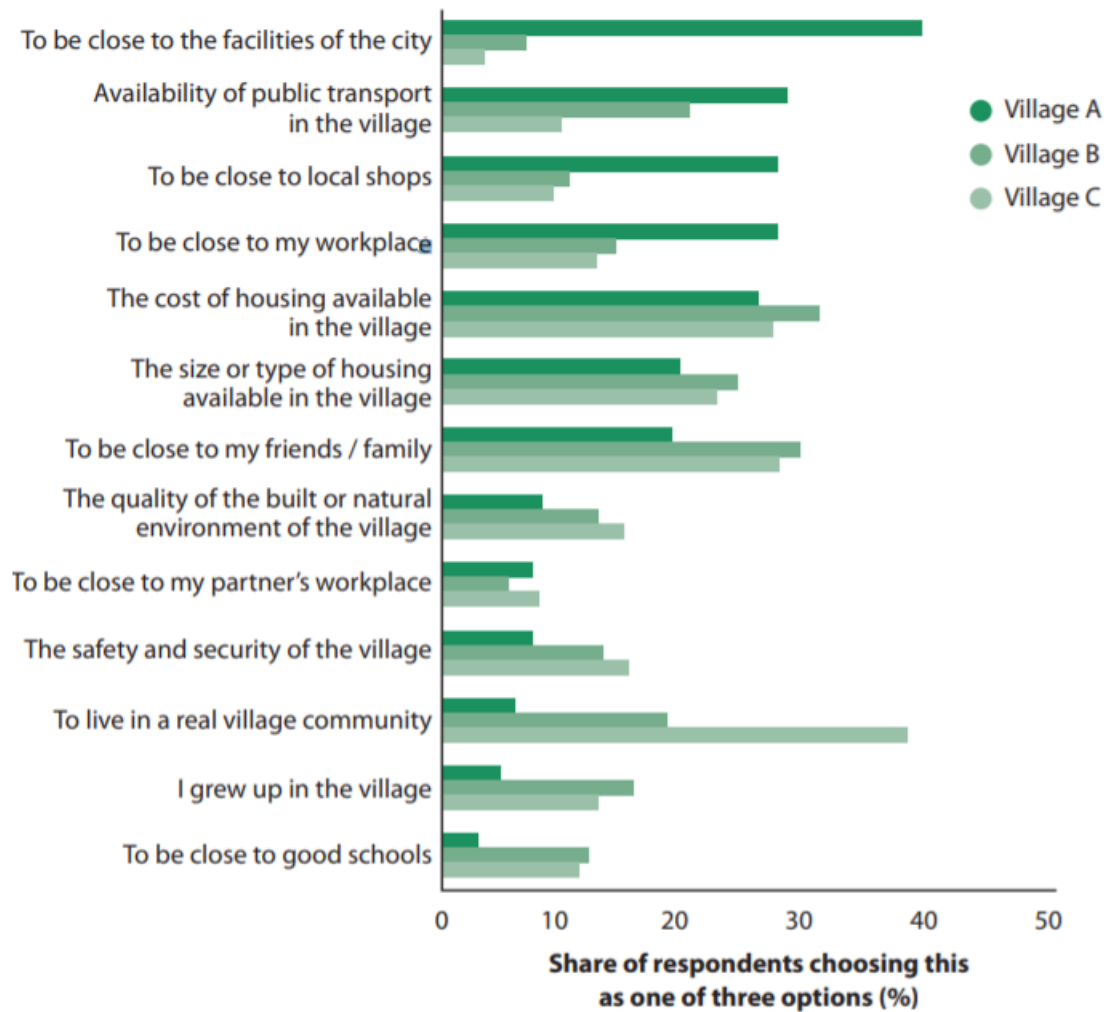


Figure 2b

**(b) (i) Explain two ways in which you would improve this bar graph?**

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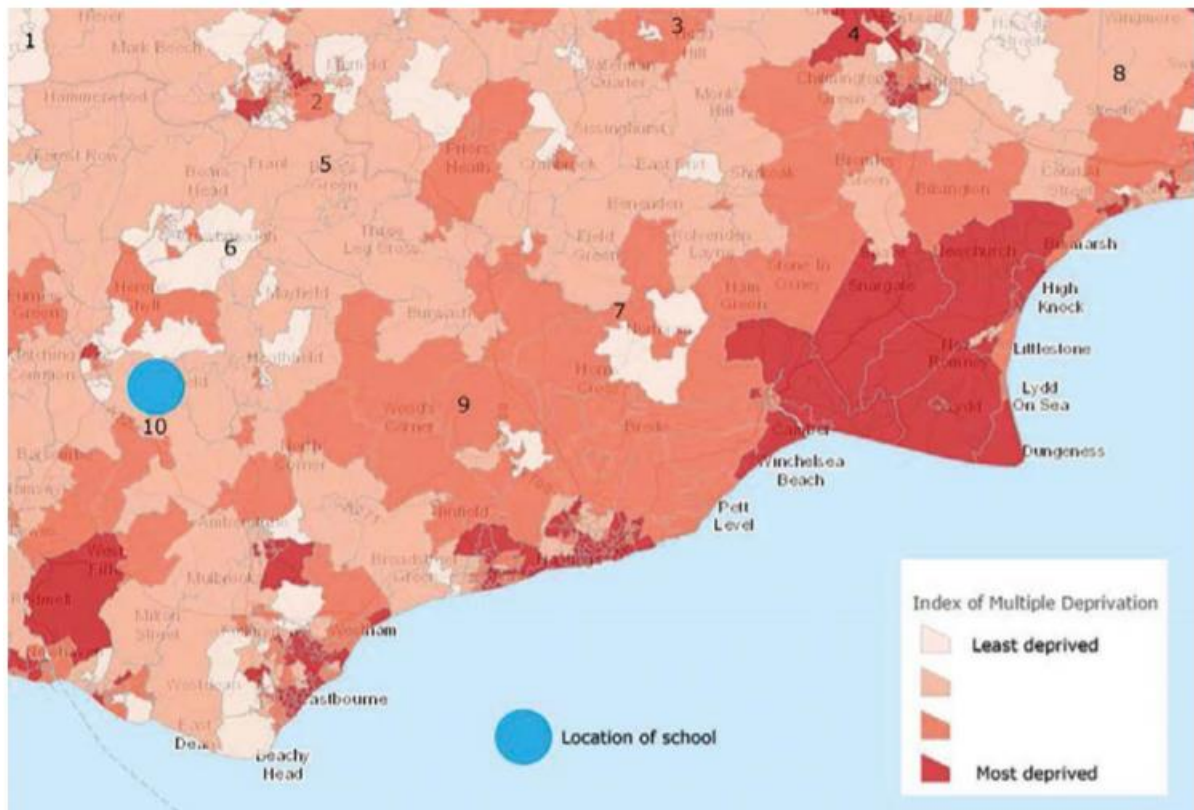
2.....  
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**(b) (ii) Suggest one other way in which this data could be presented.**

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**(c) Whilst following up their fieldwork, the students were given a choropleth map showing the levels of deprivation in and around the South Downs National Park. The teacher asked them to think how they could use this map.**

**The students agree that they should compare their fieldwork with this secondary source of data.**



**Figure 2c – Choropleth map showing deprivation levels in and around South Downs National Park**



**(c) (i) Why is this a secondary source of data?**

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**(c) (ii) Now they have Figure 2c, what question or hypothesis should the students create to investigate how and why the level of deprivation varies in rural areas of Sussex?**

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### Question 3:

A group of 20 students carried out fieldwork in a rural area local to their school to investigate a popular tourist spot in North Norfolk.

They visited the rural area in early July 2019.

Before carrying out their fieldwork they chose six different points along the main road, some near the main tourist hotspots (sites 1, 2 and 3) and some further out nearer the residential areas (sites 4, 5 and 6). To understand the area further, they gathered data from the census website to find out more about rural areas near to their data collection sites. They put this information into a table: please see Figure 3a below.

Location	Census Area Code	Deprivation Score
1	North Norfolk 004B	8
2	North Norfolk 010A	32
3	North Norfolk 003A	42
4	North Norfolk 011E	25
5	North Norfolk 001B	18
6	North Norfolk 009B	29
7	North Norfolk 002B	26
8	North Norfolk 013B	33
9	North Norfolk 010H	17
10	North Norfolk 011B	13
11	North Norfolk 010E	13
12	North Norfolk 001C	9

Note – higher deprivation scores indicate more deprived areas

**Figure 3a**

Their primary data was in two parts:

1. The students measured the environmental quality at each of the six points along the road measuring the condition of buildings, litter, shops and services, traffic and green spaces. They scored each of these factors out of 10 with 10 being excellent, and 0, very poor (see Figure 3c).
2. They also gathered data on the different types of vehicles and then converted these to percentages and presented this on a divided bar graph. (see Figure 3e).

Their two enquiry hypotheses were:

- 1. The environmental quality will be better further away from the tourist hotspots.**
- 2. Coaches and cars will be the dominant transportation type.**

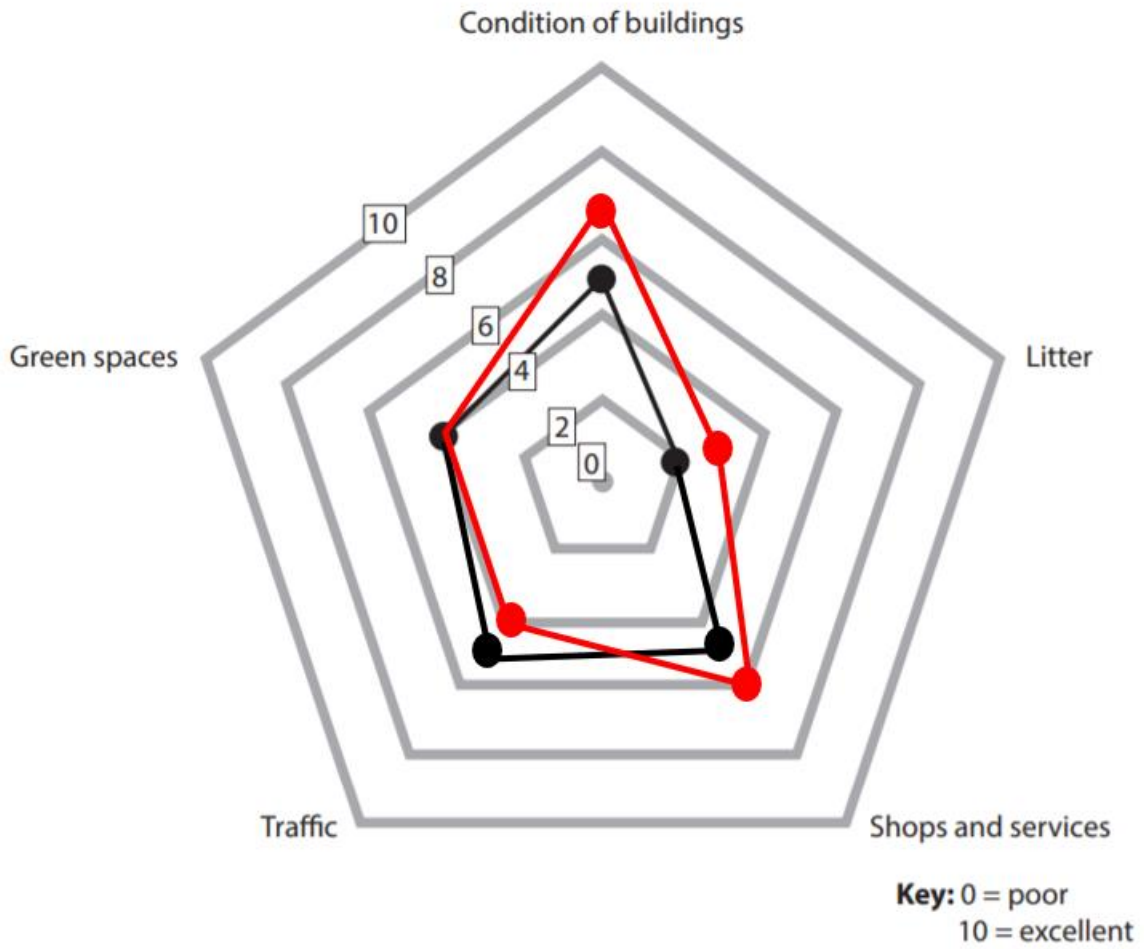


Figure 3b

(a) Identify which of the two completed radar graphs is Site 1, use Figure 3d to help.

.....

(b) Using evidence from the graph, explain why Site 1 might be nearest tourist hotspots

.....  
 .....  
 .....  
 .....

(c) The data below (Figure 3c) is for Site 6 – enter this data on the radar graph (Figure 3b).

Factor	Score
Condition of buildings	9
Litter	10
Shops and services	2
Traffic	7
Green Spaces	10

Figure 3c

The scores for all six sites are shown below on Figure 3d.

Factor	Nearest tourist hotspots			Further away from tourist hotspots		
	Site 1	Site 2	Site 3	Site 4	Site 5	Site 6
Condition of buildings	7	5	5	8	9	9
Litter	3	2	5	8	7	10
Shops and services	6	5	2	2	2	2
Traffic	4	5	4	4	6	7
Green Spaces	4	4	8	7	5	10

Figure 3d

(d) Re-read Hypothesis 1 below.

*The environmental quality will be better further away from the tourist hotspots.*

Suggest one piece of evidence that supports this hypothesis.

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.....

(e) Now suggest one piece of evidence that does not support this hypothesis.

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(f) Overall, do the results of the students' environmental survey support the view that the environment of the rural area is better further away from these hotspots?

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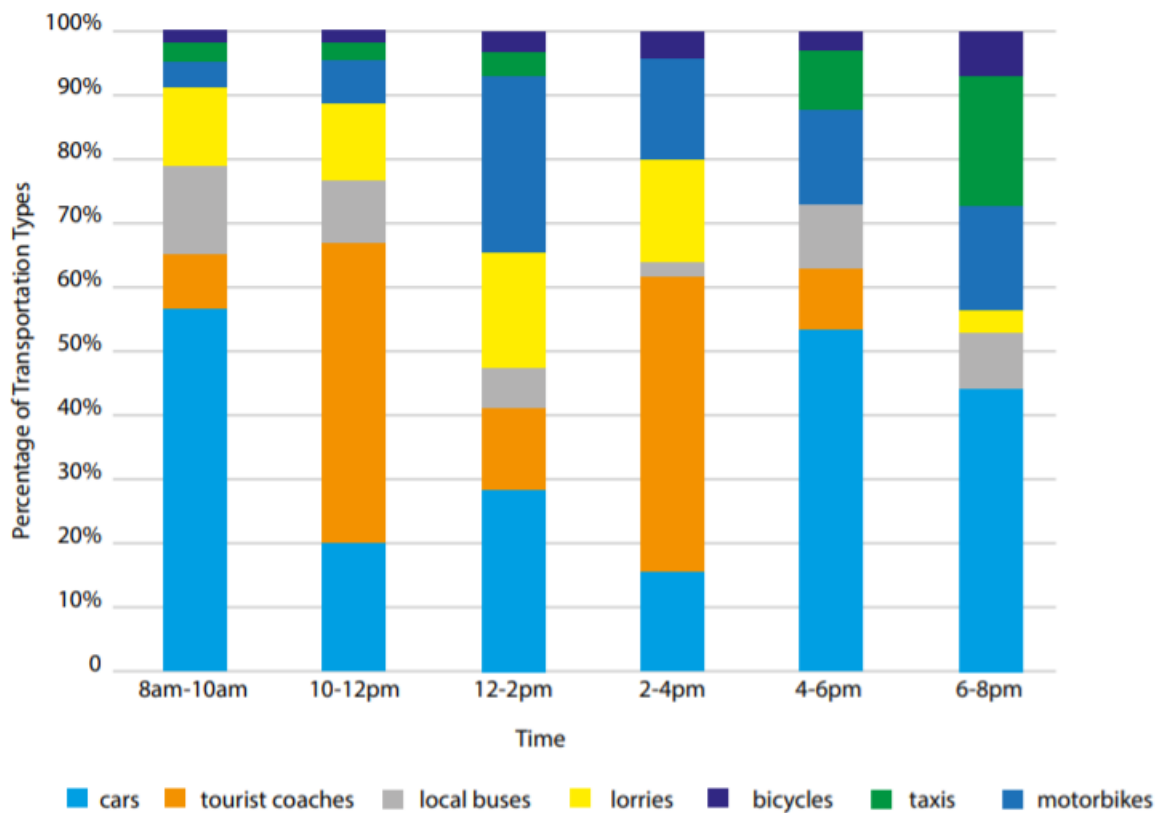


Figure 3e

The students decided to show the number and type of vehicles over a 12-hour period in the town with a divided bar chart.

(g) Suggest one other method that could be used to show this data.

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.....

**(h) Study Figure 3e and the students' second hypothesis (see below).**

***Coaches and cars will be the dominant transportation type.***

**What further enquiry question might have been developed using the data in Figure 3e?**

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## Question 4:

### Introduction to question 4

This two-part question brings together some of the skills that we have been covering in the earlier part of this booklet. It is in the style of an exam question although rather 'fatter' than any question that you actually have to answer will be. The 'answers' that are provided are written in the style of a proper mark scheme and you may need some help with that, especially understanding the AOs (Assessment Objectives) and how they affect the marking.

### Question 4

A group of 20 students carried out fieldwork, investigating the perceptions of the quality of life in the two contrasting rural areas of A and B. They visited the rural area in early July 2019.

Working in pairs, the students were asked to interview at least 5 people, in each place, A and B.

They randomly asked residents about the area they lived in (Area A or Area B). They gave them three statements about their area.

Statement 1 (S1) – 'Crime is a major problem in your area.'

Statement 2 (S2) – 'Noise is a major problem in your area.'

Statement 3 (S3) – 'Litter and graffiti are major problems in your area.'

The residents were asked to either:

Strongly agree

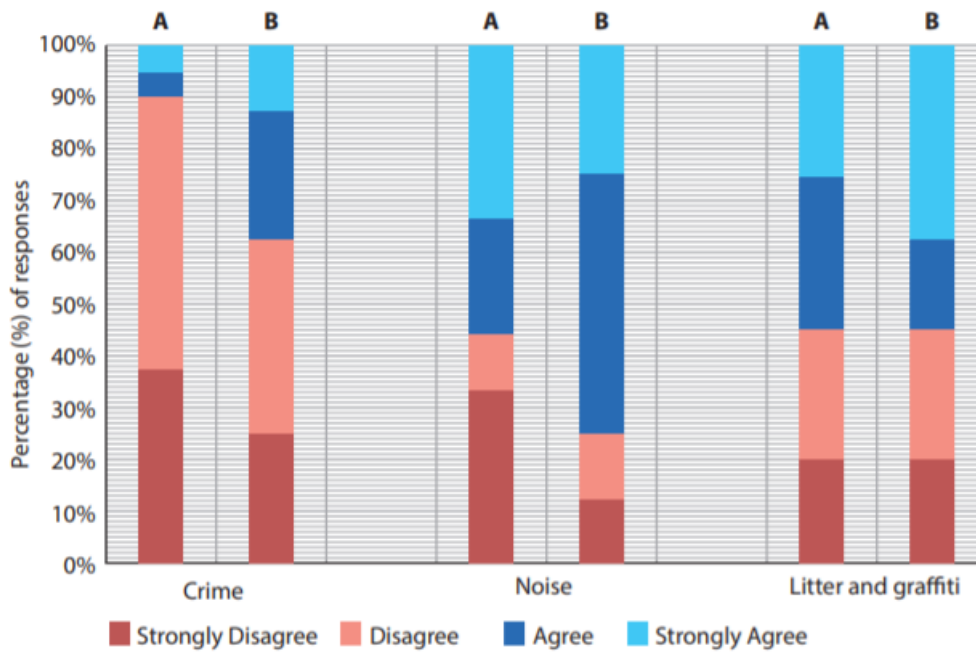
Somewhat agree

Somewhat disagree

Or strongly disagree

The results of the opinions of people in the two residential area A and B are presented below in Figures 4a, presented as divided (compound) bar graphs.





**Figure 4a – Divided bar graph to represent people’s views**

The students concluded that there were significant differences between the opinions of the residents between area A and area B.

**(a) Suggest the possible reasons for these differences in opinion. (4)**

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## Appendix 1: Answers to Rural Prior Knowledge Quiz

<b>Q.1. Define diversification.</b>					
<b>When farms start to create income through other means, such as setting up a tourist attraction.</b>					
<b>Q.2. Which of the following statements is generally true of rural areas? (more than one answer might be correct).</b>					
The buildings are often older than those in urban areas.		The buildings are usually taller/higher			
<b>There are fewer people in the streets than in the during the day</b>		<b>Many people commute to work during the day</b>			
<b>Q.3. Which of the following is the correct definition of counter-urbanisation?</b>					
When people come from abroad to settle in towns and cities		<b>When cities lose population as people move out into surrounding rural areas</b>			
When the proportion of the total population living in cities increases		When new buildings are constructed in city centres			
<b>Q.4. Name one pull factor for people moving to rural areas.</b>					
<b>Lower levels of pollution, green space, lower rates of crime, quieter environment.</b>					
<b>Q.5. Name one push factor for people leaving urban areas.</b>					
<b>High rates of pollution, overcrowding, traffic congestion, anti-social behaviour, higher volumes of litter.</b>					
<b>Q.6. Explain what is meant by 'analysing' fieldwork results</b>					
<b>Explaining any trends or patterns in your results that help you answer your original questions or hypotheses.</b>					
<b>Q.7. Explain the difference between the accuracy and reliability of the data that is collected</b>					
<b>Accurate data records what you measured without error. Reliable data is data that would be collected again with similar results – it is a fair reflection of the 'real' situation</b>					
<b>Q.8. Which of the following is an example of quantitative data?</b>					
An interview with a resident			<b>A survey of traffic flow</b>		
<b>Q.9. Which of the following is an example of qualitative data?</b>					
A survey of pedestrian flow			<b>An interview with a tourist</b>		
<b>Q.10. Which TWO stages of the enquiry process are missing?</b>					
Formulating Question	Presenting Data	Processing Data	Analysing Data	<b>Drawing conclusions</b>	<b>Evaluating the fieldwork</b>

## Appendix 2: Answers to Question 1 – 4

### Question 1:

(a)

(i) Question 4 because the judgement on the scale from 1-5 is subjective and the criteria are too vague.

(ii) There is a wide range of possible choices here from 'green spaces', 'litter', 'graffiti' to 'air quality'. Obviously there is overlap here but the scale used on Figure 1a is quite simple and the categories are not always easy to assess.

(b)

(i) Possible enquiry questions would be different versions of – **Is Ashbourne's environment worse than that of Tissington because it is more deprived?**

In other words, does the primary data (an environmental survey) mirror the pattern shown on Figure 1b – the secondary data showing deprivation is higher in Ashbourne than Tissington.

(ii) The best of these is D because it includes a reference to both the primary data and the secondary data.

A – This is very limited because the map answers the question and environmental quality is ignored

B – The reverse of A – here the Secondary data is ignored – the deprivation map!

C – Better because of the use of 'worse' rather than just 'vary' as in B but still one sided – no use of the deprivation map

D – the closest to the 'ideal'; answer (see answer to (b) (i))

(iii) There is no 'right' answer here but here are some of the positives and negatives of the two recording sheets.

Figure 1c would be:

- More of a quick impression – just opposites based on one word
- So quicker to carry out – 13 pairs of words

But:

- 'less' of a measure so more likely to be different with different people and groups
- Some words just confusing and hard to understand 'confining', 'spacious'.

Figure 1d would be:

- More scientific – more objective.

But:

- It would take longer – 17 different decisions to make and a more complex scale, all in 90 minutes.

(iv) The most basic problem here is time – 90 minutes to carry out this task which has already been assessed as quite time consuming (see (b) (iii) answers).

A choice needs to be made between trying to map the whole area which looks to be more of a challenge in Ashbourne which is both bigger in terms of surface area with more

distance to cover, or sampling. If the whole area is to be mapped then 4 groups of four might be a possible plan.

So, for Ashbourne, it will be obviously be necessary to select sites with, perhaps two transects being drawn on the map to cover different areas on Ashbourne – a systematic sample if possible – if sites are kept to 4 or 5 per transect then and distances kept to 1km or a little more then that would work.

At the same time, it is much easier to get around Tissington in the time allowed, given that it is so much more compact, and a complete map might be achievable there. If not transects and systematic site selection would have to be used.

## Question 2:

(a)

(i) It isn't easy to know what the enquiry question might be. It could be about variations in perception of quality of life in one part of the town centre to another or perhaps changes over time in views of residents comparing their primary data with older secondary data.

(ii) Either one of:

- They needed to be clear about the use of sampling to gather a representative view from the area.
- They needed to be clear about their strategy to ensure they ask residents and not tourists.

(iii) There are two main issues:

- 1 - The sample obtained was smaller than anticipated, therefore this may not be a fully representative view of people's views.
- 2 - The strategy for asking people led to tourists being asked which should have been considered prior to collecting people's views to reduce the potential for this to impact on the accuracy of the data collected.

(b)

(i) There are several examples of possible improvements here:

1. Separate the bars for the three villages slightly to make it easier to read.
2. Produce on squared paper to make it easier to identify specific percentages
3. Reduce the number of words for the questions asked.
4. Colour choices would be difficult for colour-blind students due to one colour with tonal differences.

(ii) As a divided bar chart.

(c)

(i) Because it wasn't collected by the individual or individuals carrying out the fieldwork in the town.

(ii) There are a couple of possible variations on the same theme of 'before and after'.

1. Greater levels of deprivation exist where the quality of the environment is lower.

2. Environmental quality varies across rural areas of Sussex, especially coastal areas.

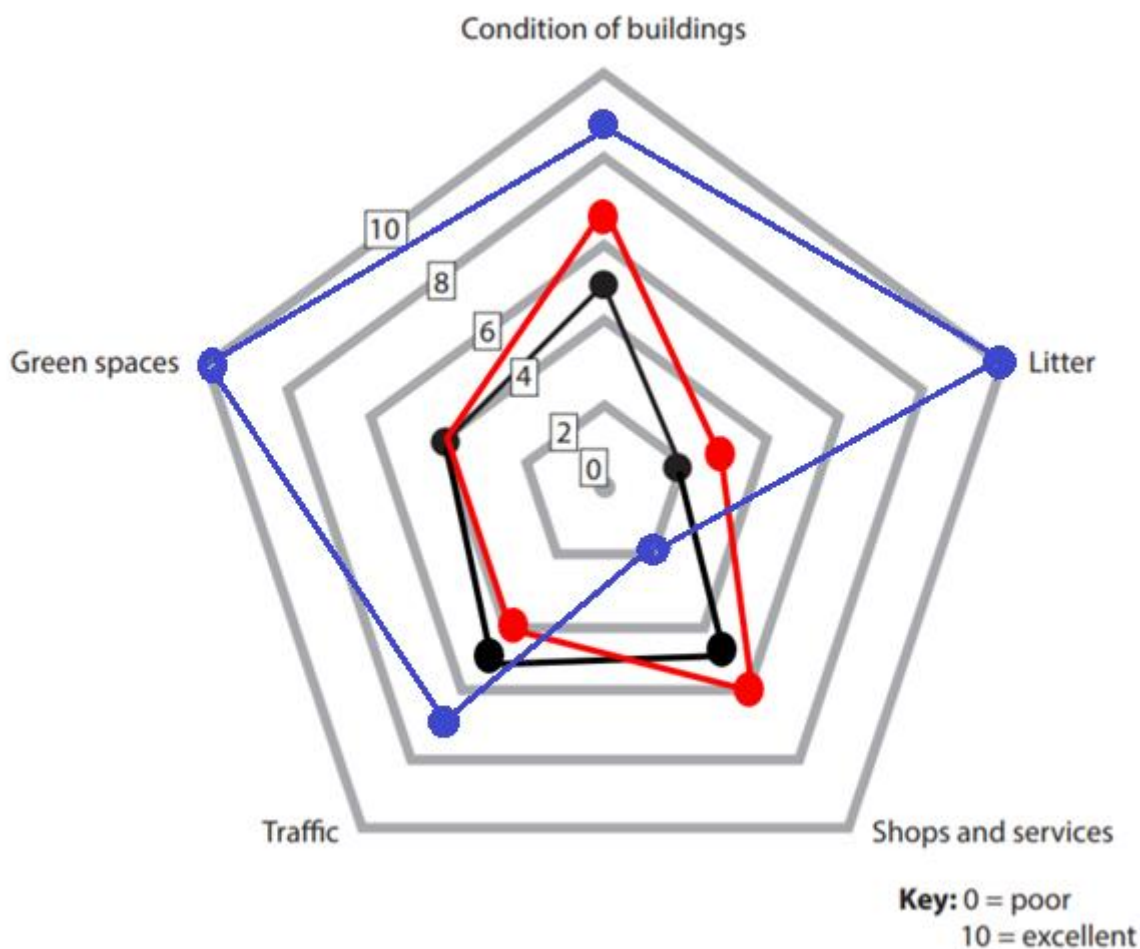
### Question 3:

(a) Site 1 is the red line on the radar graph.

(b) The evidence includes:

1. Site 1 has a higher score for shops on the red line than the black line and these could relate to shops around the tourist area or a town centre
2. Site 1 has less slightly better condition of buildings and litter – again, that is typical of an area that is being maintained for tourism but traffic is poor.

(c) Please see below – the blue line is Site 6



(d) There are several options here:

1. The buildings are in better condition.
2. There is much less litter.
3. There is far more green space

(e) There is one option here;

1. Traffic doesn't really support it – given there is little variation.

(f) For the most part their results do confirm the hypothesis that they began with. However, the results are not conclusive because there are fewer variations with condition of buildings and traffic is also less clear. Another less obvious issue is that they have measured five environmental factors and others might be very different – for example air pollution or noise.

(g) Pie-charts, proportional circles, histograms for each element.

(h) The flow of coaches will be greatest during peak times in the morning and afternoon. Traffic congestion will be greater during peak times in the morning and afternoon

#### Question 4:

##### 4(a)

###### Answer

Award one mark for identifying a possible reason and a further mark for the development of this reason.

People's past experiences linked to crime and noise (1) will impact on their perception crime in their local area (1).

Local council priorities over tackling litter and graffiti (1) may vary due to the resources available to implement strategies to reduce them (1).

Potential variations in the number of police/ community support officers (1) leading to fewer deterrents in one area (1).

##### 4(b)

## Indicative content

### A03 (4 marks) / A04 (4 marks)

#### A03

- The evidence is partial, based on 40 questionnaires from an unknown total population
- 'Randomly selected residents' may not be representative – it is not known whether they are, for example, an accurate reflection of the age structure or gender structure of these two locations
- The three questions asked give a limited range of environmental quality measures and thus may not be representative of the environment as a whole
- This is a perception study and, as such, may not accurately reflect the reality of either of these environments
- Secondary data might be available to either reinforce or potentially to qualify conclusions drawn from this primary data study.

#### A04

- The results are not totally transparent although broadly speaking the perceived environmental quality (EQ) is poorer for Area A than for Area B
- Disagree percentages give different perspective
- Crime data has 40% agreeing in Area B but only 10% in Area A
- For Noise the results are complex with over 70 agreeing that it is a problem in Area B but more (>30%) strongly agreeing in Area A
- For Litter and Graffiti the results are even less clear with exactly the same numbers agreeing although, significantly, nearly 10% more of Area B residents 'strongly agree' than the residents of Area A
- Neither area has strong disagreement levels above 35% in any of the three categories.



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>

## Appendix 3: Useful Links

### Specifications, Sample Assessment Materials (SAMS) and Past Exam Papers:

- Specification A: [click here](#)
- Specification B: [click here](#)

### Fieldwork Guides:

- Specification A: [click here](#)
- Specification B: [click here](#)

### Key terms pack:

- Specification A: [click here](#)
- Specification B: [click here](#)