

Two examples of answers to Question 3d

Example A

(d) Evaluate the success of your primary fieldwork design and data collection methods.

(12)

Using ~~the~~ the Question
primary fieldwork investigation was about urban problems, planning and regeneration. we made questionnaires in order to get the opinions of the residents, entrepreneurs and tourists. The cricket stadium has given a very positive aspect on attracting people for shops. ~~The~~ on The regeneration project has been a success ~~as~~ economically as entrepreneurs opinions were very positive. ~~The~~ ^{The} development is restricted since many areas are heritage sites. The tourists also gave a positive opinion in the regeneration project of the Cricket Stadium. Mostly, festivals and other events are held in the cricket stadium.

The 60 house renovation project has also led to success, renewing of 60 private houses. ~~At~~ Almost all the entrepreneurs sell their products in retail since ~~wholesale~~ ^{the} roads are predestrian, vehicals ~~are~~ cannot come in or out, therefore whole sale is limited.

we calculated the footfall for odel, The Dutch Hospital and into the road to Galle, There's a high correlation for the road to Galle, which shows that many outside people comes into the Galle fort.

Lots of job opportunities were able, therefore people in Galle fort did not commute outside of Galle fort to work. ~~Bipolar Graph showed the count~~
Bar graphs helped to count the the analysis of our data.

At Finally, this shows that the regeneration projects had led to a massive development and a high income for the country through tourists and local people.

More and more attractions led to more economically and environmentally benefits.

(d) Evaluate the success of your primary fieldwork design and data collection methods.

(12)

Our investigation had both strong points and flaws. One of our strong points was that we visited four different sites with ~~a~~ different environments. We visited ~~an~~ a site that was near shops and businesses but also under construction, a residential area, a site with a church which had been regenerated and developed to include shops and restaurants, and the main street where it was clear to see ~~global~~ ^{global} ~~business~~ businesses such as McDonalds, so we included variety in our investigation. ~~Our flaws~~ We also had many flaws. There was the prominent issue of a language barrier, as many of the people we interviewed only spoke Greek, whilst ~~most~~ most of us students only spoke English, so we were unable to get as many interviews as we would have liked. Another problem with our questionnaire was that our answers were very open, there was no straight forward yes or no answer, but instead questions such as "how far do you travel to the city centre". A third flaw was with our data collection methods. At all four sites we did a vehicle and pedestrian count for five minutes, but a problem with our method was that we did it at each site one

after the other and not simultaneously. To improve our method, we could have split up to visit all four sites and done the vehicle and pedestrian counts at the same time, as the number of people can depend on the time of day. Finally, our data was restricted as we only conducted our investigation over the course of one day (Monday, to be exact). We could have improved this by conducting the investigation over the course of a week, or maybe the first day/week of every month (within reason). While our investigation had some success, it also had various flaws which affected our data results.

Example B

Mark scheme

Question number	Answer
3(d)	<p style="text-align: center;">A03 (12 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>Content depends on students' choice of research question. Evaluation should include some the following:</p> <p>The nature of initial research to inform the context of the enquiry as well as the identification of an appropriate topic to study through the route to enquiry</p> <p>Design of sampling framework: number of sites, spacing, sample sizes, sampling method – linked to specific methods of data collection</p> <p>Methodologies: these will depend on specific methods chosen but can include evaluation of the equipment used, operator error; success of recording sheets / tallies</p> <p>Inaccessibility of sites / lack of ability collect data due to time of day, seasons, or unanticipated hazards such as bad weather</p> <ul style="list-style-type: none"> • Ethical issues could be considered e.g. appropriateness of questionnaire questions <p>This impacts on both the range and quality of data and in turn has effects upon the accuracy of the results and the validity of conclusions</p> <p>Appropriate data analysis and whether the data collected could be easily collated and analysed, or was generated in a form that made this stage problematic.</p> <p>Conclusions could be referred to if data collection yielded unusual / unexpected / anomalous results which affected the reliability / validity of conclusions.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Limited understanding of the relationships between geographical questions and the background information, geographical context and research question (AO3) • Uses a limited range of fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Limited interpretation, analysis based on the data / information collected. (AO3) • Limited evidence of an ability to draw conclusions and the evaluation is simplistic, limited to one stage in the route to enquiry. (AO3)
Level 2	5–8	<ul style="list-style-type: none"> • Some understanding of the relationship between the background information, geographical context and research question (AO3) • Uses some fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Interpretation and analysis based on the data / information collected form part of the response(AO3) • Some evidence of an ability to draw conclusions and the evaluation is relevant, but restricted to one or two stages in the route to enquiry. (AO3)
Level 3	9–12	<ul style="list-style-type: none"> • A full understanding of the relationship between the background information, geographical context and research question (AO3) • Evaluates fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Critically considers the role of interpretation, analysis based on the data / information collected. (AO3) • Clear evidence of an ability to draw conclusions and the evaluation is full, across a number of stages in the route to enquiry. (AO3)