

# Geography Coursework - the final push!



LO



To know what High controlled assessment is  
To practise and recognise different levels of  
assessment

# What does High Controlled Assessment Mean?

## Good

Controlled conditions start each lesson when everyone has settled down and ready to write, approx 30-40 min sessions

Work can be completed over several lessons.

There should be time to type up your work on computers, but using a memory stick that is retained in school

You have access to your C/W data, Sections 1-3

## Not so Good

must work independently, can not ask for advice from Teacher.  
must not communicate with each other, i.e. no talking

You are limited to 6 hours; approx. 3-4 weeks

No access to secondary resources or the Internet.

## Second part of your Coursework:-

### 5. Description, interpretation and analysis of your data

Approx: 3 x 40 min lessons

### 6. Conclusions

Approx: 2 x 40 min lessons

### 7. Evaluation

Approx: 2 x 40 min lessons

Approx: 2 x 40 min lessons to type up your work

**Word guidance for these sections - 1200 words**

# Practise

Know the difference between key exam command words: **'describe'** and **'explain'**

Write what you see .....

Give reasons why something is like it is .....

Over to you..... describe only

The graph shows different EQ in different places in Hertford.

The graph is a Bar graph that shows the environmental quality of 5 different land uses in Hertford. It shows that the Public Building land use has the highest value and the industrial has the lowest.

The Figure 1 graph is a Bar graph that shows the environmental quality of 5 different land uses in Hertford. The bars indicate average EQ values for each type of land use and that Residential has the best environmental quality and Industrial the worst.

It shows that Residential has the highest value of 22 out of 30 whilst Industrial has the lowest value of 14.

This is 36% lower.

Other land uses include public buildings .....

# Practise

Over to you..... explain the data  
shown

This graph shows that the environment is better in the residential area rather than the industry.

This graph shows that the environment is better in the residential area rather than the industry. This is probably due to more pollution in the industry area like noise and residential has more trees.

This graph shows that the environment is the best in the residential area. I would expect this to be true as the criteria of EQ included large areas of trees and little traffic. If there had been greater levels of traffic there would have likely been more noise and pollution. This is possibly the reason why areas closer to the CBD had a lower EQ. Interestingly, the public building had a high EQ despite being close to the CBD. On closer inspection this was because of a small park surrounding it.

## 5. Description, interpretation and analysis of your data

For each Graph/map/diagram you need to:-

### Description

-Identify the graph/map/diagram by a Figure number and its type e.g. :-

Fig. 1 is a land use map showing the dominant land use in areas in Harpenden/Malton.

-Describe what the graph/map/diagram is expected to show, including definition of any terms

The isoline graph shows the number of pedestrians in .....

An isoline graph is a graph that shows points that have equal value.....



-Summarise what your graph/map/diagram shows to you.

- a) Give an overall picture, pattern or trend of what is being shown e.g. The land use map shows the dominant land use is .....
- b) Give evidence of your overall picture, e.g. grid squares from N4 to M8 shows ..... the dominant land use.

## Interpretation and analysis

-You must offer some explanation (interpretation) for this pattern.

e.g. The largest number of pedestrians in grid square suggests it is in the CBD. This because of.....

-You must offer some reasoning (interpretation) for this pattern or not.

e.g. I was expecting to see the highest buildings shown on the stacking graph to be in the CBD because .....

-Wherever possible use data to support your findings

e.g. The highest buildings were between sample 3 and 8.....

-Are there any anomalies to the pattern?

E.g. The land use of ..... had a grid square L8 that was dominated by shops

-Can this anomaly be explained?

E.g. The shops at L8 was a local neighbourhood shopping centre.

## For the higher Level 3

-Can you offer more data analysis by manipulating additional calculations

e.g. The boundaries of the CBD, as identified from the stacking graph, showed that ...% of the sample did not conform to expectation.

-Annotations on your graphs/maps/diagrams

Highlight any features of the presentation i.e. anomalies, data that has been used as evidence, any points of interest.

-Approximately 800 words for this section.

-I have used just under 300 words

# Quality of Written Communication (QWC)

- **For Level 1**

The candidate gives a brief description of the results and offers basic reasons for these results.

Using basic qualitative terms when interpreting their results, eg many, most, few, high numbers, lots etc.

A limited range of specialised terms is used.

Text is legible.

Reasonable accuracy in the use of spelling, punctuation and grammar is evident.

## Quality of Written Communication (QWC)

- For Level 2

Requires an increase in precision.

The candidate describes and attempts to analyse their results by more specific use of their data; being more quantitative in their analysis eg '73% of people came from the local area' rather than 'most people came from the local area'. Similarly they can reach Level 2 by using fractions

and ratios effectively, eg  $\frac{3}{4}$  of people, or three times as many, adds that degree of precision when compared to basic Level 1 statements.

Valid reasons are offered for these results.

A range of specialised terms is used correctly.

Text is legible.

Considerable accuracy in the use of spelling, punctuation and grammar is evident.

## Quality of Written Communication (QWC)

- **For Level 3**

The candidate describes and analyses the results in more detail than Level 2

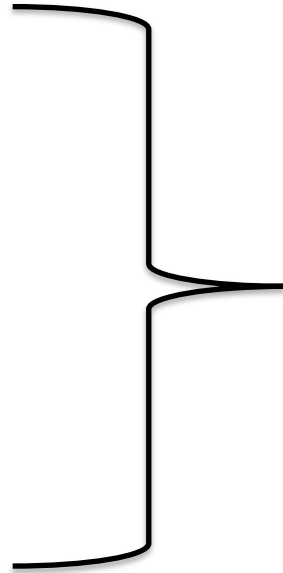
A wide range of specialised terms is used correctly.

Text is legible.

Ideas are expressed clearly, logically and fluently with accurate use of spelling, punctuation and grammar.

The presentation techniques used were:-

- Land use map
- Pie graph
- Bar Graph
- Scattergraph
- Stacking Graph
- Isoline/chorograph
- Spearman's Rank



Why were they used?

What was the data?



## 6. Conclusion

-You should now revisit each of your hypotheses and decide whether each one has been answered, achieved or proven.

e.g. My hypothesis was that ..... the CBD area had more commercial buildings than the residential area, this is proved by my description of the land use map showing .....

-Write a brief summary to explain your position.

e.g. I can accept my hypothesis because .....  
or reject it because .....

-Finally, look back at the aim of the project and decide whether you have achieved it.

e.g. I have Investigated the CBD and expected characteristics I have found in ..... (State what they are)

## For the higher Level 3

-Link more than one data set to prove or disprove your hypotheses.

e.g. My hypothesis that environmental quality would worsen closer to the CBD can be seen from the Bar Graph Fig. X and the isoline/proportional symbol map Fig. X showing how the pedestrian/traffic increases in the CBD

Note:

You will be making conclusions from the data you have collected not what you think the examiner wants to hear.

-Don't be afraid to say that you have not achieved your aim as long as you can explain why this happened and what further work needs to be done.

-Approximately 200 words for this section.

-I have used just over 100 words

# 7. Evaluation

## Part A

-You need to assess the strengths and weaknesses of your enquiry by the methods you used.



### Inaccuracies?

- **Human error** e.g. recording data wrong
- **Practical problems** e.g. not being able to see the whole 100m<sup>2</sup> area to give an accurate dominate land use

### Unrepresentative?

- If the data we have does not reflect what is actually in Harpenden/Malton
- **Problem with technique itself** e.g. the pedestrian and traffic counts were on dead-end roads

-Explain what impact the limitations of the methods have had on the results.

e.g. The human errors in counting pedestrians may skew the results, creating anomalies. This can be shown at ..... Or minor human errors would have a minimal affect, but the time of day/week/year would have a significant difference because .....

-Outline the impact of inaccuracies and unrepresentative data on your results.

## Part B

-You need to examine the extent to which the conclusions might be unreliable because of the limitation of your data collection.

e.g. Because our pedestrian count survey did not cover a wider area it was difficult to compare the two areas.

-Finally you need to suggest improvements to the study and further areas of investigation if you were to undertake the study again.

e.g. The land use survey could be surveyed from satellite images taken from the internet this could improve the results by .....

-Approximately 300 words for this section.

-I have used just over 150 words

## **Assessment criteria for evaluation**

- **For Level 1**

The candidate gives a brief description of the appropriateness and effectiveness of the data collection methods used.

Gives limited ideas how these methods might be improved and/or describes some alternative methods that may have been employed.

A limited range of specialised terms is used.

Text is legible.

Reasonable accuracy in the use of spelling, punctuation and grammar is evident.



## Assessment criteria for evaluation

- **For Level 2**

Requires an increase in precision.

Specific problems relating to the methods are identified and linked to how this might affect the accuracy of the results obtained.

Give valid reasons why and how other methods could be employed to improve the accuracy of the results

A range of specialised terms is used correctly.

Text is legible.

Considerable accuracy in the use of spelling, punctuation and grammar is evident.

## Assessment criteria for evaluation

- **For Level 3**

The candidate fulfills the requirements for Level 2

How issues relating to the methods and results might influence the validity of the conclusions is discussed.

The candidate demonstrates an understanding of the connections between the methods, results and conclusions.

A wide range of specialised terms is used correctly.

Text is legible.

Ideas are expressed clearly, logically and fluently with accurate use of spelling, punctuation and grammar.