Fieldwork Enquiry: What might an exam question look like?

✓ **State** the title of your human geography fieldwork enquiry. [1 mark]

**Title of fieldwork enquiry:**

✓ **Explain** the advantage(s) of the location used for your human geography fieldwork enquiry. [2 marks]

The location we chose for our fieldwork enquiry was...

This location was good for our enquiry because...

**Key terms to include**
- accessible
- safe
- risks
- relevant because ...
- nearest example of ....
✓ **Justify** one primary data collection method used in relation to the aim(s) of your human geography enquiry.

[3 marks]

Name of primary data collection method chosen:

1. *My chosen data collection method is* [Choose one from the list in the key terms box and write it here]
2. *The aim of our investigation was to find out how* ......... [write our fieldwork title here]
3. *The [insert survey name here] provides us with useful data about* .........
   *We were also able to compare the results of the two locations* ............... to see whether .......... and if ..........

**Key terms**
- Surveys: Eqs, Sustainability Scorecard, Questionnaire, QOL survey
- Qualitative, quantitative
- Millennium Point  Centenary Square
- Social, economic, environmental
 ✓ State the title of your fieldwork enquiry in which human geography data were collected. [1 mark]

Title of fieldwork enquiry: [write it here]

Assess how effective your* presentation technique(s) were in representing the data collected in this enquiry. [*MY TECHNIQUES ARE SHOWN ON THE NEXT FIVE SLIDES, judge those!!] [6 marks]

One data presentation technique we used was... [name it]

This was a [quite/very] effective technique to use because...

However, one issue/disadvantage with this technique is that ............

Repeat the steps above to discuss a 2nd technique

Key terms
scattergraph
choropleth graph
radar graph
pie chart
thematic map
EQS graph

Clear/see patterns at a glance
anomalies
Trends
average

colour blind users
Suitable scale
Quality of Life Survey: Score the area as follows for local people – give each one a score out of 10

2016 results
- Millenium Point: 66
- Centenary Square: 60

2017 results
- Millenium Point: 85
- Centenary Square: 77

Axes don’t start at the same value so at a quick glance someone might think that ……

Quality of Life Scores 2016-2017
Thematic Map: shows exact locations of study areas so we can see if distance from the city centre affects QOL
Bar chart showing total EQS score /28
Doesn’t mean much just knowing a score /28, worse still it is an average so don’t know the range of the scores!!! Might be some extreme ones!!!
EQS Results

Line graph

Plot both on same page to the same scale to make easy comparisons
Thematic Map: shows exact locations of study areas so we can see if distance from the city centre affects EQS scores.
To what extent were the results of your geographical enquiry helpful in reaching a reliable conclusion(s)?

[9 marks]
[+ 3 SPaG marks]

Title of fieldwork enquiry: [write it here]

On the one hand, our results from the [name of survey] were helpful in reaching a reliable conclusion because we were able to conclude that regeneration ............

On the other hand, our results from the [name of survey] were not as helpful in reaching a reliable conclusion because........[tell me some limitations – see back of book]

Repeat this for a second survey type we did to boost chance of getting FULL MARKS unless you were amazingly thorough in your first

FINALLY, don’t forget to end your answer with this:

Overall, our results were mostly/quite/not very/not at all helpful in reaching a reliable overall conclusion but ............................................ would make them even more so.

Key terms
sample size
accurate
reliable
sampling type
systematic
stratified
gaps
repeated
average
pilot questionnaire
visitors not residents
qualitative data
unfair test
closed vs open Qns
Total marks available /22  Plus  SPAG /3

<table>
<thead>
<tr>
<th>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High performance 3 marks</strong></td>
</tr>
<tr>
<td>• Learners spell and punctuate with consistent accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with effective control of meaning overall</td>
</tr>
<tr>
<td>• Learners use a wide range of specialist terms as appropriate</td>
</tr>
<tr>
<td><strong>Intermediate performance 2 marks</strong></td>
</tr>
<tr>
<td>• Learners spell and punctuate with considerable accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with general control of meaning overall</td>
</tr>
<tr>
<td>• Learners use a good range of specialist terms as appropriate</td>
</tr>
<tr>
<td><strong>Threshold performance 1 mark</strong></td>
</tr>
<tr>
<td>• Learners spell and punctuate with reasonable accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</td>
</tr>
<tr>
<td>• Learners use a limited range of specialist terms as appropriate</td>
</tr>
<tr>
<td><strong>0 marks</strong></td>
</tr>
<tr>
<td>• The learner writes nothing</td>
</tr>
<tr>
<td>• The learner’s response does not relate to the question</td>
</tr>
<tr>
<td>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</td>
</tr>
</tbody>
</table>

DECEMBER