

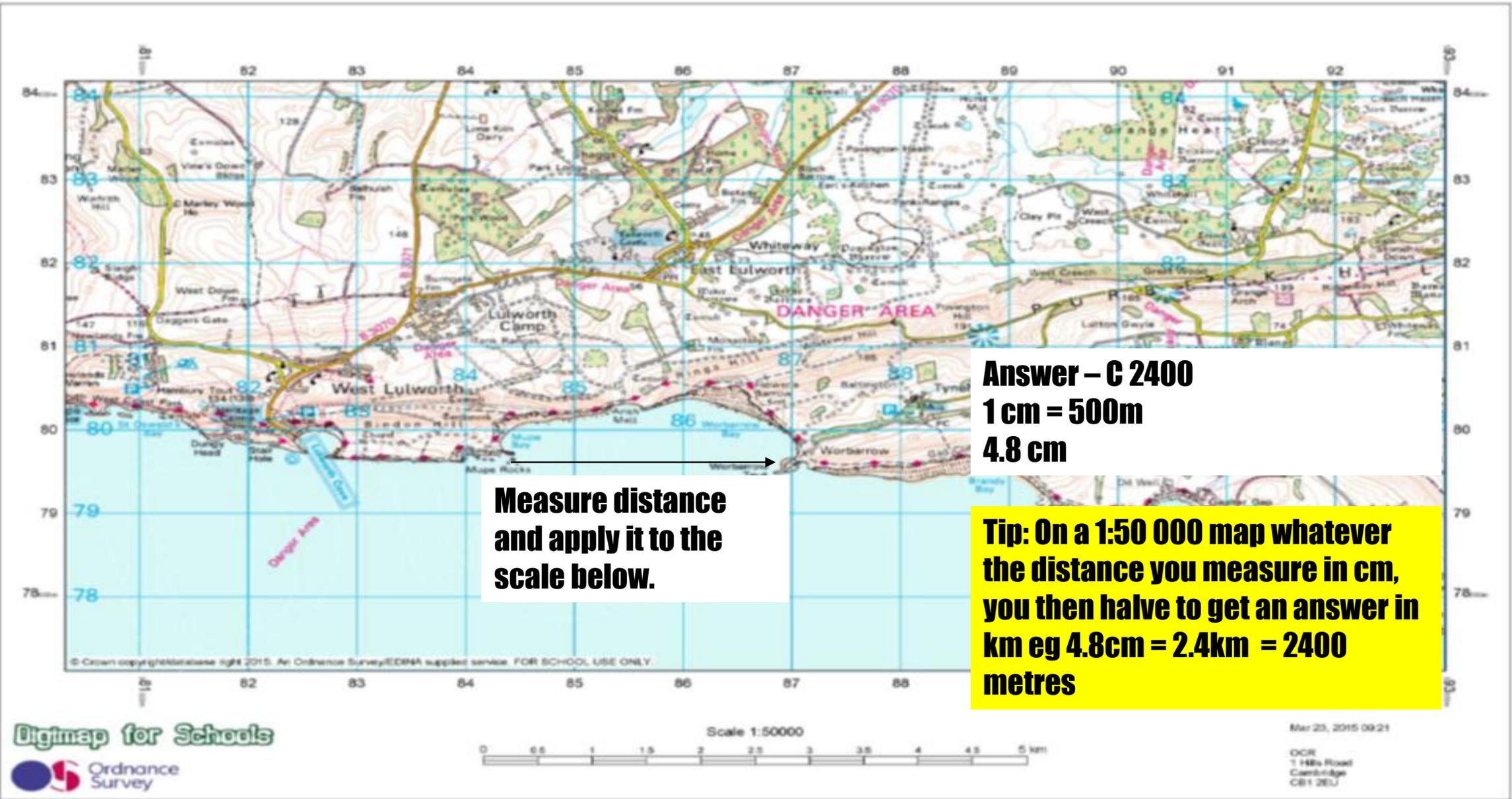
WALKING TALKING MOCK

- **Walking talking element will represent approximately half of the paper – about half of the marks.**
- **This will mean we are able to determine the level of independent revision you are putting in**

EXAM CONDITIONS – FULL RESPONSES TO BE WRITTEN TO HELP YOU WITH THE PROCESS FOR THE EXAM ON WEDNESDAY

- 1. Distinctive landscapes**
- 2. Global hazards**
- 3. UK in the 21st Century**
- 4. Urban Futures**
- 5. Physical Fieldwork**

- **Sections on Distinctive Landscapes, UK in the 21st century and physical fieldwork will be covered in the WTM.**





Along the corridor and up the stairs

Mus = Museum

Tip: Find what you are looking for; go to the bottom left hand corner of that square then give the co-ordinates

Answer – C 8880



Qn1: Distinctive Landscapes

1a. Use the map provided on the next page to answer questions (a) i & ii & (b)

(a) (i) The straight line **distance** between Mupe Rocks (8479) and Worbarrow Tout (8679) is:

- A 1600m
- B 2000m
- C 2400m
- D 2800m

Answer – C
2400
1 cm = 500
4.8 cm

(1)

Write the correct letter in the box []

(ii) The **four figure grid reference** for the museum in Tyneham is:

- A 8582
- B 8781
- C 8880
- D 8979

Answer – C
8880

[] (1)

Write the correct letter in the box

(b) Geographical Information Systems (GIS) can show different types of data on one map, with each kind of data representing a new layer on the map.

Suggest one extra layer which could be added to the OS map extract in figure 3 making it more informative to a group of secondary school students using the area for a coastal study. Give a reason for your answer.

Add geology as an extra layer to the map (1 mark). Knowing this helps to see where the harder more resistant rocks and the softer less resistant rocks are, which could help explain the location of different coastal features and account for any variations in erosion rates. [1] (DEVELOPMENT)

(c) Explain the stages in the formation of an arch (3)

Waves attack vertical lines of weakness (faults) in the headland until a crack forms by hydraulic action

The crack continues to enlarge until it becomes a cave (hollow in the headland)

Repeated erosion causes the cave to break through the headland, (can result from erosion from one or both sides of the headland) to form an arch.

(d) CASE STUDY - A river basin in the UK

Name of river basin in the UK:

6

**Grazing, reservoirs,
building, flood
management - -hard and
soft**

Explain how human activity has influenced the geomorphic processes in this landscape.
(6) SAM 1

Building reservoirs in the upper course alters the course of the river/stream flow and reduces discharge [1]. In the middle course, humans have built on the flood plains of Shrews & Iron [1] which reduces infiltration, increases run off and erosion rates and increases the flood risk [1]. Hard and soft engineering has been used at Shrews. This lining and straightening of the channel [1] causes increased velocity, moving the water quickly downstream where it might erode more than it might have done [1] as well as allowing it to carry heavier/bigger load [1]. Land use zoning close to the flood plain allows infiltration to continue and holds water in times of flood, reducing the risk of erosion and flooding downstream [1]

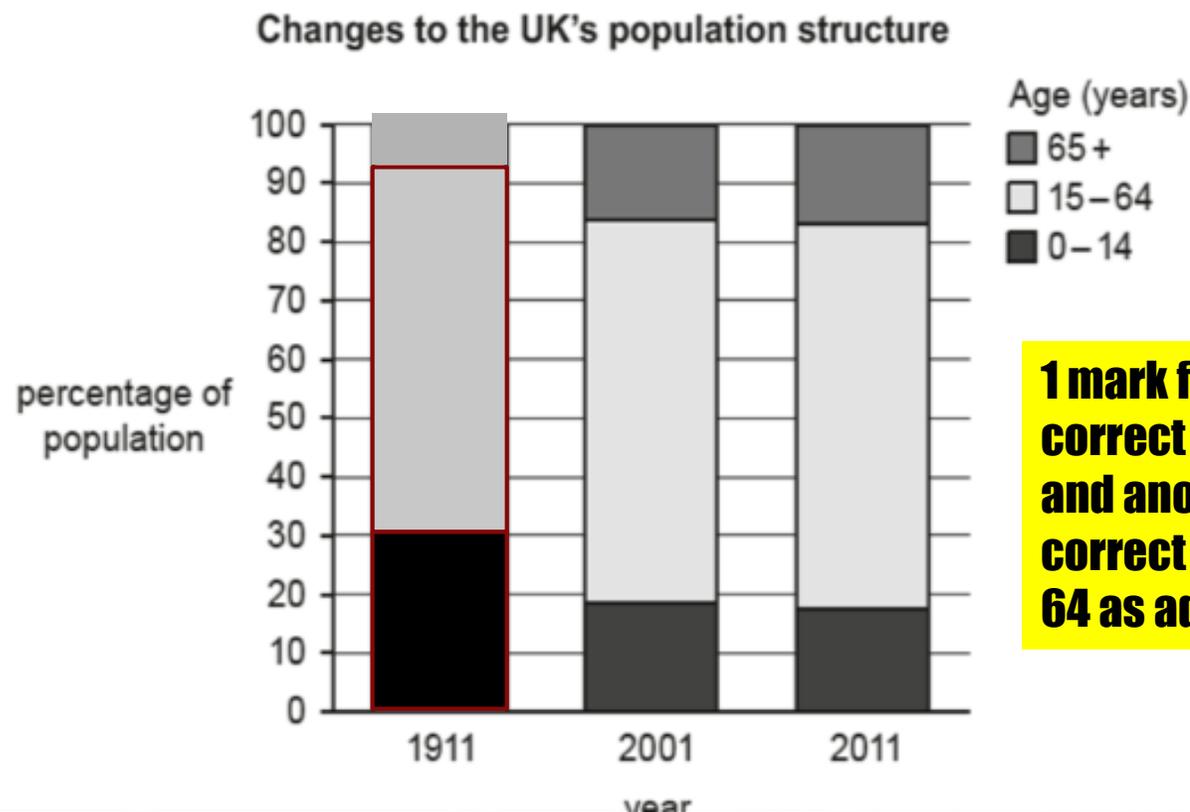
2 FULLY EXPLAINED POINTS – 4 MARKS + 2 ADDITIONAL MARKS RESERVED FOR PSD

Q3: UK in the 21st century

Study the graph below which shows changes to the UK's population structure.

(a) (i) Use the following data to complete the bar for 1911. (2)

0-14 = 30%	14-64 = 65%	over 65 = 5%
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1 mark for the correct line for 0-14 and another for the correct line for 14-64 as adjacent

(ii) Which of the following statements correctly describes a change shown in the graph above? (1)

- A The percentage of population aged 0-14 increases.
- B The percentage of population aged between 15-64 increases.
- C The percentage of population aged over 65 increases.
- D The percentage of population aged over 65 decreases.

Answer – the percentage of population over 65 increases – C

(b) Explain one way an economic hub has changed. (4)

Cambridge as an economic hub has seen changes to its infrastructure (1 mark) New bus routes have enabled commuters to travel to the city for work (DEVELOPMENT) The city continues to see a growth in businesses, so the main roads (A14 and A1309) have been upgraded (DEVELOPMENT) to ease congestion around the Science Park on the edge of Cambridge. (DEVELOPMENT)

1 MARK FOR AN IDENTIFIED CHANGE; 3 MARKS FOR THE EXPLANATION/EXEMPLIFICATION

c) Outline the changes to the UK job market since 2001. (6)

Secondary (manufacturing) jobs have continued to reduce in number as robots replace people; we run out of raw materials or it is cheaper to import goods. There has been an increase in tertiary (service) and more recently quaternary (research & development) jobs as ever more workers graduate from university (38%).

Employees in the 21st century now have greater flexibility in their job, for example flexi time, part time and shift work compared with the traditional 9-5 job, allowing jobs to be fitted around family commitments. Increasing numbers of people work from home as a result of internet access.

Q5: Physical Fieldwork Investigation

A group of students are planning some fieldwork to investigate the social impacts of climate change.

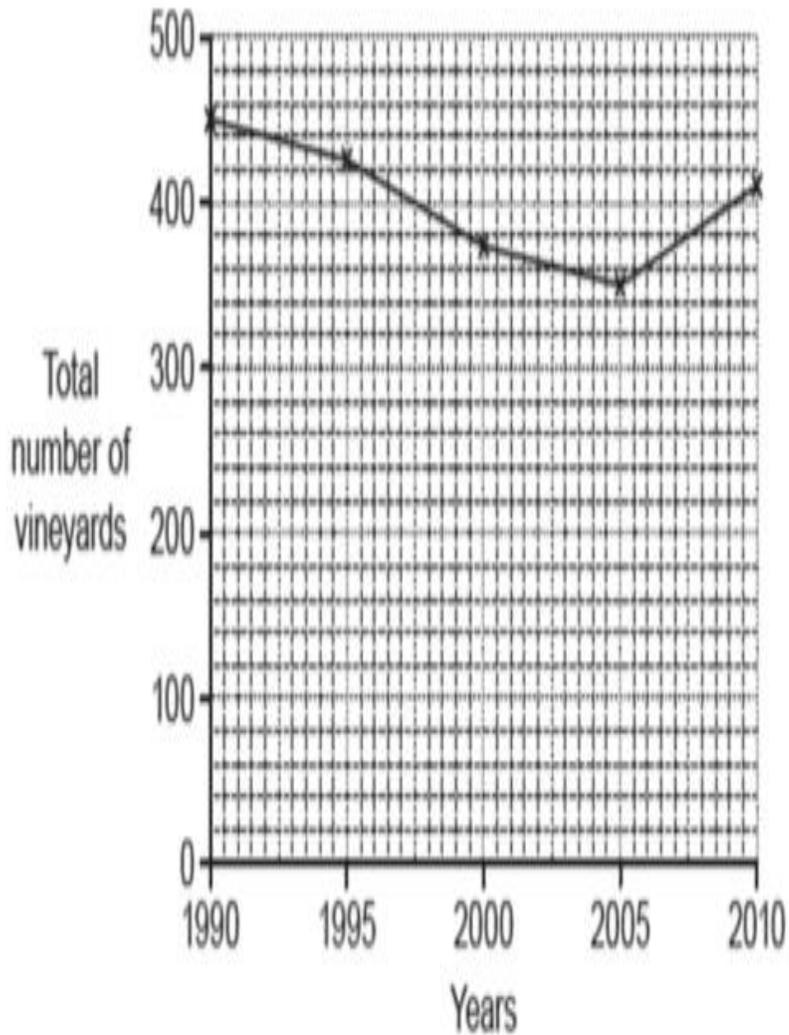
Climate change in the UK is causing rising temperatures, with the summer months becoming hotter. The summer months could see drought conditions, however the winter months will be wetter with an increased frequency of flooding.

Study the extract below.

- (a) Using the extract above, explain one fieldwork technique which could be used to identify social impacts of climate change. (4)

A questionnaire could be completed to see how people have changed their behaviour and lifestyle choices as a result of changing climate [1]. A question about where people go on holiday, when and why [1 mark] might show that they may now only holiday in the UK rather than abroad [1]. Another could be based on whether people now take more skin care precautions as a result of the warmer weather – eg now wear sunhats and more suntan lotion [1]. Finally a question about whether they have been affected by weather extremes in summer and winter [1]

Changes in the number of wine growers



(i) Suggest one improvement that could be made to the data presentation technique.

As the total number of vineyards is always more than 300, change the vertical axis (y) to be more detailed, showing only 300-500, allowing for more clear, readable data.

As the total number of vineyards is always 300 or above, amend the vertical axis to be more detailed showing between 300-500 (✓)
Independent variables on the graph so this could be shown as a bar graph (✓)

[1]

(ii) Describe the pattern of the data shown on the graph.

The graph shows the number of wine growers decreasing (until 2005) and then increasing again over the 20 year period.

[1]

c) You will have carried out some physical geography fieldwork as part of your GCSE geography course.

i) Explain the suitability of one data presentation for your physical fieldwork enquiry. (4)

We drew a cross section diagram of the river channel to detail the rivers depth and width at the different sites we visited [1]. This clearly showed how depth varied across the channel and how steep the banks were.(1) It could have been improved by labelling the geomorphic processes at work eg undercutting (1) and if we had used the same scale for each site to allow for accurate visual comparison [1].

(ii)* To what extent were the ~~enquiry processes effective in helping~~ you carry out your physical geography fieldwork?

Own Fieldwork

Level 3 (6–8 marks)

An answer at this level demonstrates a **thorough** evaluation of the how enquiry processes helped when carrying out physical fieldwork (AO3). There will be a **thorough** judgement of the extent to which the enquiry processes were effective in helping to carry out the fieldwork (AO3).

This will be shown by including **well-developed** ideas.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

8

Indicative content

Candidates could refer to the enquiry process as a whole and/or the enquiry processes such as:
Developing a question suitable for investigation
Gathering relevant evidence through data collection
Presenting and analysing evidence
Drawing conclusions from evidence
Critical reflection at each stage of the enquiry process

Examples of **well-developed** ideas:

My physical fieldwork was carried out at The River Ise in Northamptonshire. The enquiry process started with the enquiry question, it was important that this was a question which could be investigated in the field. I used a hypothesis

My physical fieldwork took place at Carding Mill Valley, Church Stretton, Shropshire. The enquiry process started with a question 'How well did the stretch of river meet the Bradshaw Model?', which was easily investigated at the river. I gathered a range of primary data at the river Ashbrook: width, depth, velocity, load size and shape and gradient, which matched the Bradshaw Model criteria. Thinking critically about my data collection the velocity of the river was hard to measure accurately, even though we repeated the test three times and took an average. This was because it was an unusually hot summer so the river level was lower than usual so the cork kept getting stuck. It would have been better to use a matchstick instead and to repeat the study in the Autumn or even compare results to last Summer. We only sampled 30 pieces of sediment at the river due to time issues, although chosen randomly, this would not be a truly representative sample of the thousands in the channel. However, we were still able to analyse our data and conclude that the river did match the model to a greater extent.