



# Geography

**GCSE 2012**

**Geography A**

**Exemplar Candidate Work**

Version 1 January 2013

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# INTRODUCTION

These support materials are intended to support teachers in understanding how the generic marking grid for A733 can be applied to a range of controlled assessment task titles. There is one piece of exemplar candidate work for each of the four specimen task titles, with an accompanying unit recording sheet which provides a commentary on how the marking grid has been applied.

While structured reports have been used in these exemplar materials, OCR encourage centres and candidates to use a wide range of presentation methods, as outlined in the specification.

Centres may wish to use these support materials in a number of ways:

- teacher training in interpretation of the marking criteria
- departmental standardisation meetings
- exemplars for candidates to review.

It is important to note that the teacher support materials play a secondary role to the specification. The specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the specification.

## Exemplar 1A: Investigate the impact of shop closures on a chosen retail area

### Investigate the impact of shop closures on a chosen retail area

#### How has Worthing been affected by recent shop closures?

Worthing is a seaside town on the South coast of the UK. It has a population of just over 100,000 with approximately 25% being people aged over 65 years old. Worthing has a large town centre and this has always been worth a lot of money to the town. There have been a number of recent shop closures and I am going to investigate these in this piece of controlled assessment.

In order to complete this work, I will be investigating three key questions:

- 1) How have shops in Worthing Town Centre changed in the past 2 years?
- 2) Have the shop closures made Worthing into a 'clone town'?
- 3) How have shoppers reacted to these changes?



#### Method:

#### Key Question 1 – How have shops in Worthing Town Centre changed in the past 2 years?

In order to investigate this key question, I used GOAD maps as a secondary source of information and completed an updated Land Use survey as my primary source of information. A GOAD map gives the name of each shop in Worthing Town Centre. I was able to get a map from 2010 and, from this, I was able to find out the types of shops that were there at the time and how many of them have changed in the last 2 years. When we went to Worthing, we took a copy of the GOAD map from 2010 and we marked on any changes and what they had changed to. We were then able to work out the percentage of shops that have changed.

I also used the local newspaper report from the Worthing Herald to see how they have covered some of the shop closures in the town. This was useful because it gave me a background as to why some of the shops had closed down and I was able to see what the paper wrote about it and whether it was a good or a bad thing.

#### Key Question 2 - Have the shop closures made Worthing into a 'clone town'?

In 2004, the New Economics Foundation (NEF) defined a clone town as a 'town where the high street and other major shopping areas are significantly dominated by chain stores' (Wikipedia, 2012). When an independent store closes down, I wanted to know whether a chain store or an independent store is more likely to fill the empty shop. In order to do this, we conducted a clone town survey in Worthing. In our groups, we walked along one of the shopping areas of the town and we write down the type of shop and whether it was

independently owned or a chain store for the first 50 shops we saw. Once we had completed the study, we then used an equation to work out whether the town was a 'Clone Town' and 'Border Town' or a 'Home Town'.

### **Key Question 3 – How have shoppers reacted to these changes?**

In order to find out how shoppers had been affected by the shop closures in Worthing town centre, we asked people shopping in the town centre to complete a questionnaire. To make sure that we were getting an unbiased result, we used random sampling and asked anyone who we could get to answer the questions in the area. This helped us to make sure that we had a range of answers. We asked people 4 questions:

- 1) Age Range. We did not actually ask people this but we did guess the age bracket that people belonged to so we could see if young, middle aged or old people were more affected by the changes.
- 2) How many shop closures have you been affected by in the last two years? We asked this question to see whether people had noticed the changes in Worthing high street or if they had not noticed anything.
- 3) On a scale of 1-5, 1 being not at all, 5 being a lot, To what extent have you been affected by shop closures in Worthing? We asked this to see if people had been badly affected by shop closures or if the shops that closed down were not that important to people.
- 4) In what ways have you been affected by shop closures? We asked people this question because we wanted an open question to find out how people had been affected by the shop closures in Worthing and whether these were different to the ideas that I had originally had.

### **Presentation and Analysis**

#### **Key Question 1 – How have shops in Worthing Town Centre changed in the past 2 years?**

See Figure 1 (2010 GOAD map showing changes in shops between 2010 and 2012)

As you can see from figure 1, there have been a lot of shops change in the past two years. In 2010, there were 29 vacant shop premises in Worthing town centre. This has now reduced with only 25 vacant shops in 2012. In total, 4 shops that were empty in 2010 have now got shops in them. 3 of the 4 of the shops that have opened in these empty premises are discount stores. This shows that, although people might be buying more, it is all cheap as they still have no money.

In total, a further 11 stores have closed down since 2010 and been replaced by new ones. All of the new shops are chain stores like 'H&M' and 'Mountain Warehouse'. These shops are also not on the expensive, high end of the market and usually appeal to people who like a bargain. This is the biggest change to the high street as, in 6 of the 11 cases of shop

closures, the shops that have shut down are independent shops that are likely to have built up customers over a long time, sometimes many generations, so this will have a bigger impact.

When I looked at the Worthing Herald newspaper, there were lots of stories about shops closing in the town centre. In 2009, Sussex Stationers even had a book of condolence open in the store for customers (Worthing Herald Website, 19<sup>th</sup> February 2009). In this case, the closure was blamed on supermarkets. There were no stories from 2010 to 2012.

### Key Question 2 - Have the shop closures made Worthing into a 'clone town'?

In class, we have already completed the survey using the GOAD maps from 2010. For this exercise, we looked at the first 50 shops in South Street and the Eastern end of Montague Street as these are the main retail areas.

	Independent	Chain		Independent	Chain
1. Food Retailer	1	2	14. Electronic / IT (TVs/ Phones/ Computers)		3
2. Newsagent			15. Pet Shop / Vets		
3. Stationary/Books		2	16. Barbers / Hair Salons / Beauticians	2	1
4. Department and Catalogue store	1	4	17. Toys/ Sports / Cycling / Outdoor	1	1
5. Restaurant / Take Away / Fast Food / Coffee Shop	5	4	18. Mechanics / Car Accessories / Petrol Station		
6. Pub/Bar			19. Music / Games / DVD		2
7. Off License			20. DIY / Builders Merchants		
8. Professional (Insurance/ Accountants/ Legal)			21. Garden Centre / Florists		
9. Estate Agents	1		22. Dry Cleaning / Launderette		
10. Health Care Shop/ Pharmacy		2	23. Travel Agents	1	
11. Household Items (Furniture, Kitchen)		1	24. Camera / Photo Developing		
12. Clothing Retailer	3	7	25. Other (Betting Shop /Casino/ Watch Repairs / Charity Shop / Jewellers)	4	2
13. Cinema / Theatre					

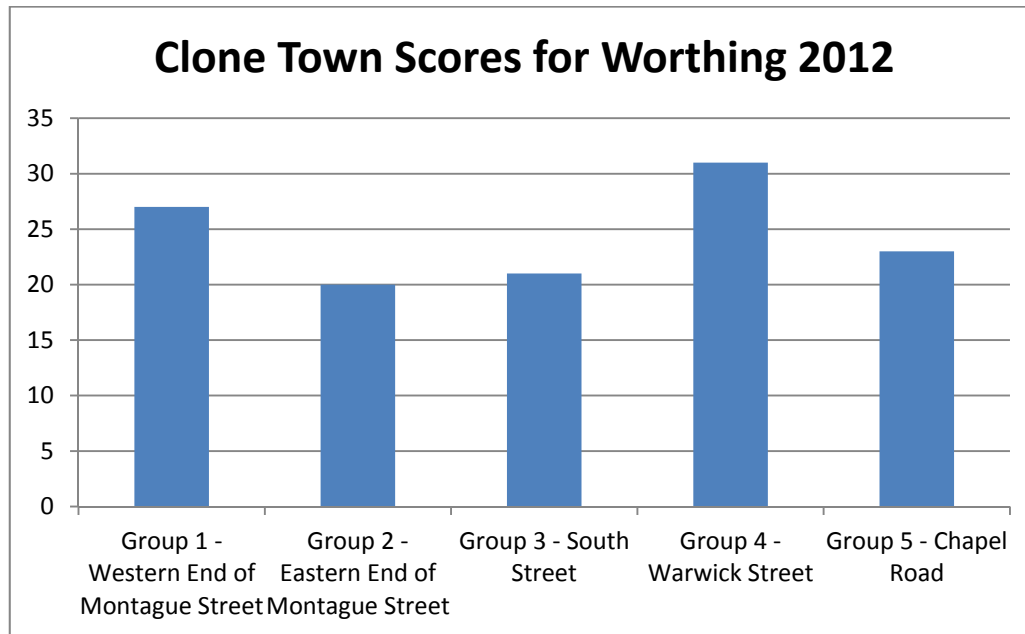
Figure 2 – Clone Town Survey from GOAD map in 2010

Using this table, we then calculated whether Worthing was a 'Clone Town' or not. The calculations were:

Number of Types of Shops = 14 x 5 = 70
Number of Independently Owned Shops = 19 x 50 = 950
Number of Chain Stores = 31 x 5 = 155
Total points = 1175
Clone Town Score = 1175/50 = 23.5

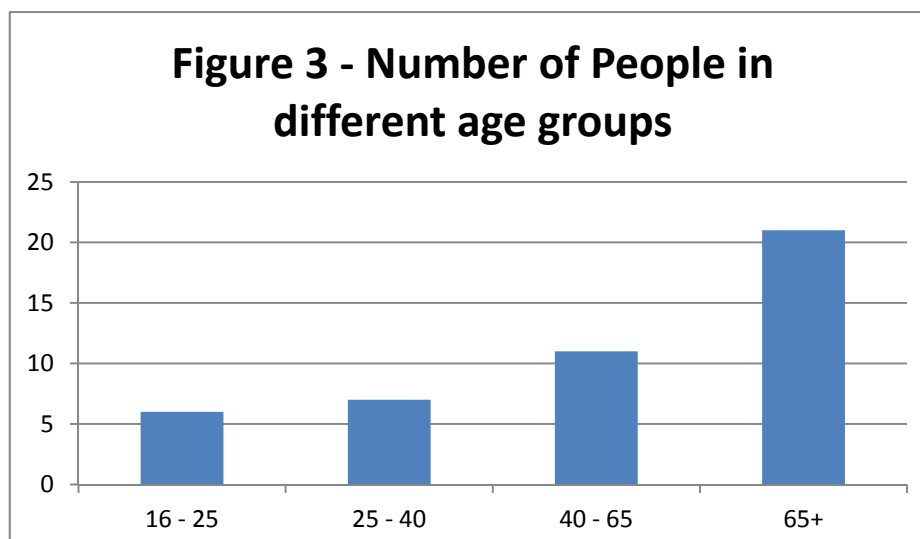
According to the 'Clone Town Survey' this means that Worthing was a 'Clone Town' in 2010, although it is quite close to being a 'Border Town'. This means that a lot of the shops are chain stores.

For the 2012 survey, we completed the Clone Town Surveys from different starting points. This was because there are a lot of shops in Worthing and we wanted to see as many as we could. The graph below shows the results for 5 different areas.



From these results, we can see that there are some areas of Worthing that have a lot more chain stores than others. In South Street and Montague Street (the area we looked at in 2010) the total scores have decreased to 20 and 22. There are, however, areas of Worthing which are 'Border Towns' which show that they have a larger percentage of independent shops. These are in Warwick Street and the Western End of Montague Street. As these are on the edge of the main town centre, these are likely to be cheaper areas to buy or rent shops.

### Key Question 3 – How have shoppers reacted to these changes?

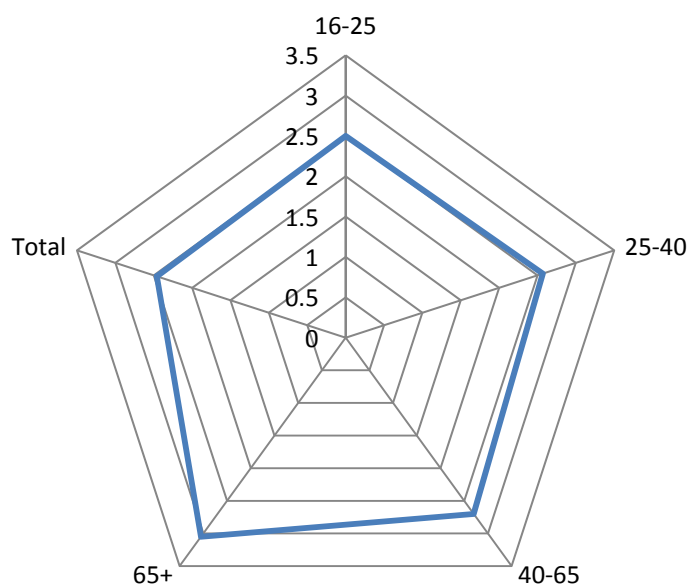


In total, I asked 45 shoppers to complete my questionnaire. They were a range of ages and genders. I have created the following graphs to show the responses.

I think that there were many more people aged over 65 than any other age group for two reasons. The first one is that over 25% of Worthing's population are aged over 65 so they

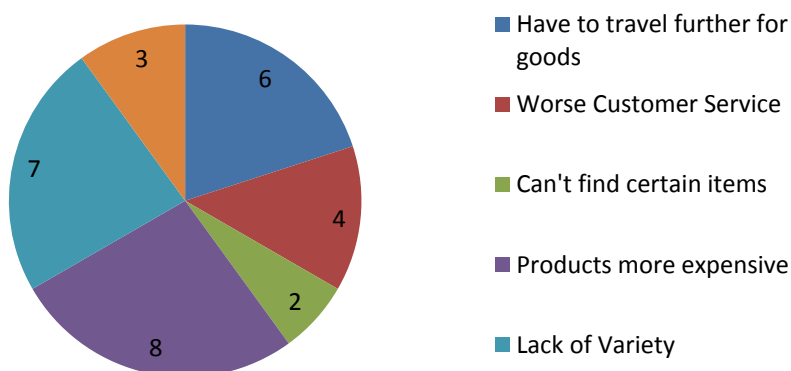
make up a large proportion of the population. Also, we completed our fieldwork on a Thursday morning so it is likely that younger people are at school, college or work so they would not be shopping at this time.

**Figure 4 - Average score out of 5 given to the question 'To what extent have you been affected by shop closures in Worthing?'**



This graph shows the average score out of 5 that people gave when asked about how much the shop closures had affected them. It is not surprising that, as people get older, the more they are affected by the shop closures. Some of the reasons for these figures were given in the answers to question 4.

**Figure 5 - Ways in which Shop Closures have affected people in Worthing**



When I asked people how they had been affected by the shop closures, there were quite a lot of people who gave answers that were different to anyone else. I decided to only use the answers that were given by more than one person. Figure 5 shows that the

thing that most people have been affected by with the shop closures are that products have become more expensive. Although this may have been as a result of the shops closing, I



think that this is actually happening everywhere but that, if you only shop in the same place, you see this happening more. There were also a lot of people who said that there is now a lack of variety which is important because, as different shops close down, it could be because there was too much competition so shoppers are being affected this way. Another way is that shoppers are having to travel further for some items – this could be to the supermarkets or to out of town shops.

### **Conclusion and Evaluation**

#### **Key Question 1 - How have shops in Worthing Town Centre changed in the past 2 years?**

Overall, there have been less changes to shops in the last 2 years than I would have expected. Although there have been shops changing hands, there have also been shops opened which shows that chain stores are still making enough money to be opening new branches. Having looked at the 'Worthing Herald' website, I noticed that there were a lot of stories about shop closures in 2008 and 2009 which was at the start of the recession. I may have seen more changes and been able to see more of an impact if I had looked at a GOAD map of 2007 and compared it to today as this would have taken into account all of the recession.

#### **Key Question 2 - Have the shop closures made Worthing into a 'clone town'?**

From the information I have seen, some areas of Worthing are becoming more like a clone of other town centres. The most important finding though is that Worthing has got some areas where there still are a number of independent retailers. This is really important because it shows that customers are still shopping in the town centre and that the different business owners still believe that it is worth investing in the town centre.

#### **Key Question 3 - How have shoppers reacted to these changes?**

Overall, the different shoppers I spoke to had a range of answers to how they had been affected but all of the groups of people did not have very high scores out of 5 for how much they were affected. In total, most people felt that they were not that affected at all. This could be because people are more likely to adapt and find goods in supermarkets or online now if shops change on the high street. The older people are affected by the shops shutting more because they are likely to find it difficult to go anywhere else to shop and may not have the skills for online shopping. Overall, I think the results here were skewed by the fact I spoke to lots more over 65 year olds.



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# Geography A

## OCR GCSE Unit A733 Local Geographical Investigation Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, must be attached to the assessed work of each candidate.

<b>Unit Title</b>	<b>Local Geographical Investigation</b>			<b>Unit Code</b>	<b>A733</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	
<b>Centre Name</b>							<b>Centre Number</b>		
<b>Candidate Name</b>							<b>Candidate Number</b>		
Investigations completed: 1A <input checked="" type="checkbox"/> or 1B <input type="checkbox"/> or 2A <input type="checkbox"/> or 2B <input type="checkbox"/>									
Evidence of your investigation :									
								<b>Total/50</b>	<b>47</b>
								Please tick to indicate this work has been standardised internally	
	<b>Criteria</b>				<b>Teacher Comment</b>		<b>Page No.</b>	<b>Mark</b>	
AO1	<b>Candidates</b> <input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way.  <input type="checkbox"/> define the geographical features of the issue basically.  <input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way.  <input type="checkbox"/> offer a simplistic reflection.	<b>Candidates</b> <input type="checkbox"/> demonstrate sound knowledge of the locality being studied.  <input type="checkbox"/> define the geographical features of the issue in a sound way.  <input type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation.  <input checked="" type="checkbox"/> offer some critical reflection on the issue.	<b>Candidates</b> <input checked="" type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied.  <input checked="" type="checkbox"/> have a clear and detailed understanding of the defining geographical features of the issue.  <input checked="" type="checkbox"/> describe and explain different values and attitudes involved in the issue clearly.  <input type="checkbox"/> offer a detailed and justified reflection on the issue.	Some reference to the location in introduction but a detailed knowledge shown through the land use maps.  Well explained throughout with some very clear understanding of how economic situations have affected shops.  Clearly explained how different groups of people have varied attitudes towards the shop closures - good focus on the over 65 age group in the evaluation Final conclusions did give some reflection on the issue and throughout the work there were good insights but there is a lack of justification in the conclusions and these could have been backed up by reference to results.		1, 7  3-6  4-5  6	9		
	[0–3 Marks]	[4–7 Marks]	[8–10 Marks]						

URS668 Revised September 2012

Oxford Cambridge and RSA Examinations

A733/URS



Criteria				Teacher Comment	Page No.	Mark
AO2	<b>Candidates</b> <input type="checkbox"/> include a plan and strategy for conducting the investigation, produced with teacher guidance.	<b>Candidates</b> <input type="checkbox"/> include a plan and strategy for conducting their investigation, produced with some independence.	<b>Candidates</b> <input checked="" type="checkbox"/> include a developed plan and strategy for conducting their investigation, showing independence and initiative.	Student worked independently and set their own key questions for this work. The plan for collecting the work was clear. Questionnaire written independently. Secondary newspaper research showed initiative.	1-7	20
	<input type="checkbox"/> identify geographical questions and recognise the basic sequence of an investigation.	<input type="checkbox"/> identify and begin to analyse geographical questions and establish an effective sequence of investigation.	<input checked="" type="checkbox"/> identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry.	Logical sequence of enquiry based around the Key Questions throughout which made it easy to read and a clear structure seen.	1-7	
	<input type="checkbox"/> use research to help study the issue, with teacher guidance but limited initiative.	<input type="checkbox"/> use research to inform understanding of the issue with some independence and some initiative.	<input checked="" type="checkbox"/> demonstrate independence and initiative in using research to inform understanding of the issue.	Student works independently on the planning and research included in this work. This has enhanced the understanding shown.	1-7	
	<input type="checkbox"/> show a basic understanding of findings.	<input type="checkbox"/> show a clear understanding of findings.	<input checked="" type="checkbox"/> show a thorough understanding of findings.	Each key question has been explained and clear understanding shown throughout the analysis and conclusion sections.	3-6	
	<input type="checkbox"/> demonstrate a basic interpretation of the geographical nature of the issue.	<input type="checkbox"/> demonstrate a sound interpretation of the geographical nature of the issue.	<input checked="" type="checkbox"/> demonstrate a thorough interpretation of the geographical nature of the issue.	Student clearly sees the impacts of shop closures on the local area and has been able to link to wider geographical concepts e.g. clone towns	3-6	
	<input type="checkbox"/> apply basic geographical concepts to help communicate understanding of the issue being investigated.	<input type="checkbox"/> apply some geographical concepts to help communicate understanding of the issue being investigated.	<input checked="" type="checkbox"/> apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated.	Good application of clone town survey to Worthing which clearly showed an understanding of the issues involved and the impacts on the area	3-6	
[0–7 Marks]		[8–15 Marks]		[16–20 Marks]		

	Criteria			Teacher Comment	Page No.	Mark
AO3	<b>Candidates</b> □ show basic evidence of planning with limited evaluation.	<b>Candidates</b> ✓ show some evidence of organisation and some evaluation.	<b>Candidates</b> ✓ show comprehensive planning and evaluation.	Very clear plans included with a detailed plan included for the fieldwork. Some evaluation shown.	6	18
	□ demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources.	✓ demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources.	✓ demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources.	A broad range of enquiry skills chosen and lots of primary research included. Secondary data was from one GOAD map and one website which limits the scope of the research.	1-2	
	□ use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience.	□ use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience.	✓ use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience.	Good use of mapping and different styles of graph that were wholly appropriate to the information they were demonstrating	3-4, 7	
	□ interpret evidence, describe its limitations simply and reach a basic conclusion.	□ include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion.	✓ analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion.	Evidence was clearly interpreted with clear analysis and critical evaluation. Conclusions substantiated by evidence.	5-6	
	□ include a basic reflection about the success of the investigation.	✓ include some plausible reflections about the success of the investigation.	□ include a meaningful reflection on the success of the investigation.	Some reference to changes in the conclusion and evaluation section but this was limited in terms of recommendations for further study.	6	
	□ show organisation, accuracy and clarity in a basic way.	□ present clear, organised and largely accurate work, with some appropriate use of specialist terms.	✓ present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms.	Very organised work which was very easy to read and allowed a clear thread through the work. Good use of geographical terms.	1-7	
	□ produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication.	□ produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly.	✓ produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly.	Very good spelling, punctuation and grammar throughout the work.	1-7	
	produce investigations that are basic and lack focus (see specification for further information).	□ produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information).	✓ produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information).	Work is within the word limit and was precise and accurate.	1-7	
	[0–7 Marks]	[8–15 Marks]	[16–20 Marks]			

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

**Guidance on Completion of this Form**

- 1 **One** sheet must be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 5 Add the marks for the AOs together to give a total out of 50. Enter this total in the relevant box on the front cover.

## Exemplar 1B: Investigate the impacts of a recent retail development

### Investigate the impacts of a recent retail development

#### Investigating a new ASDA supermarket opening up in Ferring

In November 2012, a new Asda Store opened in Ferring, near Worthing. It was built on the site of an old garden centre so was a brownfield site.



You can see from the google earth image that the area was very large and is not very close to many houses. You can also see that the area around it is farmland with a few small businesses. It is also on a main road which means people can there easily and there will not be lots of traffic.

It was built very quickly and there have been lots of people who have said that it is a bad development because it will affect the house prices in the area as well as the environment.

For this piece of controlled assessment, I will be investigating four key questions:

- 1) What is the sphere of influence of ASDA Ferring?
- 2) How has the opening of this store affected People?
- 3) How has the opening of this store affected the Environment?
- 4) How has the opening of this store affected the local Economy?

#### Method

In order to answer my key questions, I am going to complete three different types of fieldwork and research. They are questionnaires, research into local newspaper reports and an interview with the manager of ASDA Ferring.

#### Questionnaires

In my questionnaires, I will be asking the following questions:

- 1) Is this your first visit to ASDA Ferring?

I asked this question because the store had only been open 2 weeks and I wanted to know if people had already changed their shopping patterns in the local area and started to shop at ASDA.

- 2) Which area do you live in?

I am asking this question so I can find out how far people travel to get to ASDA

3) Have you changed where you usually shop?

I am asking this to find out if other stores around the area have been affected by the opening of the new ASDA store.

4) On a scale of 1-5, 1 being none and 5 being a lot, what impact do you think that this ASDA store has had on the environment?

I am asking this to help me answer my key question about the impact on the environment of this store and whether people are worried about the impact.

5) On a scale of 1-5, 1 being none and 5 being a lot, what impact do you think that this ASDA store has had on the local economy?

I am asking this to help me answer my key question about the economy because I want to know how much impact this ASDA store has had on the area and whether there has been a big impact on the local economy or not.

### **Newspaper Articles**

In the run up to the ASDA store opening, there were lots of newspaper articles about the effects that the store might have. I have used the Littlehampton Gazette to find out some information about the planning process and how it has affected people in the area. I am going to look at the different articles and work out which are positive and which are negative.

### **Interview with Manager of ASDA**

I rang up ASDA and asked if I could do an interview with the manager to help with my controlled assessment. I wanted to ask him about how many people have been shopping at the store and whether he thought the store had had a big impact on the people, economy and environment around the area. I did not go into the interview with set questions, but wanted to find out the answers to the questions above. This may have been a bit of a problem because when I actually went to ASDA, the manager was not available as I was late for the appointment so I was asked if I could leave the questions for him. I did but they should have been a little bit more straightforward because I got quite a short written response and I think if I had been able to get an actual interview with the manager, I would have been able to ask him lots more questions until I managed to get all of the answers that I wanted to be able to answer my key questions.

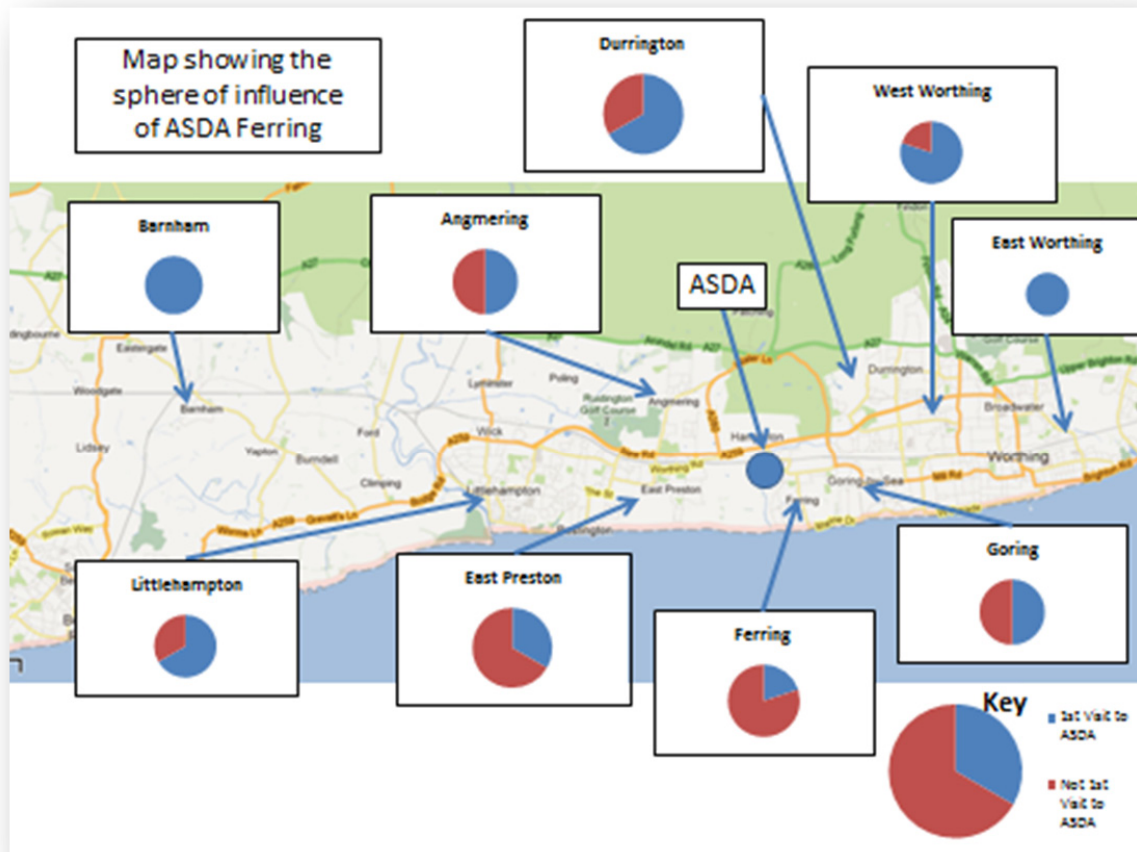
### **Presentation and Analysis**

#### **Sphere of Influence Map**

From my questionnaire, I asked 34 people where they had come from to get to ASDA. I did the questionnaire on a Tuesday morning just after the store had opened. From these results, I was surprised by how far some people had come to get to ASDA. On the next page, you can see a map of the local area. I have put graphs on it to show how many people there were from each area and how many of them had been to ASDA Ferring before.



From the map and the graphs, you can see that people came to shop in ASDA Ferring from as far away as Barnham and East Worthing. This means that people were willing to travel a long way to shop at this store. For both of these people, though, it was the first time that they had shopped at ASDA Ferring so it is likely that they are using supermarkets closer to their home for their weekly shop and have gone to ASDA for a bigger shop maybe.



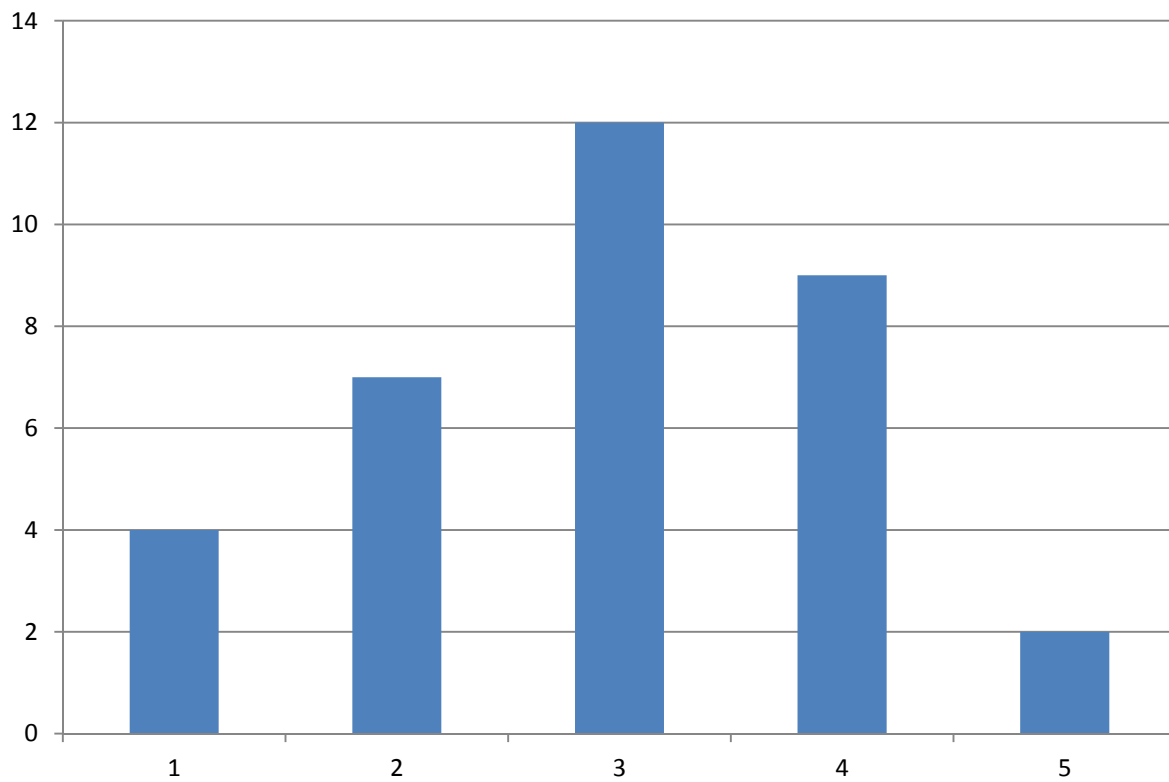
More locally, in East Preston and Ferring, people seemed to have already changed their shopping habits and were already making subsequent trips to the supermarket. This is likely to have an impact on the Tesco in Durrington and the Sainsburys in Rustington as these would have been the closest store before ASDA opened.

Although this does show quite a big sphere of influence, I think that this could be a bit of novelty and people were trying out the new store. It is a bit too soon to tell if the shopping habits have been changed long term and I would probably need to ask some more people to get a reliable data set.

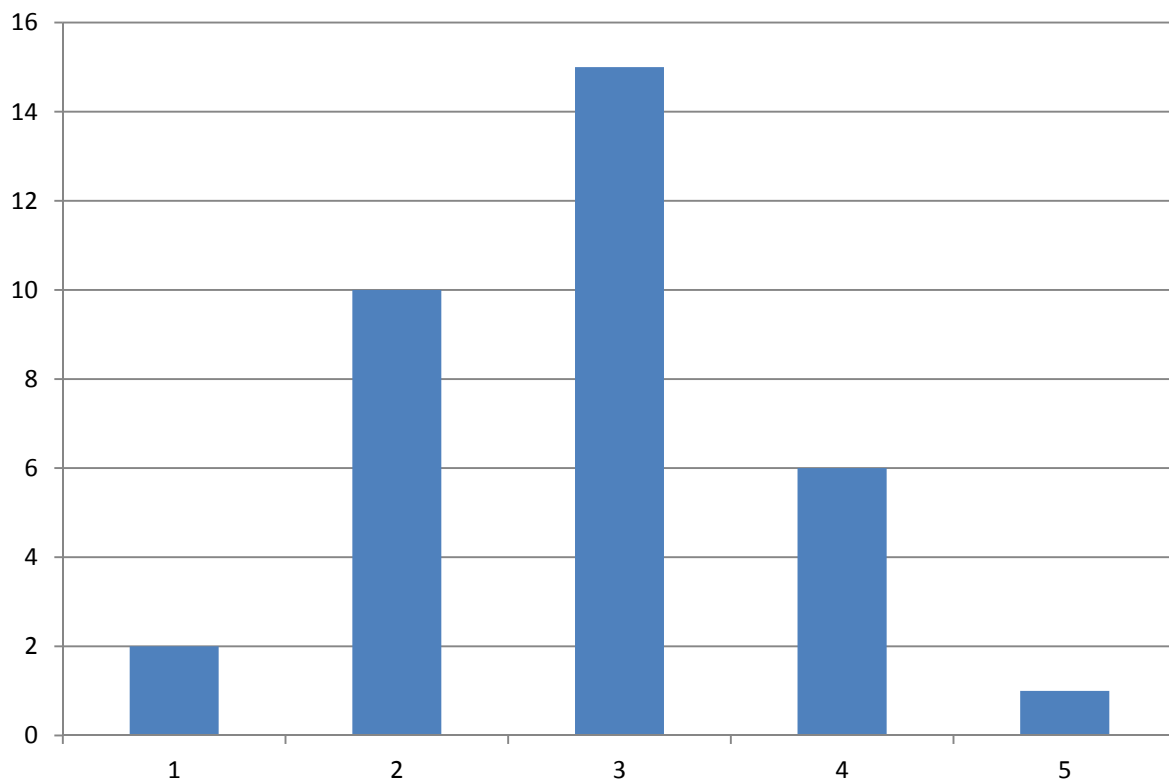
### Questionnaire Results

In the questionnaires, I asked people if, on a scale of 1 – 5, they could tell me how much they thought that ASDA had effected the environment and the economy around the area with 1 being not at all and 5 being a lot. The two graphs on the next page show that people had got very different opinions on these two things.

**On a scale of 1-5, 1 being none and 5 being a lot, what impact do you think that this ASDA store has had on the environment?**



**On a scale of 1-5, 1 being none and 5 being a lot, what impact do you think that this ASDA store has had on the local economy?**



For the environment, the majority of people thought that it would have been a '3' on the scale which was not a massive impact but some impact on the environment. There were more people who thought that there had been an impact on the environment (4) than those who didn't think there had been a bit impact (2). This could be because people were used to seeing a garden centre in this area and some fields so they are probably now seeing the big car park and thinking of all of the pollution that can be caused by the cars.

For the economy, the majority again thought that there was some impact but that it was a '3' on the scale so in the middle. With the economy, more people thought that there had not been as much impact in the economy (2) than a big impact (4). This is important because maybe there has not yet been a major impact on other shops around the area and, therefore, maybe the people who live in this area have not yet realised the economic impact that the shop could have in the future.

### Newspaper Articles

I went online and read through some of the articles in the Littlehampton Gazette about the new ASDA. I decided to put them into a table for 'Positive' article and 'Negative' articles. This is important because I wanted to know whether people felt positively or negatively about ASDA.

Positive Articles	Negative Articles
<u>Littlehampton Gazette – 25<sup>th</sup> November 2011</u> <u>ASDA superstore will create 540 jobs in Ferring</u> This article focuses on the granting of the outline planning permission for ASDA and the fact that lots of new jobs will be created in the area. This is positive for people who live in the area and may have lost their jobs in recent years and want to work there.	<u>Littlehampton Gazette – 8<sup>th</sup> April 2012</u> <u>Ferring ASDA plans put on hold by the council</u> This article says that due to issues over the landscaping, surface drainage, noise assessment, lighting plans and operating hours, the planning permission was being stopped. This shows that there were concerns about the negative impact on both the people in the area and the environment
<u>Littlehampton Gazette – 5<sup>th</sup> November 2012</u> <u>Shoppers flock to new ASDA store in Ferring</u> This article was written on the day the store opened. It says that hundreds of people queued to be the first in the store and that the manager said there had been a 'fantastic response' to the store. It also says that 475 jobs were created which is less than first advertised.	<u>Littlehampton Gazette – 5<sup>th</sup> November 2012</u> <u>Shoppers flock to new ASDA store in Ferring</u> Some parts of this are negative towards the store as it says that there was traffic problems on the morning of the store opening. One local councillor said that he would be raising the issue with West Sussex County Council because he felt the traffic was unsafe.

Overall, all of the negative things about the planning must have been dealt with because otherwise it would not have been allowed to be built. The traffic problems are obviously still a problem but it may take an accident or lots of very bad traffic jams on the road to see a change to the road system. On a positive side, the new jobs created for the area, although not as many as originally planned, have led to lots more people being able to find work. This might include a lot of young people who could not find jobs before which is really positive for the area.

### Interview with ASDA Manager

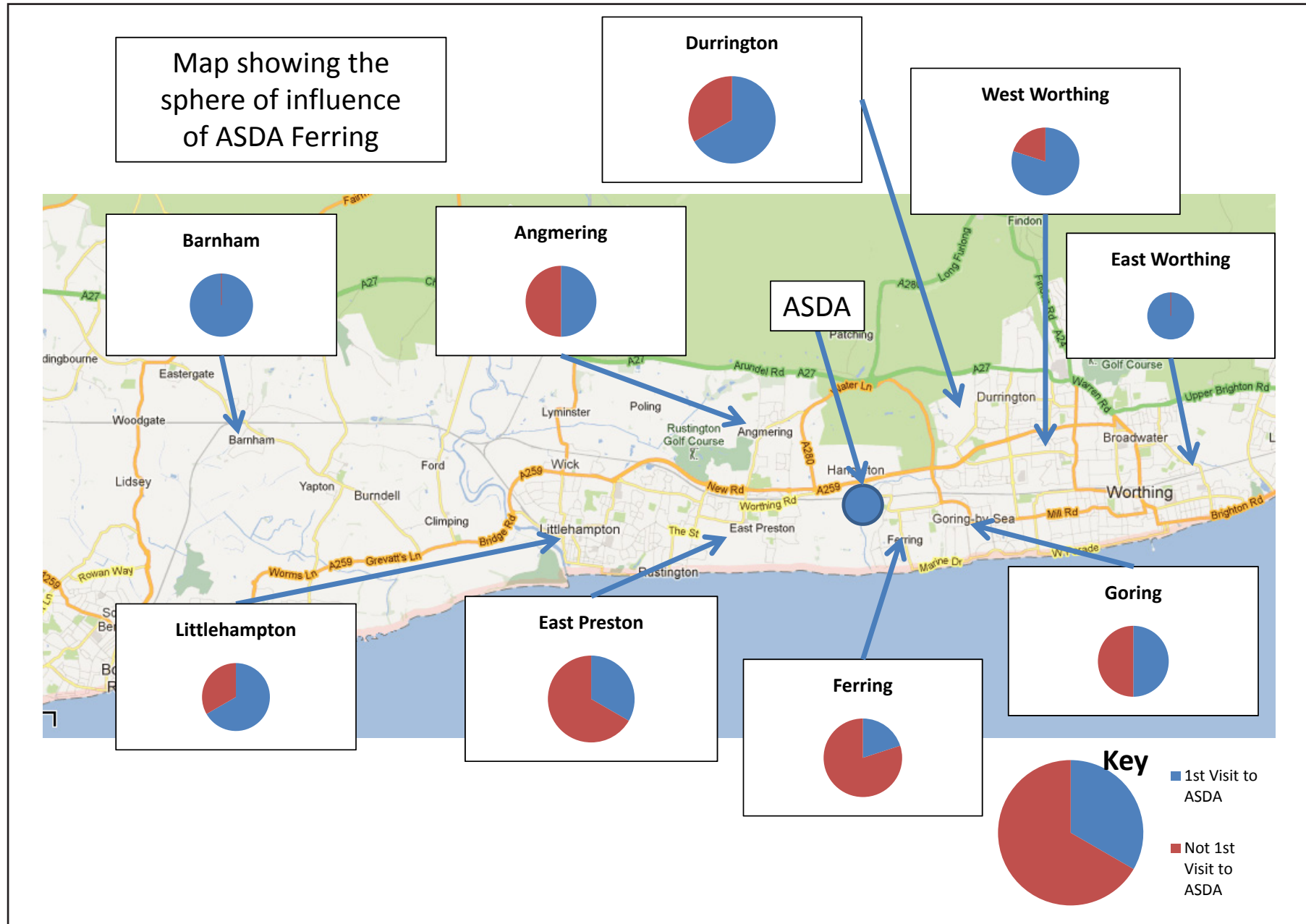
As I was not able to meet the manager face to face, I got some brief answers to my questions about the new store.

How many people have been shopping at the store?	Over 50,000 customers have visited the store so far.
How do you think the store has affected people?	We have created 475 new jobs in this area.
How do you think the store has affected the environment?	We have a range of eco-friendly policies including an energy centre for the store to reduce costs. We gave away free 'Bags for Life' to all customers on the first few days to encourage reusing bags.
How do you think the store has affected the economy?	The new jobs should encourage growth in the economy in the area.

From these answers, I can see that the manager at ASDA has given information about how positive the store is for the local area. This is expected as he is obviously employed by the store. This also shows that ASDA are concerned about stopping any negative publicity and are trying to think of ways to positively affect the local area.

### **Conclusion and Evaluation**

Overall, I think that ASDA has been positive for the local area. The fact that people are coming to it from long distances mean that they must want to shop there. ASDA has also created lots of jobs in the local area and in recession, this is really important. Environmentally, the site used for ASDA was a brownfield site so had already been built on so there would not be much more impact except for the traffic. The economy has, currently, not been affected much but this might change over the next few years.





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# Geography A

## OCR GCSE Unit A733 Local Geographical Investigation Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, must be attached to the assessed work of each candidate.

<b>Unit Title</b>	<b>Local Geographical Investigation</b>			<b>Unit Code</b>	<b>A733</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	
<b>Centre Name</b>							<b>Centre Number</b>		
<b>Candidate Name</b>							<b>Candidate Number</b>		
Investigations completed: 1A <input type="checkbox"/> or 1B <input checked="" type="checkbox"/> or 2A <input type="checkbox"/> or 2B <input type="checkbox"/>									
Evidence of your investigation :									
								<b>Total/50</b>	<b>28</b>
								Please tick to indicate this work has been standardised internally	
	<b>Criteria</b>				<b>Teacher Comment</b>			<b>Page No.</b>	<b>Mark</b>
AO1	<b>Candidates</b> <input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way.  <input checked="" type="checkbox"/> define the geographical features of the issue basically.  <input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way.  <input checked="" type="checkbox"/> offer a simplistic reflection.	<b>Candidates</b> <input checked="" type="checkbox"/> demonstrate sound knowledge of the locality being studied.  <input type="checkbox"/> define the geographical features of the issue in a sound way.  <input checked="" type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation.  <input type="checkbox"/> offer some critical reflection on the issue.	<b>Candidates</b> <input type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied.  <input type="checkbox"/> have a clear and detailed understanding of the defining geographical features of the issue.  <input type="checkbox"/> describe and explain different values and attitudes involved in the issue clearly.  <input type="checkbox"/> offer a detailed and justified reflection on the issue.	Although there is limited information in the introduction, there is some detailed knowledge of the locality included in the Sphere of Influence map. There is some knowledge about the impacts of a new supermarket but these have not been explained very clearly.  There is a demonstration that there are positive and negative attitudes surrounding this development and this has been explained briefly  There is a very brief conclusion with little reflection offered on the issues involved.			1, 3  1-2  5  6	4	
	[0–3 Marks]	[4–7 Marks]	[8–10 Marks]						

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Criteria				Teacher Comment	Page No.	Mark
AO2	<b>Candidates</b> □ include a plan and strategy for conducting the investigation, produced with teacher guidance.	<b>Candidates</b> ✓ include a plan and strategy for conducting their investigation, produced with some independence.	<b>Candidates</b> include a developed plan and strategy for conducting their investigation, showing independence and initiative.	Student worked independently and set their own key questions for this work. They conducted their investigation to the strategy they had laid out.	1-6	13
	□ identify geographical questions and recognise the basic sequence of an investigation.	✓ identify and begin to analyse geographical questions and establish an effective sequence of investigation.	identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry.	Key questions were identified and had good geographical principals but were quite broad and needed to be more focused. The sequence of investigation was effective to allow for each of the key questions to be investigated.	1-6	
	□ use research to help study the issue, with teacher guidance but limited initiative.	✓ use research to inform understanding of the issue with some independence and some initiative.	demonstrate independence and initiative in using research to inform understanding of the issue.	Good use of research from the newspapers which allowed a good background knowledge to the issue but only from one source.	5	
	□ show a basic understanding of findings.	✓ show a clear understanding of findings.	show a thorough understanding of findings.	There was a clear analysis of the findings of the investigation throughout the work. This was not backed up with detailed explanation or evidence.	2-5	
	□ demonstrate a basic interpretation of the geographical nature of the issue.	✓ demonstrate a sound interpretation of the geographical nature of the issue.	demonstrate a thorough interpretation of the geographical nature of the issue.	Good geographical principals were investigated which led to a sound interpretation of the issues surrounding new retail developments.	1-6	
	✓ apply basic geographical concepts to help communicate understanding of the issue being investigated.	apply some geographical concepts to help communicate understanding of the issue being investigated.	apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated.	Very little link to geographical concepts and theory which would have helped the understanding of the issues.	3-6	
[0–7 Marks]		[8–15 Marks]		[16–20 Marks]		



	Criteria			Teacher Comment	Page No.	Mark
AO3	<p><b>Candidates</b></p> <p>✓ show basic evidence of planning with limited evaluation.</p> <p>✓ demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources.</p> <p>✓ use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience.</p> <p>□ interpret evidence, describe its limitations simply and reach a basic conclusion.</p> <p>✓ include a basic reflection about the success of the investigation.</p> <p>□ show organisation, accuracy and clarity in a basic way.</p> <p>□ produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>produce investigations that are basic and lack focus (see specification for further information).</p> <p>[0–7 Marks]</p>	<p><b>Candidates</b></p> <p>✓ show some evidence of organisation and some evaluation.</p> <p>demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources.</p> <p>□ use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience.</p> <p>✓ include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion.</p> <p>include some plausible reflections about the success of the investigation.</p> <p>✓ present clear, organised and largely accurate work, with some appropriate use of specialist terms.</p> <p>✓ produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly.</p> <p>✓ produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information).</p> <p>[8–15 Marks]</p>	<p><b>Candidates</b></p> <p>show comprehensive planning and evaluation.</p> <p>demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources.</p> <p>use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience.</p> <p>analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion.</p> <p>□ include a meaningful reflection on the success of the investigation.</p> <p>present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms.</p> <p>produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly.</p> <p>produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information).</p> <p>[16–20 Marks]</p>	<p>There are signs of planning for the investigation but very limited evaluation of work.</p> <p>Limited range of fieldwork techniques used and the key questions had a very wide focus which led to difficulties exploring the issue. Secondary information was all from one source.</p> <p>Very few geographical terms were used and the presentation of data was in the most basic graph form.</p> <p>Some good analysis throughout the main body of the work but a weak final conclusion to the work.</p> <p>Very limited reflection about the investigation and ways it could be improved.</p> <p>Clearly organised work in sections with headings. Some specialist terms used (Sphere of Influence)</p> <p>Spelling, Punctuation and Grammar are accurate throughout and the meaning of the work is well understood.</p> <p>The work does not exceed the work limit. At times, the student does not remain focused on the key questions.</p>	<p>1-2</p> <p>2-3</p> <p>3-6</p> <p>4-6</p> <p>5-6</p> <p>1-6</p> <p>1-6</p> <p>1-6</p>	<p>11</p>



Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

**Guidance on Completion of this Form**

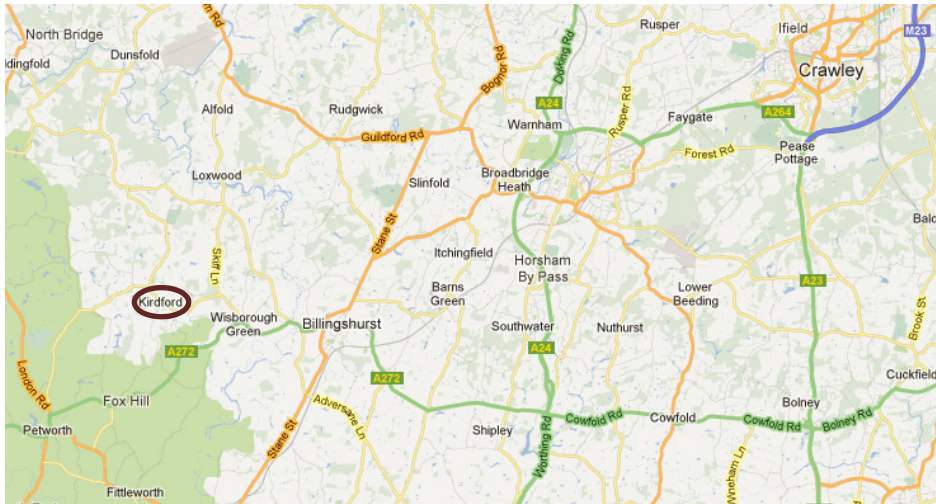
- 1 One sheet must be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 5 Add the marks for the AOs together to give a total out of 50. Enter this total in the relevant box on the front cover.

## Exemplar 2A: Investigate recent employment changes in a chosen settlement

### Investigate recent employment changes in a chosen settlement

Investigating the closure of 'Breadline' – a local independent bakery in Kirdford, West Sussex

Kirdford is a Small village in the middle of West Sussex. There is a population of around 1000 and approximately 30% of residents are retired. The nearest town to Kirdford is Petworth, which is about



4 miles away. The village is quite isolated from other areas due to its quiet, rural location. There is one bus most days at 8.03am from Kirdford to Horsham returning at 5.45pm. On a Monday and Thursday, there is

one further bus to Horsham at 10.56am returning at 1.25pm, allowing you just 2 hours in the town there. This can make shopping and socialising difficult for some of the more elderly residents. Breadline, an independent village bakery, recently closed with the loss of 22 jobs. This was the only shop remaining in the village but the majority of its business was baking bread and cakes for other local farm shops and farmers markets all over West Sussex so it had a much wider market than just the small village. 18 of the 22 employees were from the village and many of them were over the age of 55. I am going to investigate the impact that this recent change has had in Kirdford.

In order to investigate this change in employment, I am going to investigate three key questions:

- 1) What impact did Breadline have on the local community?
- 2) What factors caused Breadline's closure?
- 3) How have people and the economy in Kirdford been affected by Breadline's closure?

### Method

#### Questionnaires to Local Residents

In order to find out the impact that Breadline had on the community, I wanted to ask the local residents how they had been affected by the closure of Breadline. As I live in the village, I decided to ask my neighbours to help me by answering questionnaires themselves and getting their friends to answer them as well. I would have preferred to complete the questionnaires through stratified sampling, dropping a questionnaire through every 4<sup>th</sup> door, but as I could not guarantee responses, this seemed to be a solution. As my neighbours are mainly retired, I knew that this would skew the responses slightly.

For the questionnaire, I decided to ask 3 questions to help me investigate all three of the enquiry questions. In the table below, I have given the questions and the information that I was hoping to gain from them.

Question	Rationale behind asking the question
1) Which age bracket do you fit into? Under 25/25-45/45-65/Over 65	I thought that this was very important because, although I have assumed that the biggest impact of the closure would be on the elderly, there may be other groups in the village who will also miss the service.
2) How regularly did you use Breadline? Daily/2-3 times a week/Weekly/Monthly/Less Frequently	I thought that this would be an important question to ask to address the first key question because if the majority of people used Breadline infrequently, it would not have been viable.
3) Where do you now access the services you used to get from Breadline? Supermarket / Other independent shop / Other	I decided to include this question with some options because it is important to see if most people who used to go to Breadline now have easily transferred to get their bakery goods elsewhere.

### **Pedestrian Counts**

Although not the main part of the business, I wanted to know how many people walk past the old Breadline shop at different times in the day. This is to help me answer my second key question, what factor's caused Breadline's closure. I decided to count pedestrians for 10 minute time slots at 10am, 12pm and 2pm on the same day. I decided that I would do these counts on a Saturday even though I know that more people were likely to be around than in the week.

### **Business Listings**

In order to find the competition that Breadline had in the local area, I decided to complete some research on the internet using Google to find out how many similar businesses there were within a 15 mile radius. I thought that this was important because if similar businesses were starting up in the local area, this could also help me to answer the second key question about the factors affecting Breadline's closure.

### **Interview with three former employees**

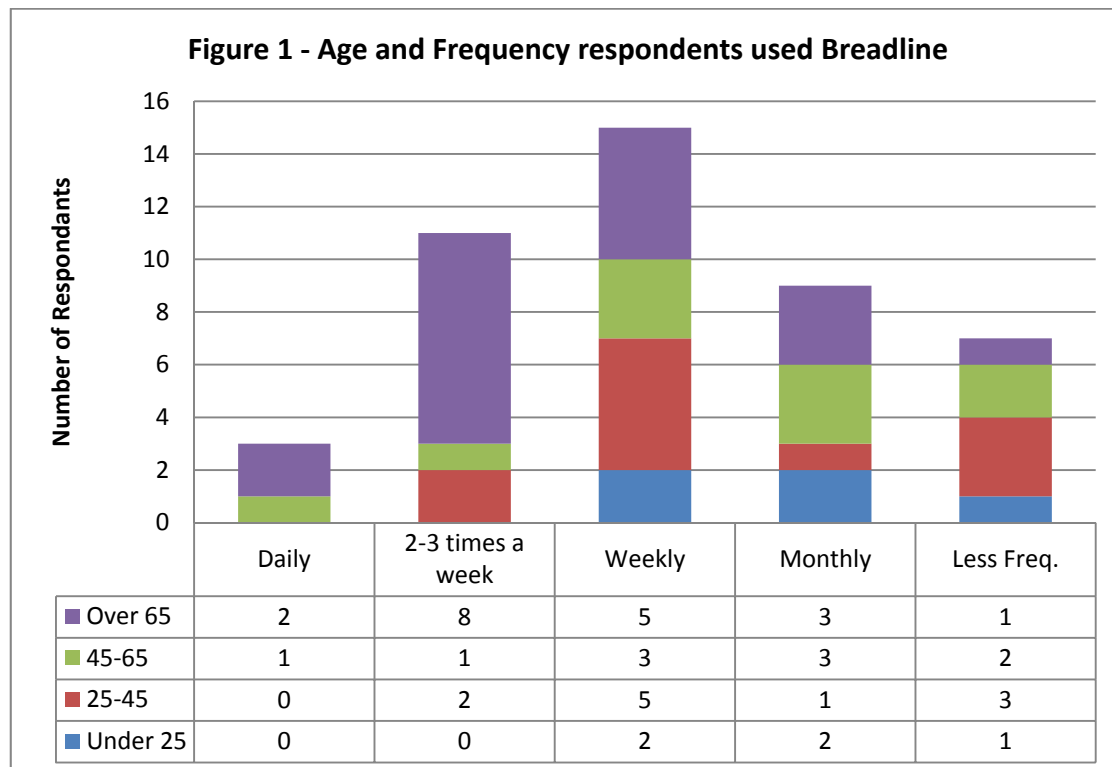
I decided to interview three of my neighbours and their friends who used to work at Breadline. I felt that it would be important to hear how the closure has had an impact on them and their families. I asked them three questions:

- 1) Why do you think that Breadline closed down?
- 2) Have you been able to find alternative work?
- 3) Do you think that Breadline could have remained open?

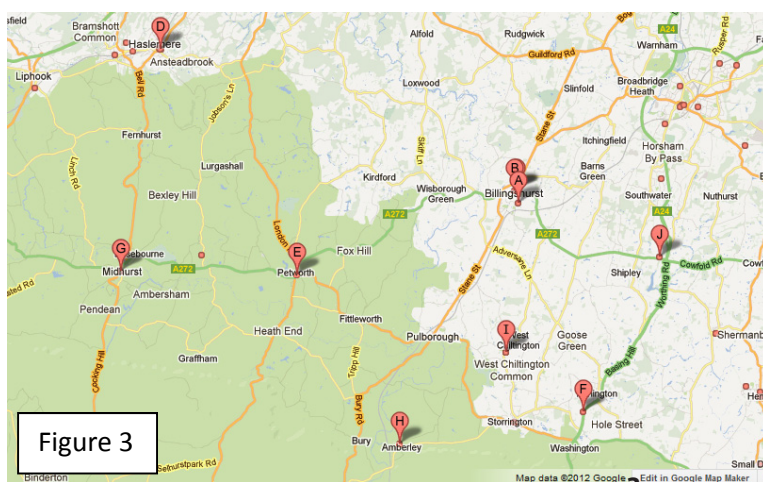
## Presentation and Analysis

### Key Question 1 – What impact did Breadline have on the local community?

Figure 1 shows the numbers of questionnaire respondents in the different age categories and how often they used Breadline. As you can see from the results, the over 65 year olds used Breadline most frequently with over half of the respondents using the shop 2-3 times a week or more. This is as expected as this was the last remaining service in the village and, due to its isolation, it was the most convenient place in the village. I was surprised, however, that over half of all respondents used the bakery at least once a week. This goes to show that there was still quite a big customer base in Kirdford and that the majority of villagers used the store. This shows that Breadline was a key business in the village so there must have been wider reasons for the closure of the bakery as local residents were using it.



### Key Question 2 – What factor's caused Breadline's closure?



As well as the economic downturn, I wanted to know whether there were others reasons for Breadline's closure. Figure 2 (next page) shows the results of the pedestrian counts that I undertook outside the bakery at 10am, 12pm and 2pm on a Saturday. As you can see, there were very few people walking past the bakery on what should have been the busiest day of the week. A

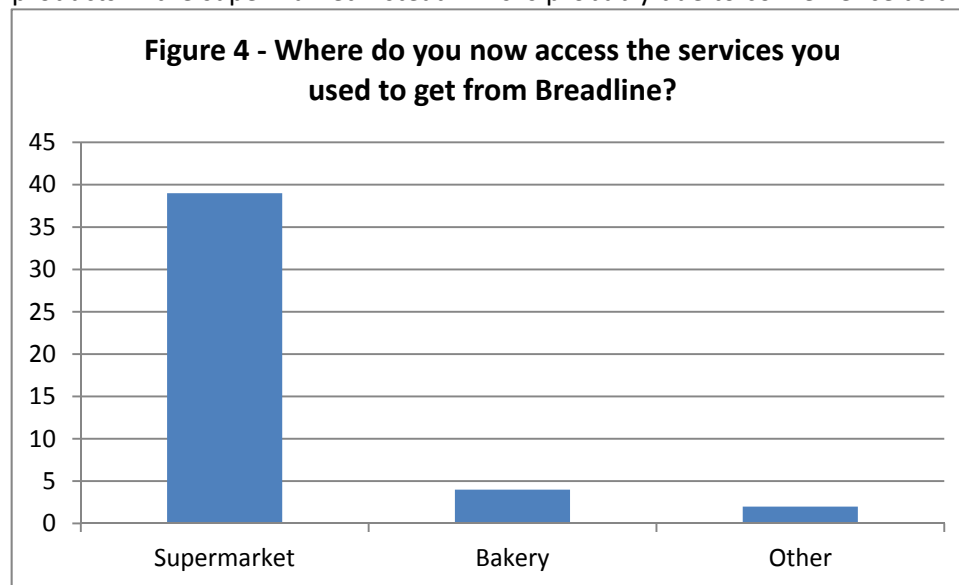
number of these people looked to be on their way somewhere and, therefore, may not have stopped even if the bakery had been open. Although we found that local people did use the bakery, this would not have been in large numbers.

Figure 3 shows the results of the web search that I completed looking for Bakeries near to Kirdford. I did this to find out if any larger chain store bakeries had moved into the area and whether they would have taken away customers. As you can see from the map, there 10 bakeries within a 15 mile radius of Kirdford which is quite a lot for a rural area. When I looked into this further, they were all independent bakeries and over half of them specialised in one way or another, mainly celebration cakes. This goes to show that, even though there is competition in the area, this may not have been the reason for the closure.

In my interviews with 3 former employees of Breadline, I asked them why they thought it had closed down. The main reason they gave was that they had noticed the number of orders dropping. They confirmed that the shop sales were held at a similar level year on year but that the orders from other farm shops had dropped. This has lead me back to my original thoughts on the reason for the closure – the recession and the fact that people are not buying as much.

### Key Question 3 – How have people and the economy in Kirdford been affected by the closure?

Figure 4 shows where the respondents to the questionnaire now get the products that they used to buy from Breadline. This shows that the vast majority of the customers now get their bakery products in the supermarket instead. This is probably due to convenience as there are now no other



stores in the village so they need to go to bigger shops in Petworth or, more likely Horsham, to go and get their shopping and all of the big supermarkets now have a big bakery section aswell. This goes

to show that, although Breadline was used by a large proportion of the villagers, it was not an irreplaceable business. I also think that, as so many people now buy from the supermarket, this was probably happening before the closure as well and is one reason why the number of orders fell. Although this shows limited effects on people, it does show that the village economy had now stopped completely because this was the last shop to survive.

The best source of information for the 3<sup>rd</sup> key question were the former employees. The three ladies I spoke to were all over the age of 60 and told me that they were in touch with other former colleagues who were in a similar situation to them. None of these ladies had been able to find work. For two of the three former employees, it was because they could not get anywhere else for work

due to the poor bus service and the fact that they did not own a car. For the employees in this situation, they have been affected in an extremely negative way because they have not only lost a job but potentially lost the chance to work again which adds to their feelings of isolation.

When I asked them if Breadline could have remained open, they all seemed to think that it could have done, albeit with a slightly smaller staff team. This was because there were still some orders coming in and this could have perhaps been expanded out into other areas.

### **Conclusions and Evaluation**

#### **Key Question 1 - What impact did Breadline have on the local community?**

From the research that I collected, I think that Breadline had a big influence on people aged over 65 in the village. Although it did affect others as well, this was not in the same numbers. If I could improve the work I completed here, I would ask more people to complete my questionnaire and would include stratified sampling to try and get a more meaningful result.

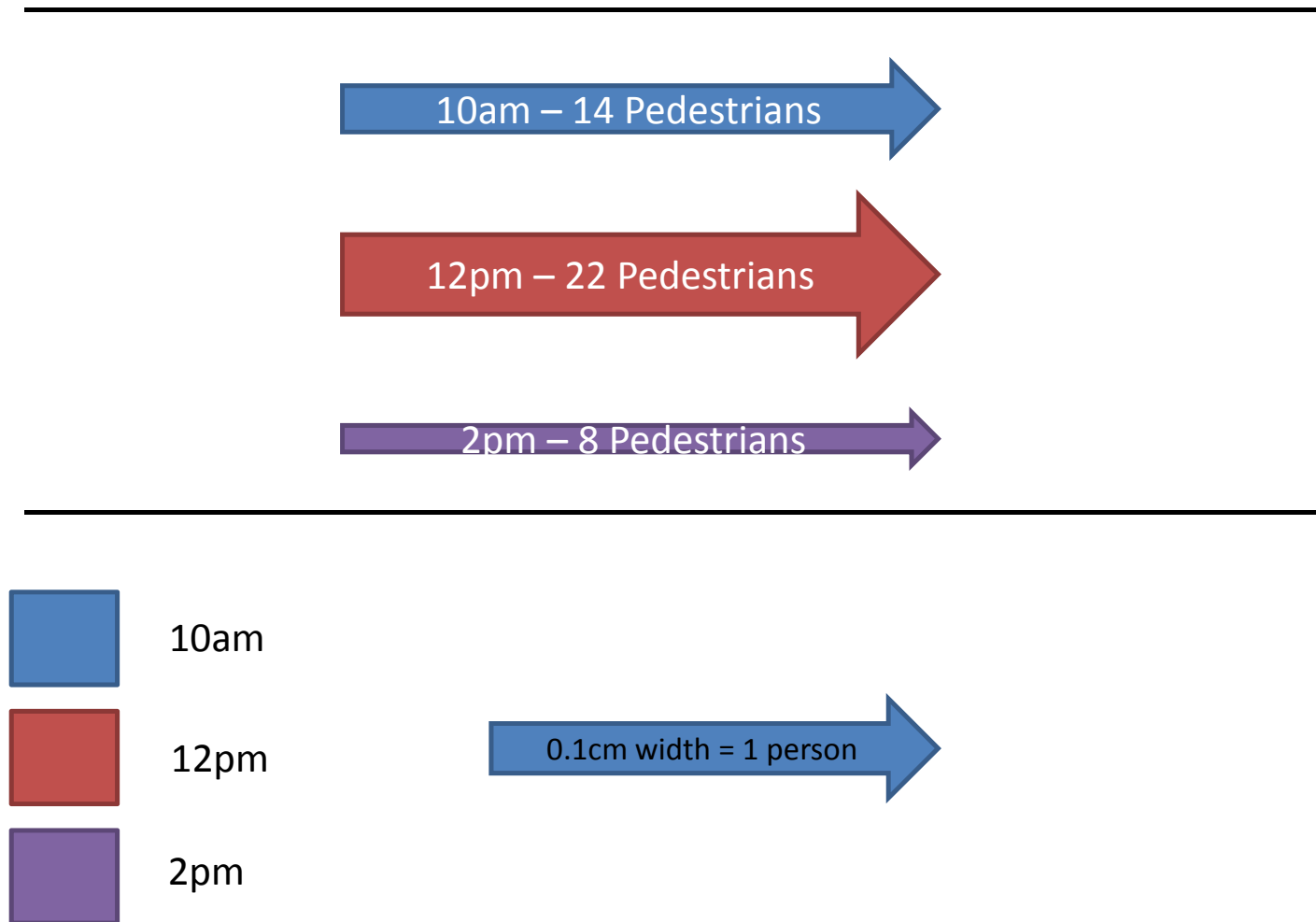
#### **Key Question 2 - What factors caused Breadline's closure?**

Although the fact that not many people went into the bakery and the footfall past the bakery was very small, I do not think that this was the key reasons for the decline in the bakery. I think that the main reason was the recession and the fact that people generally were not buying the products anymore. To extend this investigation, I could have looked at house prices in the area to see if the rent or cost of the building was a reason to shut down.

#### **Key Question 3 - How have people and the economy in Kirdford been affected by Breadline's closure?**

Villagers that have access to a car have generally not been very affected by Breadline's closure. This is because they drive to the supermarket anyway. On the other hand, villagers who were employed by Breadline, villagers over the age of 65 and those who use the bus for transport have been affected by the closure. The loss of 22 jobs in a very small village also is likely to have major economic impacts as people who were employed now have less money coming in which means they have less money to spend in the local area. The only reason the village will not be affected by this is because there is nowhere left to spend your money so all of the money goes to other places anyway. I think it would have been much better to give questionnaires to all former employees and try to get an interview with the old owners of the company.

Figure 2 – Pedestrian Count Survey







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# Geography A

## OCR GCSE Unit A733 Local Geographical Investigation Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, must be attached to the assessed work of each candidate.

<b>Unit Title</b>	<b>Local Geographical Investigation</b>			<b>Unit Code</b>	<b>A733</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	
<b>Centre Name</b>							<b>Centre Number</b>		
<b>Candidate Name</b>							<b>Candidate Number</b>		
Investigations completed: 1A <input type="checkbox"/> or 1B <input type="checkbox"/> or 2A <input checked="" type="checkbox"/> or 2B <input type="checkbox"/>									
Evidence of your investigation :									
								<b>Total/50</b>	<b>27</b>
								Please tick to indicate this work has been standardised internally	
	<b>Criteria</b>				<b>Teacher Comment</b>		<b>Page No.</b>	<b>Mark</b>	
AO1	<b>Candidates</b> <input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way.  define the geographical features of the issue basically.  <input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way.  <input checked="" type="checkbox"/> offer a simplistic reflection.	<b>Candidates</b> demonstrate sound knowledge of the locality being studied.  <input checked="" type="checkbox"/> define the geographical features of the issue in a sound way.  <input checked="" type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation.  offer some critical reflection on the issue.	<b>Candidates</b> <input checked="" type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied.  have a clear and detailed understanding of the defining geographical features of the issue.  describe and explain different values and attitudes involved in the issue clearly.  offer a detailed and justified reflection on the issue.	Student has used detailed local knowledge to show clear background informatio to the locality and included maps.  There is clear understanding of the impacts of the employment change but this is not explained in detail.  The different values and attitudes in the area are explained clearly in the introduction but the focus is lost at times throughout the work.  There is a reflection although this has not been linked back clearly to the question and does seem to be based on limited sources of information. At times, the point of the key questions is lost.	1-6  1-2  1-6  6	5			
	[0–3 Marks]	[4–7 Marks]	[8–10 Marks]						

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Criteria				Teacher Comment	Page No.	Mark
AO2	<p><b>Candidates</b></p> <p><input type="checkbox"/> include a plan and strategy for conducting the investigation, produced with teacher guidance.</p> <p><input checked="" type="checkbox"/> identify geographical questions and recognise the basic sequence of an investigation.</p> <p><input type="checkbox"/> use research to help study the issue, with teacher guidance but limited initiative.</p> <p><input type="checkbox"/> show a basic understanding of findings.</p> <p><input checked="" type="checkbox"/> demonstrate a basic interpretation of the geographical nature of the issue.</p> <p><input checked="" type="checkbox"/> apply basic geographical concepts to help communicate understanding of the issue being investigated.</p> <p>[0–7 Marks]</p>	<p><b>Candidates</b></p> <p><input checked="" type="checkbox"/> include a plan and strategy for conducting their investigation, produced with some independence.</p> <p><input type="checkbox"/> identify and begin to analyse geographical questions and establish an effective sequence of investigation.</p> <p><input checked="" type="checkbox"/> use research to inform understanding of the issue with some independence and some initiative.</p> <p><input checked="" type="checkbox"/> show a clear understanding of findings.</p> <p><input type="checkbox"/> demonstrate a sound interpretation of the geographical nature of the issue.</p> <p><input type="checkbox"/> apply some geographical concepts to help communicate understanding of the issue being investigated.</p> <p>[8–15 Marks]</p>	<p><b>Candidates</b></p> <p><input type="checkbox"/> include a developed plan and strategy for conducting their investigation, showing independence and initiative.</p> <p><input type="checkbox"/> identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry.</p> <p><input type="checkbox"/> demonstrate independence and initiative in using research to inform understanding of the issue.</p> <p><input type="checkbox"/> show a thorough understanding of findings.</p> <p><input type="checkbox"/> demonstrate a thorough interpretation of the geographical nature of the issue.</p> <p><input type="checkbox"/> apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated.</p> <p>[16–20 Marks]</p>	<p>Student set their own key questions for this work and worked independently for the majority of the work.</p> <p>Key questions were identified and had good geographical principals but the sequence of investigation did not include enough specific geographical fieldwork and relied a lot on the opinions of a few people.</p> <p>Good use of local knowledge and research from local links to be able to give additional background information to the issue.</p> <p>There was a clear analysis of the findings of the investigation throughout the work. This was not backed up with detailed explanation or evidence. The geographical interpretation was basic with very little reference to specific theories or key concepts.</p> <p>Very little link to geographical concepts and theory which would have helped the understanding of the issues.</p>	<p>1-6</p> <p>1-6</p> <p>5</p> <p>2-5</p> <p>1-6</p> <p>3-6</p>	10

	Criteria			Teacher Comment	Page No.	Mark
AO3	<b>Candidates</b> show basic evidence of planning with limited evaluation.  ✓ demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources.  use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience. □ interpret evidence, describe its limitations simply and reach a basic conclusion.  include a basic reflection about the success of the investigation.  □ show organisation, accuracy and clarity in a basic way.  □ produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication.  produce investigations that are basic and lack focus (see specification for further information).  <b>[0–7 Marks]</b>	<b>Candidates</b> ✓ show some evidence of organisation and some evaluation.  demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources.  ✓ use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience.  ✓ include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion. ✓ include some plausible reflections about the success of the investigation.  ✓ present clear, organised and largely accurate work, with some appropriate use of specialist terms.  produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly.  ✓ produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information).  <b>[8–15 Marks]</b>	<b>Candidates</b> show comprehensive planning and evaluation.  demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources. use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience.  analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion. □ include a meaningful reflection on the success of the investigation.  present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms.  ✓ produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly.  produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information).  <b>[16–20 Marks]</b>	The work does show good organisation and there is reference to the key questions throughout. Evaluation is seen throughout in the work Although there was a good enquiry sequence, the methods used were not accurate and did not allow for the candidate to select and gather a range of primary and secondary sources.  There were some good presentation techniques including a stacked bar graph and proportional arrows. Additional statistical data may have allowed for further use of techniques.  Each piece of evidence is analysed and plausible conclusions are reached. The limitations of the data are seen and referred to in the work.  Some good reflection on the data gathering is present but this tails off towards the end of the work.  Work is clearly presented and key geographical terms are included at times within the work.  Spelling, Punctuation and Grammar are used correctly throughout the investigation and the work was well understood.  The student has written within the word limit and has written with some precision. Some areas are unfocused on the investigation.	1-6  1-2  3-5  3-5  3-5  1-6  1-6	12

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

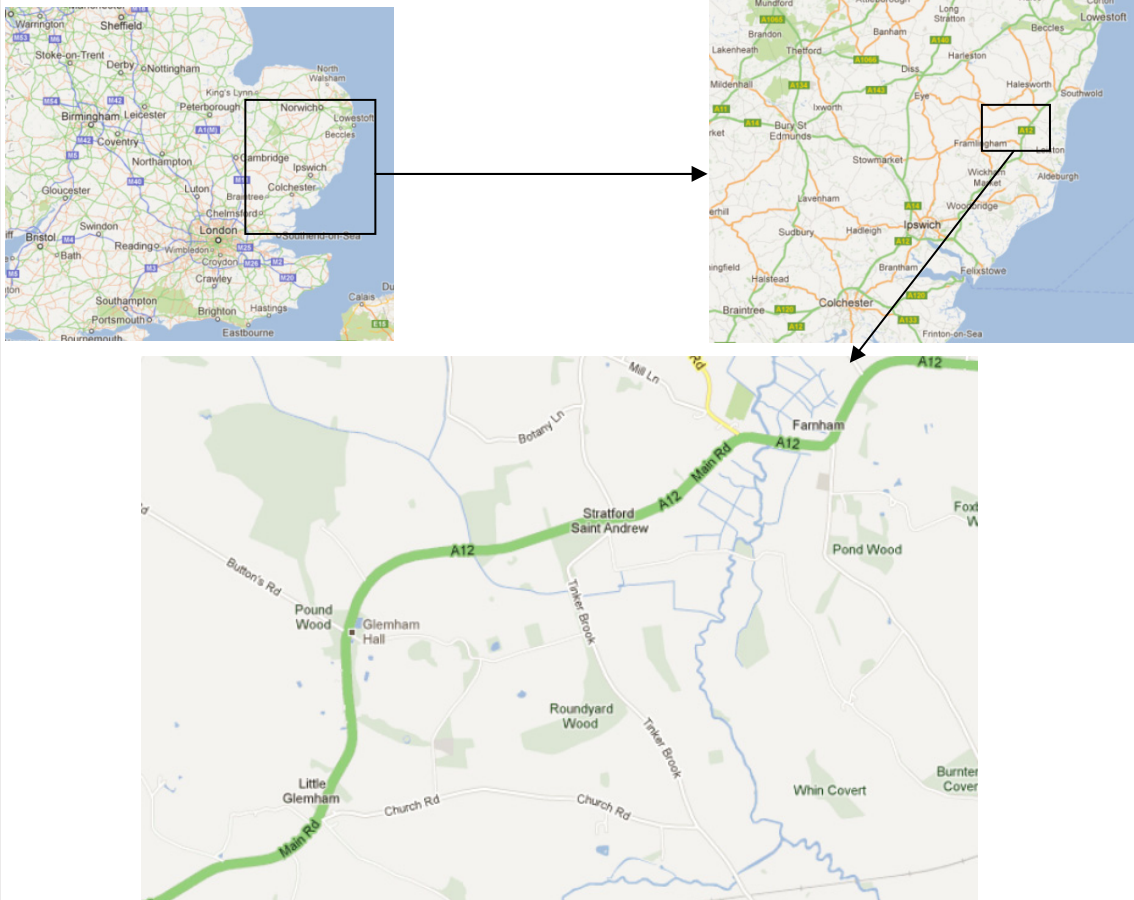
**Guidance on Completion of this Form**

- 1 **One** sheet must be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 5 Add the marks for the AOs together to give a total out of 50. Enter this total in the relevant box on the front cover.

## Exemplar 2B: Investigate how an identified traffic issue has been addressed in a chosen settlement.

Should the A12 bypass be built?

The A12 is the main route into Suffolk through Essex from the M25 and is, therefore, a major route in the area. Much of the road is dual carriageway but certain sections are still single lane. The section that I am going to focus on from my controlled assessment is between Ipswich and Lowestoft and, more specifically, the route from Wickham Market to Benhall. At this section, the road is single lane and goes through four small villages – Little Glemham, Marlesford, Stratford St Andrew and Farnham. A bypass has been talked about since 1996 but has yet to be built. This has led me to wonder whether or not it is really necessary.



This stretch of road is well known for road traffic accidents as people have to slow down for the villages. There has been a campaign to build a bypass for the villages which has been backed by the East Anglia Daily Times and I will be investigating the following key questions surrounding this issue:

- 1) What is the level of traffic on the A12?
- 2) How is this affecting the people, environment and economy of local villages?

For each key question, I will be undertaking some fieldwork and research to ensure I fully understand the issues and can come to a conclusion on whether the bypass should be built.

**Key Question 1 – What is the level of traffic on the A12?****Method**

In order to gain the information for this key question, I undertook traffic counts and researched some road statistics for this stretch of road. For the traffic counts, I decided to position myself in Stratford St Andrew. This was because it is at the middle of the stretch of road an few users would go off the road into other areas as most are on the journey between Ipswich and Lowestoft. In order to complete my survey, I decided to count traffic going towards Lowestoft for 10 minutes followed by 10 minutes counting the traffic going towards Ipswich. Although it would have been preferable to complete these at the same time, the volume of traffic is high so it would be likely to be less accurate. I was also interested to know how many of the vehicles were cars, lorries and buses to see the size of the traffic but, again, this would have been much less accurate so I decided to focus on the total number of vehicles. I decided to count from 8am – 8.20am, 12pm – 12.20pm and 4.00 – 4.20pm. This meant that I could count the traffic at different peaks and lulls during the course of the day and could see the differences between them.

**Presentation and Analysis**

Figure 1 - Numbers of Vehicles on the A12 at Stratford St Andrew

Key - Arrow Size – 1cm = 100 vehicles







You can see from these three diagrams, there is a large variation in the amount of traffic. At 8am, the majority of the traffic was going towards Ipswich. This is probably because there are lots more jobs in this area than there are in Lowestoft and the rural areas and at 8am, people would have been likely to commute. The traffic was very heavy and I felt very sorry for some of the local residents who needed to cross the road to catch a bus. At 12pm, the traffic was much lighter and there were very similar numbers of cars travelling in each direction. This is probably because people who want to do things locally will wait until the end of the rush hour to drive. At 4pm, there was again a much higher volume of traffic, probably swelled by people picking up their children from school. This time there were more people going towards Lowestoft which is probably some people on the start of the commute home. With 160 cars going past in 10 minutes at the quietest part of the day, and up to 360 cars at 4pm, many thousands of cars go through this village every day. This shows that there is a high level of traffic on this road.

### **Key Question 2 – How is this affecting the people, environment and economy of local villages?**

#### **Method**

In order to understand how the four villages have been affected by the level of traffic, I decided to conduct three surveys into the effect on people, the effect on the environment and the effect on the economy.

As the effects on people can be wide reaching, I decided to focus on the number of accidents there have been on this stretch of road as this is where, ultimately, people might lose their life. I used the information from the Suffolk Constabulary on Road Accidents. I was hoping to be able to get specific details about the A12 and the number of accidents on this stretch of road but this was not easily available online and would have involved a 'freedom of information' request. I, therefore, looked at all of the accidents recorded in the 'Suffolk Coastal' district in which these villages lie.

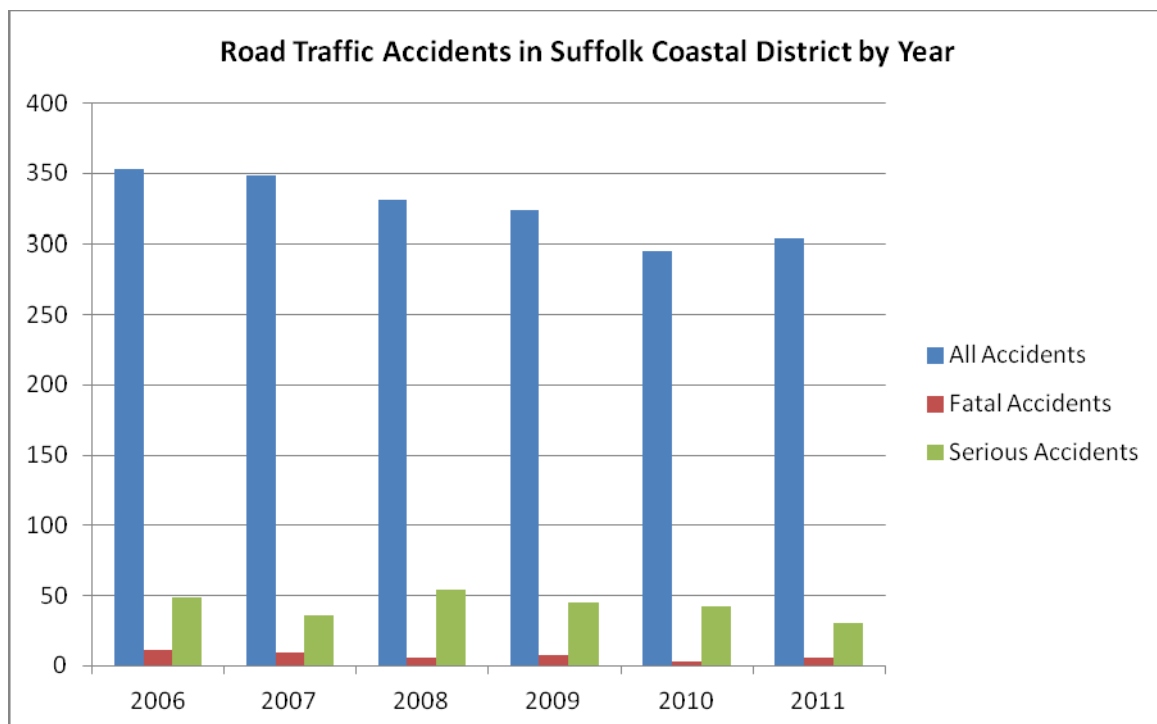
In order to investigate the effect on the environment, I conducted two environmental quality surveys in all four villages on this stretch of road, one on the road and one in a position away from the road. To complete this, I used a bi-polar survey and noted down the score in each category. The table below shows the structure that I used. Although this will help me to explain the environmental impacts, it does have limitations as it will only give my own opinion and someone else could see

things differently. The best way to rectify this would be to get a number of people to do the survey and average the results.

Negative Factors	-2	-1	0	1	2	Positive Factors
Lots of Litter						No Litter
Lots of Noise						No Noise
No Greenery, Only Concrete						Lots of trees and open space
Car Fumes						Fresh Air

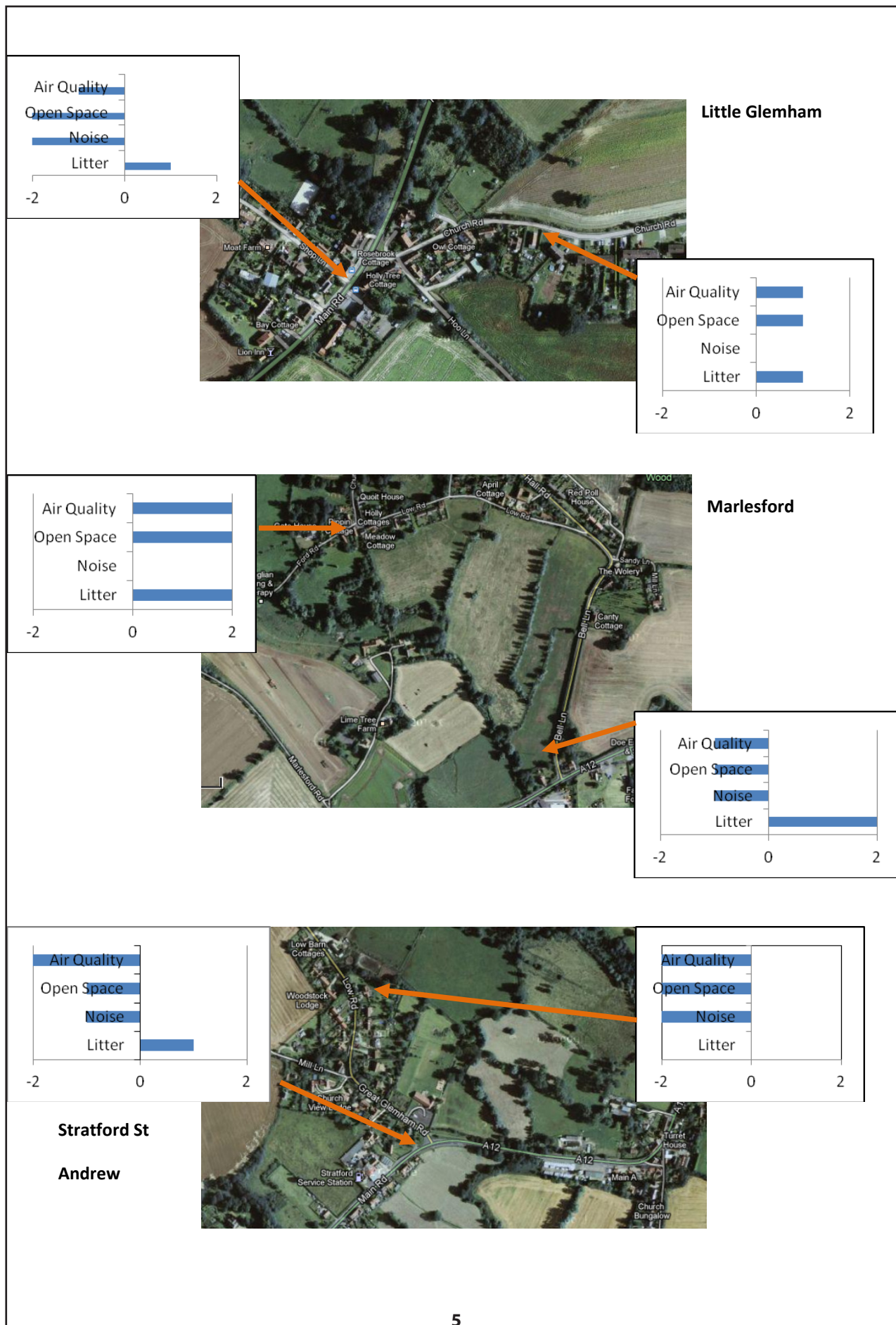
In order to investigate the economic impact on the villages, I decided to complete a House Price survey using information from Zoopla.com. I decided to look at the nearest villages to the four on the A12 and compare the average house price in the two locations to see if the road has a negative impact. This is not the most accurate as some villages may have much more space and larger houses, therefore they may be more expensive, but this will give a brief overview of the costs involved.

### Presentation and Analysis

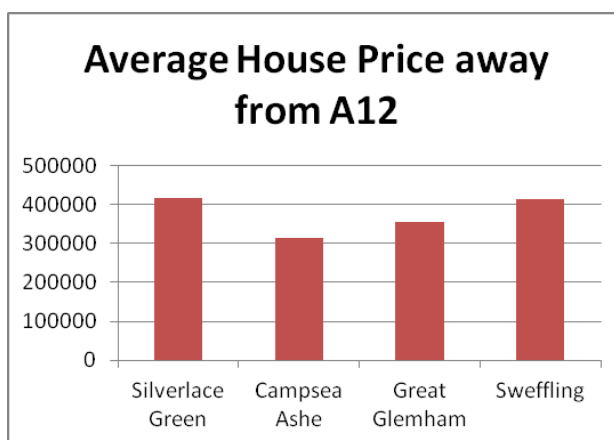
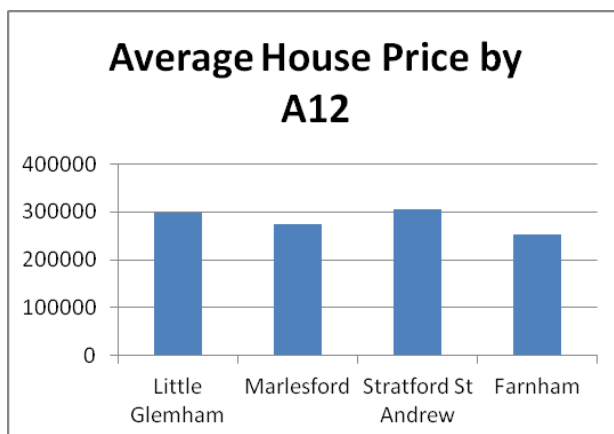


The graph above shows the large number of road traffic accidents for a relatively small rural location. The number of accidents had started to reduce but has recently risen again. According to the East Anglian Daily Times, there have been 'scores of accidents and near misses' on this stretch of road so many of these incidents could have been in this area. I think this shows that, although there is a reduction in the number of accidents, it is important that if they can be avoided, they should be.

The environmental quality survey showed some very interesting results. I have decided to present the information on some aerial photograph images of the villages to show the difference in the two locations. These are on the next page. I found that, as expected, the environmental quality was much improved away from the road although, in Stratford St Andrew and Farnham, there was only a small increase in quality away from the road. This is probably because of the volume of traffic.







For the house price survey, I decided to present the information in a simple bar graph so you can easily see the differences in the average house prices in the area. You can see that all of the villages that are on the A12 road have an average house price of around £300,000 compared to an average of approximately £360 000 in the villages away from the roads. Although this may not be the main reason for these difference in prices, one of the key

reasons why the houses are less desirable and worth more must be due to the negative effects that the road has on this area.

It may be that the houses are larger in the villages away from the road but, even if this is the case, it is likely that the larger houses have been built away from the road for other reasons. This shows that, economically, people are being affected negatively by the A12 as well as they will not be able to get as much money for their land or for their property.

### **Conclusion and Evaluation**

Throughout this work, I have been very interested to understand why people in my local area wanted a bypass and, as it had not been built, whether there was any reason for this. I really wanted to see if there was any negative impact from the road and decide for myself if the bypass really was needed.

#### **Key Question 1 – What is the level of traffic on the A12?**

I was surprised by the sheer number of cars and lorries on the A12 during the short time in which I counted the vehicles. It is estimated by the East Anglia Daily Times that up to 18000 vehicles use the route each day which is definitely backed up by the primary data that I gathered. With this sheer volume of cars, the village atmosphere is lost and the positives of living in a rural location can be reduced.

I definitely believe that the level of traffic on the A12 is at an unsustainable level and should be reduced. It is the specific impacts of this level of traffic that became the main focus of my study.

#### **Key Question 2 – How is this affecting the people, environment and economy of local villages?**

##### **People**

Using the road traffic statistics, I found that there were a large number of accidents on the roads in Suffolk Coastal district and that this was obviously having a negative effect on the local people. It would have been useful to have the figures directly for this stretch of road so the specific safety of the A12 could have been investigated. If I did this study again, I would use a questionnaire to local residents to be able to find out their opinions about how they have been affected by the road and the ways in which they are affected.

##### **Environment**

The environment of the villages is negatively impacted the closer you get to the road. This is a particular shame as the area surrounding the villages is lush green farmland so the environmental quality should be good. If I was to do this again, I would look at the environment of the proposed site of the bypass because if it is all farmland, it could be that it would ruin the environment of a larger area and therefore may not be viable.

##### **Economy**

The effect on house prices is apparent because not many people would want to buy a house which 18000 cars will drive past daily. This does make the area less desirable. For new and first time buyers, this may be a cheaper alternative to other villages in the area but if you bought your house before the A12 became so busy with cars, it is likely that the value of your home has gone down significantly. It would be interesting to see how much the house prices go up if the bypass is built.

Overall, I believe that the 4 village bypass should be built as the negative effect that the A12 is having on the people, economy and environment of this area is huge and should be stopped.

3752219778



# Geography A

## OCR GCSE Unit A733 Local Geographical Investigation Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, must be attached to the assessed work of each candidate.

<b>Unit Title</b>	<b>Local Geographical Investigation</b>			<b>Unit Code</b>	<b>A733</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	
<b>Centre Name</b>							<b>Centre Number</b>		
<b>Candidate Name</b>							<b>Candidate Number</b>		
Investigations completed: 1A <input type="checkbox"/> or 1B <input type="checkbox"/> or 2A <input type="checkbox"/> or 2B <input checked="" type="checkbox"/>									
Evidence of your investigation :									
								<b>Total/50</b>	<b>47</b>
								Please tick to indicate this work has been standardised internally	
	<b>Criteria</b>				<b>Teacher Comment</b>		<b>Page No.</b>	<b>Mark</b>	
AO1	<b>Candidates</b> <input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way.  <input type="checkbox"/> define the geographical features of the issue basically.  <input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way.  <input type="checkbox"/> offer a simplistic reflection.	<b>Candidates</b> <input type="checkbox"/> demonstrate sound knowledge of the locality being studied.  <input type="checkbox"/> define the geographical features of the issue in a sound way.  <input type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation.  <input type="checkbox"/> offer some critical reflection on the issue.	<b>Candidates</b> <input checked="" type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied.  <input checked="" type="checkbox"/> have a clear and detailed understanding of the defining geographical features of the issue.  <input checked="" type="checkbox"/> describe and explain different values and attitudes involved in the issue clearly.  <input checked="" type="checkbox"/> offer a detailed and justified reflection on the issue.	Detailed knowledge shown of the local area throughout the work including a good introduction and clear use of aerial photographs.  Well explained throughout with some very clear understanding of how traffic issues have had a variety of effects on the villages involved  The different impacts on the people in the area have been looked at in detail. There could have been additional information on the drivers who use the road as this was ignored. Clear conclusions and evaluations throughout the work and detailed conclusions at the end which showed a clear reflection. Could have included more detail in the final concluding paragraph.		1, 5-6  3-6  4-5  6	9		
	[0–3 Marks]	[4–7 Marks]	[8–10 Marks]						

URS668 Revised September 2012

A733/URS

Oxford Cambridge and RSA Examinations

Criteria				Teacher Comment	Page No.	Mark
AO2	<b>Candidates</b> <input type="checkbox"/> include a plan and strategy for conducting the investigation, produced with teacher guidance.	<b>Candidates</b> <input type="checkbox"/> include a plan and strategy for conducting their investigation, produced with some independence.	<b>Candidates</b> ✓ include a developed plan and strategy for conducting their investigation, showing independence and initiative.	Student worked independently and set their own key questions for this work. The plan for collecting the work was clear and all fieldwork was undertaken independently as the student wanted to investigate the local area.	1-7	18
	<input type="checkbox"/> identify geographical questions and recognise the basic sequence of an investigation.	<input type="checkbox"/> identify and begin to analyse geographical questions and establish an effective sequence of investigation.	✓ identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry.	Logical sequence of enquiry based around the Key Questions which was laid out in a useful order with the method, presentation and analysis linking in to each other.	1-7	
	<input type="checkbox"/> use research to help study the issue, with teacher guidance but limited initiative.	<input type="checkbox"/> use research to inform understanding of the issue with some independence and some initiative.	✓ demonstrate independence and initiative in using research to inform understanding of the issue.	Student worked independently on the planning and research included in this work. This has enhanced the understanding shown especially through the reference to groups and opinions in the work.	1-7	
	<input type="checkbox"/> show a basic understanding of findings.	<input type="checkbox"/> show a clear understanding of findings.	✓ show a thorough understanding of findings.	Each key question has been explained and clear understanding shown throughout the analysis and conclusion.	2-6	
	<input type="checkbox"/> demonstrate a basic interpretation of the geographical nature of the issue.	<input type="checkbox"/> demonstrate a sound interpretation of the geographical nature of the issue.	✓ demonstrate a thorough interpretation of the geographical nature of the issue.	Student clearly sees the impacts of the road on the villages and understands the differing geographical issues relating to this.	2-6	
	<input type="checkbox"/> apply basic geographical concepts to help communicate understanding of the issue being investigated.	✓ apply some geographical concepts to help communicate understanding of the issue being investigated.	apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated.	Additional information and reference to geographical theory and reference to key principals would have been beneficial here.		
	[0–7 Marks]	[8–15 Marks]	[16–20 Marks]			

Criteria				Teacher Comment	Page No.	Mark
AO3	<b>Candidates</b> <input type="checkbox"/> show basic evidence of planning with limited evaluation.  <input type="checkbox"/> demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources.  <input type="checkbox"/> use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience. <input type="checkbox"/> interpret evidence, describe its limitations simply and reach a basic conclusion.  <input type="checkbox"/> include a basic reflection about the success of the investigation.  <input type="checkbox"/> show organisation, accuracy and clarity in a basic way.  <input type="checkbox"/> produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication.  produce investigations that are basic and lack focus (see specification for further information).	<b>Candidates</b> show some evidence of organisation and some evaluation.  demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources.  <input type="checkbox"/> use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience. <input type="checkbox"/> include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion. include some plausible reflections about the success of the investigation.  <input type="checkbox"/> present clear, organised and largely accurate work, with some appropriate use of specialist terms.  <input type="checkbox"/> produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly.  <input type="checkbox"/> produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information).	<b>Candidates</b> <input checked="" type="checkbox"/> show comprehensive planning and evaluation.  <input checked="" type="checkbox"/> demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources. <input checked="" type="checkbox"/> use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience. <input checked="" type="checkbox"/> analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion.  <input checked="" type="checkbox"/> include a meaningful reflection on the success of the investigation.  <input checked="" type="checkbox"/> present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms.  <input checked="" type="checkbox"/> produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly.  <input checked="" type="checkbox"/> produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information).	Very clear plans included with a detailed plan included for the fieldwork. Methods and results were evaluated throughout the work.  A broad range of enquiry skills chosen and lots of primary research included. Secondary data included the use of websites and a variety of statistics relating to the issue. These were all used independently by the student.   Good use of appropriate maps, aerial photographs and graphs which enhanced the results of the investigation.   Evidence was clearly interpreted with clear analysis and critical evaluation. Conclusions substantiated by evidence.   Clear reflection about the success of the investigation and recommendations for further study included.  Very organised work which was very easy to read and allowed a clear thread through the work. Good use of geographical terms.  Very good spelling, punctuation and grammar throughout the work.  Work is within the word limit and was precise and accurate.	1, 3-6  1   1-6  3-6  7  1-7  1-7  1-7	20

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