Qualification Accredited

OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384

For first teaching in 2016

J384/01 Summer 2024 series

Version 1

ocr.org.uk/geography

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Paper 1 series overview

The OCR Geography B (J384/01) examination provides candidates with the opportunity to demonstrate their understanding of diverse geographical concepts and real-world applications. This report aims to provide valuable insights into overall candidate performance, highlighting key strengths and areas for improvement. It will also offer guidance on how candidates can enhance their skills and understanding in future assessments, and by analysing common trends and specific challenges faced by candidates, this report seeks to support teachers and students in their ongoing geographical education journey.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• chose the correct case study • knew case study-specific details • wrote fewer, more well developed paragraphs • knew the difference between data collection and data presentation • wrote about individual processes.	• confused case studies especially tectonic and non-UK weather hazards • wrote generic responses which could apply to a range of locations • wrote simple, basic lists of answers • confused data collection and data presentation • mixed up the explanation of how ash and carbon dioxide change the climate.

Section A overview

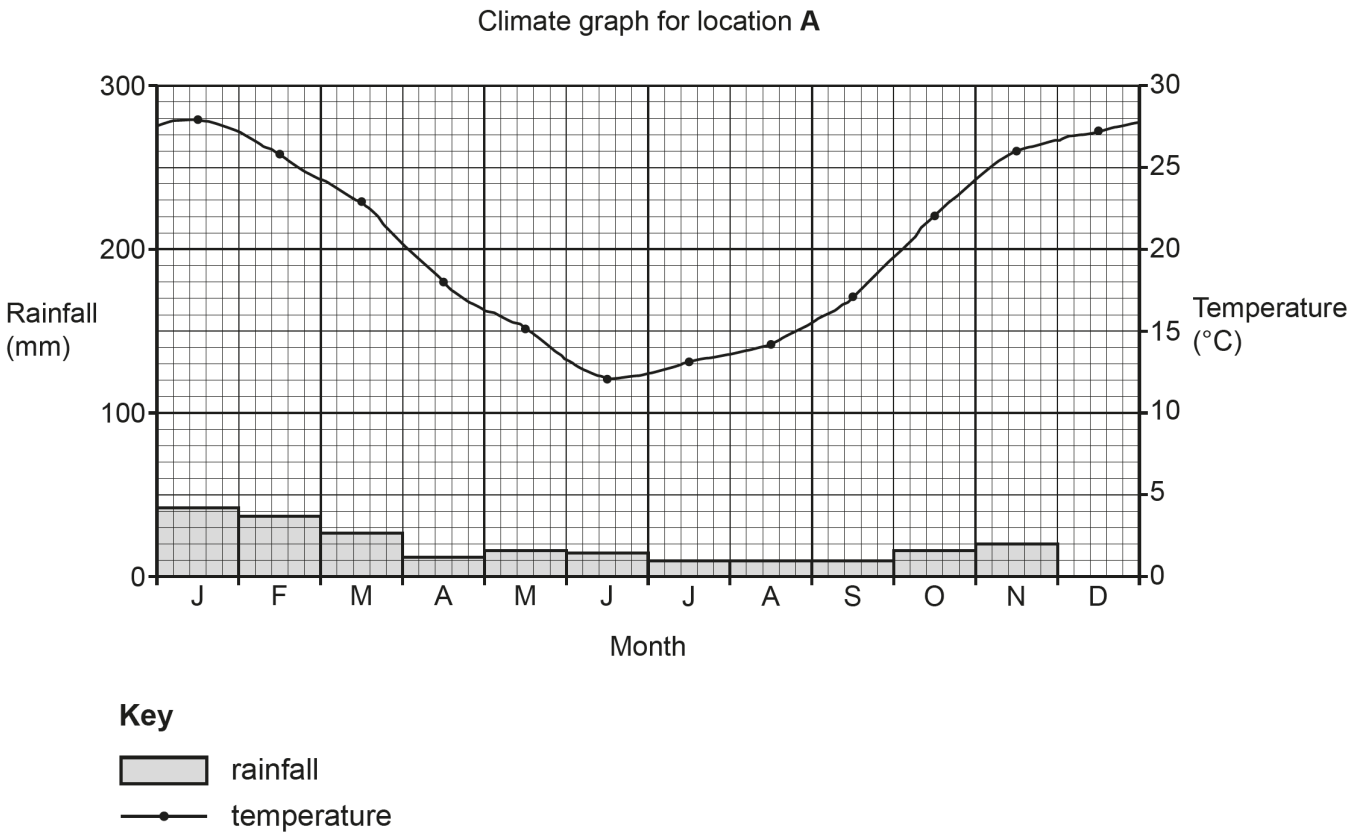
Section A tends to have multiple choice questions or short answer questions followed by a high tariff question, often based on a case study. The short answer questions can test candidates' key word recognition, geographical skills, mathematical techniques and cartographical skills. The higher tariff questions (6 and 8 marks) test candidates' extended writing skills and their ability to link understanding and place-specific evidence, either from a resource provided or their own understanding, to the specific question.

Question 1 (a) (i)

Global Hazards

1
(a)
(i) Use the data in the table below to **complete** the climate graph for location **A**.

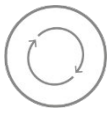
Month	Rainfall (mm)
December	40



[1]

Most candidates were able to answer this correctly. The biggest issue was that it was missed out by some candidates. Drawing with a pencil and ruler made sure that the line was precise.

Assessment for learning



Candidates could circle each mark in the paper to make sure that they have provided a response to each question.

Question 1 (a) (ii)

(ii) Select which statement best describes the **climate** of location **A**.

A cold and dry

B hot and dry

C hot and wet

D warm and wet

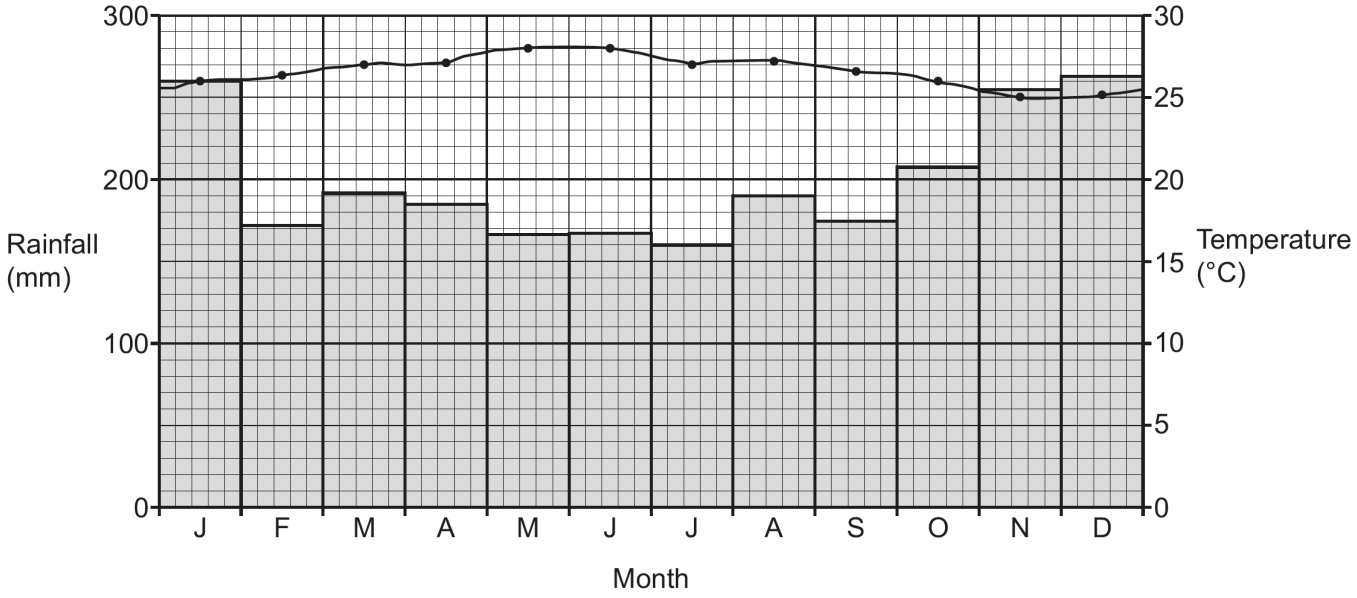
Write the correct letter in the box. [ ] **[1]**

The correct response was **B** and most candidates answered this correctly.

Question 1 (a) (iii)

The graph below shows the climate for location **B**.

Climate graph for location **B**



(iii) **Compare** the climates of location **A** and location **B**.

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.....

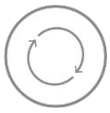
..... **[4]**

Candidates that were precise in their use of language and graph reading were able to provide accurate responses. Answers that followed a clear structure that compared or contrasted the two graphs were given more marks. This structure identified a point, identified how it was similar or different in the other graph and then provided data from both graphs as evidence. Comparative adjectives (drier, hotter) are a good way to provide a comparison.

Responses that were given fewer marks often wrote about Graph A and then Graph B with no comparison, misread figures from the graph (January is not the wettest month in Graph B) or assumed that the months of June and July were the summer.

Few candidates confused the rainfall bar with the temperature line.

Assessment for learning



Comparative adjectives (drier, hotter) are a good way to provide a comparison.

Use TEA (Trend, Example, Anomaly) to help structure the description of a graph.

Question 1 (a) (iv)

(iv) Suggest **one** piece of additional data that could be measured to understand the nature of extreme weather at locations A and B.

..... **[1]**

Any reasonable suggestion that could be measured was accepted. The most common response was wind speed. Candidates need to make sure that their response is specific enough to be given a mark. Flood would not have got the mark, whereas number of floods would have.

Question 1 (b)

CASE STUDY

A non-UK natural weather hazard event arising from extreme weather conditions

Name of weather hazard event .....

Location .....

(b) Explain the responses to this **non-UK** natural weather hazard.

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..... **[6]**

Most candidates wrote about the correct case study with The Big Dry in Australia and Typhoon Haiyan being the two most popular. Candidates were able to provide a vast array of facts and figures on both, with candidates writing about hosepipe bans, desalination plants, payments to farmers and price rises in Australia. In the Philippines, responses tended to focus on evacuation plans, the aid that was provided, rebuilding programmes and the planting of mangroves. This helped candidates to demonstrate thorough knowledge of their non-UK based weather hazard, however, to reach Level 3 candidates needed to demonstrate well developed ideas that showed a thorough understanding of the response. Lists of responses with one sentence of explanation are not well developed and candidates need to make sure that they fully develop their response. Fewer responses written about in more detail provide a better opportunity for reaching Level 3.

The biggest incorrect case study seen was the Haiti earthquake. This response can still achieve up to 3 marks for high-quality, well developed explanations but should not receive any AO1 marks as the knowledge displayed is incorrect.

Question 2 (a)

Changing Climate

2

(a) Define the term 'natural climate change'.

.....

..... **[1]**

Most candidates were able to provide the extra detail that was needed to be given the mark rather than just restating the question. There were some responses that mixed examples of natural climate change together, for example Milankovitch cycles causing volcanic eruptions that deposit ash on the sun to create sunspots.

Question 2 (b) (i)

(b) Look at **Fig. 1** in the Resource Booklet.

(i) Calculate the **difference** in height between locations **X** and **Y**.

..... m **[1]**

The most common incorrect response was 5 m, showing that candidates understood what the diagram was showing but had not read the question carefully enough to understand that they need to subtract the starting height.

Question 2 (b) (ii)

(ii) Measure the **distance** between locations **X** and **Y**.

..... km **[1]**

Most candidates were able to use the scale bar accurately.

Question 2 (b) (iii)

Low-lying island communities are communities of people who live on islands close to sea level.

(iii) Explain **one** environmental impact of climate change for low-lying island communities.

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.....

..... **[3]**

The most common response focused on rising sea levels causing flooding or salinisation of crop fields and the subsequent need for the low-lying community to move inland or to another country. Many candidates referenced Tuvalu or the Maldives, and while it was not necessary to do this, this showed the real-world examples of the change.

A number of candidates spent time explaining the melting of the icecaps or explaining about the loss of biodiversity. While the points made were accurate, this did not receive any marks as the focus was on the impact on the low-lying community.

Question 2 (c) (i)

(c) Look at **Fig. 2** in the Resource Booklet.

(i) Calculate the **total percentage** of **natural** causes of climate change.

A 21%

B 36%

C 45%

D 58%

Write the correct letter in the box. ☐ **[1]**

C was the correct answer and most candidates answered this correctly.

Please note that, although candidates' ability to answer the question was not impacted, if you wish to use this question in your teaching or exam preparation, Fig. 2 has been replaced with more up-to-date data. Please see the replacement question in the post exam correction document that accompanies the past paper.

Question 2 (c) (ii)

(ii) Explain the theory that **volcanic eruptions** cause natural climate change.

.....

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.....

..... **[6]**

Key arguments that could be made to answer this question.

1st – Volcanoes release carbon dioxide into the atmosphere trapping re-radiated long wave radiation and heating the Earth.

2nd – Volcanoes release sulphur dioxide that can reflect the sun's radiation back into space and cause global dimming.

3rd – Volcanoes release ash into the atmosphere which can block sunlight and make the Earth cooler.

The first three arguments, have either happened in great volumes in the past but have not had a big impact recently (especially when compared to anthropogenic carbon dioxide) or only happen for a short period of time. Absorption or reflection of solar radiation was the key to the explanation.

Candidates that were awarded the highest grades usually took one or two of the arguments and explained them in detail ensuring that they showed well developed and thorough knowledge and understanding of how the greenhouse effect works and the role of different volcanic outputs on the temperature.

Responses that were given fewer marks tended to confuse the different ideas, for example, stating that both carbon dioxide and ash would warm the atmosphere. There were also responses that were not given marks because they linked the amount of carbon dioxide to the ozone layer, explained the theory of plate tectonics or wrote about lava and the impact that its heat would have on the temperature of the atmosphere.

Exemplar 1

When a volcano erupts it can release ash and ~~that~~ volcanic dust into the atmosphere and air circulation can cause that dust to spread over large areas. This causes global dimming which means light from the Sun is ~~n~~ blocked by ~~those~~ this ash and dust. This will cause temperatures to decrease although this is usually ~~temporary~~ temporary. Volanoes also produce large amounts of water vapour which is a greenhouse gas and may contribute to an enhanced Greenhouse effect which would cause Climate Change.

In this exemplar the candidate provides a concise and comprehensive explanation of how volcanoes release ash into the atmosphere and how this impacts the global temperature through global dimming. There is also a reference to the temporary nature of any ash-based climate change. This was given Level 3, 6 marks.

Exemplar 2

When volcanoes erupt, they release massive amounts of Carbon Dioxide and other greenhouse ggasses. These greenhouse ggasses reinforce the atmospheric ozone layer around Earth as they ascend after an eruption. This reinforced ozone layer traps more of the sun's heat in the Earth's ~~a~~atmosphere but also lets less of the sun's heat in. This causes dramatic ~~temperature~~ climate changes in different places on Earth ~~as hot areas~~ and a general trend toward global warming.

The gases from an eruption also cause a similar effect by themselves on a smaller scale as they trap heat in the areas directly below the ash cloud ~~and~~, ~~or~~ changing the area's climate. **[6]**

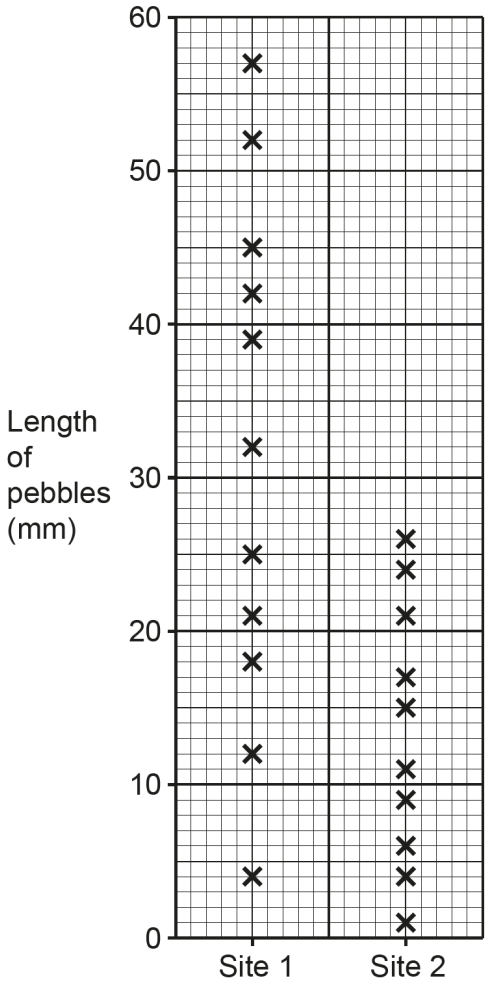
In this exemplar the candidate confuses a range of atmospheric processes. They identify that greenhouses gases are released into the atmosphere but incorrectly link this to the ozone layer. The ozone layer is then responsible for trapping more heat and letting less heat in. There is also a reference to ash clouds but no valid explanation of how they might cause global dimming. Level 1, 1 mark was given for identifying that volcanoes produce carbon dioxide and ash.

Question 3 (a) (i)

Distinctive Landscapes

3

(a) The dispersion graph below shows **beach sediment** size data collected at two sites.



(i) Use the data in the table below to **complete** the graph above.

	Site 2
Sediment size (mm)	29

[1]

Most candidates answered this question correctly although it was missed out by many.

Question 3 (a) (ii)

(ii) Identify the correct **median** value for Site 1.

A 25

B 31

C 32

D 39

Write the correct letter in the box. ☐ **[1]**

Most candidates were able to give the correct answer and their working out could be seen on the dispersion graph as they crossed off pairs of crosses, leaving the correct answer as option **C**.

Question 3 (a) (iii)

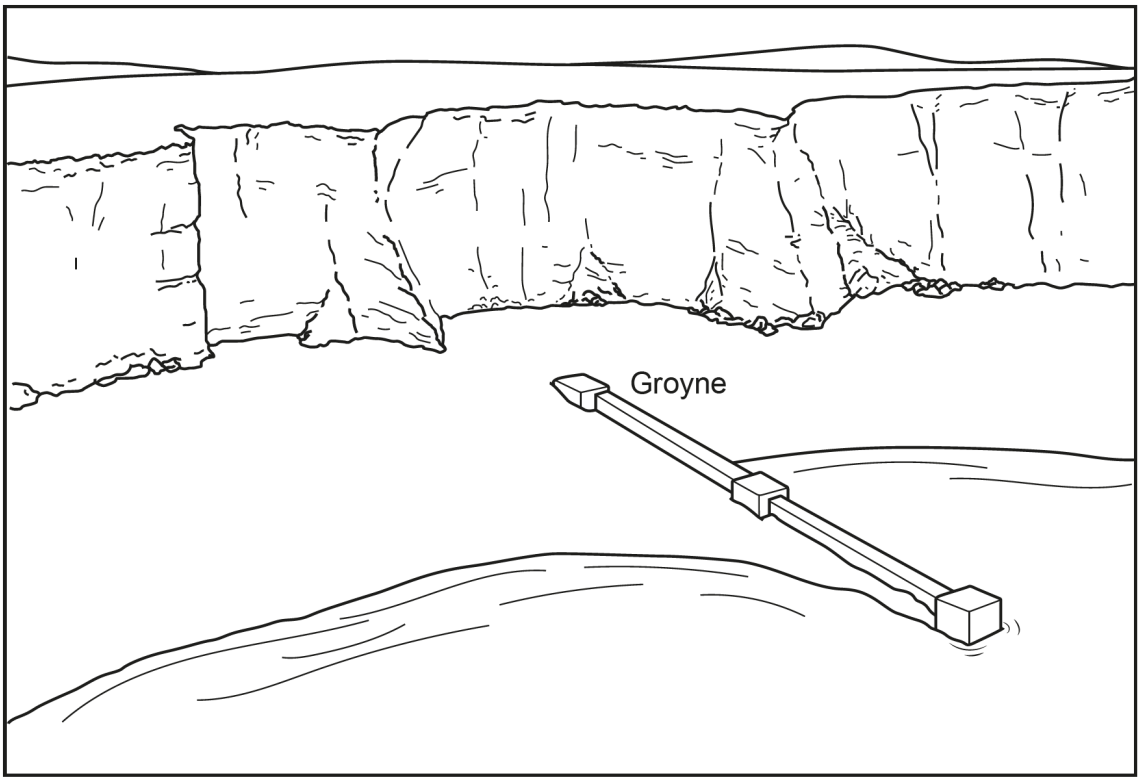
(iii) Suggest **one** measure which can be used to understand the spread of data shown on the dispersion graph.

..... **[1]**

The term 'spread of data' was not well understood and there were not many correct responses. Some candidates suggested the mean or mode, taking a cue from the previous question but most either left it blank or wrote about how to improve the measurement of pebbles.

Question 3 (b) (i)

(b)



(i) **Add** an arrow to the diagram to show the direction of longshore drift. **[1]**

A broadly horizontal arrow was the response that was being sought, although drawing swash and backwash arrows was also acceptable. It was clear some candidates knew what the build-up of sediment at the groyne was trying to show but it was also clear that others did not, providing a wide range of incorrect answers.

Question 3 (b) (ii)

(ii) Suggest **one** piece of geographical information that could be added to the diagram.

..... **[1]**

Any reasonable suggestion that could be added to the diagram was accepted. The most common response was prevailing wind direction. Candidates need to make sure that their answer is specific enough to be given a mark. Groyne would not have got the mark whereas height of sand around the groyne would have.

Question 3 (c)*

CASE STUDY

A UK coastal landscape

Name of coastal location .....

(c)* To what extent does **geology** influence the geomorphic processes that shape coastal landforms?

.....

.....

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.....

.....

..... **[8]**

This was not well answered with candidates providing a large amount of description about the formation of coastal landforms with little or no accurate reference to the geology of their specific coastal location. Candidates were able to accurately describe and explain the formation of a stack, going through the whole process from crack to stump without any reference to the geology. These responses usually were given 1 mark for a correctly named coastal landform (usually Old Harry). Other responses explained the four types of erosion, and the impact that they might have on a cliff, again, with no reference to the geology.

The responses that were given the most marks focused on one specific landform, identified the processes that created it and then commented on the geology and the influence that it had on the processes. Landforms such as Lulworth Cove, the cliff at Walton on the Naze and Overstrand and Swanage Bay were well answered.

Some candidates did identify a landform, usually identifying headlands and bays, explaining that they are made from discordant layers of clay and chalk but placing them in North Norfolk, where they don't exist. Care needs to be taken when explaining the geology of the Holderness coast as there is a chalk headland and one large 'bay' made from clay, but there aren't alternating layers of hard and soft rock as a textbook example might show.

A further misconception candidates had was the use of the term soft rock. Clay was often cited as a soft rock that easily erodes and can therefore quickly become a cave before turning into an arch. There was no appreciation that the soft rock would not be strong enough to support the top of an arch. Chalk was also described as a soft rock when in most examples it was the harder of the two rocks used in the explanation. The term harder and softer maybe more appropriate than hard and soft.

Misconception

Cracks, caves, arches and stacks form in soft rock as it is easier to erode.

Chalk is a soft rock – in some locations it is the harder of the two rocks and in others it is the softer.

Holderness coast has alternating bands of hard and soft rocks.

Exemplar 3

Name of coastal location Dorset Coast

(c)* To what extent does **geology** influence the geomorphic processes that shape coastal landforms?

There are multiple coastal landforms at Dorset Beach, one of these being Old Harry's Rocks. This coastal landform is an example of a cave, arch, stacks and stumps. In order for this coastal landform to form, a specific coastal geology must be present. First, a headland and bay must form. This requires a geology of soft rocks ~~surrounded~~ such as clay and limestone, to be surrounded by hard rocks like chalk on a coastal area. The soft rock is eroded quickly over time due to processes such as abrasion and hydraulic action, whereas the hard rock takes much longer to erode. This leads to a bay area forming where soft rock was eroded, leaving strips of hard rock sticking out of the coast, called headlands. A crack / cracks will form in the [8]
headland. Hydraulic action and abrasion will expand the crack, forming a cave eventually. The cave continues to expand over time until ~~an~~ it forms an arch, going all the way through the headland. ~~It~~ The arch gets bigger over time, until the base cannot support the weight of the rock above, so it collapses, leaving behind a stack. The base of the stack is undercut by the water, which forms a stump. ~~This process is about~~

3c | These geomorphic ~~process~~ processes ~~is~~ ~~connect~~ shaped what the coastal landscape. Old Harry's Rocks. In conclusion, the geology of the Dorset Coast influences the geomorphic processes that shape coastal landforms to a great extent. Old Harry's Rocks would not exist if not for the unique geology of the Dorset Coast.

In this exemplar the candidate has a valid coastal location and chooses landforms from within that area to illustrate the role of geology in the processes that are occurring. They correctly identify that clay is the soft rock and chalk is the harder rock although there is some inaccuracy in describing limestone as a soft rock. Each rock type is then correctly linked to the landforms by commenting on the rate of erosion. The second half of the answer then starts to describe the formation of a stack but there is no reference to the geology so doesn't gain any further credit. The candidate also addresses the extent to which geology is important at the start and end of their response, where they comment that without the specific geology present that landform would not exist. Level 3, 8 marks.

Exemplar 4

Name of coastal location ..... Dorset Coast .....

(c)* To what extent does **geology** influence the geomorphic processes that shape coastal landforms?

To a great extent as most of the Dorset Coast is made from soft rock like chalk and clay. This leads to the formation of caves as the rock is very permeable and therefore susceptible to solution which dissolves the rock and leaves caves in the coastal landforms.

However it is not the only influence, Dorset Coast is part of the Jurassic Coast so it is popular with tourists. This means the soft rock is frequently walked on by humans, leading to its erosion. This can create natural pathways where many pedestrians have walked, which changes the coast's appearance.

But However geology still impacts the coast in other ways. For ~~eg~~ example frequent abrasion against the soft rock chalk erodes it, creating an arch and eventually leaving the stack, Old Harry's Rock, which is one of the coast's most distinctive features.

In conclusion, geology is responsible for almost all of Dorset Coast's most famous landforms as its uniquely soft rock leads to frequent and easy erosion, however there are also some minor human impacts on the Coast's landforms [8]

In this exemplar the candidate has a valid coastal location however they do not choose a specific landform but try to write about the whole coast. In the first paragraph they identify that chalk and clay are the main rocks in this area, which is true for the Swanage Bay area but not for Lulworth Cove. They also correctly identify the role of permeability, but it is not clear whether they are referring to clay or chalk. By the third and fourth paragraph they have decided that chalk is the softer rock, which is incorrect. The response was given Level 2, 3 marks as there is some development of the idea that soft rock erodes faster and more permeable rocks form caves through solution but was not given further marks as the place-specific detail is not accurate enough.

Question 4 (a)

Sustaining Ecosystems

4 Look at **Fig. 3a** in the Resource Booklet.

(a) Identify **two** features of this tropical rainforest flora and explain the purpose of **one** of the features.

Feature .....

Feature .....

Purpose .....

.....

[3]

Most candidates were able to identify that the photo showed large leaves, with a waxy layer and gaps in the leaf and drip tips on the end. This was linked to the idea of maximising photosynthesis or reducing the damage that water can do to the leaf if it does not drain off it.

It was important to choose a feature that can be seen in Fig. 3a, so features such as tall received no credit. Candidates also need to make sure that the feature was that of rainforest flora and not any flora, for instance green leaves did not receive credit.

Misconception

A small proportion of candidates thought that plants take in water and nutrients through their leaves.

Question 4 (b) (i)

(b) Look at **Fig. 3b** in the Resource Booklet.

(i) Choose **one** statement that describes why the sub-soil in the rainforest soil profile has a thick red layer.

A Iron oxides are present which are red

B It contains high amounts of organic matter

C The red layer is weathered from red rocks

D The soil is always waterlogged

Write the correct letter in the box ☐ **[1]**

A was the correct answer. The annotations candidates made suggested that they may have worked out the correct answer by eliminating the incorrect answers.

Question 4 (b) (ii)

(ii) Give **one** reason to explain why rainforests have soils which are **nutrient rich** in the **upper part** of the soil profile.

.....

.....

[1]

Candidates needed to comment on what is different in the rainforest to make it nutrient rich and not just describe the nutrient cycle diagram. This means a focus on the volume of nutrients due to the amount of biota or the speed of the recycling due to the climate and presence of many detritivores in this biome.

Misconception

There was a common misconception that soils are nutrient rich to allow rainforest trees to grow there, rather than the other way around.

Question 4 (b) (iii)

(iii) Suggest **one** way in which human activity could influence the **upper part** of the soil profile.

.....

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.....

..... **[2]**

The most common response focused on deforestation and that this would make the soil less fertile, but the reason why was absent, limiting the mark that could be given. Other common activities were cattle ranching and mining.

Question 4 (c)

CASE STUDY

Sustainable management of an area of tropical rainforest

Name of tropical rainforest area .....

(c) Evaluate the success of **one** attempt to **sustainably manage** an area of tropical rainforest.

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.....

..... **[6]**

Costa Rica was a popular case study, with some candidates providing detailed accounts of its deforestation history. While discussing an entire country is valid, it often resulted in generalised responses lacking in depth analysis of management practices. The best responses focused on smaller areas of tropical rainforest, typically ecotourism resorts, with Samasati being a common choice. These responses concentrated on one or two specific sustainability strategies employed by the resort, analysing them in depth rather than covering several strategies superficially. More complex analyses went beyond simply stating whether a strategy was successful, offering reasons why. Data was occasionally used to strengthen the arguments, and successful analyses typically considered economic, social, and environmental sustainability.

Assessment for learning

Use PEEL (point, evidence, explanation, link) to make sure that each point is fully developed and help to avoid a response that lists methods of sustainability.

Section B overview

Fieldwork responses must be specific to the actual fieldwork conducted by candidates, as there is a tendency to provide generic answers applicable to any location. Incorporating resources about places that students haven't visited can be integrated throughout the year, using fieldwork ideas to conclude each topic in Section A. It is important that centres also refer to each section by the terms used in the exam – for instance, data collection and not methodology.

Question 5 (a)

Physical geography fieldwork

5 Look at Fig. 4 in the Resource Booklet.
Geography students have undertaken a fieldwork investigation.

(a) What are **two other** investigative steps in the geography fieldwork process that the students could do?

1 .....

2 .....

[2]

The fact that fieldwork is a process and has identifiable steps was not widely understood by candidates with most explaining steps to help improve their data collection.

Question 5 (b)

(b) For a **physical geography fieldwork investigation** which you have completed, explain **one** way you could have **improved** the data presentation.

.....

.....

.....

..... **[2]**

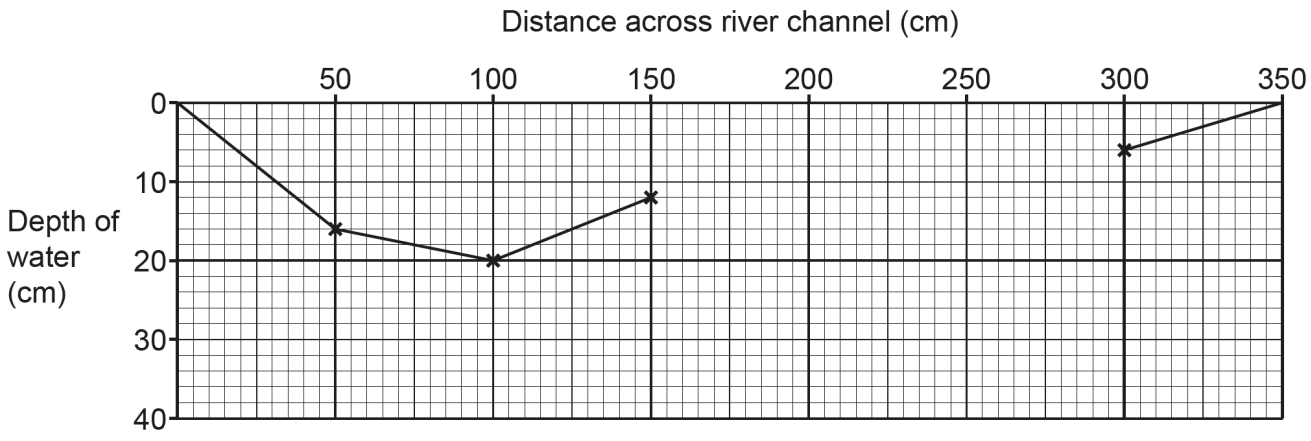
Candidates who did not confuse data collection and data presentation were able to provide one way, usually explaining how to make a graph better.

Question 5 (c) (i)

(c) Geography students have carried out fieldwork to investigate how the depth of a river channel **changes** as you travel downstream.

(i) **Complete** the graph using the data below.

Depth of water (cm)	Distance across river channel (cm)
12	200
23	250



[2]

This was well answered by most candidates with the biggest issue being whether the candidate had a sharp enough pencil to make the cross accurately, and a ruler to join up the points with a straight line.

Question 5 (c) (ii)

(ii) How **deep** is the river 50 cm across the river channel?

A 12 cm

B 14 cm

C 16 cm

D 18 cm

Write the correct letter in the box. ☐ **[1]**

Most candidates identified that **C** was the correct answer.

Question 5 (c) (iii)*

Look at **Fig. 4** in the Resource Booklet.

(iii)* Suggest how the students could **improve** their data collection to make their results more **accurate** and **reliable**.

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..... **[8]**

Spelling, punctuation and grammar and the use of specialist terminology **[3]**

Candidates were able to suggest several improvements to the data collection shown in Fig. 4 and often able to develop their answers by adding more detail about how this would work. Fewer candidates were able to further extend their answer to achieve Level 3 by explaining how it would be more accurate and/or reliable. This led to answers that were list-like, stating an improvement, describing how it would work and then moving to the next improvement.

Level 3 responses further extended their answer by commenting on the precision of their measuring or the representativeness of the data rather than repeating the question and simply stating that it makes it more accurate and reliable.

Some candidates wrote about data presentation rather than data collection and some candidates wrote about other variables that could be measured, such as velocity. Neither of these ideas were credited.

Misconception

Calculating a mean, without further qualification, does not make the data more accurate and reliable.

Large rocks are not an anomaly that should be removed, or the data rejected.

Measuring a second river wouldn't make this method more accurate or reliable.

Exemplar 5

They couldve ~~double c~~ done repeat measurements of the same distance and depth to make sure measurements. weren't put down incorrectly the first time.* They couldve taken measurements every 20cm instead of every 50. This would mean they could see the shape/ trend of the data much more easily as it's closer to what it ~~real~~ actually is. This would make it more accurate. ~~They couldve~~ They couldve used a set square to make sure the meter stick was perpendicular to the tape measure, so that the depth measurement was more accurate, as it would measuring straight down instead of possibly at a slight angle. This decreases the chance of random error and improves reliability. ~~and~~ They shouldve also brought the tape measure closer to the water, so that the ruler stick was closer to it, and the measurement was taken in the right place making more reliable. [8]

* this would make it more reliable.

In this exemplar the candidate has identified several different improvements that could be made. Each improvement is developed by explaining how they would make each measurement more accurate and what impact this would have on the results. They have used the graph to see that results were taken every 50 cm and have suggested that this changes to every 20 cm as this would make the data more representative, allowing a more detailed shape of the river to be identified. In the second point, they have tried to make sure that the measurements are more precise by ensuring the metre stick is vertical as this will help to decrease the chance of random error. This was given Level 3, 8 marks.

Exemplar 6

Firstly, the students should decide upon several points of the river instead of just one to gather more data and therefore more accurate results. For example they could divide the river bed into half a meter intervals and use the ruler to measure depth at each. This would give them a wider data range which they could use to calculate a reliable mean deapth depth.

The students should also check the bed for intrusive environmental factors like large rocks which would give them inaccurate data if they measured from as they are not really the river's bed. This would make sure the daten is accurate.

The students could also perform the same data collection at a different point in the river's course to make sure there are not wide discreponcies between their chosen area and the general trend of the river's depth, making the experiment more reliable as it gives a wider scope of the river.

Finaley they could cross-refernce with secondary data to see if it fits the trend. [8]

In this exemplar the candidate has identified several different improvements that could be made. They have seen in Fig. 4 that only one depth measurement has been made and suggested that more are taken, suggesting every 50 cm. This is then weakly developed suggesting it would provide more data. They suggest calculating a mean from this data, but it is not clear how a mean would make the data more accurate and/or reliable. The second paragraph was given no marks, large rocks are part of the riverbed and should not be removed or not measured. They are not an anomaly. The final paragraph suggests visiting other locations as there might be a wide discrepancy in the data, but Bradshaw's model suggests that you would find wide discrepancies in depth along the river, and this does not make the data measured more reliable or accurate. This was given Level 2, 3 marks.

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