# Helpful hints and tips for fieldwork investigation

## Possible key questions:

1. What makes CCCS so distinctive?
2. How does the water cycle behave differently across the school site?
3. What microclimates exist across the school site?
4. How may perceptions of CCCS vary in different areas across the school site?
5. What factors influence vegetation growth across the school site?
6. How does environmental quality vary throughout the school site?
7. Feeling brave?? Try to come up with your own key question.

## Possible equipment:

1. Quadrats – measure percentages of ground cover/ light cover – each small square is 1% and there are 100 squares
2. Anemometers (hand-held weather stations) – wind speed, temperature
3. Tape measures
4. Ranging poles
5. Clinometers
6. Compasses
7. Tennis ball
8. Plastic cups
9. Metre ruler
10. Stopwatch

## Possible methods:

1. Field sketch
2. Photographs
3. Interviews
4. Questionnaires
5. Environmental quality assessments
6. Litter survey
7. Sound map
8. Measuring percentage of vegetation cover and height
9. Measuring percentage of light
10. Measuring speed of infiltration

## Sampling strategies:

1. Random e.g. anywhere around the school site
2. Systematic e.g. along a straight line every 10 paces
3. Stratified e.g. divide map into squares and collect findings from each square

## Presentation ideas:

1. Located bar chart – draw bars on map next to each site where data was collected
2. Choropleth map – shade map using graduated colour identified in a key
3. Isoline map – draw lines connecting points of equal value around the map
4. Proportional arrow map – create a scale and alter the width of arrows based on data collected
5. Line graphs
6. Scatter graphs for correlation

## Self -Assessment criteria:

The mark scheme below incorporates the CCCS geography department classwork/ homework marking criteria and some of the marking criteria for your Independent Investigation which you will carry out in Year 13.

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|---|---|
| ***( Excellent)** | - A clear, well focussed plan which includes a sophisticated hypothesis and aim linked to the investigation .<br>- There is appropriate and selective presentation of results which are fit for purpose.<br>- Data and information collected is analysed and interpreted in an effective and coherent manner. Linked to theories and geographical concepts.<br>- There are clear, accurate and thorough conclusions linked to hypothesis and aim. |
| **+ ( Good)** | - There is mostly a clear plan with the use of hypothesis or aim.<br>- There is some selective presentation of results which are mostly fit for purpose.<br>- Some data is analysed and interpreted in an effective and coherent manner.<br>- There are some conclusions made which are linked to a hypothesis or aim. |
| - **(Poor)** | - There is an incomplete attempt to include a hypothesis or aim which tenuously links to investigation<br>- There is no evidence of presentation of data<br>- There is a minimal attempt at analysis.<br>- There is a limited attempt to reach conclusions |
| **U ( Ungraded)** | No response worth credit. |