

Year 11 - Controlled Assessment:- The Enquiry

Not all coastal management schemes are effective

Hypothesis:- ‘The coastal management schemes for part of the North Norfolk Coast have been effective and should be maintained.’

The Enquiry will be based on the above hypothesis. You will need to collect, refine and put forward evidence to support or disagree with this hypothesis. Most of you will have been on the Norfolk field trip to collect a range of **primary data**. You will also have access to **secondary data** to help you, but you will also be expected to carry out your own research as well.

You will be given time to research and collect data about the hypothesis. You will then have up to 8 hours supervised time to write up the work, analyse the data, reach conclusions and evaluate your work. Your work will be marked using the following criteria.

Criteria	Maximum mark	What you need to do to get full marks
Knowledge and understanding	12	<ul style="list-style-type: none">• You must use a wide range of information and detail about the hypothesis.• When writing you use the correct geographical terms accurately.• You show that you fully understand what all of the enquiry is about.• You present evidence to support or disprove the hypothesis.• Your conclusions are detailed and based on the evidence you included.
Application	6	<ul style="list-style-type: none">• You show that you can use your knowledge and understanding about the place studied for this enquiry and link it to the geography you have studied before.• You should be able to link what you have studied to other places.• You should be able to take what you have found out and link it to any issues.• You should be able to take what you have learnt and think about possible future developments.
Skills	12	<ul style="list-style-type: none">• You will be able to choose and process the primary and secondary data required using a range of techniques. This may include producing graphs, annotating photographs or sketches, using pictures or illustrations, producing maps, refining materials gained from ICT sources and other secondary data.• You accurately use the correct technique to process the data. All diagrams are correctly titled etc.• You accurately describe and analyse and interpret the evidence you have collected before reaching a conclusion about the hypothesis and the general geographical ideas.• You present your work in a logical sequence and there is excellent linkage between your written work and the graphs and photographs etc.• You clearly show where secondary data has come from.• You thoroughly evaluate the methods of collecting the primary and secondary data and how the evidence was presented and analysed.• You evaluate your findings. You comment on how valid your conclusions may be and on the limitations of your conclusions.• Your communication skills are excellent. The text can be read and makes sense. You can spell, use punctuation and the correct grammar with almost faultless accuracy.
TOTAL	30	

Your Enquiry should be written following the 'Route of Enquiry' shown below.

1) Introduction - Aims

This section sets the scene for the person reading your work

- Start by clearly writing out the hypothesis and the aims of the Enquiry.
- Locate the two sites visited on fieldwork on a map. You could use the OS Map extract and add arrows to show the sites. Underneath the map you could have two small photographs, one of each site, or you could use extracts from Google Earth.
- Say why the two sites were chosen.
- Give a **brief** description of the main geographical features of the area.
- Give a **brief** outline of how the data was collected and how it would be used. This is best done using a 'Methodology Table'. An outline of one is shown below. This would also count as part of your evaluation

Technique	Reason for technique	Equipment	Method	Problem with the technique	Possible improvements

This lists all the different pieces of fieldwork that were carried out at the two sites. It can also include any other research techniques you completed

Say how using each technique is going to help in you reaching a conclusion

Make sure you get the correct name for any equipment used. Don't forget things like camera and recording sheets

Very briefly outline how you carried out the fieldwork. E.g. was it done in groups or individually?

Was there anything which went wrong? Was the technique useful? Did it give you the information to help with the Enquiry?

If you were to start again what would you change to make your findings more useful. Think about timings, how else you could collect the information etc.

2) Why is Coastal Management Necessary Along the Norfolk Coast?

- Description of the erosion problem. Try to find out how much it is eroding. You could include a graph to show the rate of erosion over time.
- Find some maps or aerial photographs which show how the coastline has changed. There are also whole villages that have been lost to the sea.
- Briefly describe the geology (rock types) of the area and say how these are the main reasons erosion is so fast.
- Include at least one photo to show the different layers of rock in the Happisburgh area.
- You could also include some annotated photos to show the evidence of erosion - cliffs collapsed, debris and pillboxes on the beach etc.
- Make clear how the issue at Sea Palling is different from Happisburgh. N.B. At Happisburgh buildings are in danger of going over the edge. At Sea Palling if the dunes erode, there is the possibility of large areas being flooded by the sea.
- You could include a map to show the area which would be devastated by flooding.

Why is Coastal Management Necessary Along the Norfolk Coast? (Continued)

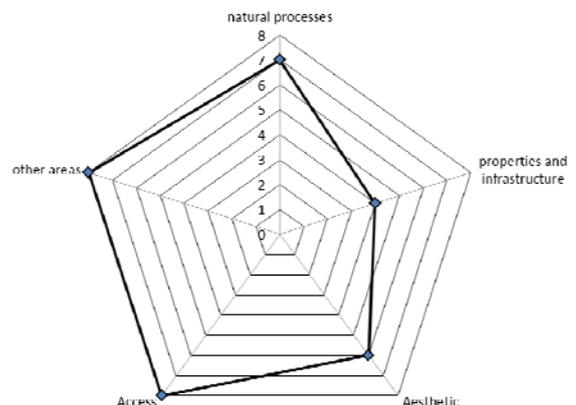
- Remember in this section to also use evidence you collected from fieldwork. For example, does your fieldwork suggest the waves in the area are constructive or destructive. Is there evidence of longshore drift and in which direction? Does the beach profile suggest sediment is being lost?
If you can not remember about these processes, there are plenty of explanations and diagrams on the internet.

3) What is the management at Sea Palling and Happisburgh?

- It is probably better to describe the two areas separately. Say what sort of management has been put in place.
- Include an annotated version of the sketch used on fieldwork and/or an annotated photo of each place to show the methods and where they are located.

4) Have the Management Schemes Been Effective?

- In this section you need to **evaluate** the success or failure of the schemes.
- Use the evidence you wrote down on fieldwork (Q4) for each place to provide **evidence** of success or failure.
- You should be able to include annotated photos or sketches as part of your evidence.
- Remember, as well as the impact on erosion, you can also consider the impact on the environment.
- You should use the information you collected for each site in the Environmental Quality Analysis (Q5) and show this in some way. The diagram on the right shows how the information for one location can be shown in a star diagram (called radar graph in Excel).
- Remember you can also consider the effectiveness in terms of sustainability (Q6).
- You might want to do a summary table with bullet points to compare the effectiveness of the two schemes at the different locations.



5) What should be done in the future?

- Linked to your findings in previous sections, you need to decide and explain what should be done at each place.
- Sea Palling:-
 - Do you think the defences at Sea Palling need to be maintained? Why?
 - Draw a pie chart of the land use and use the figures of the value of the Norfolk Broads to justify your decision.
 - Include the Shoreline Management Plan recommendation (in your own words).
 - Include some quotes from local people to support your views.
- For Happisburgh
 - Consider whether or not the defences need to be replaced or repaired.
 - Draw a pie chart to show land use and/or use annotated photos or a map to show the land use (Google Earth would show land use).
 - Is it worth the cost of the defences to protect this area? Justify your decision.
 - Use the information in Q6 of the fieldwork about sustainability to help you.
- Have a conclusion summing up what you think should be done.

6) Conclusion and Evaluation

- Having put forward the evidence in the earlier sections, it is now time to refer back to the hypothesis which forms the title of your work.
- Summarising your findings, you need to clearly state if you think the hypothesis is true or false.
- You should try to put your findings into the wider context. How far are they valid for other places?
 - Could what you have found out here be of use and relevant to other areas of the coast.
 - Remember you have studied Overstrand and also did Walton on the Naze in Year 8.
 - Just because you agreed or disagreed with the hypothesis at Sea Palling and Happisburgh, does that mean your answer would be the same at every other area where coastal erosion is an issue. If not, **briefly** explain what other factors may influence your decision.
- You should also evaluate your work (Remember you did some evaluation in the methodology table).
- Think about what you could do to improve your findings and make them more valid.
 - What could you do if you had more time and resources available?
 - More fieldwork? At other times of the year? How would this help?
 - Compare it with other areas? How would this help?
 - Questionnaires of locals? Interviews? How would this help?
 - More detailed Environmental Quality Analysis? How would this help?
 - Use of ICT to produced the finished product.

REMEMBER

- Gather all your evidence and get it organised well in advance.
- Plan your work in advance. Know what diagrams are going to go in each section.
- Make sure you produce all diagrams accurately. Remember to give every diagram a title. Make sure all graphs have labels on the axis etc.
- Make sure all diagrams and pictures etc. are written about and are clearly linked with the written part of your work.
- Do not make your diagrams too big so that they take up a whole page unless they need to be that size to include all the information.
- Do not make diagrams so small they can not be easily read.
- Make sure all your sources of information are added to diagrams and pictures.
 - For facts taken from the background information and pictures from the Learning Gateway the source is '<http://portal.westhatch.essex.sch.uk/Students/Geography>'.
 - If you use your own photos, remember to credit them to you as the source.
- Allow **plenty of time** to proof read your work and correct any mistakes. You should plan so that you are not writing right up to the end of the last lesson.
- Allow time to number the pages and put them in the correct order.
- Write on both side of the exercise paper.
- Make sure you put the correct title at the beginning of you work.
- Add your name, your candidate number and the school's name at the start of the work.
- Use these instruction pages to help you plan. This is our suggested outline. You could use them like a checklist.
- Don't waste time. Don't spend time on things that will get you no marks. Nowhere have we said draw a front cover—it won't help!
- Aim high! - getting full marks on this piece of work is not impossible. That's 15% of your GCSE. It can make a big difference!

GOOD LUCK!