READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer all questions.

The Insert contains Fig. 1 and Table 5 for Question 1, and Photographs A and B and Table 9 for Question 2.
The Insert is not required by the Examiner.
Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.
A class of students were studying traffic flow at a busy road junction near their school. A sketch map of the road junction is shown in Fig. 1 (Insert).

The students wanted to investigate the following hypotheses:

**Hypothesis 1:** Traffic flow changes during the day.

**Hypothesis 2:** Traffic congestion occurs at all sites going towards and away from the road junction.

The students chose eight sites to do traffic surveys. These are shown on Fig. 1.

They agreed to do four separate counts lasting one hour at the following times:

- 08.00 to 09.00
- 11.00 to 12.00
- 14.00 to 15.00
- 17.00 to 18.00

(a) (i) Describe how the students would organise the traffic survey. Refer to their planning and recording.

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(ii) Suggest three difficulties which the students might have had when doing their traffic survey.

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3 ...............................................................................................................................
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..............................................................................................................................[3]
(b) The results of the students’ traffic survey at site 3 are shown in Table 1, below.

### Table 1

**Traffic survey results for site 3**

<table>
<thead>
<tr>
<th>Time of survey</th>
<th>bikes / motor bikes</th>
<th>cars</th>
<th>vans / minibuses</th>
<th>lorries / buses</th>
<th>Total vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 to 09.00</td>
<td>8</td>
<td>101</td>
<td>38</td>
<td>13</td>
<td>160</td>
</tr>
<tr>
<td>11.00 to 12.00</td>
<td>6</td>
<td>107</td>
<td>27</td>
<td>18</td>
<td>128</td>
</tr>
<tr>
<td>14.00 to 15.00</td>
<td>4</td>
<td>73</td>
<td>29</td>
<td>20</td>
<td>126</td>
</tr>
<tr>
<td>17.00 to 18.00</td>
<td>2</td>
<td>41</td>
<td>22</td>
<td>10</td>
<td>75</td>
</tr>
</tbody>
</table>

(i) Complete Table 1 by calculating the total number of vehicles counted between 11.00 and 12.00. [1]

(ii) Use the data in Table 1 to complete the divided bar graph for the traffic survey results between 11.00 and 12.00 on Fig. 2 below. [2]

**Results of student traffic survey**

<table>
<thead>
<tr>
<th>Time of survey</th>
<th>B</th>
<th>C</th>
<th>V</th>
<th>L</th>
<th>number counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 – 09.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>11.00 – 12.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>14.00 – 15.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>17.00 – 18.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>

**Key**

- B bikes/motorbikes
- C cars
- V vans/minibuses
- L lorries/buses

**Fig. 2**
(iii) Which one of the following types of graph would also be suitable to show the traffic survey results between 11.00 and 12.00?

Circle your answer below.

pie chart  
line graph  
scatter graph  [1]

(iv) What conclusion would the students at site 3 make about Hypothesis 1: Traffic flow changes during the day?

Support your decision with evidence from Table 1 and Fig. 2.

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(v) Suggest how traffic flows between 08.00 and 09.00 might be different at site 7 from those at site 3 which are shown in Table 1. Look at Fig. 1 (Insert) to help you to answer.

Number of vehicles ........................................................................................................
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Type of vehicles ..............................................................................................................
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(c) To test **Hypothesis 2**: *Traffic congestion occurs at all sites going towards and away from the road junction*, the students used their results to calculate an index of traffic flow for each site. The index is shown in Table 2 below.

Table 2

<table>
<thead>
<tr>
<th>vehicle type</th>
<th>number of points allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike / motor bike</td>
<td>0.5</td>
</tr>
<tr>
<td>car</td>
<td>1.0</td>
</tr>
<tr>
<td>van / minibus</td>
<td>2.0</td>
</tr>
<tr>
<td>lorry / bus</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*more points were allocated to vehicles causing more congestion*

The results of using this index between 08.00 and 09.00 at site 3 are shown in Table 3 below.

Table 3

<table>
<thead>
<tr>
<th>vehicle type</th>
<th>bikes / motor bikes</th>
<th>cars</th>
<th>vans / minibuses</th>
<th>lorries / buses</th>
</tr>
</thead>
<tbody>
<tr>
<td>number counted</td>
<td>8</td>
<td>101</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td>points</td>
<td>0.5</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Index score</td>
<td>4</td>
<td>101</td>
<td>76</td>
<td>39</td>
</tr>
</tbody>
</table>

Total index score between 08.00 and 09.00 at site 3 = **220**

(i) Calculate the index scores for site 3 between 11.00 and 12.00 in Table 4 below. [2]

Table 4

<table>
<thead>
<tr>
<th>vehicle type</th>
<th>bikes / motor bikes</th>
<th>cars</th>
<th>vans / minibuses</th>
<th>lorries / buses</th>
</tr>
</thead>
<tbody>
<tr>
<td>number counted</td>
<td>6</td>
<td>107</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>points</td>
<td>0.5</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Index score</td>
<td></td>
<td>107</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

Total index score between 11.00 and 12.00 at site 3 = **218**
(ii) The results of the index of traffic flow for all 8 survey sites are shown in Table 5 (Insert).

The students decided to show their results in a line graph, Fig. 3 below. Use the data in Table 5 to complete the line for site 1. [2]

Index of traffic flow at survey sites

![Graph showing index of traffic flow at survey sites with key information including congestion levels and survey times.]

Key
- traffic going towards junction
- traffic going away from junction

Fig. 3
(iii) Fig. 3 shows the level above which traffic flow is classified as congested. Congestion level indicates the traffic flow index above which traffic delays occur.

What conclusion would the students make about **Hypothesis 2**: Traffic congestion occurs at all sites going towards and away from the road junction? Use data from Fig. 3 to support your answer.

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(d) There is a plan to build a new shopping area at the location shown on Fig. 1 (Insert). Give two effects this development might have on traffic at sites 5 and 6.

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2 ..........................................................................................................................................
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(e) Suggest three ways to reduce traffic congestion in urban areas.

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[Total: 30 marks]
Two groups of students were investigating the characteristics of a local river which flowed for 15 km from its source to the sea. They wanted to investigate possible reasons for changes in velocity (speed of flow) downstream. They carried out their fieldwork at five sites along the course of the river.

They decided to test the following hypotheses:

**Hypothesis 1:** Velocity increases as the river bed slopes more steeply.

**Hypothesis 2:** Velocity increases as the wetted perimeter of the river channel increases.

(a) Before they began the fieldwork their teacher spoke to them about safety in and around the river. Suggest two pieces of advice their teacher could have given them.

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2 ..........................................................................................................................................

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(b) First the students used a floating object to measure velocity over a distance of 10 metres. The results from Group A at site 1 are shown in Fig. 4 below.

**River recording sheet**

<table>
<thead>
<tr>
<th>Study site: 1</th>
<th>Group A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring velocity</td>
<td></td>
</tr>
<tr>
<td>Time for a floating object to travel 10 metres:</td>
<td></td>
</tr>
<tr>
<td>Test 1</td>
<td>48 seconds</td>
</tr>
<tr>
<td>Test 2</td>
<td>71 seconds</td>
</tr>
<tr>
<td>Test 3</td>
<td>59 seconds</td>
</tr>
<tr>
<td>Test 4</td>
<td>61 seconds</td>
</tr>
<tr>
<td>Test 5</td>
<td>43 seconds</td>
</tr>
</tbody>
</table>

**Fig. 4**

(i) Name three different pieces of equipment the group would use to carry out their fieldwork at this site.

1 ..........................................................................................................................................[3]
(ii) Calculate the average velocity at site 1 using the results shown in Fig. 4. Show your working and your answer in the box below.

<table>
<thead>
<tr>
<th>Study site: 1</th>
<th>Group A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average (mean) length of time to float 10 metres =</td>
<td></td>
</tr>
</tbody>
</table>
| Average velocity = \[
\frac{\text{distance}}{\text{average time}}
\] | |

Average velocity = metres per second

(iii) When they had completed their measurements at site 1 the two groups compared their results. These results are shown in Table 6 below.

**Table 6**

<table>
<thead>
<tr>
<th>Times for a floating object to travel 10 metres at site 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
</tr>
<tr>
<td>Test 1</td>
</tr>
<tr>
<td>Test 2</td>
</tr>
<tr>
<td>Test 3</td>
</tr>
<tr>
<td>Test 4</td>
</tr>
<tr>
<td>Test 5</td>
</tr>
</tbody>
</table>

Suggest two reasons why the results obtained by the two groups were different.

1 ..............................................................................................................................................
2 .............................................................................................................................................. [2]
(iv) At each site the students also measured the downstream slope (gradient) of the river bed using a clinometer and ranging poles. Photograph A (Insert) shows the measurement being taken.

Describe how the students measured the downstream slope.

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(v) The downstream slope and average velocity results which group B obtained at the five sampling sites are shown in Table 7 below.

<table>
<thead>
<tr>
<th>site</th>
<th>gradient (degrees)</th>
<th>average velocity (m/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nearest source 1</td>
<td>8</td>
<td>0.29</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>0.43</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>0.37</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>0.46</td>
</tr>
<tr>
<td>nearest mouth 5</td>
<td>1</td>
<td>0.47</td>
</tr>
</tbody>
</table>

What conclusion would the students have made about Hypothesis 1: Velocity increases as the river bed slopes more steeply?

Use evidence from Table 7 to support the conclusion.

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(c) To investigate **Hypothesis 2**: *Velocity increases as the wetted perimeter of the river channel increases*, the students needed to measure the width of the river channel and the depth of the river at each site.

(i) Complete Fig. 5 below to identify the **two** different pieces of equipment used to measure the width of the river.

![Fig. 5](image)

(ii) The students measured the depth of the river every 0.5 m across the channel.

Their results for site 1 are shown in Table 8, below.

<table>
<thead>
<tr>
<th>Distance across channel (m)</th>
<th>0.5</th>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of river (m)</td>
<td>0.18</td>
<td>0.20</td>
<td>0.25</td>
<td>0.40</td>
<td>0.30</td>
<td>0.20</td>
</tr>
</tbody>
</table>

Use these results to complete Fig. 6 below, the cross-section of the channel at site 1.

![Cross-section of channel at site 1](image)

**Fig. 6**
Photograph B (Insert) shows how students measured the wetted perimeter of a river. The wetted perimeter is the part of the channel cross-section which the river touches.

Their method is described in Fig. 7, below, which is part of a student’s fieldwork notebook.

Extract from fieldwork notebook

**Measuring the wetted perimeter**
The tape measure was placed along the bed of the river, starting and finishing at water level on both banks.
To make the method more accurate a student walked along it to cross the river.

Fig. 7

The students’ results are shown in Table 9 (Insert). Use these results to complete Fig. 8 below by plotting the result for site 1.

Scatter graph of length of wetted perimeter and average velocity

![Scatter graph of length of wetted perimeter and average velocity](image-url)
(iv) Do their results support **Hypothesis 2**: *Velocity increases as the wetted perimeter of the river channel increases*? Support your conclusion with evidence from Table 9 and Fig. 8.

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(v) Suggest two disadvantages of their method for measuring the wetted perimeter in a large river.

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(d) To extend their fieldwork the students investigated the impact of people on the river. State one impact people may have on a river. Describe how the impact could be investigated.

Impact of people
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Investigation
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[Total: 30 marks]