



IRELAND 2024

Tuesday 20th August 2024 - Fieldwork Exercise Morning MARKSCHEME

Location A - Maynooth University - Features and aspects of wellness

Task A1 Look around both campuses of Maynooth University. Name an example of a wellness feature for each category, in table A1.

See below = 4 marks

Give 4 marks if 8+ features are named in total.

Give 3 marks if 6+ are named in total.

Give 2 marks if 4+ are named in total.

Give 1 marks if 2+ are named in total.

Table A1

Wellness aspect	Name an example on the South Campus, the area with mainly older buildings	Name an example on the North Campus, the area with mainly newer buildings
Place for food	<i>Café, staffrooms</i>	<i>Phoenix restaurant</i>
Place of work	<i>Security hut, offices, café, grounds</i>	<i>Teaching rooms, café, restaurant, laboratories, grounds</i>
Place of religion or faith	<i>Church,</i>	<i>Multi faith centre</i>
Space to rest	<i>Benches, café,</i>	<i>Benches, café,</i>
Space to exercise	<i>Paths</i>	<i>Walkways, benches</i>
Space to meet others	<i>Rooms, paths, café, grass areas</i>	<i>Benches, cafe</i>
Space to be alone	<i>Walkways, pitches, grass</i>	<i>Walkways, pitches, grass, shop, bookshop</i>
Space with natural features	<i>Grass areas, areas with trees, courtyards</i>	<i>Areas between car parks, grass areas, areas with trees</i>

Task A2 Give two differences between the provision of wellness features on the North and South Campuses (2x1 marks)

For each difference, explain why this might be the case. (2x2 marks)

1 named difference + 2 reasons x 2 = 6 marks

1 mark for each difference named, with 2 marks for each reason given.

Possible examples at 3 marks each:

- There are more places for people to meet on the north campus because it is designed to help this happen, with benches, sleeping pods, etc.*
- There are more religious places on the south campus, because it was built as a religious college.*

- *There are more places to be alone on the south campus, because it is not as busy / heavily used as the north campus.*

Task A3 Chose one wellness feature that you have identified.

Describe how it would improve 3 aspects of wellness.

1 marks for each aspect named, with 1 marks for each reason why it would improve wellness.

1 aspect plus 1 improvement x 3 = 6 marks

Feature name: <i>Table tennis</i>		Describe how the feature would improve this aspect of wellness
Aspect of wellness	1 Place to meet	<i>A table tennis table would be a place for people to meet and talk</i>
	2 Place of rest	<i>A table tennis table would provide a place to rest from work and study</i>
	3 Place of exercise	<i>A table tennis table would provide exercise for people</i>

Feature name: <i>Outdoor classroom</i>		Describe how the feature would improve this aspect of wellness
Aspect of wellness	1 Place to meet	<i>An outdoor classroom would mean lessons could take place outside, and students could work together on tasks.</i>
	2 Place of work	<i>An outdoor classroom would mean staff meetings could take place outside.</i>
	3 Place of food	<i>An outdoor classroom would mean students could use it to eat their lunch, when it was not being used for lessons.</i>

Feature name: <i>Picnic tables</i>		Describe how the feature would improve this aspect of wellness
Aspect of wellness	1 Place to meet	<i>Some picnic table would mean students could meet outside.</i>
	2 Place of work	<i>Some picnic tables would mean staff and students / or could meet up outside.</i>
	3 Place of food	<i>Some picnic tables would mean students could eat their lunch outside.</i>

Task A4 Think of an additional **feature** that could be added to promote wellness in at least two **aspects** on the North or South campus of the university.

Draw a sketch of your feature as it might look when constructed.

Annotate the sketch to describe three key elements / aspects of your feature.

1 for sketch, up to 3 for element annotations = 4 marks

1 mark for an appropriate sketch

Examples: sketch of a seating area, picnic tables, music pod, café, dog walking area, table tennis table, etc.

1 mark for each key element / aspect of the feature described in the annotations, to the maximum of 3 marks.

Seating for people to relax. Planting to make the area attractive. Sockets to plug in phones to charge.

Location B – Main Street – People and place

Task B1 Observe the street. Notice how people use the street pavement and roads, e.g. walking, scooting, cycling or driving.

2 for table, and 2 x 1 mark for observations = 4 marks

- a. Look around and decide, how **easy or challenging** you think it is to do every day activities on Main St (also known as Leinster Street). Record your ideas with a tick in the box that corresponds to your decision.

This is an opinion piece so answer may vary, however the street is quite a challenge at times. Below is an example. Credit 2 marks for completing the data collection.

	Very easy	Easy	Neither	Challenging	Very challenging
Resting		Maybe here as there are benches	✓		
Eating				✓	
Walking alone		✓			
Walking with others				✓	
Cycling and scooting				✓	
Driving				✓	

- b. What do you notice from completing the table above? **Describe** two observations.

Credit 1 mark per observation. Note the street varies in the amount of traffic even within a few minutes, so answers will vary. Comments may be positive, negative or neutral, but it is not an opinion question.

Examples:

I notice that the traffic dominates the street and it is quite congested for a small town.

I notice it's harder to move along the street in a group.

I notice it's challenging to move along the street with a buggy / wheelchair.

I notice the street is attractive and people spend time here.

Task B2 On the map below focus on the area of Main Street (Leinster Street).

Label 4 points on the map below to show where there are:

- 2 features that cause **accessibility problems** for people

- 2 features that make the street **accessible** for people

Ensure you add a sentence to each of the 4, to say why they cause problems or help with accessibility.

4 features names x 1 mark + 4 descriptions x 1 mark = 8 marks

4 x 2 marks for feature being marked, labelled and a reason why it causes problems being noted.

Examples:

The traffic lights are timed for the traffic, not the people so it takes a long time to cross the road.

There are lots of signs and boards in the street, causing issues for pedestrians.

The cycle lane goes down the centre of the pavement and so it is risky to walk there.

Raised pavement slabs to aid those who are visually impaired.

Lowered pavement edges to aid bikes and wheely suitcases to cross the road.



North

Task B3 Complete the table below to explain two ways in which you would change the street to make it more accessible for people.

2 marks for description of change x 2 + 2 marks for difficulties = 8 marks

Create a simple name for your idea	Describe why the change or feature should be created	Describe why it may be difficult to create such a change or feature
<i>Change sequence of traffic lights</i>	<i>The traffic has priority, but to allow more walking there needs to be more time given for people walking.</i>	<i>The council and other decision makers as well as local people want the traffic to move freely, and so may not want this change.</i>
<i>Create a proper cycle lane</i>	<i>The cycle lane is just a line on pavement, there needs to be a proper cycle lane created. This could sit between the parked cars and the pavement to be safer.</i>	<i>Constructing the lane would be very disruptive for the businesses on the street in the short term.</i>
<i>Clear away signs from the pavement</i>	<i>This change will make the street easier for people, especially those with mobility issues, to move around.</i>	<i>Businesses want the signs to attract people, so would oppose the change.</i>

Location C - Maynooth Train Station

Task C1 Find a safe position where you can see Maynooth Train Station.

Draw a **field sketch** of Maynooth Train Station, label with the following features:

1 mark per feature labelled = 6 marks

1 mark for each feature marked, using words with arrow type labels or the use of a key (see photo)

Examples would be:

- *Train station, fire station, housing, other buildings.*
- *Access road, footpaths, foot bridge, road bridge.*
- *Recreation space, playground.*
- *Parking spaces, footpaths, roads.*

Task C2 Complete the matrix below to compare the accessibility of different parts of the station for different groups of people. Score each place out of **5**.

5 for the most accessible places and 0 the least accessible places.

4 marks for completed table, as below

3 marks for completed, with some ambiguity

2 marks if ticked only

1 mark if partly completed

4 marks for completed table = 4 marks

Type of people	Station entrance paths on the north of the station	Immediately outside the station	Approach road to the west of the station	Foot bridge over the canal	Paths each side of the footbridge
People with limited mobility	5	4	4	1	3
Visually impaired people	3	3	4	1	3
People in wheelchairs	3	3	4	0	3
Children under 5 years	3	3	2	1	3
TOTAL	14/20	13/20	14/20	3/20	12/20

Task C3 Create a **land use map** of the locality of Maynooth station using the base map below. Decide on suitable categories and how to represent them. Label your map with a title and create a suitable legend / key.

2 marks for 4 land uses, 4 marks for positioning / locations + 4 marks for use of key / labels 10 marks

Land use categories, 1 mark for each 1 to a max of 2 marks (see master)

Accurately positioned 4 marks

Labelled or included in key 4 marks

Eg. Housing play area

Railway line footpaths

Open space roads

Roads station building

Canal woodland



North



FWE 2

Afternoon Problem Solving Activity – Mark Scheme

Enquiry Question for Problem Solving Activity: How can Maynooth Station be developed to provide a sustainable and accessible transport hub for everyone?

Activity PSA-1 People in Maynooth

Activity PSA-1a Describe two **features** of the population living in Maynooth that you observe in the population pyramid in diagram PSA-1.

1 mark for each feature noted.

Examples: *Largest group are aged 20-24 – students; relatively high number of adults of working age(35-44); relatively high number of under 9 years old.*

1 feature x 1 = 2 marks

Diagram PSA-2: Average number of people getting on and off the train per day in Maynooth (to the nearest 10)

Year	2022	2021	2019	2018	2017	2016
Number of people who got on the train	3190	2080	3780	3360	3140	2700
Number of people who got off the train	2980	2140	3430	3370	3090	2570

Activity PSA-1a In the space below, **construct a graph** to give a visual presentation of the data in the table above (4 marks). Give your graph a title and label it appropriately

1 accurate graph + titles and labelled = 6 marks

1 mark for appropriate type of graph – bar.
1 mark for title and labelling.

Activity PSA-2 Expanding passenger numbers

Re-read the article on the expansion of the railway (Source 4).

Think about the expansion of the railway services and the increase in passengers using the station:

2 advantages + 2 disadvantages = 4 marks

a. Describe 2 **advantages** the expansion of railway passenger numbers will bring to the area of Maynooth near the station.

(2 marks)

2 marks for each advantage

Examples of advantages: more people visit Maynooth; people will be able to commute to Dublin and other places rather than driving: more sustainable for the students to take the train; active travel will mean people can move around more easily.

- a. Describe 2 **disadvantages** the expansion of railway passenger numbers will bring to the area of Maynooth near the station?

(2 marks)

2 marks for each disadvantage

Examples of disadvantages: the station is not large enough for the amount of users so will need to be expanded causing disruption; the footbridge may need to be rebuilt causing disruption; there will be more congestion on approach roads when people are dropped off; there is not enough parking.

Activity PSA-3 Problems at the station

You have been asked by Kildare County Council to produce resources and ideas to support an Active Travel Plan for the area around Maynooth Station for when the passenger numbers increase. On the aerial photograph below, annotate the photo to **name and explain 4 problems** at the station.

4 problems named and annotated + 4 explanations = 8 marks

- 1 mark for each problem named and annotated (see example)
1 mark for explanation of why it is a problem as an annotation
4 problems: 1 mark for a name & annotation + 1 mark for explanation



North



Activity PSA4 Creating a Station plan

Use your geographical knowledge, observations and skills to make a map of a more accessible Maynooth Station. Annotate your map to justify the features you have included.

See below = 14 marks

- 1 mark for title
1 mark for use of key
1 mark for each feature of the station, e.g. new bridge, improved footpaths, ramps, planting, etc.
2 marks for the justification of each feature. 4 features and their justification = 12.
Up to 4 marks for naming features only.

Activity PSA5 Opportunities and risks

- a. Think about the long-term sustainability of your proposed plan.

Describe **3** possible benefits and **3** risks for your plan in each of the aspects in the table below.

1 mark for each benefit, 1 mark for each risk.

3 benefits and 3 risks = 6 marks

Aspects of sustainability	Benefits	Risks
Environmental	<ul style="list-style-type: none"> • <i>More people will travel by train, resulting in less air and noise pollution from cars.</i> 	<ul style="list-style-type: none"> • <i>There will be substantial emissions from the construction of new features, such as a new bridge or station building. It will be inconvenient in the short term.</i>
Financial	<ul style="list-style-type: none"> • <i>New features of the station and extra trains will be long term investment resulting in less use of roads in Maynooth and its surroundings.</i> • <i>More income for the train companies</i> 	<ul style="list-style-type: none"> • <i>The cost of the development of the station is very high, if there is a change in the economy it may be cancelled.</i> • <i>More people working from home might mean the station will not get used to its potential.</i>
Social	<ul style="list-style-type: none"> • <i>People will interact more and travel more together by train as the station will be more accessible.</i> • <i>The improved surrounds of the station will mean it is used more for people travelling for leisure.</i> • <i>Active travel will be more possible, as the cycle paths, canal path and station will all connect.</i> 	<ul style="list-style-type: none"> • <i>The station could be more of a hub for anti-social behaviour eg. graffiti</i>