AS & A2 Geography for Edexcel

Tailored Courses

Slapton Ley

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OVERVIEW

Fieldwork is compulsory in Edexcel AS Unit 2 (Geographical Investigations). This unit is assessed in a 1 hour exam with two sections. Students answer one physical question from Section A and one human question from Section B. Each question will include the assessment of investigation and evaluation skills.

Physical topics: EITHER Extreme Weather OR Crowded Coasts
Human topics: EITHER Unequal Spaces OR Rebranding Places

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Options

Physical Topics

Choose **EITHER** Crowded Coasts **OR** Extreme Weather

Crowded Coasts

Start Bay

A day exploring the Start Bay coastline vulnerable to erosion and/or flooding. Students will assess the effectiveness of a variety of coastal defences, evaluating both soft and hard engineering approaches to coastal management. Students will also undertake an investigation into beach dynamics and their interaction with local coastal management strategies.

Torbay

Focus on the management of the Torbay coastal resort, where visitor pressure will be assessed in a variety of ways and evaluations of management strategies to reduce visitor impact will also be undertaken. Students will investigate how a coastal area is attempting to meet the challenges of the 21st Century with changing visitor patterns and increasing competition from exotic locations.

Extreme Weather

Weather and Hydrology

Throughout student's visit to the centre individuals will create a weather diary using a variety of qualitative and quantities ways to assess the weather. Students will also use a mixture of primary data and long term secondary data sets to help identify extreme weather events which have occurred in the area and how these related to weather systems and fronts tracking over the UK.

River Harbourne Flood Management

The relationship between landuse and flood risk will be investigated through infiltration and interception experiments and students will model a storm event using storm simulator plots. This understanding of the hydrological cycle will then be applied to a flooding case-study on the River Harbourne. Students will research the flood risk, flooding impacts and flood defence management of a local site.

Human Topics

Choose **EITHER** Unequal spaces **OR** Rebranding Places

Unequal spaces

Plymouth

Students will compare a number of residential areas of Plymouth, using a variety of sources of data including census data and observations of environmental and housing quality to identify spaces where deprivation is prevalent. Students will then look at possible ways to regenerate an area and assess the effectiveness of current regeneration projects.

South Hams

A rural study into the inequalities of the South Hams, will include research into access to services and how groups within society are excluded due to factors such as income, age and health. Local schemes to tackle this exclusion will be researched and students will gain an understanding of how inequality studies, using a mixture of qualitative and quantitative techniques, can be undertaken in a rural setting.

Rebranding Places

Plymouth

Students will visit a number of contrasting areas within Plymouth and assess which area is most in need to undergoing a rebranding process (where a different image of a place is being 'sold' and marketed). At least one rebranding scheme will be visited by students who will identify strategies that have been employed to rebrand the site and assess the effectiveness of this rebranding process. This will be supported by research web resources.

South Devon

The rapid changes transforming the fabric of the contemporary UK countryside will form the backdrop for the second study within the South Devon. The move away from primary industries towards diversification and using the rural landscape as a commodity will be explored by students as they visit sites where this has transformed local people's lives (for example, tourist honey-pots and farm shops). Students will assess the impact of these changes and how these changes can be managed.

LEARNING OUTCOMES/OBJECTIVES

Crowded Coasts

Learning Objectives	Learning Outcomes
• Outline the growth of tourism in a coastal environment (including physical and economic factors). • Evaluate the impact of tourism on the area (including economic benefits and environmental costs). • Understand how zoning can be used to manage coastal development. • Be aware of the differing stakeholder views on a coastal development. • Assess the impact and risk of coastal flooding and/or erosion. • Evaluate different coastal defences and management strategies. • Outline how a coastline can be managed sustainably, with the threat of sea level rise. **Research skills:** • Utilise ICT resources to research the coast (including GIS). • Be able to plan a coastal enquiry. • Justify fieldwork techniques used. • Describe fieldwork results and relate these to an evaluation of management of a coastal environment.	**All students will:** • Describe the development of tourism at a UK coastal site. • List advantages & disadvantages of this development. • Map zones where tourism is focused and restricted. • Be aware of different stakeholders along the coast. • Measure beach dimensions to compare with historic data. • Use bi-polar analysis to assess coastal defences. • Use a GIS resource during the enquiry process. **Most student will:** • Give reasons for the development of tourism at a coastal site (referring to cultural, economic and physical factors). • Document positive and negative impacts of tourism. • Explain how zoning has been used to manage tourism. • Suggest ways to find out stakeholder views at the coast, and outline some of the views. • Using research to explain how the coastline has changed. • Carry out a cost/benefit analysis of coastal defences. • Outline strengths and weaknesses of the GIS used. **Some students will:** • Use research material to suggest how a coastal tourism site has developed and may change. • Justify the fieldwork techniques used to assess positive & negative impacts of tourism. • Evaluate the success of zoning to manage tourism, suggesting where it has worked well and areas where issues remain. • Justify the methods used to find out stakeholder views. • Use research evidence on how the coast has changed to predict how it may possibly change in the future and the impact this will have on people. • Suggest which coastal defence scheme studied is the most effective, using research to justify this answer.

Extreme Weather

Learning Objectives	Learning Outcomes
• Understand how meteorological conditions (e.g. air masses, pressure systems) can influence weather conditions. • Develop the skills necessary to complete a personal weather diary. • Understand how part of a river catchment can suffer increased flood risk due to meteorological causes, physical characteristics and changing land use. • Investigate the impacts of extreme weather created by the additional hazard of localised river flooding. • Critically evaluate a variety of flood defence and management strategies. **Research skills:** • Utilise ICT resources (including GIS) to research extreme weather events. • Plan an investigation into an extreme weather event. • Justify data collection techniques used. • Describe fieldwork results and relate these to an evaluation of flood management.	**All students will:** • Describe the meteorological conditions shown on a synoptic chart. • Devise an appropriate format for recording weather conditions in a personalised weather diary. • Use a range of fieldwork equipment and qualitative techniques to record weather conditions in a local environment. • Carry out storm simulation experiments to investigate the link between flood risk and river catchment characteristics (e.g. vegetation cover, land use change). • Use primary data to produce a map of land uses and properties at risk from a 1 in 100 year flood event. • Determine flood risk scores for key areas within a river catchment. • Suggest ways to investigate the impacts of a flood event and list basic examples. • Use a bi-polar analysis to assess various flood alleviation options. • Use a minimum of one GIS resource during the enquiry processes. **Most students will:** • Identify the weather patterns that may arise from meteorological conditions shown on a synoptic chart. • Use natural indicators to investigate weather conditions and potential climate change. • Justify the fieldwork techniques chosen to record weather conditions. • Critically evaluate the techniques used to record weather conditions and comment on the accuracy and reliability of data collected. • Use data collected during storm simulation experiments to describe and explain how a river catchment can suffer increased flood risks (resulting from land use change and physical characteristics). • Use evidence gathered to explain how human activity may result in modified flood risk. • Use primary and secondary data sources to identify a range of impacts of a flood event. • Carry out a cost-benefit analysis of various flood alleviation options. • Outline strengths and weaknesses of the GIS resource used during the enquiry process. **Some students will:** • Explain how the meteorological conditions shown on a synoptic chart may lead to particular weather conditions. • Relate observations of weather conditions to the underlying meteorological conditions. • Predict how the weather conditions observed are likely to change in the short-term and justify this prediction (with reference to primary and secondary data collected). • Use evidence from storm simulation experiments to explain how the response of a river catchment may vary in relation to changing meteorological conditions (e.g. changing precipitation duration and intensity). • Suggest how flood risk scores may change in the future. • Devise appropriate categories in order to summarise and assess the impacts of a flood event (e.g. by type and/or duration of impact). • Suggest which flood alleviation option is the most appropriate for a given context and justify this decision.

Rebranding Places

Learning Objectives	Learning Outcomes
• Understand why re-imaging and rebranding may be necessary. • Be able to identify areas in need of rebranding, and outline some of the characteristics of the area which make this necessary. • Develop knowledge of strategies which can be used to rebrand rural and urban areas. • Consider the effectiveness of strategies used to rebrand an area. • Develop the skills and techniques necessary to plan and carry out research on the rebranding of places.	**All students will:** • Use a range of fieldwork techniques to assess the 'profile' of areas in need of rebranding (e.g. oral histories of decline, 'place check' assessments, photographic panoramas, environmental /residential quality surveys). • Give reasons *why* an area is in need of re-imaging and rebranding (including social, environmental and economic consequences of decline). • Identify strategies which have been used to rebrand one *rural* area (contexts for these will include one or more of the following: rebranding farming, rural heritage, food towns, landscape improvement, arts, media schemes). • Define the term rebranding and relate this to a place where you have undertaken fieldwork. • Identify rebranding strategies which have been used in an *urban* area. • Undertake fieldwork and research evaluating the success of re-imaging and rebranding in one rural and one urban area (this will include analysis of survey perceptions of an area, interviews, past and present photos and video clips, retail diversity, changes in employment and deprivation levels). • Use GIS resources to help understand how a place has been rebranded (e.g. interactive maps of census data). **Most students will:** • Explain the advantages and disadvantages of the fieldwork techniques used to create a 'profile' of an area in need of rebranding. • Collect additional secondary data to assist in the research of an area's 'profile' (including census data). • Carry out document analysis establishing ways the text(s) is/are rebranding an area and identify the image(s) being sold of a place (documents available will include analysis of websites, tourist leaflets, images). • Outline different images people have of an area, and suggest reasons for these different perceptions and experiences of the place(s). **Some students will:** • Carry out research to identify the impact which certain stakeholders have had on the rebranding process, such as on a flagship scheme or community projects. • Use ICT based research (e.g. geography, YouTube, Flicker) to help identity a place in need of rebranding. • Suggest additional strategies which may be used to assist in the re-imaging and rebranding of an area, referring to a specific environment studied.

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Unequal Spaces

Learning Objectives	Learning Outcomes
• Contrast areas of inequality in urban and rural environments, consider how these environments differ. • Consider the processes which lead to uneven levels of environmental quality, social opportunity wealth and quality of life. • Consider how economic and social exclusion can occur due to unequal access to services. • Gain an understanding of some of the different marginalized groups within society. • Gain case study knowledge of serious social, economic and environmental problems creating rural and urban inequality which need to be overcome. **Research skills:** • Carryout fieldwork to explore patterns of spatial inequality. • Utilise ICT resources to research unequal spaces (including GIS). • Be able to plan an enquiry into unequal spaces in a rural and/or an urban environment. • Justify fieldwork techniques used. • Describe fieldwork results and relate these to an evaluation of management of unequal spaces and regeneration schemes.	**All students will:** • Carry out an investigation in an urban environment and rural environment to assess the spatial pattern of inequality. • Carry out an assessment of the environmental quality in different areas. • Use census data along with primary data collected in the field. • Use interviews to assess what it is like for different groups to live in an area. • List services which people do not have equal access to in a rural and/or urban environment. • Define social, economic and environmental inequality. **Most students will:** • Use primary and secondary resources to evaluate the success of a regeneration scheme. • Use different techniques to assess the environmental, social and economic deprivation in an area. • Use GIS resources to help map levels of inequality. • Explain the advantages and disadvantages of different fieldwork techniques used to assess spatial inequalities. • Suggest links between economic, social and environmental inequality. **Some students will:** • Suggest ways inequalities could be reduced in an area (referring to a particular environment studied and fieldwork undertaken). • Evaluate the effectiveness of different qualitative and quantitative fieldwork to understand special inequalities.