



AS & A2 Geography for OCR

Tailored Courses

Slapton Ley

Please visit
<http://www.field-studies-council.org/outdoorclassroom/geography/aqa/>
for alternative A-level AQA programmes

OVERVIEW

Since the assessment of fieldwork does not take place until the end of Year 13, this FSC courses cater for students at any stage of their AS/A2 course.

For AS, Students will collect case-study material to help them answer questions in both Unit 1 (F761: Managing Physical Environments) and Unit 2 (F762: Managing Change in Human Environments).

At A2, fieldwork skills are explicitly assessed in Unit 4 (F764: Geographical Skills). Therefore, students will undertake a fieldwork investigation, for the 1.5 hour exam. In addition, students will to collect case-study material to help them answer questions in Unit 3 (F763: Global Issues).

OPTIONS

Managing Physical Environments: physical processes –
EITHER River Environments **OR** Coastal Environments

River Harbourne

This unit will focus on river processes and fluvial landforms on the River Harbourne, with its source on Dartmoor and then flowing down to Dartmouth. There will be opportunities to explore what factors help to create different landforms in order to explain their spatial distribution. By visiting a range of landforms, associated with both deposition and erosion, students will develop a thorough understanding of where different landforms are likely to be found in the drainage basin, and why they may be present elsewhere.

Start Bay Coastal Environments

This unit will focus on coastal processes and landforms in Start Bay. Students will observe a mixture of erosional and depositional landforms and consider what processes have led to the creation of each landform. This will include erosional landforms and the importance of wave action, sub-aerial processes on marine cliffs, depositional features and how they are being modified by longshore drift, and evidence of previous sea levels.

Managing Physical Environments: flooding

EITHER Flood Management (River Harbourne) **OR** Start Bay Coastal Flooding

Flood Management (River Harbourne)

Students will consider the impacts of previous flooding events, observe different flood defences and carry out a cost-benefit analysis for a variety of different flood alleviation options in Harbertonford. Fieldwork will be conducted on the physical processes which make the area vulnerable to flooding and students will then be encouraged to consider what could be done to lessen the risk of flooding in the area.

Start Bay Coastal Flooding

Students will consider the impacts of previous flooding events, observe different flood defences and carry out a cost-benefit analysis for a variety of different flood alleviation options along Start Bay. Fieldwork will be conducted on the physical processes which make the area vulnerable to flooding and students will then be encouraged to consider what could be done to lessen the risk of flooding in the area.

Managing Rural Change in the South Hams

Students will visit a number of villages, across the South Hams, to collect primary data, including mapping changes over the last 50 years, qualitative field notes and quantitative data on service functions. Students will also have access to secondary data, including census information, newspaper articles and links to local websites and blogs. They will use these fieldwork opportunities to help build up a picture of the characteristics of the area, outline some of the main issues in the area and suggest how future developments in the area can be sustainable.

Comment [D1]: I would just check this development is happening

Managing Urban Change in Plymouth

Students will visit a number of areas in Plymouth and assess the levels of deprivation (using a variety of indicators, including housing and environmental quality). This will be used to help relate locations of deprivation with other land-use patterns in the area and consider how problems of deprivation could be tackled sustainably in the future.

Shingle Ridge Ecosystems and Succession

Students will study the change in vegetation over space and time in within Slapton Sands Shingle Ridge ecosystem, and relate this to abiotic measurements they have taken on the soil and micro-climate. Students will consider how the ecosystem is developing and how people are affecting it. This will give students a good understanding of succession and the influences on this process.

The Growth of Tourism: Can tourism be managed sustainably in Dartmoor?

This study will focus on tourist hotspots in Dartmoor and consider why tourism has developed there and how it is changing now. Students will assess the impacts of tourism and consider the advantages and disadvantages of the industry. Students will use this information to consider how the area could be managed more sustainably in the future.

LEARNING OUTCOMES/OBJECTIVES

River Harbourne

Learning Objectives	Learning Outcomes
<p>To gain knowledge of a number of river landforms, including the processes lead to their creation.</p> <p>To understand the likely spatial distribution of landforms down a river system.</p> <p>To consider the local features which lead to the creation of unique depositional and erosional landforms.</p> <p>To understand the processes of enquiry within a river context and develop fieldwork and research skills.</p>	<p>All students will:</p> <p>List a number of erosional and depositional river landforms and suggest what processes have created them.</p> <p>Measure different river variables (including channel cross-section, gradient and velocity) and link these with the river landforms found at different sites.</p> <p>Describe the fieldwork techniques employed to carry out a river survey.</p> <p>Most students will:</p> <p>Explain, using data collected during the day, how different landforms have been created.</p> <p>Justify fieldwork techniques and sampling strategies which have been employed during the day.</p> <p>Map the location of key river landforms, indicating their spatial distribution pattern and showing where landforms do not follow this expected pattern.</p> <p>Carry out an enquiry including the identification of suitable hypotheses, developing a strategy to collect data, collecting fieldwork data, presenting data, analysing data, formulating a conclusion and evaluation.</p> <p>Use GIS resources to support the enquiry process, including aerial photos from GIS packages.</p> <p>Some students will:</p> <p>Relate the location of landforms to local factors (such as geology) and explain why features do not follow the expected pattern.</p>

Start Bay Coastal Environments

Learning Objectives	Learning Outcomes
<p>To gain knowledge of a number of coastal landforms, including the processes that lead to their creation.</p> <p>To consider the local features which lead to the creation of unique depositional and erosional landforms.</p> <p>To understand the processes of enquiry within a coastal context and develop fieldwork and research skills.</p>	<p>All students will:</p> <p>List a number of erosional and depositional coastal landforms and suggest what processes have created them.</p> <p>Measure beach dimensions and relate the findings to the process of longshore drift.</p> <p>Describe the fieldwork techniques employed to assess the impact of longshore drift on a coastline.</p> <p>Most students will:</p> <p>Observe a range of erosional and depositional landforms and explain the processes which have created them.</p> <p>Map the location of a range of coastal landforms and explain their location.</p> <p>Justify the fieldwork techniques and sampling strategies which have been employed during the day.</p> <p>Carry out an enquiry, including identifying suitable hypotheses, developing a strategy to collect data, collecting fieldwork data, presenting data, analysing data, formulating a conclusion and evaluation.</p> <p>Use GIS resources to support the enquiry process, including aerial photos from GIS packages.</p> <p>Some students will:</p> <p>Consider the local factors which influence landform creation (such as geology) in a variety of locations.</p>

Flood Management (River Harbourne)

Learning Objectives	Learning Outcomes
<p>To understand why some river systems are naturally vulnerable to flooding.</p> <p>To appreciate how successful flood management requires an understanding of physical processes.</p> <p>To gain case study Knowledge of the different flood defence schemes which are possible in this area.</p> <p>To consider how flood management schemes aim to balance socio-economic and environmental needs.</p> <p>To build up case study understanding of the social, environmental and economic costs of flooding.</p>	<p>All students will:</p> <p>Conduct experiments to compare how land-use affects different components of the drainage basin (including infiltration rates) and relate this to flood risk.</p> <p>Observe a number of flood defences and map their location to build up a flood defence case study.</p> <p>Carry out cost/benefit analysis calculations on one or more flood defences.</p> <p>List some of the impacts of previous floods on the people in the area.</p> <p>Most students will:</p> <p>Carry out experiments on at least two different factors (e.g. different land-uses) relating to drainage basin response, and use this information to assess the risk of flooding in the catchment.</p> <p>Carry out a Mann-Whitney U statistical test to assess whether there is a statistical difference in one factor on two different land-uses.</p> <p>Outline the advantages and disadvantages of different river defences observed during the day.</p>

	<p>Outline, using a mixture of statistics, newspaper articles, web resources and photographic evidence, what the impact of previous flooding in the area has been.</p> <p>Some students will: Justify the location of current flood defences and/or suggest how they could be enhanced to protect the area whilst balancing the environmental and economic costs of schemes.</p>
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Start Bay Coastal Flooding

Learning Objectives	Learning Outcomes
<p>To understand why a stretch of coastline is naturally vulnerable to flooding.</p> <p>To appreciate how successful flood management requires an understanding of physical processes.</p> <p>To gain case study Knowledge of the different flood defence schemes (including hard and soft engineering) which are possible in this area.</p> <p>To consider how flood management schemes aim to balance socio-economic and environmental needs.</p> <p>To build up case study understanding of the social, environmental and economic costs of flooding.</p>	<p>All students will: Conduct fieldwork on longshore drift and relate this process to the risk of erosion and flooding in the area. Observe a number of flood defences and map their location to build up a flood defence case study. Carry out cost/benefit analysis calculations on one or more flood defences. List some of the impacts of previous floods on the people in the area.</p> <p>Most students will: Contrast the beach profiles in front of coastal defences with unmanaged locations. Carry out a Mann-Whitney U statistical test to assess whether there is a statistical difference in beach dimensions in front of different coastal defences. Outline the advantages and disadvantages of different coastal defences observed during the day. Outline, using a mixture of statistics, newspaper articles, web resources and photographic evidence, what the impact of previous flooding in the area has been.</p> <p>Some students will: Justify the location of current flood defences and/or suggest how they could be enhanced to protect the area whilst balancing the environmental and economic costs of schemes.</p>



Managing Rural Change in the South Hams

Learning Objectives	Learning Outcomes
<p>To gain case study knowledge of the rural characteristics in an area, including the functions and opportunities within different villages.</p> <p>To consider the factors which are influencing development in the area (including economic, social and environmental factors).</p> <p>To understand how the area may be changing (e.g. increased recreation in the countryside and changing farming practices) and what problems this is creating.</p> <p>To consider how sustainable a recent or proposed development in this rural area is likely to be.</p>	<p>All students will:</p> <p>Record the service functions in different villages in a rural area.</p> <p>Map changes that have occurred over time in at least one rural location.</p> <p>Most students will:</p> <p>Record the service functions in different villages in a rural area and suggest why the number of functions may vary between villages and over time.</p> <p>Map changes that have occurred over time in at least one rural location and explain why those changes may have occurred.</p> <p>Assess how 'rural' different villages are and suggest why the 'rurality' of villages varies.</p> <p>Use a mixture of secondary data (including census statistics) and primary data to help identify what the primary characteristics are of different villages in a rural area.</p> <p>Consider the advantages and disadvantages of one new development in the area, and suggest how it could be a sustainable project.</p> <p>Collect/use a mixture of qualitative, quantitative, secondary and primary data.</p> <p>Some students will:</p> <p>Outline advantages and disadvantages of changes in this rural area, suggesting who will tend to benefit from these changes and who is likely to lose out.</p> <p>Suggest advantages and disadvantages of using qualitative, quantitative, secondary and primary data.</p>

Managing Urban Change in Plymouth

Learning Objectives	Learning Outcomes
<p>To understand issues related to urban growth and decay, including why socio-economic deprivation has emerged there.</p> <p>To observe the characteristics of different urban areas (including housing and environmental quality) to assess levels of deprivation.</p> <p>To consider how an urban area could be managed more sustainably in the future.</p> <p>To relate patterns of deprivation in an urban environment with urban land-use patterns.</p>	<p>All students will:</p> <p>Annotate a map of the urban area with different land-uses and reasons why those land-uses may have developed there.</p> <p>Assess the levels of deprivation in an area (including quality of environment) at a number of sites in an urban area.</p> <p>Use a mixture of primary and secondary data (including census data) to assess where deprivation exists within the urban area.</p> <p>Most students will:</p> <p>Observe ways the area has been managed to reduce deprivation and suggest ways the area could be managed sustainably to reduce deprivation in the future.</p> <p>Give reasons for the development of deprivation in an urban area.</p> <p>Suggest some of the advantages and disadvantages of ways of collecting information and data about deprivation.</p> <p>Some students will:</p> <p>Generate ways to overcome problems with collecting information about deprivation.</p> <p>Identify anomalies in land-use patterns in the urban area which do not fit generalised models and explain these with reference to local factors.</p>

Shingle Ridge Ecosystems and Succession

Learning Objectives	Learning Outcomes
<p>To understand how ecosystems change over time.</p> <p>To relate changes in the ecosystem to the main physical factors affecting the environment.</p> <p>To develop case study knowledge of the interaction between physical and human factors in the environment being studied.</p> <p>To enhance investigation skills, including using GIS resources; identifying a question; developing a plan and strategy to collect data; collecting primary and secondary data; presenting data; analysing data and summarising the investigation findings.</p>	<p>All students will:</p> <p>Measure changes in vegetation and physical factors across this environment, including taking soil and micro-climate readings.</p> <p>Describe the data collection methods, using the correct terms for equipment and referring to sampling strategies.</p> <p>Explain how physical factors and vegetation may change over time (succession).</p> <p>Observe a variety of management strategies which impact on this environment.</p> <p>Carry out an investigation to answer a particular question/hypothesis (this will include collecting primary data and presenting that data).</p> <p>Use a statistical test to analyse data collected during the study.</p> <p>Most students will:</p> <p>Justify the data collection techniques used during the day, including suggesting why one approach was used rather than another.</p> <p>Outline the advantages and disadvantages of a management strategy in the ecosystem being studied.</p> <p>Identify anomalies in the data collected.</p> <p>Outline the advantages and disadvantages of different data presentation techniques.</p> <p>Carry out a statistical test to analyse the data collected and explain the result in relation to confidence levels.</p> <p>Some students will:</p> <p>Explain general trends in the data and suggest reasons for anomalies.</p> <p>Suggest and justify how the area should effectively be managed in the future.</p> <p>Evaluate the reliability of their findings, suggesting how the data could be improved and how reliable it is.</p>

The Growth of Tourism: Can tourism be managed sustainably in Dartmoor?

Learning Objectives	Learning Outcomes
<p>To understand why tourism has developed in the area. To consider how tourism can be managed more sustainably in the future. To gain case study knowledge of the social, economic and environmental advantages and disadvantages of tourism. To develop investigation skills which can be used to assess the impact of tourism in an area.</p>	<p>All students will: Annotate a map to identify the resources which have led to the development of tourism in the area. Conduct a study to identify the impacts of tourism in the area. List advantages and disadvantages of tourism in the area. Suggest some possible ways the development could be managed more sustainably.</p> <p>Most students will: Annotate map/aerial photos recording the advantages and disadvantages in the area (including social, economic and environmental impacts). Outline what developments/management strategies could be employed in an area to improve it and make it a more sustainable tourist site. Use a mixture of primary and secondary data to come to conclusions about the impact of tourism on an area.</p> <p>Some students will: Justify the development/management strategies suggested to improve an area and make it a more sustainable tourist site. Relate a general model of tourism development directly to the area and use this to help inform suggestions of how the area should be managed in the future.</p>