

AS/A2 OCR Geography

Applied Geographical Skills, 8days



Since the assessment of fieldwork does not take place until the end of Year 13, this FSC course is available to 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).

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

<http://www.field-studies-council.org/outdoorclassroom/geography/aqa/>
for alternative [geography fieldwork](#) programmes covering
[AS / A level OCR geography fieldwork](#)

Supported by


**Geographical
Association**

COURSE LENGTH

8 Days (7 nights with 19 teaching sessions)

Wednesday / Friday	Thursday / Saturday	Friday / Sunday	Saturday / Monday	Sunday / Tuesday	Monday / Wednesday	Tuesday / Thursday	Wednesday / Friday
Arrive for evening meal. Evening session	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Depart after breakfast

COURSE CONTENT**Managing Physical Environments: physical processes –****EITHER River Environments OR Coastal Environments OR Cold Environments (Depending on Centre)****River Environments**

This unit will focus on river processes and fluvial landforms. 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.

Coastal Environments

This unit will focus on coastal processes and landforms. 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.

Cold Environments

This unit will focus on cold environment processes and landforms. Students will observe a range of landforms created by ice, freeze-thaw weathering and fluvio-glacial processes in the outwash plain. Whilst studying these 'classic' cold environment landforms students will also be asked to consider the local factors which have made the area's glacial and outwash plain features unique (including geology).

Managing Physical Environments: flooding**EITHER River Flooding OR Coastal Flooding (Depending on Centre)****River 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. 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.

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. 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.



[Click to view our coastal fieldwork video](#)

Managing Rural Change

Students will visit a number of villages 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.

Managing Urban Change

Students will visit a number of areas in an urban environment 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.

Ecosystems and Succession

Students will study the change in vegetation over space and time in an 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?

This study will focus on at least one tourist honeypot site 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.



[Click to view our river fieldwork video](#)



External Recognition of Quality

All our centres have been awarded the Quality Badge by The Council for Learning Outside the Classroom. The badge is awarded to organisations that have demonstrated that they consistently deliver high quality teaching and learning experiences and manage risk effectively. This means that you will have to complete less paperwork when visiting our centres

LEARNING OUTCOMES/OBJECTIVES**River Environments**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To gain knowledge of a number of river landforms, including the processes lead to their creation. To understand the likely spatial distribution of landforms down a river system. To consider the local features which lead to the creation of unique depositional and erosional landforms. To understand the processes of enquiry within a river context and develop fieldwork and research skills. 	<p>All students will:</p> <ul style="list-style-type: none"> List a number of erosional and depositional river landforms and suggest what processes have created them. Measure different river variables (including channel cross-section, gradient and velocity) and link these with the river landforms found at different sites. Describe the fieldwork techniques employed to carry out a river survey. <p>Most students will:</p> <ul style="list-style-type: none"> Explain, using data collected during the day, how different landforms have been created. Justify fieldwork techniques and sampling strategies which have been employed during the day. Map the location of key river landforms, indicating their spatial distribution pattern and showing where landforms do not follow this expected pattern. 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. Use GIS resources to support the enquiry process, including aerial photos from GIS packages. <p>Some students will:</p> <ul style="list-style-type: none"> Relate the location of landforms to local factors (such as geology) and explain why features do not follow the expected pattern.

Coastal Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To gain knowledge of a number of coastal landforms, including the processes that lead to their creation. To consider the local features which lead to the creation of unique depositional and erosional landforms. To understand the processes of enquiry within a coastal context and develop fieldwork and research skills. 	<p>All students will:</p> <ul style="list-style-type: none"> List a number of erosional and depositional coastal landforms and suggest what processes have created them. Measure beach dimensions and relate the findings to the process of longshore drift. Describe the fieldwork techniques employed to assess the impact of longshore drift on a coastline. <p>Most students will:</p> <ul style="list-style-type: none"> Observe a range of erosional and depositional landforms and explain the processes which have created them. Map the location of a range of coastal landforms and explain their location. Justify the fieldwork techniques and sampling strategies which have been employed during the day. 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. Use GIS resources to support the enquiry process, including aerial photos from GIS packages. <p>Some students will:</p> <ul style="list-style-type: none"> Consider the local factors which influence landform creation (such as geology) in a variety of locations.

Cold Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To gain knowledge of a number of cold environment landforms, including the processes that lead to their creation. To consider the local features which lead to the creation of unique depositional and erosional landforms. To consider how glacial, fluvio-glacial and peri-glacial processes interlink to create a cold environments landscape. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a range of glacial, fluvio-glacial and peri-glacial landforms and locate the features on a series of maps/aerial photos. List a number of erosional and depositional features created in a cold environment and suggest what processes have created them. <p>Most students will:</p> <ul style="list-style-type: none"> Explain how various glacial, fluvio-glacial and peri-glacial landforms have formed. Show how the formation of different landforms and processes interlink by mapping the landforms and movement of material during the last ice age. Relate landforms to different climatic periods in the last 125,000 years. <p>Some students will:</p> <ul style="list-style-type: none"> Outline the local factors (e.g. geology, aspect of slope) that have influenced the creation and characteristics of landforms in the area.

River Flooding

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand why some river systems are naturally vulnerable to flooding. To appreciate how successful flood management requires an understanding of physical processes. To gain case study Knowledge of the different flood defence schemes which are possible in this area. To consider how flood management schemes aim to balance socio-economic and environmental needs. To build up case study understanding of the social, environmental and economic costs of flooding. 	<p>All students will:</p> <ul style="list-style-type: none"> Conduct experiments to compare how land-use affects different components of the drainage basin (including infiltration rates) and relate this to flood risk. 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>Most students will:</p> <ul style="list-style-type: none"> 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. Carry out a Mann-Whitney U statistical test to assess whether there is a statistical difference in one factor on two different land-uses. Outline the advantages and disadvantages of different river 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>Some students will:</p> <ul style="list-style-type: none"> 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.

Protecting fieldwork opportunities for everybody

Growing pressures on outdoor learning has led the FSC to take on an important role; championing the rights and opportunities for people of all ages to experience the environment at first hand.

The FSC has lead in campaigns to reverse the continuing decline in fieldwork within secondary schools and to build opportunities for out-of-classroom learning.

As a registered charity, the FSC receives no statutory funding. It relies solely on fees charged for courses and membership. Therefore, by visiting an FSC Centre not only are you receiving a high quality educational experience for your students, you are also you are helping to protect fieldwork opportunities for everybody.

Coastal Flooding

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand why a stretch of coastline is naturally vulnerable to flooding. To appreciate how successful flood management requires an understanding of physical processes. To gain case study Knowledge of the different flood defence schemes (including hard and soft engineering) which are possible in this area. To consider how flood management schemes aim to balance socio-economic and environmental needs. To build up case study understanding of the social, environmental and economic costs of flooding. 	<p>All students will:</p> <ul style="list-style-type: none"> 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>Most students will:</p> <ul style="list-style-type: none"> 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>Some students will:</p> <ul style="list-style-type: none"> 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.

Managing Rural Change

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To gain case study knowledge of the rural characteristics in an area, including the functions and opportunities within different villages. To consider the factors which are influencing development in the area (including economic, social and environmental factors). 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. To consider how sustainable a recent or proposed development in this rural area is likely to be. 	<p>All students will:</p> <ul style="list-style-type: none"> Record the service functions in different villages in a rural area. Map changes that have occurred over time in at least one rural location. <p>Most students will:</p> <ul style="list-style-type: none"> 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. Map changes that have occurred over time in at least one rural location and explain why those changes may have occurred. Assess how 'rural' different villages are and suggest why the 'rurality' of villages varies. 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. Consider the advantages and disadvantages of one new development in the area, and suggest how it could be a sustainable project. Collect/use a mixture of qualitative, quantitative, secondary and primary data. <p>Some students will:</p> <ul style="list-style-type: none"> 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. Suggest advantages and disadvantages of using qualitative, quantitative, secondary and primary data.

Managing Urban Change

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand issues related to urban growth and decay, including why socio-economic deprivation has emerged there. To observe the characteristics of different urban areas (including housing and environmental quality) to assess levels of deprivation. To consider how an urban area could be managed more sustainably in the future. To relate patterns of deprivation in an urban environment with urban land-use patterns. 	<p>All students will:</p> <ul style="list-style-type: none"> Annotate a map of the urban area with different land-uses and reasons why those land-uses may have developed there. Assess the levels of deprivation in an area (including quality of environment) at a number of sites in an urban area. Use a mixture of primary and secondary data (including census data) to assess where deprivation exists within the urban area. <p>Most students will:</p> <ul style="list-style-type: none"> 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. Give reasons for the development of deprivation in an urban area. Suggest some of the advantages and disadvantages of ways of collecting information and data about deprivation. <p>Some students will:</p> <ul style="list-style-type: none"> Generate ways to overcome problems with collecting information about deprivation. Identify anomalies in land-use patterns in the urban area which do not fit generalised models and explain these with reference to local factors.

Ecosystems and Succession

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand how ecosystems change over time. To relate changes in the ecosystem to the main physical factors affecting the environment. To develop case study knowledge of the interaction between physical and human factors in the environment being studied. 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>All students will:</p> <ul style="list-style-type: none"> Measure changes in vegetation and physical factors across this environment, including taking soil and micro-climate readings. Describe the data collection methods, using the correct terms for equipment and referring to sampling strategies. Explain how physical factors and vegetation may change over time (succession). Observe a variety of management strategies which impact on this environment. Carry out an investigation to answer a particular question/hypothesis (this will include collecting primary data and presenting that data). Use a statistical test to analyse data collected during the study. <p>Most students will:</p> <ul style="list-style-type: none"> Justify the data collection techniques used during the day, including suggesting why one approach was used rather than another. Outline the advantages and disadvantages of a management strategy in the ecosystem being studied. Identify anomalies in the data collected. Outline the advantages and disadvantages of different data presentation techniques. Carry out a statistical test to analyse the data collected and explain the result in relation to confidence levels. <p>Some students will:</p> <ul style="list-style-type: none"> Explain general trends in the data and suggest reasons for anomalies. Suggest and justify how the area should effectively be managed in the future. Evaluate the reliability of their findings, suggesting how the data could be improved and how reliable it is.

The Growth of Tourism: Can tourism be managed sustainably?

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • 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>All students will:</p> <ul style="list-style-type: none"> • Annotate a map to identify the resources which have led to the development of tourism in the area. • Conduct a study to indentify 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>Most students will:</p> <ul style="list-style-type: none"> • 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>Some students will:</p> <ul style="list-style-type: none"> • 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.

FSC CENTRES

This course is offered at our residential centres listed below, set in some of the most stunning locations in the UK. Course content may vary depending on the geographical location of each centre, as shown in the chart below:



TO BOOK THIS COURSE, SIMPLY:

1. Choose the time of the year you would like to attend
2. Pick the centre/centres of interest
3. [Check availability online](#) or contact head office using the details at the bottom of the page or contact the centre of your choice

**Please note to book this course the minimum size of your group must be 12 students and 1 member of staff*

		Choose 1 topic			Choose 1 topic						
		River Environments	Coastal Environments	Cold Environments	River Flooding	Coastal Flooding	Managing Rural Change	Managing Urban Change	Ecosystems and Succession	Growth of Tourism	
BL	Blencathra Tel: 01768 779 601	✓	✓	✓	✓		✓	✓	✓	✓	
CH	Castle Head Tel: 0845 330 7364	✓	✓	✓		✓	✓	✓	✓	✓	
DF	Dale Fort Tel: 0845 330 7365	✓	✓			✓	✓	✓	✓	✓	
DG	Derrygonnelly Tel: 028 686 41673	✓	✓		✓		✓	✓	✓	✓	
FM	Flatford Mill Tel: 0845 330 7368	✓	✓			✓	✓	✓	✓	✓	
JH	Juniper Hall Tel: 0845 458 3507	✓	✓		✓		✓	✓	✓	✓	
KD	Kindrogan Tel: 01250 870 150	✓		✓			✓	✓	✓	✓	
MT	Malham Tarn Tel: 01729 830 331	✓		✓	✓		✓	✓	✓	✓	
NC	Nettlecombe Tel: 01984 640 320	✓	✓			✓	✓	✓	✓	✓	
OR	Orierton Tel: 0845 330 7372	✓	✓			✓	✓	✓	✓	✓	
PM	Preston Montford Tel: 0845 330 7378	✓		✓	✓		✓	✓	✓	✓	
RC	Rhyd-y-creuau Tel: 01690 710 494	✓	✓	✓	✓		✓	✓	✓	✓	
SL	Slapton Ley Tel: 01548 580 466	✓	✓			✓	✓	✓	✓	✓	

Please visit

<http://www.field-studies-council.org/outdoorclassroom/geography/ocr/>

for alternative [geography fieldwork](#) courses covering [AS / A level OCR geography fieldwork](#)

The FSC prides itself on being flexible. If you can't find a course to meet your exact requirements a course specifically tailored to meet your needs can be developed. To discuss this, contact the centre of your choice. Fees will depend on what time of year you would like to visit and your length of stay but will be more expensive than FSC courses at peak periods.

COURSE PRICES

The cost of this course is shown below. The fee varies depending on time of year, arrival and departure days/times and course content. The FSC prides itself on being flexible; the course content can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

8 day timetable, 2012, prices from: Band A: £231 Band B: £268 Band C: £310 Band D: £357 Band E: £374
 8 day timetable, 2013, prices from: Band A: £231 Band B: £268 Band C: £310 Band D: £357 Band E: £374

Week Beginning	Band	Week Beginning	Band	Week Beginning	Band
03 September 2012	D	25 February 2013	D	19 August 2013	B
10 September 2012	D	04 March 2013	D	26 August 2013	B
17 September 2012	D	11 March 2013	D	2 September 2013	C
24 September 2012	D	18 March 2013	D	9 September 2013	D
01 October 2012	E	25 March 2013	D	16 September 2013	D
08 October 2012	E	01 April 2013	B	23 September 2013	D
15 October 2012	D	08 April 2013	B	30 September 2013	E
22 October 2012	D	15 April 2013	D	7 October 2013	E
29 October 2012	B	22 April 2013	C	14 October 2013	D
05 November 2012	D	29 April 2013	C	21 October 2013	C
12 November 2012	D	06 May 2013	C	28 October 2013	B
19 November 2012	C	13 May 2013	C	4 November 2013	D
26 November 2012	C	20 May 2013	C	11 November 2013	D
03 December 2012	A	27 May 2013	B	18 November 2013	C
10 December 2012	A	03 June 2013	D	25 November 2013	C
17 December 2012	A	10 June 2013	E	2 December 2013	A
24 December 2012	A	17 June 2013	E	9 December 2013	A
31 December 2012	A	24 June 2013	E	16 December 2013	A
07 January 2013	A	01 July 2013	E	23 December 2013	A
14 January 2013	A	08 July 2013	E	30 December 2013	A
21 January 2013	B	15 July 2013	C		
28 January 2013	C	22 July 2013	C		
04 February 2013	C	29 July 2013	A		
11 February 2013	C	5 August 2013	A		
18 February 2013	B	12 August 2013	A		

FSC courses are classed as educational by HMRC and are therefore VAT exempt; **we don't charge you VAT**. This can save you time and effort paying it and then attempting to claim it back, if you are eligible to do so.

Included within the course price:

- Expert tuition by fully trained staff
- Rigorous and proven health and safety procedures including 24 hour emergency cover
- Access to risk assessments
- Full board (residential visits)
- Specialist equipment and exclusive access to specially developed resources
- Free places for visiting staff in a ratio of 1 to 12 students
- E-mail support before and after the course (on request)
- Personal and travel insurance

Please remember travel to the field centre and to fieldwork sites is not included in the course fee.

FSC offers a number of courses covering [geography field trips](#), [geography fieldwork](#), [GCSE geography controlled assessment](#), [AS / A level geography fieldwork](#) as well as [science field trips](#) and [biology fieldwork](#). Please visit our website for further information.