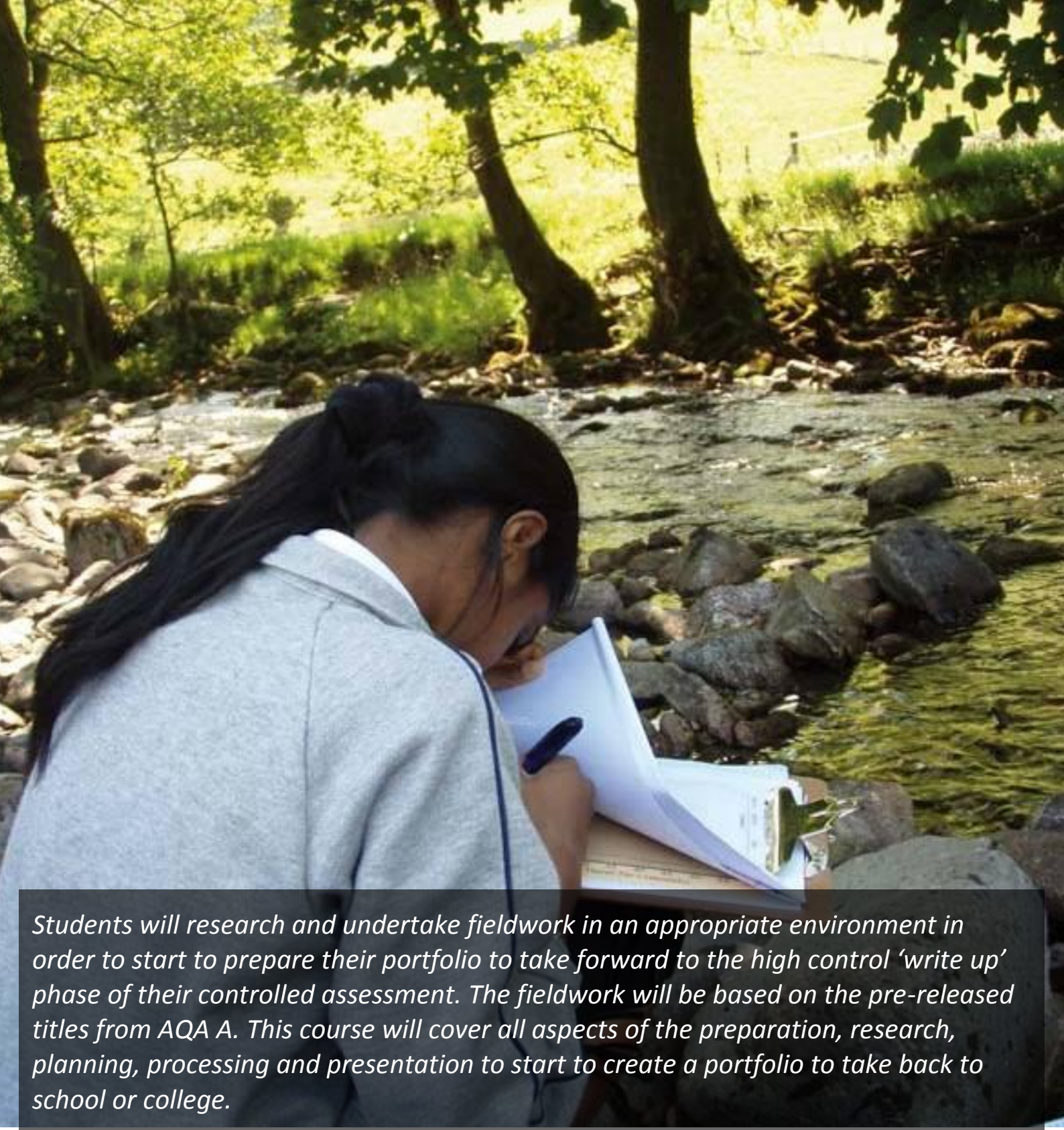


Key Stage 4 AQA A Geography *Producing the Student Portfolio for Controlled Assessment and Case Studies, 5days*



Students will research and undertake fieldwork in an appropriate environment in order to start to prepare their portfolio to take forward to the high control 'write up' phase of their controlled assessment. The fieldwork will be based on the pre-released titles from AQA A. This course will cover all aspects of the preparation, research, planning, processing and presentation to start to create a portfolio to take back to school or college.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

<http://www.field-studies-council.org/outdoorclassroom/>
For alternative [geography fieldwork](#) courses covering the
[GCSE AQA geography controlled assessment](#)

Supported by


**Geographical
Association**

COURSE LENGTH

5 Days /4 nights (12 teaching sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Arrive mid-day</p> <p>Research on fieldwork and the area to be investigated</p> <p>Development of Hypotheses</p>	<p>Fieldwork from morning to late afternoon including data collection</p> <p>Late afternoon and evening beginning write up of methodology and presentation of data</p>	<p>Completion of portfolio including index of resources for each student</p> <p>Half day case study fieldwork option</p>	<p>Full day case study fieldwork option</p>	<p>Half day case study fieldwork option</p> <p>Depart after lunch</p>

High Quality teaching

The teacher delivering the content plays a vital role in ensuring successful learning outcomes are achieved.

This is why every FSC Centre has taken great care in developing a qualified team of highly trained and CRB checked field teachers working full time, all year round.

Not only are they experts, they are gifted teachers with a real passion for the subject being taught. FSC field teachers are the reason why many schools return year after year.

"The controlled assessment grades from our current year 10 are brilliant. Over 80% of the students got A or A. Thank you so much for your hard work" **Bromley High School***

Quality Badge awarded by



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

COURSE CONTENT

CHOOSE ONE TOPIC FROM THE LIST BELOW TO PREPARE FOR THE CONTROLLED ASSESSMENT

Water on the Land (Rivers)

The Coastal Zone

Tourism

Ice on the Land

Rocks, Resources and Scenery

Living Worlds (Ecosystems)

Water on the Land (Flooding)

Changing Rural Environments

CHOOSE ONE TOPIC FROM THE LIST BELOW AS A CASE STUDY

Water on the Land (Rivers)

This full day session meets the requirements of section B of Unit 1 (Physical Geography). Students will complete a river study to explore how rivers create different landforms and how they change with distance downstream.

The Coastal Zone

This full day session meets the requirements of section B of Unit 1 (Physical Geography). Students will observe a number of erosional and depositional landforms, consider what processes are modifying these landforms and investigate different ways the coastline can be managed.

Tourism

This full day session meets the requirements of section B of Unit 2 (Human Geography). Students will visit a tourist honeypot site, in order to investigate reasons why tourism developed in the area and the impact of tourists.

Ice on the Land

This full day session meets the requirements of section B of Unit 1 (Physical Geography). Students will explore stunning 'awe' inspiring environments glaciated during the last ice age to understand how the distinct landforms, such as corries and U-shaped valleys, were formed.

Rocks, Resources and Scenery

To meet the requirements of section A of Unit 1 (Physical Geography). Students will consider how geology has helped to shape a dramatic granite, chalk and clay or limestone environment. Both physical processes and human impacts of quarrying will be explored.

CHOOSE TWO TOPICS FROM THE LIST BELOW AS HALF DAY CASE STUDIES

Living Worlds (Ecosystems)

This half day session meets the requirements of section A of Unit 1 (Physical Geography). Students will complete a number of challenges to understand the interrelationships between a range of physical factors (such as climate, soil, plants and animals) within deciduous woodland and some of the ways people use these ecosystems.

Water on the Land (Flooding)

This half day session meets the requirements of section B of Unit 1 (Physical Geography). Students will explore a local case study of flooding. During the session students are encouraged to think through the causes of flooding, the impact of flooding in a UK settlement and possible flood defence schemes.

Changing Rural Environments

This half day session meets the requirements of section A of Unit 2 (Human Geography). Students focus on the changes and issues in the local rural environment, including changes in farming, population change and decline in services.

LEARNING OBJECTIVES/OUTCOMES

Controlled Assessment

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the environment investigated <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain greater understanding of different approaches to primary data collection Consider how data can be presented Understand the different stages through a route to enquiry, including a pre-fieldwork phase setting up the study, fieldwork, data presentation, analysis and evaluation 	<p>All students will:</p> <ul style="list-style-type: none"> Identify the key geographical concepts and/ or processes that underpin the investigation State a question or hypothesis linked to a geographical topic Carry out fieldwork in the outdoor classroom, collecting data for the controlled assessment Describe different data collection techniques for their investigation Collect a variety of information, first hand, including quantitative and qualitative data Have access to relevant secondary data Display data collected using one appropriate technique Complete their portfolio (unless they are identified as needing additional time) <p>Most students will:</p> <ul style="list-style-type: none"> Use secondary data in the pre-fieldwork phase to justify and contextualise the fieldwork Use GIS information to aid the enquiry process Present data in a variety of ways to aid the enquiry process Use OS maps and aerial photos to aid the investigation Identify limitations with the investigation and data collection methods Display data collected by field sketches/photos/maps <p>Some students will:</p> <ul style="list-style-type: none"> Identify one data collection technique that is individually planned which makes a contribution to the investigation Use a variety of presentation devices to help with analysis of data Consider ways the study could be improved Consider anomalies in data collected during and explain why they might have occurred

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.

Case Study: Water on the Land (Rivers)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how river landforms are created by different processes as rivers flow downstream Consider how river characteristics change with distance downstream Investigate the factors affecting discharge on a local river <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain a greater understanding of key geographical river concepts/processes Be aware of different methods to collect information about rivers Consider different ways to present data Interpret the data presented 	<p>All students will:</p> <ul style="list-style-type: none"> Observe landforms created through erosion (such as waterfalls, gorges and v-shaped valleys) and deposition (such as meanders) Collect data on river characteristics (including depth, width, velocity and bedload) at different sites as the river travels downstream Use data collected during the investigation to suggest how rivers change with distance downstream <p>Most students will:</p> <ul style="list-style-type: none"> Label photos/field sketches of different river landforms with annotations Outline the advantages and disadvantages of the different data collection methods employed during the study Suggest how the river studied changed with distance downstream and identify anomalies in the data collected during the study <p>Some students will:</p> <ul style="list-style-type: none"> Suggest how some of the problems with data collection methods used during the study could have affected the results Suggest possible explanations for anomalies in the data collected during the study

Case Study: The Coastal Zone

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how distinctive coastal landforms are created by a variety of different processes Gain case study knowledge of a coastline under threat from erosion and flooding Consider how coastlines can be managed differently, using hard or soft engineering <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain a greater understanding of key geographical coastal processes Be aware of different methods to collect information about coasts Consider different ways to present data Interpret the data presented 	<p>All students will:</p> <ul style="list-style-type: none"> Map the location of coastal defences, naming and describing different coastal management strategies Collect a variety of information and data on beach dimensions to investigate the impact of longshore drift <p>Most students will:</p> <ul style="list-style-type: none"> Label photos/field sketches of different coastal landforms with annotations which help explain the processes which formed them Outline advantages and disadvantages of different coastal defences Outline the advantages and disadvantages of the different data collection methods they employed during the study <p>Some students will:</p> <ul style="list-style-type: none"> Explain how the coastline has changed and is likely to change in the future, suggesting how this should be managed in the future Suggest how some of the problems with data collection methods used during the study could have affected the results Suggest possible explanations for anomalies in the data collected during the study



Click to view our [geography controlled assessment case study](#)

Case Study: Tourism

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how tourism has had positive and negative impacts on the environment and people Gain case study knowledge of the development of a tourism honeypot Consider how tourism can be managed effectively to reduce its disadvantages and enhance its advantages <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain a greater understanding of key geographical concepts related to tourism Be aware of different methods to collect information about the impacts of tourism in an area Consider different ways to present data Interpret the data presented 	<p>All students will:</p> <ul style="list-style-type: none"> List advantages mass tourism has had and some of the things done to limit its damage in the area Collect a variety of information and data on the impact of tourism in an area and why people visit an area <p>Most students will:</p> <ul style="list-style-type: none"> Outline advantages and disadvantages of tourism within a specific local case study Identify reasons why people visit this area using maps and photos Outline the advantages and disadvantages of the different data collection methods they employed during the study <p>Some students will:</p> <ul style="list-style-type: none"> Explain how tourism could be managed better in the future, suggesting pros and cons of different management strategies Suggest how some of the problems with data collection methods used during the study could have affected the results Suggest possible explanations for anomalies in the data collected during the study

Case Study: Ice on the Land

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how ice has shaped many UK landscapes and created a number of distinctive glacial landforms Link these glacial landforms to cold environment processes of weathering, erosion, transportation and deposition Consider where these different processes occurred in the landscape and explore why different landforms are located where they are 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a number of erosional glacial landforms (such as corries, truncated spurs and glacial troughs) Study a number of depositional glacial landforms (such as drumlins, lateral moraine and terminal moraine) List different processes which sculpted the landscape during the last ice age <p>Most students will:</p> <ul style="list-style-type: none"> Use annotated field sketches/photos to describe a range of erosional and depositional landforms and link them to the processes which formed them Map the landforms in a case study glacial environment <p>Some students will:</p> <ul style="list-style-type: none"> Explain how a wide range of landforms were created during the last ice age Refer to examples of landforms observed to aid their explanations

Case Study: Rocks, Resources and Scenery

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand what processes have shaped this distinctive landscape (including weathering) Gain a greater knowledge of the landforms present in this landscape Explore the different ways people use this area including farming, tourism and quarrying Develop case study knowledge of a quarry in the local area, including its economic, social and environmental advantages and disadvantages 	<p>All students will:</p> <ul style="list-style-type: none"> Label photos/sketches/maps with names and descriptions of key landforms characteristic of either a limestone, granite or chalk and clay environment Identify different ways people have used and continue to use the landscape <p>Most students will:</p> <ul style="list-style-type: none"> Map the location of different landforms and explain their formation, referring to a variety of processes including weathering Present the advantages and disadvantages of different land uses, including quarrying, tourism and farming Create a timeline outlining the geological history of the area and how the rock type was formed <p>Some students will:</p> <ul style="list-style-type: none"> Suggest ways conflicting land uses should be managed sustainably in the future

Case Study: Living Worlds (Ecosystems)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how the vegetation is adapted to the climate and soil in the area Gain a greater knowledge of the links between physical factors (such as soil and climate), animals and plants in deciduous woodlands Consider how a woodland case study can be managed and used by people 	<p>All students will:</p> <ul style="list-style-type: none"> Record information about the soil, micro-climate and vegetation within a woodland Label photos/sketches showing the cross section of a deciduous woodland with different aspects of the ecosystem <p>Most students will:</p> <ul style="list-style-type: none"> Within a case study of temperate deciduous woodland, map the location of different management and uses of woodland (such as forestry, coppicing, recreation and conservation) Describe the characteristics of a deciduous forest Conduct investigations on a small scale ecosystem, to help understand the links between its different components <p>Some students will:</p> <ul style="list-style-type: none"> Explain links between different components of a small scale ecosystem and relate this understanding to other ecosystems

Case Study: Water on the Land (Flooding)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Consider the physical and human causes of flooding and why flood risk may increase in frequency in the future Visit a local area prone to flood and assess the effects of flooding and how the area has responded to this threat Understand benefits and costs of different flood defence schemes within the context of this flooding case study 	<p>All students will:</p> <ul style="list-style-type: none"> Consider a number of different flood defences and describe them Suggest some of the impacts of flooding in a case-study List reasons for flooding in the area <p>Most students will:</p> <ul style="list-style-type: none"> Explain how different flood defences work and locate them within a specific river case study Outline short and long term impacts of flooding at a UK case study Explain how a variety of local factors combined can lead to flooding <p>Some students will:</p> <ul style="list-style-type: none"> Evaluate the effectiveness of flood defence schemes and suggest how they could be improved in the future Map specific impacts of flooding and categorise these as short and long term impacts Decide which were the most significant human and physical factors leading to a local flood event occurring

Case Study: Changing Rural Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of changes and challenges facing the local rural area Consider how rural areas can be managed sustainably 	<p>All students will:</p> <ul style="list-style-type: none"> Document the service provision in a rural area and consider how this impacts on local people's lives. Map land-use in the area <p>Most students will:</p> <ul style="list-style-type: none"> Identify the characteristics and factors significant to a local declining or expanding village <p>Some students will:</p> <ul style="list-style-type: none"> Explain why land use in the area has changed and what some of the impacts of these changes have been

FSC CENTRES**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 for controlled assessment							Choose 1 topic for case study				Choose 2 topics as case studies			
		Rivers	Coasts	Tourism	Ice	Rocks	Eco-systems	Flooding	Rural	Rivers	Coasts	Tourism	Ice	Rocks	Eco-systems	Flooding
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	✓		✓	✓		✓		✓	✓		✓		✓		✓
MA	Margam Tel: 01639 895636	✓		✓			✓		✓	✓			✓		✓	
MT	Malham Tarn Tel: 01729 830 331	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NC	Nettlecombe Tel: 01984 640 320	✓	✓	✓			✓			✓	✓	✓		✓	✓	✓
OR	Orielton 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/>

For alternative [geography fieldwork](#) courses covering the [GCSE AQA geography controlled assessment](#)

The FSC prides itself on being flexible. The content of our recommended courses can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

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.

5 day timetable, 2012, prices from: Band A: £156 Band B: £177 Band C: £216 Band D: £246 Band E: £257
 5 day timetable, 2013, prices from: Band A: £157 Band B: £184 Band C: £225 Band D: £256 Band E: £268

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.