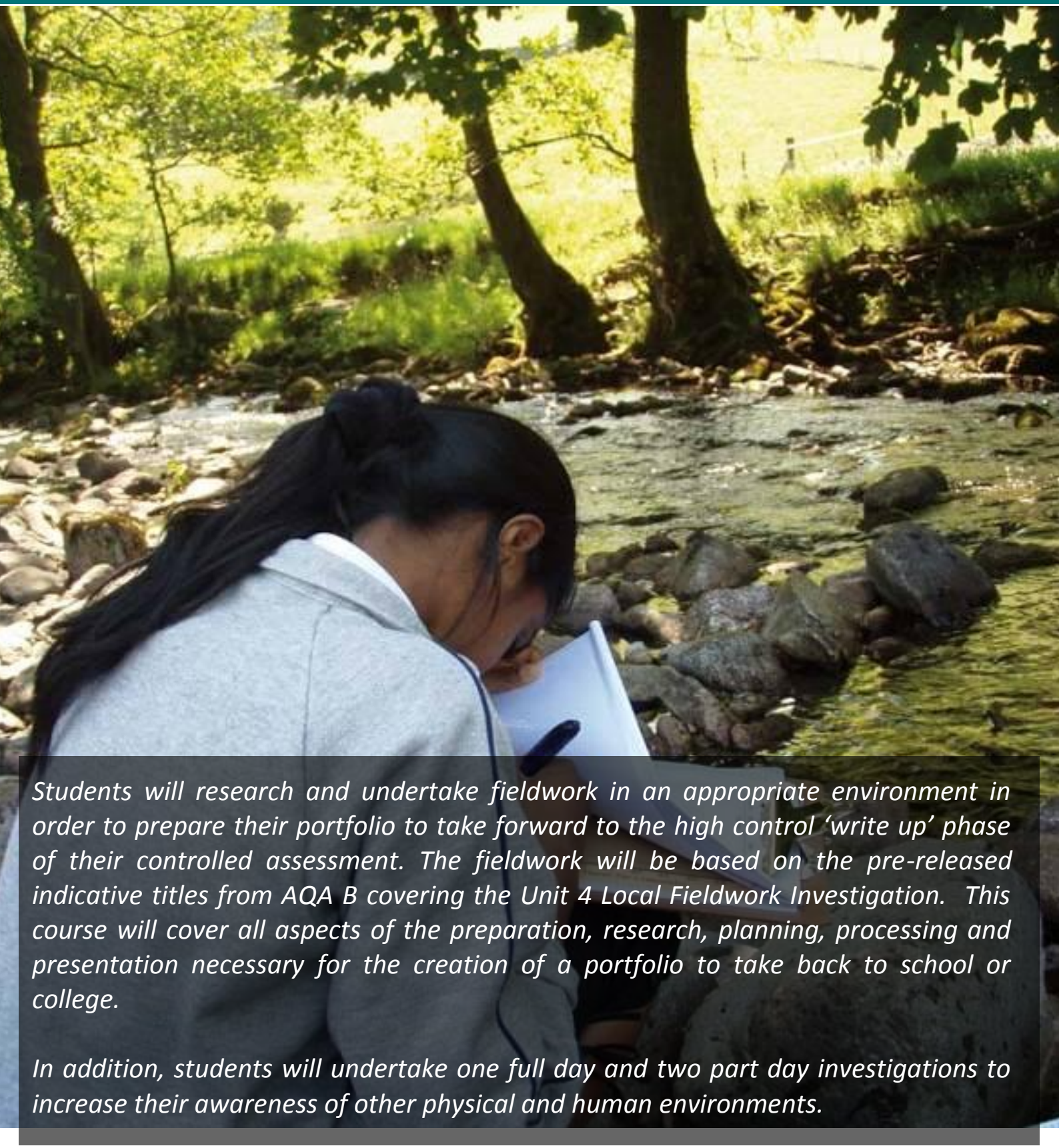
Key Stage 4 AQA B Geography

Producing the Student Portfolio for Controlled Assessment and Case Studies, 5days



Students will research and undertake fieldwork in an appropriate environment in order to 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 indicative titles from AQA B covering the Unit 4 Local Fieldwork Investigation. This course will cover all aspects of the preparation, research, planning, processing and presentation necessary for the creation of a portfolio to take back to school or college.

In addition, students will undertake one full day and two part day investigations to increase their awareness of other physical and human environments.

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

Quality Badge awarded by
Council for Learning Outside the Classroom
Secondary Geography Quality Mark 2010

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

The Coastal Environment
The Urban Environment
Tourism (challenges and conflicts)

CHOOSE ONE TOPIC FROM THE LIST BELOW AS A CASE STUDY

The Coastal Environment
This full day session meets the requirements of section A of Unit 1 (Managing places in the 21st century). Students will assess different coastal defences and consider how effective they are at protecting coastlines from coastal processes.

The Urban Environment
This full day session meets the requirements of section B of Unit 1 (Managing places in the 21st century). Students will investigate an urban area using a mixture of secondary (census) and primary data to identify areas of socio-economic inequality. This is followed by an assessment of the redevelopment strategies and approaches used to manage these inequalities.

BOTH TOPICS FROM THE LIST BELOW WILL BE USED AS HALF DAY CASE STUDIES

Tourism (challenges and conflicts)
This session meets the requirements of section B of Unit 3 (Investigating the shrinking world). Students will develop case study knowledge of conflicts within a tourist honey pot, where tourism has brought benefits to an area but also challenges to people and the local community.

Water - a precious resource (the water cycle)
This session meets the requirements of section B of Unit 4 (Geographical Issue Investigation). Students will face a series of challenges and mini investigations to explore the components of the water cycle and different factors that affect it (such as vegetation, climate and geology).

Click to view our
geography controlled assessment case study

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.

LEARNING OBJECTIVES/OUTCOMES

Controlled assessment

Learning Objectives	Learning Outcomes
• Gain case study knowledge of the environment investigated **Learning Objectives related to the Controlled Assessment:** • 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	**All students will:** • Identify the key geographical concepts and/ or processes that underpin the investigation • Describe the location of the study • 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) **Most students will:** • 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 **Some students will:** • Clearly justify their methods of data collection • Apply a wide range of applicable data presentation techniques • Use OS and digital maps and aerial photos to present data/information

Case Study: The Coastal Environment

Learning Objectives	Learning Outcomes
• Understand the importance of physical processes such as weathering and erosion in coastal areas • Gain case study knowledge of landforms created by these processes • Consider how coastlines can be managed using hard or soft engineering **Learning Objectives related to the Controlled Assessment:** • 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	**All students will:** • 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 • Describe the data collection methods used during the investigation **Most students will:** • 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 different data collection methods that they employed during the study • Comment on different ways to present data **Some students will:** • Explain the reasons why different coastal defences are appropriate in different locations • 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

"It was almost deafening hearing all the pennies dropping"
KS4 teacher, Hunstanton Beach

Case Study: The Urban Environment

Learning Objectives	Learning Outcomes
• Gain case study knowledge of socio-economic inequalities within an urban area • Understand some of the different ways socio-economic conditions can be assessed • Consider how socio-economic problems can be tackled through urban redevelopment strategies **Learning Objectives related to the Controlled Assessment:** • Gain a greater understanding of key geographical urban concepts • Be aware of different methods to collect information about urban inequalities • Consider different ways to present data • Interpret the data presented	**All students will:** • Use census data and fieldwork to identify socio-economic variations • Map inequalities in an urban area, based on a range of socio-economic factors • Describe the data collection methods used during the investigation **Most students will:** • Investigate socio-economic variations in an urban area, and describe the patterns found • Identify different ways socio–economic problems can be managed within an urban area • Outline the advantages and disadvantages of different data collection methods that they employed during the study • Comment on different ways to present data **Some students will:** • Explain how different measures of inequalities inter-relate, and suggest how socio-economic problems can be managed • 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: Tourism (challenges and conflicts)

Learning Objectives	Learning Outcomes
• Gain case study knowledge of a UK tourist honeypot site • Understand some of the different positive/negative impacts tourism has on the people and the environment • Consider how tourism can be better managed and sustainable tourism encouraged	**All students will:** • Describe environmental impacts of tourism in and around a honeypot site • Identify social and cultural challenges created by tourism in a UK honeypot **Most students will:** • Map areas where conflicts emerge • Suggest ways tourism can be managed more effectively • Outline some of the possible impacts a decline in tourism could have in the area **Some students will:** • Explain how tourism can be managed and evaluate different strategies used in a honeypot site

Case Study: Water a Precious Resource (the water cycle)

Learning Objectives	Learning Outcomes
• Gain a greater knowledge of the components which make up the water cycle • Understand how a variety of factors relate to different components of the water cycle	**All students will:** • Describe different components of the water cycle • Carry out investigations into factors directly affecting at least two components of the water cycle (such as infiltration and interception rates) **Most students will:** • Link different elements of the water cycle together • Explain how some factors affect the water cycle (such as geology, land use, slope angle) **Some students will:** • Explain how different local factors affect the water cycle

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FSC CENTRES

		Choose 1 topic			Choose 1 topic			
		Coasts	Urban	Tourism	Coasts	Urban	Tourism	Water
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	✓	✓	✓	✓	✓	✓	✓

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*

Please visit
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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 at 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.