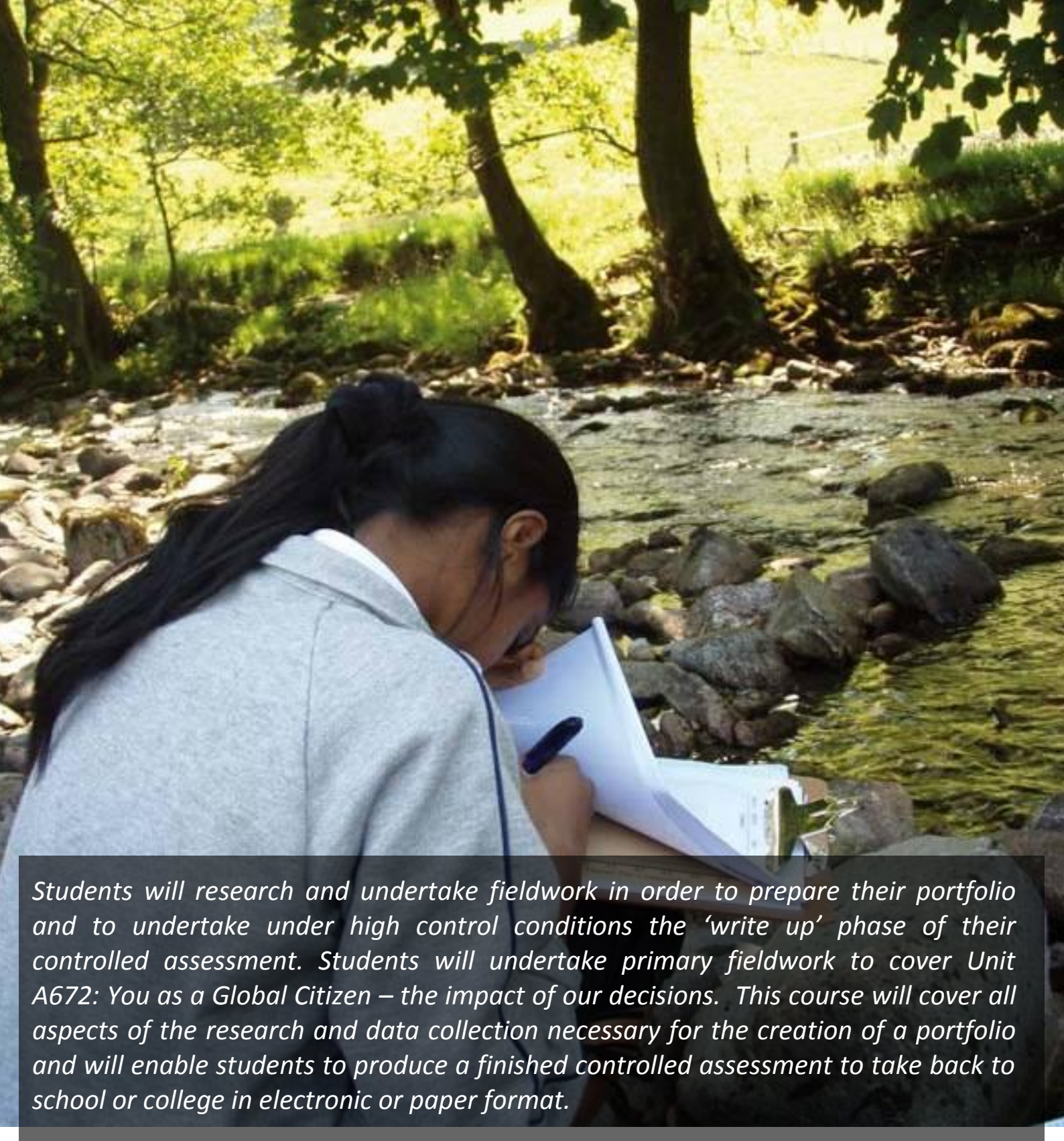


# Key Stage 4 OCR A Geography

## *Full Write-up Controlled Assessment and Case Study, 5days*



*Students will research and undertake fieldwork in order to prepare their portfolio and to undertake under high control conditions the 'write up' phase of their controlled assessment. Students will undertake primary fieldwork to cover Unit A672: You as a Global Citizen – the impact of our decisions. This course will cover all aspects of the research and data collection necessary for the creation of a portfolio and will enable students to produce a finished controlled assessment to take back to school or college in electronic or paper format.*

**FSC**

BRINGING  
ENVIRONMENTAL  
UNDERSTANDING TO ALL

Please visit

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

For alternative [geography fieldwork](#) courses covering the

[GCSE OCR 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>Introducing students to the controlled assessment process</p>	<p>Fieldwork to cover relevant content and form case study</p> <p>This will include all elements of the route to investigation and will enable students to become familiar with the analysis and conclusion elements prior to the controlled assessment</p>	<p>Fieldwork investigation on pre-released topic 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>Begin work on controlled assessment with opportunity in evening for those needing additional time</p>	<p>Completion of controlled assessment</p> <p>Depart after lunch</p>

## COURSE CONTENT

### Investigating a local retail area

This module links with Unit A672 (You as a Global Citizen) and takes students through the planning , fieldwork and write-up stages of the controlled assessment. Students will collect primary data, prepare their portfolio and complete the write-up phase of the controlled assessment. Candidates will investigate a local retail area (such as a shopping centre, farmer's market or town centre).

*"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

**LEARNING OBJECTIVES/OUTCOMES****Controlled Assessment**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Gain case study knowledge of the environment investigated</li> </ul> <p><b>Learning Objectives related to the Controlled Assessment:</b></p> <ul style="list-style-type: none"> <li>• Gain greater understanding of different approaches to primary data collection</li> <li>• Consider how data can be presented</li> <li>• Understand the different stages through a route to enquiry, including a pre-fieldwork phase setting up the study, fieldwork, data presentation, analysis and evaluation</li> <li>• Have opportunity to write-up under high control conditions the description of the data collected, interpret the data collected and analyses the results</li> <li>• Have opportunity to write-up under high control conditions the conclusions and evaluation for the investigation</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the key geographical concepts and/ or processes that underpin the investigation</li> <li>• State a question or hypothesis linked to the geographical topic to be investigated</li> <li>• Carry out fieldwork in the outdoor classroom, collecting data for the controlled assessment</li> <li>• Describe different data collection techniques</li> <li>• Collect a variety of information, first hand, including quantitative and qualitative data</li> <li>• Have access to relevant secondary data</li> <li>• Display data collected using one appropriate technique</li> <li>• Describe the data collected and results obtained</li> <li>• Undertake the controlled assessment</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Use secondary data in the pre-fieldwork phase to justify and contextualise the fieldwork</li> <li>• Use GIS information to aid the enquiry process</li> <li>• Present data in a variety of ways to aid the enquiry process</li> <li>• Use OS maps and aerial photos to aid the investigation</li> <li>• Identify limitations with the investigation and data collection methods</li> <li>• Describe and analyse the data collected</li> <li>• Link the limitations in methodology to the accuracy of the results</li> <li>• Complete the controlled assessment</li> <li>• Display data collected by field sketches/photos/maps</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Identify one data collection technique that is individually planned which makes a contribution to the investigation</li> <li>• Analyse the data collected using a variety of presentation techniques</li> <li>• Consider improvements to the investigation</li> <li>• Consider anomalies in data collected during and explain why they might have occurred</li> <li>• Analyse and evaluate relevant data collected</li> </ul>

**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.

**Case Study: Water on the Land (Rivers)**

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

**Case Study: The Coastal Zone**

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



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

**Case Study: Tourism**

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

**Case Study: Ice on the Land**

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

**Case Study: Rocks, Resources and Scenery**

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

**Case Study: Living Worlds (Ecosystems)**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>Recognise the physical factors that affect the plants and animals in a woodland ecosystem</li> <li>Understand how the vegetation is adapted to the climate and soil in the area</li> <li>Gain a greater knowledge of the links between physical factors (such as soil and climate), animals and plants in deciduous woodlands</li> <li>Consider how a woodland can be managed and used by people</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>Record information about the soil, micro-climate and vegetation within a woodland</li> <li>Label photos/sketches showing the cross section of a deciduous woodland with different aspects of the ecosystem</li> <li>Describe at least one management strategy that is used within a named woodland</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Describe the characteristics of a deciduous forest</li> <li>Conduct investigations on a small scale ecosystem, to help understand the links between its different components</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate the different usage of a deciduous woodland</li> <li>Consider the sustainability of the different management strategies used in a woodland</li> <li>Explain links between different components of a small scale ecosystem and relate this understanding to other ecosystems</li> </ul>

**Case Study: Water on the Land (Flooding)**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>Consider the physical and human causes of flooding and why floods may increase in frequency in the future</li> <li>Visit a local area prone to flood and assess the effects of flooding and how the area has responded to this threat</li> <li>Understand benefits and costs of different flood defence schemes within the context of this flooding case study</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>Consider a number of different flood defences, locate and describe them</li> <li>Suggest some of the social, economic and environmental impacts of flooding in a particular area</li> <li>Use secondary data to describe the possible reasons for changing amounts of water in river e.g. amount and type of rainfall</li> <li>Consider the land use and flood risk in a particular area</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>Explain how different flood defences work and locate them within a specific river case study</li> <li>Outline short and long term impacts of flooding at a specific location</li> <li>Consider how social and economic inequalities can affect the impact of flooding on a community</li> <li>Explain how a variety of local factors combined can lead to flooding</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>Decide which were the most significant human and physical factors leading to a local flood event occurring</li> <li>Evaluate the effectiveness of flood defence schemes and suggest how they could be improved in the future</li> <li>Map specific impacts of flooding and categorise these as short and long term impacts</li> <li>Carry out a cost benefit analysis of different hard and soft engineering strategies and evaluate the best option for the case study location</li> <li>Analyse the potential flood risk and the impact this would have on long term planning</li> </ul>

*"It was almost deafening hearing all the pennies dropping"*

KS4 teacher, Hunstanton Beach

**Case Study: Changing Rural Environments**

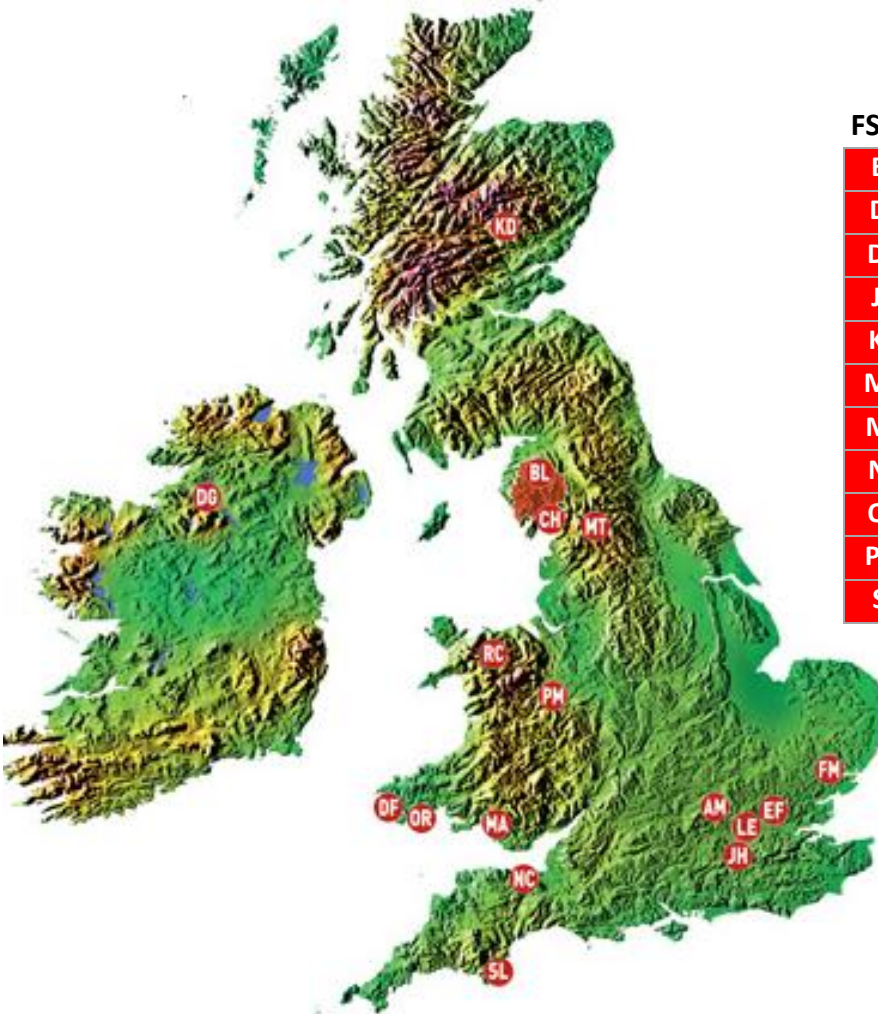
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Understand the impacts of shopping and consumer choices in this area</li> <li>• Consider how this retail area could be managed differently in the future, including how it could be managed more sustainably</li> </ul> <p><b>Learning Objectives related to the Controlled Assessment:</b></p> <ul style="list-style-type: none"> <li>• Use a broad range of different primary data collection to aid an enquiry into consumer choices and their impacts in a retail environment</li> <li>• Consider how data can be presented and analysed</li> <li>• Gain understanding of the enquiry process, from setting up a question to investigate through to conclusions and evaluation</li> <li>• Link findings from the enquiry to an assessment of possible future consumer trends and consider the impact of these</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Describe the impact of shopping choices on producers and the local environment</li> <li>• List factors which contribute to the eco-footprint of shopping in the area</li> <li>• Collect primary data which relates to the eco-footprint of shopping in the area</li> <li>• Describe the data collection methods used during the enquiry</li> <li>• Use different presentation methods to display data</li> <li>• Undertake the controlled assessment</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Create an eco-footprint assessment of shopping in the area</li> <li>• Explain why different data collection methods were chosen</li> <li>• Use a variety of presentation techniques to help assess the impact of people and shopping in a retail area</li> <li>• Suggest ways the impact of retail in the area could be reduced</li> <li>• Identify positive impacts of shopping in the area and suggest ways these could be enhanced</li> <li>• Use GIS information to aid the enquiry process</li> <li>• Complete the controlled assessment</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of presentation techniques to help with data analysis</li> <li>• Suggest limitations to the enquiry and improvements that could be made</li> <li>• Highlight ways to manage retail effectively to make it more sustainable in the future</li> <li>• Gather information from a wide variety of sources and use findings from this process to accurately assess the impact of the retail industry in the area</li> <li>• Link consumer decisions to impacts on the environment and people</li> </ul>

**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.

**FSC CENTRES****FSC Centres that offer this course:**

<b>BL</b>	Blencathra	Tel: 01768 779 601
<b>DF</b>	Dale Fort	Tel: 0845 330 7365
<b>DG</b>	Derrygonnelly	Tel: 028 686 41673
<b>JH</b>	Juniper Hall	Tel: 0845 458 3507
<b>KD</b>	Kindrogan	Tel: 01250 870 150
<b>MA</b>	Margam	Tel: 01639 895636
<b>MT</b>	Malham Tarn	Tel: 01729 830 331
<b>NC</b>	Nettlecombe	Tel: 01984 640 320
<b>OR</b>	Orielton	Tel: 0845 330 7372
<b>PM</b>	Preston Montford	Tel: 0845 330 7378
<b>SL</b>	Slapton Ley	Tel: 01548 580 466

*Please contact head-office for an up-to-date list of which Centres plan to use ICT during the controlled assessment.*

**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

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

For alternative [geography fieldwork](#) courses covering the [GCSE OCR 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.