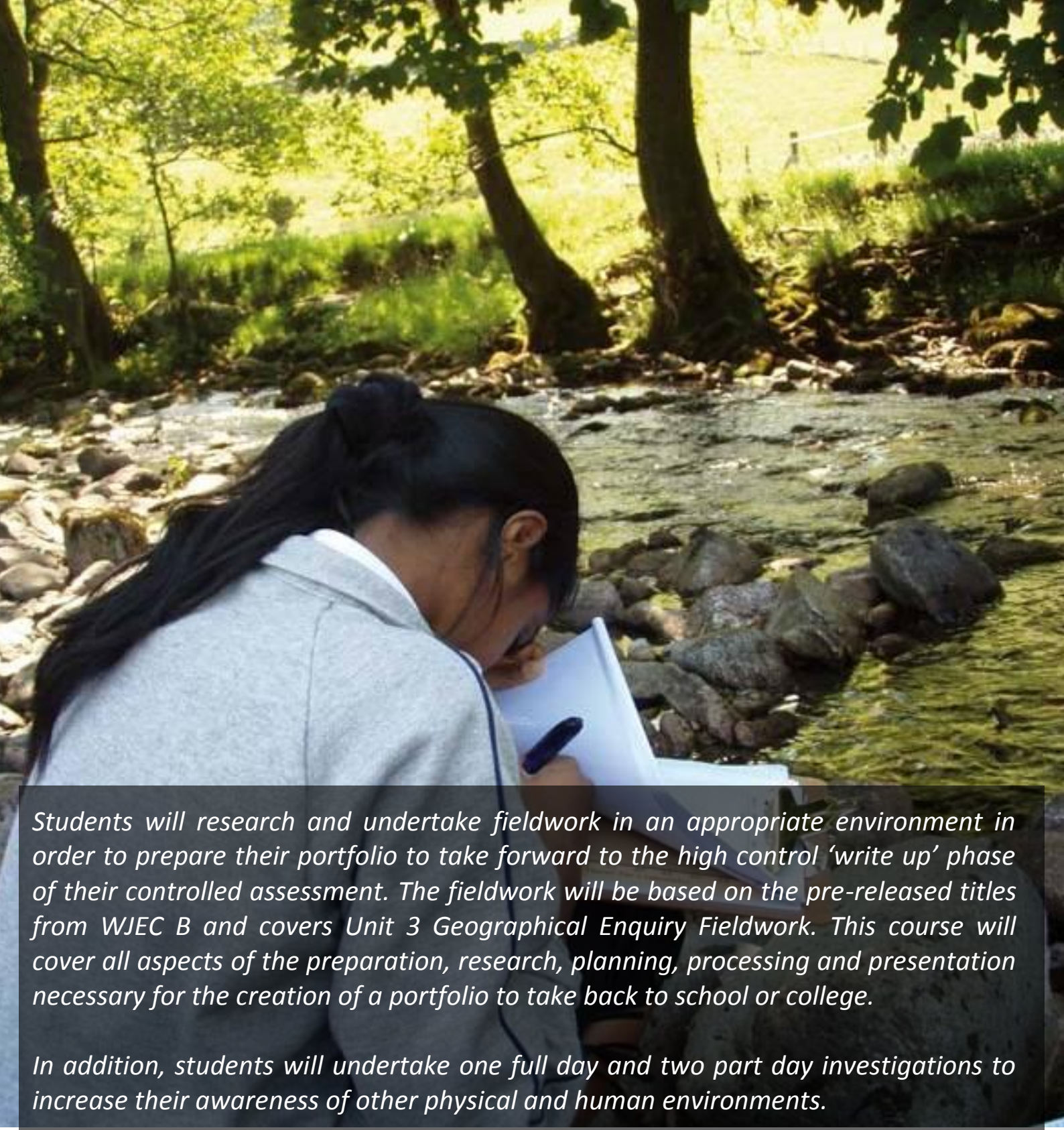


Key Stage 4 WJEC B Geography *Producing the Student Portfolio for Controlled Assessment and Case Studies, 5days*



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 titles from WJEC B and covers Unit 3 Geographical Enquiry Fieldwork. 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 WJEC 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>

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

"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*

COURSE CONTENT

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

Landform Interactions: Rivers

Landform Interactions: Coasts

Challenges of Living in a Built Environment: Urban

CHOOSE ONE TOPIC FROM THE LIST BELOW TO COVER AS A CASE STUDY

Landform Interactions: Rivers

This river investigation will include a study of a variety of river landforms and the processes which have created them.

Landform Interactions: Coasts

This investigation explores physical processes and landforms, relating them to the management of a local stretch of coastline.

Challenges of Living in a Built Environment: Urban

This enquiry focuses on the variation in quality of life, housing quality and environmental quality in an urban area.

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

Challenges of Living in a Built Environment: Rural

Students will explore a local rural environment during this part day session, giving them a greater understanding of the local rural issues, such as changing service provision, development conflicts and environmental pressures from visitors.

Water and Flooding

This part day session explores a local flooding case study, briefly identifying reasons for flooding in the area, the impacts of flooding there and how this hazard can be managed. This will develop students' knowledge of the Hydrosphere element of Theme 2 (People and the Natural World Interactions).

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.



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

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 questions and issues which form the basis of the investigation Carry out fieldwork in the outdoor classroom, collecting data for the controlled assessment Describe different data collection techniques Collect a variety of information, first hand, including quantitative and qualitative data Have access to relevant secondary data 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 Use field sketches/photos/maps <p>Some students will:</p> <ul style="list-style-type: none"> Identify relevant questions and issues Independently identify a sequence of investigation Use a variety of presentation techniques to help with analysis of data Use OS or digital maps and aerial photos to present data/information Consider ways of improving the study Consider anomalies in data collected and explain why they might have occurred

Case Study: Landform Interactions: Rivers

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how rivers shape the land Gain case study knowledge of how river processes and landforms make flooding more likely in an area Consider how rivers can be better managed to reduce flood risk 	<p>All students will:</p> <ul style="list-style-type: none"> Investigate sites by annotating a sketch map Use two different types of graphs to present data (such as line, histogram, pie) Collect a range of primary data about this environment Label different river landforms and processes on annotated photos/ field sketches <p>Most students will:</p> <ul style="list-style-type: none"> Use a variety of maps (e.g. OS, geological maps) and aerial photos Annotate two different types of graphs to present data Create/annotate a sketch map to locate investigation sites Identify a question to investigate and link this to wider geographical understanding Describe how data was collected Use secondary data/information to support the enquiry process Suggest general trends shown in the data collected Explain how different river landforms have been created <p>Some students will:</p> <ul style="list-style-type: none"> Use information from a range of maps (such as geological and OS maps) to help explain results from the investigation Explain and justify the data collection techniques used Identify and offer explanations for anomalies in the data

Case Study: Landform Interactions: Coasts

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Gain case study knowledge of the effectiveness of different coastal management strategies • Understand how coastal processes and landforms affect human activities • Consider how people impact on coastal processes and landforms 	<p>All students will:</p> <ul style="list-style-type: none"> • Observe a range of different coastal management strategies and label their location on a sketch map • Identify a range of different coastal landforms • Measure beach dimensions, to assess the impact of coastal processes • Use two different types of graphs to present data • Collect a range of primary data about this environment <p>Most students will:</p> <ul style="list-style-type: none"> • Use a variety of maps (e.g. OS, geological maps) and aerial photos • Carry out cost benefit analyses of different coastal defences • Relate beach dimension data to coastal processes • Describe a range of different coastal landforms observed during the day • Annotate two different types of graphs to present data • Create/annotate a sketch map to locate investigation sites • Identify a question to investigate and link this to wider geographical understanding • Describe how data was collected • Use secondary data/information to support the enquiry process • Suggest general trends shown in the data collected <p>Some students will:</p> <ul style="list-style-type: none"> • Use information from a range of maps (such as geological and OS maps) to help explain results from the investigation • Explain and justify the data collection techniques used • Identify and offer explanations for anomalies in the data • Relate beach dimension data to management of the coastline and future management options • Evaluate the effectiveness of different defences

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 led 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 helping to protect fieldwork opportunities for everybody.

Case Study: Challenges of Living in a Built Environment: Urban

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Gain case study knowledge of the variation in quality of life in the built environment • Understand why housing quality and environmental quality vary in an urban area • Consider how urban inequalities can be better managed 	<p>All students will:</p> <ul style="list-style-type: none"> • Collect data assessing environmental and housing quality in an urban environment • Identify areas with poorer housing and lower environmental quality • Locate investigation sites by annotating a sketch map • Use two different types of graphs to present data (such as line, histogram, pie, star, radial, triangular and scatter) • Collect a range of primary data about this environment <p>Most students will:</p> <ul style="list-style-type: none"> • Use primary and secondary data (including census materials) to identify areas where urban inequalities are particularly problematic • Describe different management strategies which have or are being used to manage urban inequalities • Annotate two different types of graphs used to present data • Identify a question to investigate and link this to wider geographical understanding • Describe how data was collected • Use secondary data/information to support the enquiry process • Suggest general trends shown in the data collected <p>Some students will:</p> <ul style="list-style-type: none"> • Evaluate the success of different management strategies used to improve the quality of life in study sites • Consider the social impacts of environmental inequalities • Use information from a range of maps to help explain results from the investigation • Explain and justify the data collection techniques used • Identify and offer explanations for anomalies in the data

Case Study: Challenges of Living in a Built Environment: Rural

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Gain case study knowledge of the inequalities of service provision in a rural area • Consider the social impact of the changing service provision in an area • Understand the impacts visitors have on the environment and consider how tourism can be managed sustainably 	<p>All students will:</p> <ul style="list-style-type: none"> • Record service provision in a rural area • Identify impacts people have had on the environment in the area <p>Most students will:</p> <ul style="list-style-type: none"> • Compare primary data on service provision with historic data, identifying what changes have occurred • Relate the service provision in the area to quality of life for local residents • Describe ways the area could be managed more sustainably in the future <p>Some students will:</p> <ul style="list-style-type: none"> • Explain changes in service provision in a named case-study location • Map areas of potential conflict due to different land uses and suggest management strategies to reduce these conflicts

Case Study: Water and Flooding

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Understand how excess rainfall causes hazards for people • Gain case study knowledge of the effects of flooding on human activity • Consider how flooding can be managed in the short and medium term 	<p>All students will:</p> <ul style="list-style-type: none"> • List factors in the local area and upstream which make flooding more likely • Identify a number of different flood defence strategies used in the area <p>Most students will:</p> <ul style="list-style-type: none"> • Map the impact of flooding in a local environment • Describe a number of different flood defence strategies • Describe the local environment and relate this to the flood risk in the area <p>Some students will:</p> <ul style="list-style-type: none"> • Explain how a variety of factors increase flood risk in the local area • Explain how different flood defence strategies work and categorise them as short or long term approaches

“It was almost deafening hearing all the pennies dropping”

KS4 teacher, Hunstanton Beach

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			Rural	Water & Flooding
		Rivers	Coasts	Urban	Rivers	Coasts	Urban		
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-Creiau Tel: 01690 710494	✓	✓	✓	✓	✓	✓	✓	✓
SL	Slapton Ley Tel: 01548 580 466	✓	✓	✓	✓	✓	✓	✓	✓

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