Edexcel A GCSE
Geography Course Options
For teaching from September 2016

Nettlecombe Court lies in a secluded valley at the eastern edge of Exmoor National Park. The house is a striking example of a Tudor and Georgian country mansion set within its own grounds. The Centre has excellent access to the Somerset coast as well as Exmoor National Park and The Quantocks Area of Outstanding Natural Beauty. The centre is half an hour from Taunton and the motorway network. Taunton railway station is less than 2 hours from London.

Our new courses are designed to fit the criteria of the specifications for first teaching in 2016. As such they are designed to:

- Complete all fieldwork requirements through a choice of urban and physical topics providing students with the in-depth geographical understanding needed for their exams and progression within geography.

- Spend time honing students’ geographical skills, studying the interaction between physical and human geography and using unfamiliar contexts.

- Develop the geographical, mathematical and statistical skills which are integrated within all areas of assessment in a real world situation with contextualised data students have collected themselves.
## Edexcel A GCSE Geography Options

### Edexcel A fieldwork requirements: One fieldwork investigation must be completed from both 7A and 7B.

Prescribed methodologies and secondary data will be included in both fieldwork options. Both investigations must acknowledge understanding of interactions between the physical landscape and the human environment.

*Evening options will need to be selected as not all can be covered within the time available. They can however also be incorporated into a ‘Follow up’ Half day.

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<th>Day</th>
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| XX  | 7A: Investigating physical environments  
Task: Coastal landscapes – investigation of coastal processes through landscape evidence  
An investigation into the coastal processes and beach morphology of Porlock Bay  
After identifying a suitable geographical question, the students’ investigation will focus on the characteristics and management of West Somerset’s dynamic coastline, including an examination of the geology and relief of the coastline. Students will carry out fieldwork following the enquiry process, also understanding the interactions between physical and human geography. Students will use both primary and secondary data.  
**Fieldwork can include:** Sediment analysis, Beach profiles, Field sketch,  
**Secondary research:** Geology map (BGS), historic information on local coastal changes, Historic OS Maps  
**Field site(s):** Porlock Bay (40mins – transport required)  
**Specification links:** Component 3 Fieldwork: 7A Investigating physical environments. Task: Coastal landscapes – investigation of coastal processes through landscape evidence | Geographical Skills  
On return to centre, follow up options may include:  
- Data manipulation and presentation skills including measures of central tendency, dispersion graphs and/or proportional pie charts of sediment data.  
- Drawing beach profiles.  
- Description and analysis of collated data enabling students to begin to draw conclusions back to original hypothesis.  
- GIS data presentation using ArcGIS online.  
- Evaluation of methodologies and investigation process. |
| XX  | 8.3 The UK’s landscape challenges  
Approaches to managing coastal UK flood risk  
An investigation into the shoreline management of Porlock Bay and/or Minehead (Also available as half day, visiting Minehead only)  
After identifying a suitable geographical question, the students’ investigation will focus on the coastal characteristics and management of Porlock Bay and/or Minehead, including geology and relief. Students will plan and carry out fieldwork following the geographical enquiry process whilst gaining an understanding of the interactions between physical and human geography.  
**Fieldwork may include:** Bipolar evaluations of flood defences, Flood risk mapping, Field sketch, Cost benefit analysis, Questionnaires, Conflict matrix  
**Secondary research:** Shoreline Management Plans, geology,  
**Field site(s):** Porlock Weir (40 minutes – transport required) and/or Minehead (20 minutes – transport required)  
**Specification links:** Component 3 UK Challenges: 8.3 The UK’s landscape challenges Approaches to managing river and coastal UK flood risk | Geographical Skills  
On return to centre, follow up options may include:  
- Data manipulation and presentation skills including pie charts and/or radar diagrams for questionnaire and bipolar analysis data.  
- Cost benefit analysis – Use of GIS and students collected data to work out calculated cost benefit value.  
- Description and analysis of collated data enabling students to begin to draw conclusions back to original hypothesis.  
- GIS data presentation of flood risk mapping and bipolar evaluation scores using ArcGISonline.  
- Evaluation of methodologies and investigation process. |
### 7A: Investigating physical environments

**Task: River landscapes – investigation of change in a river channel**

An investigation into the changing valley and river landforms with distance from the source of the River Holford (Oct-April)/Horner (May-Sept)

After identifying a suitable geographical question, the students’ investigation will study changing shape of a river valley with progression downstream and role of the different fluvial and landscape processes in shaping these river landscapes. Using either the River Holford (Quantock Hills, AONB), or the River Horner (Exmoor National Park), students will carry out fieldwork following the process of geographical enquiry, also understanding the interactions between physical and human geography, using both primary and secondary data.

**Fieldwork may include:** Width and Depth (Cross sectional area), Flow rate (velocity), Wetted perimeter, Gradient, Landform mapping

**Secondary research:** Geology,

**Field site(s):** River Holford (30 minutes – transport required) or River Horner (45 minutes – transport required)

**Specification links:** Component 3 Fieldwork 7A Investigating physical environments. Task: River landscapes – investigation of change in a river channel

### 8.3 The UK’s landscape challenges

**Approaches to managing river and coastal UK flood risk**

An investigation into the flood alleviation scheme of the River Tone through Taunton *(Also available as half day)*

Having explored why the River Tone through Taunton is a high flood risk area, students will identify a suitable geographical question. The investigation will focus on the flood alleviation scheme in place and the social, economic and environmental issues involved. Students will carry out fieldwork following the process of geographical enquiry, also understanding the interactions between physical and human geography. Students will use both primary and secondary data.

**Fieldwork may include:** Bipolar evaluations of flood defences, Flood management mapping. Flood risk mapping, Questionnaires

**Secondary research:** UK National river flow archive, Environment agency flood maps and alleviation scheme

**Field site:** Taunton (40 minutes – transport required)

**Specification links:** Component 3 UK Challenges: 8.3 The UK’s landscape challenges b: Approaches to managing river UK flood risk.
## 7B Investigating Human Landscapes

### Task: Changing city environments – investigating change in central/inner urban area

*An investigation into spatial changes in land use and characteristics with distance from the CBD in Taunton*

*(Also available as half day)*

How does the county town of Taunton fit the core-periphery model we expect to find within towns and cities, and how does it shape the land use function and characteristics of these locations. Following student-led enquiry into the Taunton, students will carry out fieldwork following the enquiry process. They will use both primary and secondary data to understand the links between the physical environment and human landscape.

**Fieldwork may include:** Annotated photographs and epitome words to record environmental quality, questionnaire, land use mapping, building storey height.

**Secondary research:** 2011 census profiles, Crime maps (Police.uk), Index of Multiple Deprivation 2015

**Field site:** Taunton (40 minutes – transport required)

**Specification links:** Component 3 Fieldwork 7B: Investigating human landscapes Task: Changing city environments – investigating change in central/inner urban area(s)

### 7B Investigating Human Landscapes

### Task: Changing rural environments – investigating change in rural settlements

*An investigation into varying deprivation within rural settlements (Porlock and Watchet) in West Somerset.*

*(Also available as half day, visiting Dunster instead of Porlock)*

West Somerset is one of the most rural areas of the UK, encompassing some of Exmoor National Park. Porlock village is located within the national park, where as just down the road the rural settlement of Watchet is located just outside. Has the National Park boundary created varying deprivation within these rural settlements? After identifying a suitable geographical question students will carry out fieldwork following the enquiry process using both primary and secondary data, and understanding the interaction between the physical features of the rural village and the settlements.

**Fieldwork may include:** Questionnaires (to record views of people on the quality of the rural environment, Pedestrian Counts (Measuring flows of people), Index of Decay, Car survey (wealth), Place checks, Epitome words, Annotated photographs

**Secondary research:** Census data (2011 ONS), Neighborhood statistics (illustreets), Social mobility Index, Index of Multiple Deprivation 2015

**Field sites:** Porlock (35 minutes – transport required) or Dunster (20 minutes – transport required) and Watchet (15 minutes – transport required)

**Specification Links:** Component 3 Fieldwork 7B: Investigating human landscapes Task: Changing rural environments – investigating change in rural settlements
### Half-Day Options (Also see additional half day options above)

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| XX  | Half day follow up                      | **Geographical Enquiry Process:** Presentation, Analysis, Conclusion and Evaluation | **Fieldwork needs to have been completed prior to this option**
|     | **This day is recommended for groups wishing to complete more of the presentation, analysis and follow up during the course of the trip.** |                                          |
|     | This session will be based at the centre. Following presenting their fieldwork data, students will complete their geographical enquiry. Students will describe, analyse and explain their data enabling them to be able to reach conclusions, evaluate their data, methods and conclusions. This will prepare them for exam questions based on their individual fieldwork. **This session can incorporate evening options from above programme for appropriate days.** |                                          |

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<th>Day</th>
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<tr>
<td>XX</td>
<td><strong>Basic geographical skills</strong></td>
<td><strong>Geographical Enquiry process</strong></td>
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<td><strong>Introductory half day session</strong></td>
<td>A session to introduce to the process of geographical enquiry.</td>
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<td><strong>Fluvial landforms investigation/Microclimates investigation</strong></td>
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<td>Through a local geographical mini-study students will be introduced to a range of skills that underpin the study of geography, enabling students to begin to understand how to select suitable questions for an enquiry by relating to the landscape around them.</td>
<td>Students will consider the geographical enquiry process and its importance and relevance in developing geographical knowledge and theories, and will recognize and explore the web of interconnections between all topics and themselves.</td>
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<td>*Fluvial landforms – Woodford meanders (Walking dist. From centre)</td>
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<td>*Microclimates – Nettlecombe grounds</td>
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| XX  | **1B River landscapes and processes**       | **Geographical Skills**                   |
|     | **An investigation into fluvial landforms (meanders and straights) on a small stream.** | On return to centre, follow up options may include: |
|     | After students have identified a suitable geographical question for investigation, the investigation will focus on how different fluvial processes have shaped landforms on local section of a tributary of the River Doniford. Students will carry out fieldwork following the process of geographical enquiry, also understanding the interactions between physical and human geography. Students will use both primary and secondary data. | - **Data manipulation and presentation skills** including measures of central tendency, drawing cross profiles, dispersion graphs, radar diagrams |
|     | **Fieldwork may include:** Width and depth (cross profile), Flow rate (velocity), Bed load shape and size. **Secondary research:** Geology | - **Description and analysis** of collated data enabling students to begin to draw conclusions back to original hypothesis. |
|     | **Field site:** Woodford meanders (20 minutes walk from centre) | - **Evaluation** of methodologies and investigation process |
|     | **Specification links:** Component 1.1: The changing landscapes of the UK. 1B River landscapes and processes 1.8 Erosion and deposition interacting with geology create distinctive river landscapes. C. The interaction of deposition and erosion processes in the development of landforms (meanders) |                                          |
Specification links (will vary depending on day)

Links to:

Topic 1: The Changing Landscapes of the UK
- 1.1 There are geological variations within the UK
- 1.2 A number of physical and human processes work together to create distinct UK landscapes

1A: Coastal Landscapes and Processes
- 1.3 A variety of physical processes interact to shape coastal landscapes
- 1.4 Coastal erosion and deposition create distinctive landforms within the coastal landscape
- 1.5 Human activities can lead to changes in coastal landscapes which affect people and the environment
- 1.6 Distinctive coastal landscapes are the outcome of the interaction between physical and human processes

1B: River Landscapes and processes
- 1.7 A variety of physical processes interact to shape river landscapes
- 1.8 Erosion and deposition interacting with geology create distinctive river landscapes
- 1.9 Human activities can lead to changes in river landscapes which affect people and the environment
- 1.10 Distinctive river landscapes are the outcome of the interaction between physical and human processes

Topic 7: Geographical Investigations - fieldwork

Topic 7A: Investigating physical environments (river landscapes or coasts)
- Task: River landscapes – investigation of change in a river channel
- Task: Coastal landscapes – Investigation of coastal processes through landscape evidence

Topic 7B: Investigating human landscapes (central/inner urban area or rural settlements)
- Task: Changing city environments – investigating change in central/inner urban areas
- Task: Changing rural environments – investigating change in rural settlements

Topic 8: Geographical investigations – UK challenges

The UK settlement, population and economic challenges
- b. Costs and benefits of Greenfield development and the regeneration of Brownfield sites

The UK’s landscape challenges
- a. Approaches to conservation and development of UK National Parks
- b. Approaches to managing river and coastal UK Flood risk

Geographical skills
- Atlas and map skills
- Graphical skills
- Data and information research skills
- Investigative skills

Mathematics and Statistics Skills
- Cartographic skills
- Graphical skills
- Numerical skills
- Statistical skills
What is included in the fee?

- Up to 10 hours of tuition a day
- Expert tuition, from fully trained staff
- Full board accommodation. Catering includes cooked breakfast, packed lunch, homemade cakes and evening meal.
- Use of facilities including workrooms, recreational space, ICT and centre grounds
- Established health and safety procedures and 24 hour emergency cover
- Access to specialist equipment and resources
- Support before and following the course

Tuition is delivered by talented teachers, with not only an expert knowledge of their subject and field work locations, but a passion for the subject being taught. Our education team are fully DBS checked, and undergo a regular and rigorous training process. All tutors have received training in first aid, risk assessment and water safety.

Course options listed in this booklet can be selected to put together a programme designed to meet the requirements of your specification. However, if you need something that is not catered for in the field work investigations, please contact us to discuss possible alternatives.

External Recognition of Quality

Nettlecombe Court has 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 centre

Email us at: enquiries.nc@field-studies-council.org