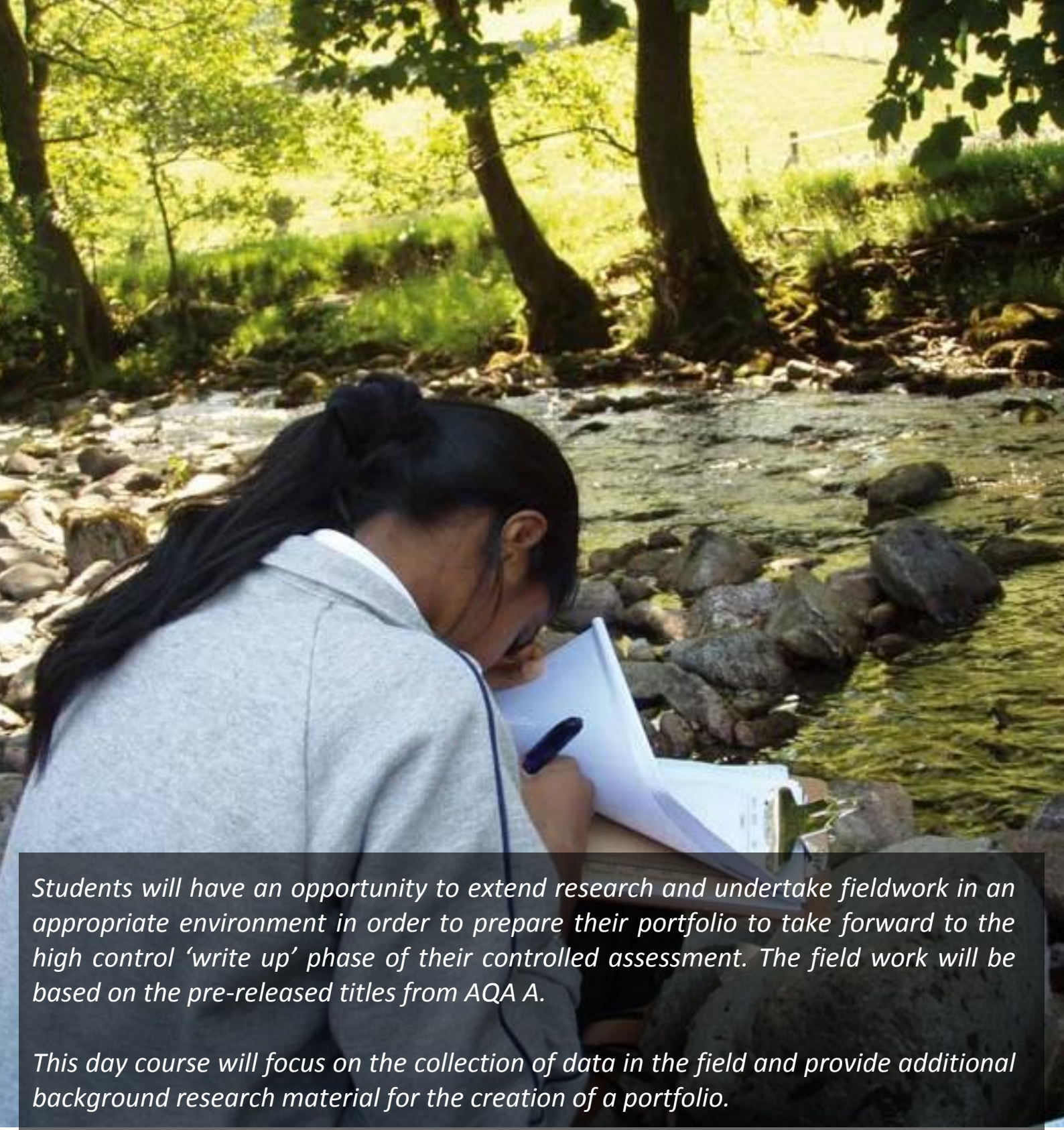


Key Stage 4 AQA A Geography *Controlled Assessment, 1day*



Students will have an opportunity to extend 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 field work will be based on the pre-released titles from AQA A.

This day course will focus on the collection of data in the field and provide additional background research material for the creation of a portfolio.

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 CONTENT

The focus for the selected study will change annually to meet the requirements of the controlled assessment and to match AQA's set title.

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

Water on the Land (Rivers)

This topic 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.

Tourism

This topic 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.

Living Worlds (Ecosystems)

This topic 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 topic 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 topic 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.



External Recognition of Quality

All our centres have either been awarded the Quality Badge by The Council for Learning Outside the Classroom, or are awaiting assessment. 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*

LEARNING OUTCOMES/OBJECTIVES

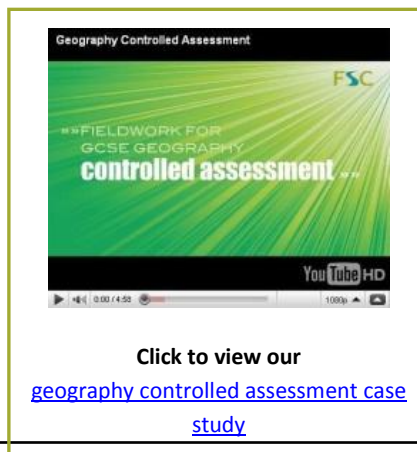
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the environment investigated <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain greater understanding of different approaches to primary data collection 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 the geographical topic to be investigated 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 <p>Most students will:</p> <ul style="list-style-type: none"> Use GIS information to aid the enquiry process Use OS maps and aerial photos to aid the investigation Identify limitations with the investigation and data collection methods <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 Consider improvements to the investigation Consider anomalies in data collected and explain why they might have occurred

Protecting fieldwork opportunities for everybody

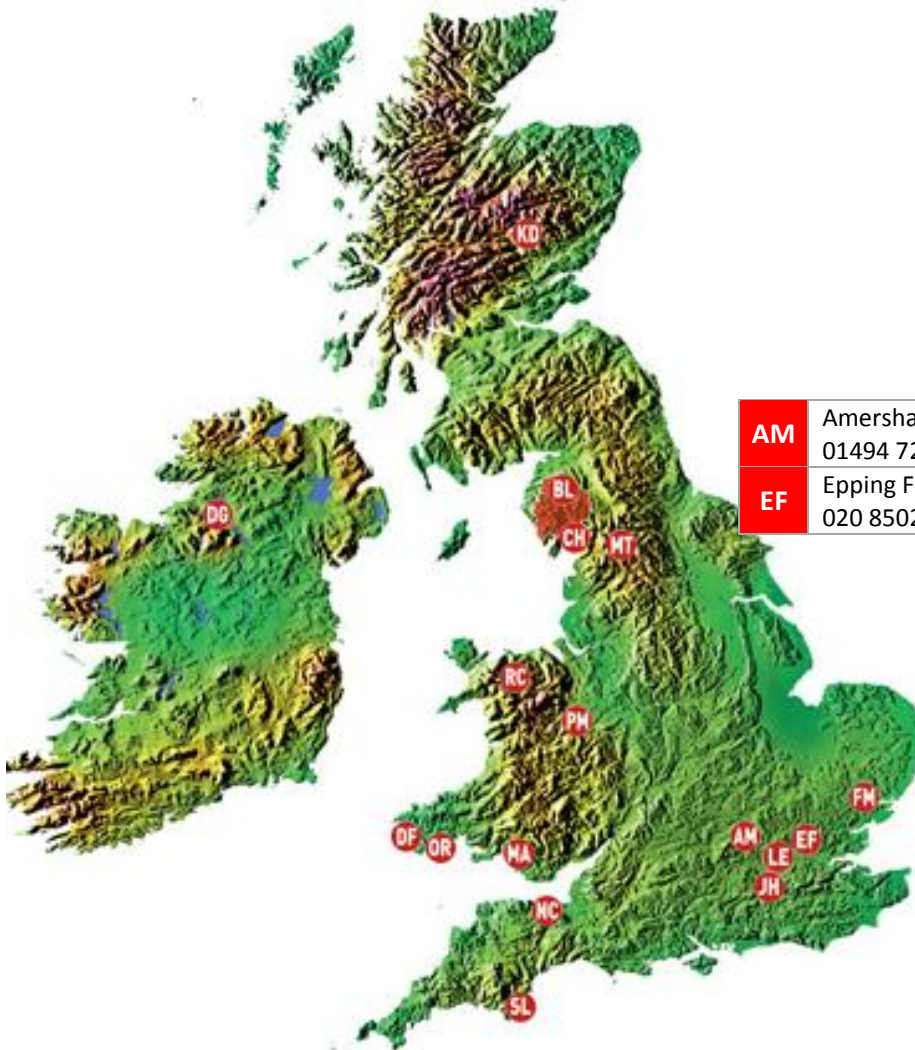
Growing pressures on outdoor learning has led the FSC to take on an important role; championing the rights and opportunities for people of all ages to experience the environment at first hand.

The FSC has 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.



FSC CENTRES



FSC Centres that offer this course:

		Rivers	Tourism	Ecosystems	Flooding	Rural Environments
AM	Amersham 01494 721 054	✓		✓		✓
EF	Epping Forest 020 8502 8500	✓	✓	✓	✓	

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*

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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.