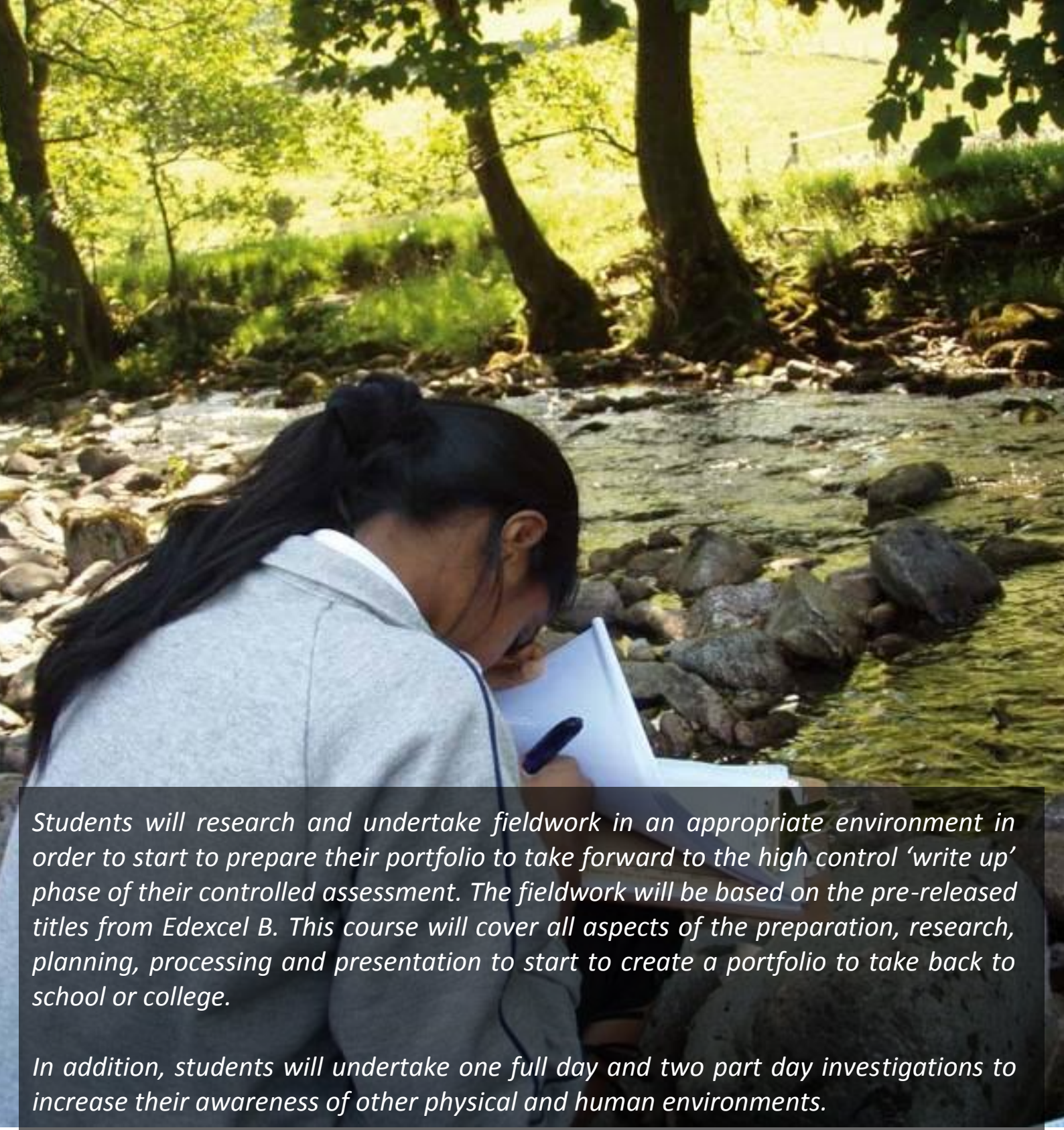


Key Stage 4 Edexcel B Geography *Producing the Student Portfolio for Controlled Assessment and Case Studies, 5days*



Students will research and undertake fieldwork in an appropriate environment in order to start 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 Edexcel B. This course will cover all aspects of the preparation, research, planning, processing and presentation to start to create 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 Edexcel 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>



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

Coastal Environments

River Environments

Countryside Environments

City Environments

CHOOSE ONE TOPIC FROM THE LIST BELOW AS A CASE STUDY

Coastal Change

The focus of this session is to cement students' understanding of geographical skills and cover content from the Coastal Change section of Unit 1 (Dynamic Planet). Students will gain case study knowledge of coastal landform creation and the processes which help to shape them. The investigation will include exploring how a stretch of coastline might change in the future and considering different approaches to coastal management.

River Processes and Pressures

The focus for this session is to cement students' understanding of geographical skills and cover content from the River Processes and Pressures section of Unit 1 (Dynamic Planet). Students will gain case study knowledge of the characteristic river landforms and consider how processes have led to these landforms. The students will also investigate how river characteristics change along its long profile.

BOTH TOPICS LISTED BELOW WILL BE USED AS HALF DAY CASE STUDIES

Changing Countryside

This half day session aims to cement students' understanding of geographical skills and cover content within Section B of Unit 2 (People and the Planet). Students will explore a rural area where pressures on the environment from the expansion of population and/or an industry are acute.

Changing Cities

This half day session aims to cement student's understanding of geographical skills and cover content within Section B of Unit 2 (People and the Planet). This includes considering the eco-footprint of an urban region and how an urban area can be managed more sustainably.

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.

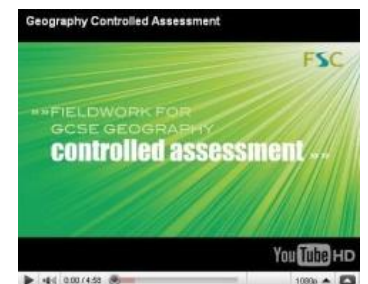
LEARNING OBJECTIVES/OUTCOMES

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 an investigation. 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 a question or issue within the chosen task 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"> Collect and describe data that is appropriate to the investigation 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 <p>Some students will:</p> <ul style="list-style-type: none"> Locate the study area in detail Collect data which is accurate and relevant to the investigation Use a wide range of data presentation techniques including some more sophisticated methods

Case Study: Changing Countryside

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the challenges (including the pressure to expand) within a rural area Understand how planners and/or local initiatives can bring about change and boost the local economy Consider how rural areas can be managed sustainably in the future 	<p>All students will:</p> <ul style="list-style-type: none"> Identify contemporary challenges facing a rural area Outline advantages and disadvantages of management strategies to reduce the adverse consequences of these challenges <p>Most students will:</p> <ul style="list-style-type: none"> Explain factors which have led to the contemporary challenges in the rural area Assess the success of different management schemes in the area and decide how sustainable they are <p>Some students will:</p> <ul style="list-style-type: none"> Link challenges in the rural area to wider processes (such as global or urban changes) Suggest how the area could be managed more sustainably in the future



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

Case Study: Changing Cities

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the eco-footprint of an urban area and which different factors contribute towards it Consider the different ways the eco-footprint of an urban area can be reduced 	<p>All students will:</p> <ul style="list-style-type: none"> Identify factors which contribute to the eco-footprint of an urban area Suggest which factors in the urban area could be better managed to reduce the eco-footprint <p>Most students will:</p> <ul style="list-style-type: none"> Make a simplified assessment of the impact of different factors and human activities on an urban areas footprint Suggest ways to reduce the eco-footprint of an urban area <p>Some students will:</p> <ul style="list-style-type: none"> Assess possible management strategies to reduce the eco-footprint of an urban area, giving advantages and disadvantages of different schemes

Case Study: Coastal Change

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of coastal landform creation and the processes which help to shape them Understand how a stretch of a coastline is likely to change in the future and how this is likely to impact people Consider different approaches to coastal management (including hard engineering and holistic approaches) 	<p>All students will:</p> <ul style="list-style-type: none"> Identify relevant geographical questions to investigate within a coastal environment Describe different data collection techniques for a coastal investigation Observe a variety of coastal landforms and use annotated field sketches/photos to describe them Collect a variety of information, first hand, including beach dimension data Describe a variety of coastal defences using maps/sketches <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 coastal investigation Identify limitations with the investigation and data collection methods Use field sketches/photos/maps to describe and explain the formation of coastal landforms Describe how a coastline is likely to change in the future using data and information gathered during the investigation Assess the advantages and disadvantages of different coastal management strategies along a stretch of coastline <p>Some students will:</p> <ul style="list-style-type: none"> Justify different data collection methods Use a variety of presentation techniques to analyse data Use OS maps and aerial photos to present data/information Suggest improvements to the investigation Identify possible anomalies in data collected and explain why they might have occurred Explain how local factors (such as geology) have influenced the formation of coastal landforms Justify possible future management strategies

Case Study: River Processes and Pressures

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the characteristic river landforms Consider how the processes of erosion, transport and deposition lead to the formation of river landforms Understand how a river changes channel shape along its long profile, from source to mouth 	<p>All students will:</p> <ul style="list-style-type: none"> Identify relevant geographical questions to investigate within a river environment Carry out fieldwork in the outdoor classroom, collecting data for the controlled assessment Describe different data collection techniques for a river investigation Observe a variety of river landforms, and use annotated field sketches/photos to describe them Collect a variety of data and information, first hand, on how a river changes from source to mouth <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 river investigation Identify limitations with the investigation and data collection methods Use field sketches/photos/maps to describe and explain the formation of river landforms Describe how a river changes from source to mouth using data and information gathered during the investigation <p>Some students will:</p> <ul style="list-style-type: none"> Justify different data collection methods Use a variety of presentation techniques to help analyse data Use OS maps and aerial photos to present data/information Suggest ways the study could be improved Suggest anomalies in data collected and explain why they might have occurred Explain how local factors (such as geology) have influenced the formation of river landforms

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.

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				Choose 1 topic			
		Coasts	Rivers	Countryside	Cities	Coasts	Rivers	Countryside	Cities
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	✓	✓	✓	✓	✓	✓	✓	✓

Please visit

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

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