

# Key Stage 4 WJEC A 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 A 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](#)

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**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

#### Water: River Processes and Landforms

#### Our Changing Coastline

#### Tourism

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

#### Water: River Processes and Landforms

This investigation covers content in Unit 1A – The Physical World. Students will investigate a local river, studying how it changes and the landforms that have been created. In addition students will develop enquiry skills and data collection skills.

#### Our Changing Coastline

This investigation covers content in Unit 2A – Our Changing Coastline. Students develop enquiry skills and collect primary data by investigating a stretch of changing coastline, studying the landforms created by the sea and how coastlines can be managed.

#### Tourism

Students will investigate a tourist honeypot to help understand the physical and human factors which have led to tourist development and the impacts of tourism in the area. Students will develop enquiry skills and collect primary data as an integral part of this study.

### CHOOSE TWO OF THE BELOW TOPICS TO BE COVERED AS HALF DAY CASE STUDIES

#### Water: Managing Rivers

This session focuses on a local flooding case study, meeting requirements of the Water section of Unit 1A (The Core –Physical). Students investigate why the area is prone to flooding and assess the effectiveness of management strategies, as well as considering the impact of flooding.

#### Living Things: How are ecosystems managed?

A investigation into the impact of people on an ecosystem assessing how sustainable human activities are in the area and considering how the ecosystem could be managed more sustainably in the future. This links with the requirements of Theme 9: Living Things, Unit 2 (Optional Themes).

#### Economic Change

This investigation into economic activities considers what past and present employment opportunities there have been in an area and aims to identify reasons for the changes in these opportunities. Students will develop understanding of Theme 12: Economic Change, within Unit 2 (Optional Themes).

#### 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.

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

**Case Study: Water: River Processes and Landforms**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Understand the different processes associated with rivers</li> <li>• Gain case study knowledge of the landforms created by river processes</li> <li>• Consider the different factors (such as geology) that may affect the location and nature of different landforms</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Collect and record a range of primary data</li> <li>• Describe the data collection techniques used</li> <li>• Identify results from a selection of different data presentation methods</li> <li>• List different river processes at work in the environment</li> <li>• Label key river landforms on field sketches/maps/photos (such as, waterfalls, gorges, meanders, oxbow lakes, floodplains and levees)</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Use maps to describe and locate primary data sites</li> <li>• Describe and justify different data collection techniques</li> <li>• Use a variety of data presentations methods to describe overall trends</li> <li>• Describe different processes of erosion, transportation and deposition at work in a river environment</li> <li>• Describe and relate river processes to river landforms on field sketches/photos</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the sampling strategy used to locate sampling sites</li> <li>• Explain and justify different data collection techniques</li> <li>• Display results using a selection of appropriate presentation methods (such as diagrams, photos and tables)</li> <li>• Suggest ways the enquiry and data collection techniques could have been improved</li> <li>• Explain the formation of a variety of river landforms on field sketches/maps/photos</li> </ul>

**Case Study: Water: Managing Rivers**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Understand the factors that lead to flooding in a river basin</li> <li>• Consider how flooding impacts on people lives</li> <li>• Gain case study knowledge of different flood defence schemes (including hard and soft engineering management strategies)</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Record the location and names of different defences using maps</li> <li>• Use field sketches/maps/photos to record reasons why flooding is likely in the river basin</li> <li>• Identify some of the impacts of flooding</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Name and describe different flood defences using maps to record information</li> <li>• Explain short and medium term impacts of flooding in a UK case-study</li> <li>• Assess how appropriate a range of flood defence strategies are</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Suggest how the flood defence strategies could be improved in the future</li> </ul>

**Case Study: Our Changing Coastline**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Understand the processes that are transforming the coastline</li> <li>• Gain case study knowledge of the landforms created by coastal processes</li> <li>• Consider how coastlines can be managed (including soft and hard engineering strategies)</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Collect and record a range of primary data (including data on beach dimensions)</li> <li>• Describe the data collection techniques used</li> <li>• Identify results from different presentations of data</li> <li>• Label different landforms on a field sketch/photo</li> <li>• Identify a range of hard and soft engineering structures</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Use maps to describe and locate primary data sites</li> <li>• Describe and justify data collection techniques</li> <li>• Use a variety of presentations of data to describe overall trends</li> <li>• Explain how different coastal landforms have been created</li> <li>• Describe a range of hard and soft engineering strategies</li> <li>• Undertake a cost/benefit analysis to assess whether different defences are appropriate in the location</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the sampling strategy used to locate sampling sites</li> <li>• Explain and justify different data collection techniques</li> <li>• Suggest ways the enquiry and data collection techniques could have been improved</li> <li>• Suggest how this stretch of coastline could be managed sustainably in the future</li> <li>• Explain why different coastal landforms are located where they are, relating the landforms to the coastal processes which have formed them</li> </ul>

**Case Study: Tourism**


Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Gain case study knowledge of the impacts of tourism on people, the economy and the environment</li> <li>• Understand the different physical and human features of a tourist honeypot</li> <li>• Consider how tourism has developed and changed over time in the area</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Collect and record a range of primary data on the impact of tourism in an area</li> <li>• Describe the data collection techniques used</li> <li>• Identify results from different presentations of data</li> <li>• Identify some of the advantages and disadvantages of tourism in a UK honeypot</li> <li>• Map different physical and human factors that attract people to the location</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• Use maps to describe and locate primary data sites</li> <li>• Describe and justify different data collection techniques</li> <li>• Use a variety of presentations of data to help describe overall trends</li> <li>• Identify areas within a honeypot where the environmental impact of tourism is particularly acute</li> <li>• Suggest management strategies which can be used to reduce the impact of tourism in a honeypot</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the sampling strategy used to locate sampling sites</li> <li>• Describe and explain different data collection techniques</li> <li>• Display results using a selection of presentation methods (such as diagrams, photos and tables)</li> <li>• Suggest ways the enquiry and data collection techniques could have been improved</li> <li>• Suggest how tourism could be managed more effectively and sustainably in a UK honeypot site</li> </ul>

**Case Study: Living Things: How are ecosystems managed?**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>Gain case study knowledge of the impact of people on an ecosystem</li> <li>Consider how an ecosystem can be managed more sustainably</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>Record different impacts that people have had on an ecosystem</li> <li>Identify and record different parts of an ecosystem</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>Explain, using information gathered through fieldwork, the impact people have had on a named ecosystem</li> <li>Suggest ways the ecosystem can managed sustainably in the future</li> <li>Describe different elements of an ecosystem</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>Give a detailed explanation of how the ecosystem could be sustainably managed in the future</li> <li>Explain how different elements of an ecosystem interrelate</li> </ul>

**Case Study: Economic Change**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>Understand which different types of employment exist in an area</li> <li>Consider how employment opportunities are changing in the area and why this might be happening</li> <li>Gain case study knowledge of the reasons for the location of a variety of industries</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>Describe the different types of industries in an area and record reasons why they locate in the region</li> <li>Identify industries which are declining and growing in an area</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>Explain why different industries have located in a region (referring to a range of factors which have encourage different industries to locate in the area)</li> <li>Identify which industries were present in the area in the past</li> <li>Suggest reasons why different industries in the area are declining and growing at present</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>Suggest how employment and industry could be managed in the future in the area</li> </ul>



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[geography controlled assessment case study](#)

**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			Choose 2 topics		
		River processes	Coastlines	Tourism	River processes	Coastlines	Tourism	Managing Rivers	Ecosystems	Economic Change
<b>BL</b>	Blencathra Tel: 01768 779 601	✓		✓	✓		✓	✓		
<b>CH</b>	Castle Head Tel: 0845 330 7364	✓	✓	✓	✓	✓	✓	✓		
<b>DF</b>	Dale Fort Tel: 0845 330 7365	✓	✓	✓	✓	✓		✓	✓	
<b>DG</b>	Derrygonnelly Tel: 028 686 41673	✓	✓	✓	✓	✓	✓	✓		
<b>FM</b>	Flatford Mill Tel: 0845 330 7368	✓	✓	✓	✓	✓	✓	✓		
<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>RC</b>	Rhyd-y-Creuwau Tel: 01690 710494	✓	✓	✓	✓	✓	✓	✓	✓	
<b>SL</b>	Slapton Ley Tel: 01548 580 466	✓	✓	✓	✓	✓	✓	✓	✓	✓

Please visit

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

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.