

Edexcel GCSE

Geography A

Geographical Foundations

Controlled Assessment

Teacher Support Book



Further Information

Contact us:

GCSE 2009
Controlled Assessment Support
Service

Register for our support service
www.edexcel.com/cass



Submit a question to our experts
www.edexcel.com/expert

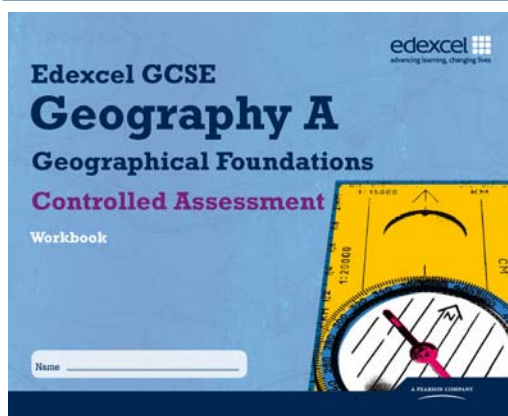


Join our Geography Community
Forum
www.edexcel.com/communities

Email: GeographySubjectAdvisor@edexcelExperts.co.uk

Tel: 0844 372 2185

Edexcel published resources:



Look out for the Edexcel
Controlled Assessment
Student Workbook
available from Spring 2010

Web: www.pearsonschoolsandfecolleges.co.uk

Tel: 0845 630 1111

Welcome to the GCSE 2009 Controlled Assessment Teacher Support Book

This Teacher Support Book has been designed to provide you with the answers to key questions that may arise during the teaching and assessment of Controlled Assessment Unit 4 : Investigating Geography

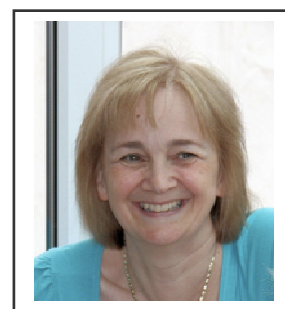
It also contains learning support materials for students.

Inside you will find some fantastic content, including:

- An exemplar scheme of work
- Answers to your key questions
- Student friendly mark scheme
- Suggested resources to support your teaching

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



Steph Warren
Chief Examiner
GCSE Geography A



Jon Wolton
Geography Subject Advisor
Edexcel

To contact our Geography senior examining team please email gcsegeography@edexcelexperts.co.uk

To speak to our Geography Subject Advisor, Jon Wolton, please call 0844 372 2185, from outside the UK: +44 844 372 2185 or email: GeographySubjectAdvisor@edexcelexperts.co.uk

We look forward to working with you.

Contents

Introduction to controlled assessment	5
A brief overview of the unit.	
Assessment information	7
In this section we answer your key questions, but also provide information for students which you may choose to copy for them.	
Suggested resources	19
Some useful resources such as published texts and websites. This section will be updated if more resources are made available.	
Exemplar scheme of work	22
A suggestion about how you might structure your teaching.	

Unit 4: Investigating Geography

What's new?

QCDA has required a change from coursework to controlled assessment. This will affect the GCSE 2009 Geography qualification from September 2009. The main changes are:

- The task titles are now set by Edexcel based on eight themes
- The task titles will change every year but the themes will remain the same for the life of the Specification
- The work is now completed under different levels of control high, medium or limited.

What will students actually do?

The students will carry out a fieldwork enquiry to enable them to collect primary data just as they have always done. They will be allowed to work in groups and all complete the same methods if the centre desires them to. The difference comes in that some sections of the writing up are to be completed under the direct supervision of a member of the centre staff i.e. under a high level of control.

What is an enquiry?

This is the way that Geography students complete their controlled assessment. The enquiry has a number of stages which the students undertake to complete the task set by Edexcel. This is very similar to coursework but now there are different levels of control for the different stages. The stages to the enquiry follow the mark scheme.

The purpose of investigation

The methods of collecting data

The methods of presenting data

Analysis and conclusions

Evaluation

Planning and organisation

Section 1: Introduction to controlled assessment

What are levels of control?

Controlled assessment is delivered under different levels of control. There are three levels of control high, medium and limited. Different parts of the assessment are carried out under different levels of control. The table shows what is meant by the levels of control.

Level of control	Interpretation
Limited	The candidate can complete the work without being directly supervised by a teacher or other impartial adult. They can work in small groups or individually.
Medium	The work is assessed internally and externally moderated.
High	The work must be formally supervised and kept securely at all times. It cannot be taken home. Candidates must not communicate with each other regarding the task. Computers can be used but the teacher must ensure that the work is secure. New research material must not be included at this stage.

Overview of assessment

There are 8 themes in the GCSE Geography A specification and the 8 tasks provided each year will be set on these themes. The themes will stay the same for the duration of the Specification but the tasks will change each year.

GCSE Geography Specification A Themes

- coasts
- contemporary
- countryside
- environmental
- rivers
- tourism
- transport
- urban areas

- Controlled Assessment is weighted at 25% of the course.
- It's worth 50 raw marks and 100 UMS.
- It can only be submitted in the summer series but the fieldwork and write up can be completed at any time.
- Students are assessed internally. A sample of the work will be requested by Edexcel for external moderation.

Unit information

Prohibited combinations

Unit 4 Investigating Geography has no prohibited combinations with any examined unit.

Section 2: Assessment information

Guidance on timing, level of control and activities

The specification suggests timings for the different elements of the controlled assessment. Below is a table with suggested timings, the type of control required and suggested activities for each of these elements.

Element of controlled assessment and suggested timings.	Level of control	Activities
<p>Purpose of the investigation</p> <p>3 hours</p>	Limited	<p>Subsidiary questions or hypotheses should be devised. These will be derived from the task question provided by Edexcel. If the teacher is providing the questions - the students should be able to justify the questions and relate them to the methods.</p> <p>The task question may be based on a theory, issue or geographical process which will need to be researched and explained.</p> <p>There should be a focused location of the study area which could be completed using GIS.</p> <p>The sequence of the study should be clear to the students and the assessor.</p>
<p>Methods of data collection</p> <p>1 day in the field</p> <p>3 hours to write up the methodology</p>	Limited	<p>Teachers or students decide on the methods of data collection.</p> <p>On returning from the field day the students may need to collate their data and write up the methods of data collection. This may be in a table or on appropriate maps or in a written form. The students will need to clearly explain the methods they have used and why they are appropriate for the investigation.</p> <p>Although students may work together to collect the data; all other work in this section must be written up independently.</p>

Section 2: Assessment information

<p>Data presentation</p> <p>6 hours</p>	Limited	<p>There should be a wide range of appropriate data presentation techniques some of which will be more sophisticated. A wide range would include graphs, maps and annotated photographs.</p> <p>Data analysis techniques such as scattergraphs will enhance the study but are not compulsory.</p> <p>Suggestions of more sophisticated techniques are a choropleth map, kite diagram, bi-polar analysis or an overlay map.</p> <p>Students can be given support in terms of choosing the correct method to present their data.</p>
<p>Analysis and conclusions</p> <p>5 hours</p>	High	<p>Students must be formally supervised during this part of the investigation. Students must produce their work independently without teacher feedback. However, the students can be taught the skills of analysis, conclusion and evaluation.</p>
<p>Evaluation</p> <p>2 hours</p>		<p>All work must be kept securely at all times (electronically / portfolio hard copy). The work can be carried out in lessons or supervised after school clinics but the work must be handed in at the end of every session and handed out at the beginning of the next session.</p>
<p>Planning and organisation</p> <p>On going with 1 hour at the end to organise the report.</p>	Limited	<p>Students should organise their work with a clear sequence of study.</p> <p>The diagrams should be integrated into the text.</p> <p>There should be page numbers and a contents page.</p> <p>There should be accurate spelling, punctuation and grammar.</p>

Section 2: Assessment information

The Controlled Assessment mark scheme

The mark scheme below is a more student friendly version of the one supplied in the Specification. The statements are what are required for full marks in each of the assessment criteria. This could be given to students or put into a tick list for them to use as they complete the different sections of their controlled assessment task.

The purpose of the investigation - introduction (6 marks) - Limited Control

- Provide a clear, focused statement which identifies the issue or question that your fieldwork is about. You may wish to break the task question down in subsidiary questions or hypotheses.
- Provide detailed maps of the location using GIS and try to justify why the location is appropriate. You may wish to redraw a map of the local area.
- You may be able to use a theory or model or geographical process to put your study into context.
- Use additional secondary data and research to add depth to your study as appropriate.
- The introduction should be approximately 300 words long.

The methods of collecting data (9 marks) Limited Control

- This should include a detailed description of the methods used to collect the data.
- The methods used to collect the data are explained. You must state why you collected the data in the way that you did. (for example this could include information about the size of the sample)
- The methods used to collect the data have been justified and linked to the original hypotheses or questions.
- Neat copies of the data you collected should be included

Data presentation (11 marks) Limited Control

- You should include a wide range of data presentation methods which are appropriate for your study. A wide range could include graphs, maps, annotated photographs, field sketches, etc.
- Your data presentation techniques should be neatly drawn including axes being labelled correctly, a title, etc.
- A number of the data presentation methods should be more sophisticated. A more sophisticated technique might be a choropleth map, kite diagram, bi-polar analysis or an overlay map.

Analysis and conclusions (9 marks) High level of control

- The results should be described in detail with relevant data included to support the statements.
- You should explain your findings.
- You should try to find links between the evidence you have collected.
- Your conclusion should answer the questions that you stated at the beginning of the investigation and be supported by evidence from your study.
- If you have based your study on a geographical theory, model or process you should comment on the relevance of your findings here.

Section 2: Assessment information

Evaluation (9 marks) High level of control

Various parts of the investigation need to be analysed

- The methods to collect the data.
- The methods of presenting the data
- The whole of the study; its accuracy and the reliability of the results.
- How the work could be improved if the investigation was repeated

Planning and organisation (6 marks) Limited Control

- Your work should be organised into a logical sequence
- It should contain page numbers and a contents page
- The diagrams should be integrated with the text.
- You will need to demonstrate a high level of written communication

FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what students have to do. We'll start with some important answers to your questions about controlled assessment.

When will I see the task?

// Task questions are released in June on to the Edexcel website. The tasks are for the next two years of entry. For example the tasks released in June 2010 will be for the June 2012 series. The tasks are available via a secure download. This means that you will need an Edexcel Online username and password to access them. This can be obtained from your examination officer or by calling our online services team on 0844 576 0024

When can students see the task?

// The students can see the task when you deem it to be the correct time. This would normally be at the start of the enquiry process. They should also be shown the assessment criteria and be assisted in the preparation of the entire controlled assessment process, including the levels of control.

Will there be a choice of tasks?

// GCSE Geography Specification A will offer 8 tasks one for each of the 8 themes. The themes derive partly from the specification and partly from the favourite themes of Specification A centres. The task questions are general, allowing teachers or students the opportunity to break the task down into more manageable questions or hypotheses. The tasks are also suitable for many different locations. Teachers can select any of the tasks. All students at a centre can complete the same task or different tasks can be chosen to suit individual student or teacher preferences.

When can I offer the controlled assessment unit?

// The controlled assessment unit can be offered to the students at any time during the two year course which makes it very flexible. The fieldwork and part of the write up could take place in one term and the work then 'shelved' for perhaps revision and then revisited just before it is submitted. Centres must, however, ensure that the correct task is chosen for the year of entry not the necessarily the year of completion.

Is there an 'F' tier for controlled assessment?

- “ The controlled assessment is not a tiered examination. The differentiation is by outcome not by task therefore all students will be doing the same task. Teaching staff may differ in the guidance that they offer to students. They may also differentiate by allowing students more time if they need it.

What happens with resits?

- “ Students are permitted to resit the controlled assessment task the following year but they must complete the task under controlled conditions **and** the task they submit must be valid for the year the students are being assessed. They will also need to be mindful of the terminal assessment rule (see Submitting the Controlled Assessment)

What happens if candidates are absent for part of the controlled assessment?

- “ Candidates who are absent for any part of the controlled assessment, may complete their work another time. Teachers should ensure that the work is completed under the correct level of control.

What happens if a student misses the fieldwork?

- “ All candidates are required to show evidence of primary data collection in the data collection section. Candidates who do not participate in a field trip for any reason should be dealt with on an individual basis by the centre. Alternative fieldwork, as is the case for all fieldwork, could be in the local area or school grounds

Can students from the same cohort do different task questions?

- “ It is up to centres which task they choose and whether they are able to provide a number of fieldwork experiences so that candidates can then have more choice in terms of task type. Students in the same class can do the same task or different tasks depending on the choice of the centre.

How much actual fieldwork should the students do?

- “ We suggest 1 day of fieldwork

Supporting your students

What sort of research can students do?

// Students do not need to do any secondary research however they should be encouraged to provide information on the study location. //

What feedback are teachers allowed to give to students?

// Feedback to students can only be given in the sections where there is limited level of control. Teachers should not give feedback on work completed under high level of control. A controlled assessment guide can be devised very like the previous guides for coursework. Candidates can work their way through as they do the analysis, conclusions and evaluation of their study. Therefore it is the skills of analysis, conclusion and evaluation that will be provided in the guide. Students should also receive a copy of the mark scheme so that they are aware of what they need to do to access the full range of marks //

What is meant by a range of presentation techniques?

// Students should include a wide range of data presentation methods which are appropriate for their study. A wide range could include graphs, maps, annotated photographs and field sketches. A number of the data presentation methods should be more sophisticated. A more sophisticated technique could be a choropleth map, kite diagram, bi-polar analysis or an overlay map. //

Administering the controlled assessment

How do I conduct the controlled assessment?

- “ • The flexibility of controlled assessment allows arrangements to be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers or another member of the centre staff.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages of the course.
- Students can have plans and notes made during the limited level of control with them throughout the entire process. It is recommended that students carry an audit sheet of work completed on the front of their portfolio.
- Students who are absent may complete the assignment another time. There are no restrictions on communication between students who have and who have not completed the assessment, as there would be in a live examination. All students will know the task in advance.

What is the advice on the word limit?

- “ The final report should be approximately 2000 words if produced in a written format. There is no penalty for work which exceeds this suggested limit, but clearly centres should be realistic about the amount of work which can be produced in the suggested time frame. Centres should bear this in mind when they are setting up the controlled assessment investigation.

How will the work be authenticated?

- “ Teachers will be responsible for authentication of students work and as with coursework previously, the teacher and candidate will both sign a declaration form. Edexcel will provide the necessary documentation for this process via the website.

Section 2: Assessment information

What is meant by levels of control?



The completion of the work is done under two levels of control. The table below shows the level of control that the different sections are completed under.

The assessment of the work is completed under a medium level of control. The work is marked by the centre staff and externally moderated by Edexcel.



Limited Level of Control	High Level of Control
The purpose of the investigation - introduction (6 marks) The methods of collecting data (9 marks) Data presentation (11 marks) Planning and organisation (6 marks)	Analysis and conclusions (9 marks) Evaluation (9 marks)
The candidate can complete the work without being directly supervised by a teacher or other impartial adult. They can work in small groups or individually.	Under a high level of control there are stricter requirements for work to be formally supervised. Work must be kept securely in a locked room / filing cabinet or electronically under a secure system. Work cannot be taken home. Candidates must work individually and cannot communicate with each other regarding the task. Computers can be used, but teachers need to restrict the use of the internet to ensure that the work is secure at all times. Teachers are not permitted to correct or comment on the work of the candidates.

Can students complete the work on a computer?



There is no requirement to use ICT to produce the finished piece of work. However, ICT can be used in the production of any part of the report. For the elements which are carried out under high levels of control the teacher will have to guarantee the security of the work.



What about students who qualify for extra time in examinations?



Some students qualify for extra time in examinations due to special circumstances. As the time limits are only suggestions these students can have the time they need to complete their work. However, the work must be completed under the correct level of control for that part of the controlled assessment.



Submitting the controlled assessment

When does controlled assessment need to be submitted?

// Controlled assessment can only be submitted in the summer series (May 15th deadline). However, the work can be completed earlier in the year, retained securely, and submitted in the summer series either in the year of completion or the following year (**you need to ensure the task completed is valid for the year of submission**). For example you could teach the controlled assessment in the Autumn term, students could write the response in January, you could retain the responses securely and submit these in summer.

”

How do I ensure that I meet the terminal assessment rule?

// You need to ensure that students are assessed for 40% of their GCSE in the terminal (last) examination series. In practice this means that two units in the GCSE should be taken /submitted in the final summer series. Controlled assessment written earlier in the year can be submitted as terminal assessment. Students will also be required to take another examined unit in the final summer series to make up the 40%

//

If my candidates resit the controlled assessment unit during their terminal examination session which mark will count?

// You need to ensure that students are assessed for 40% of their GCSE in the terminal (last) examination series. In practice this means that two units in the GCSE should be taken /submitted in the final summer series. If the candidates also resit a unit the higher mark will count. If they are only taking one unit and a resit unit then the mark for the resit unit will count even if it is lower than their previous attempt.

//

Suggested resources to support teachers and students

Before you choose your controlled assessment option, you will need to have an idea of available resources to support your teaching of the course.

The following is a provisional list of resources. Some of them are aimed at A level but all of them will provide centres with ideas for data collection and data presentation.

Unit 4 Investigating geography - fieldwork books and publications

Bowen, A & Pallister, J *Tackling Geography Coursework*. Hodder.

Chalmers, N & Parker, P *Geography Fieldwork Investigations*. www.curriculumpress.co.uk

Frew, J *Geography Fieldwork Projects*. Nelson.

Job, D et al *Beyond the Bikesheds*. Geographical Association.

Lenon, B & Cleves, P *Fieldwork Techniques and Projects in Geography*. Collins.

Miller, G *Fieldwork Ideas in Action*. Hodder.

Nagle G with Witherick M *Skills and Techniques for Geography A level* Stanley Thornes

Redfern, D & Skinner, M *Coursework and Practical Techniques*. Philip Allan Updates.

Skinner, M *et al* *A-Z Geography Coursework handbook*. Hodder.

St John, P & Richardson, D *Methods of Presenting Fieldwork Data*. Geographical Association

Taylor, L *Geographical Techniques*. Pearson Publishing.

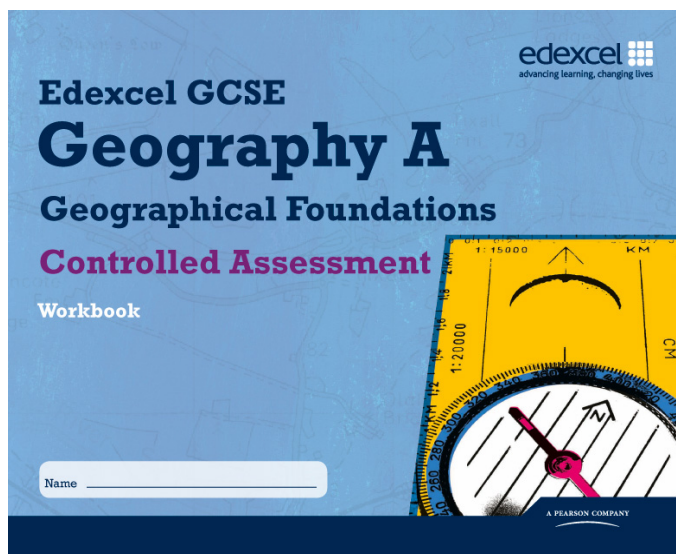
There are also publications such as:

The GA's *Geography Teachers Handbook*, *Wideworld* and *Geography Review* which have regular Practical geography sections

The Field Studies Council also provides a range of 20+ fold out charts and keys. www.field-studies-council.org.uk which would be useful for some of the themes.

The Geography Teaching Today website <http://www.geographyteachingtoday.org.uk/fieldwork/>

Section 3: Suggested Resources



Look out for the Edexcel Controlled Assessment Student Workbook available from Spring 2010

www.pearsonschoolsandfecolleges.co.uk

Tel: 0845 630 1111

The internet can be used to provide secondary information where the centre deems that secondary data will enhance the study. It can also be used to provide location maps and photographs for the introduction.

Website	Details
www.statistics.gov.uk	This is a very useful website for any census information. It is quite complex to use therefore candidates will need some help in 'digging down' to the data that they need.
www.panoramio.com	This website hosts millions of photographs which are linked to Google Earth. The images can be searched by topic or location.
www.upmystreet.co.uk	This website gives information about an area such as crime figures and property prices. It searches by postcode.
www.multimap.com	A very good source of maps at different scales and aerial photographs. The search is by place or postcode.
http://www.spatial-literacy.org/onsmap/	This provides a map of census data. Areas can be chosen for detailed analysis. This could be very useful for the environmental theme.
www.voa.gov.uk	This website gives information on business rates and council tax.
www.checkmyfile.com	This site allows you to check out the social dynamics of post codes in the UK. It gives information such as crime rates, affluence, social grades, etc.
http://earth.google.com	A 3D image of the planet.
www.ordnancesurvey.co.uk	This is obviously the best website to access maps of the UK on the 'get a map' section. Any 1:50000 or 1:25000 map can be downloaded. However, for

Section 3: Suggested Resources

	other scales multimap is a good source.
http://www.ccg.leeds.ac.uk/teaching/chcc/index.html	This gives access to census information which can then be mapped using GIS.
www.old-maps.co.uk .	This site gives access to old maps usually 1900. It is useful when access how a settlement has changed through time.
http://wheresthepath.googlepages.com/wheresthepath.htm	This site allows the user to compare different maps and / or satellite images in a user friendly format by putting them next to each other.
http://dev.openstreetmap.org/~random/postcodes/	This site plots UK post codes. Therefore very useful for completion of Sphere of Influence maps.
http://www.umapper.com/	This site allows the user to create their own GIS maps.
National Parks	All of the National Parks in the UK have their own websites with plenty of information about tourist problems which could be used to enhance the Tourism Theme work.

Supporting your delivery of controlled assessment

The following scheme of work is designed to support your delivery of the controlled assessment unit. The programme of study is our suggestion for how you might structure the organisation of the controlled assessment enquiry. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry.

Before the controlled assessment is introduced to the students there will need to be a planning phase.

Tasks available on web site; choice of task(s) made.

Location of study decided upon and preliminary fieldwork visit undertaken to determine methodology and complete risk assessments.

Trip approved by school management, coaches booked, letters sent to parents. Controlled assessment work book produced and / or Controlled Assessment Workbook purchased from Edexcel.

Section 4: Exemplar Scheme of work

Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
<p>Purpose of investigation</p> <p>To be completed before the fieldwork visit.</p>	<ul style="list-style-type: none"> Teacher led lesson on what the task is about. Breaking down the task into mini hypotheses, using past enquiries as models. Students then to work out their own mini hypotheses. Discussion on methods that could be used to answer these hypotheses. Students then to devise their own methods. This may be highly directed by teaching staff. 	<p>Purpose of investigation</p>	<p>1 lesson</p> <p>1 lesson</p>
<p>Purpose of investigation</p>	<ul style="list-style-type: none"> The students should write up the task question and mini hypotheses. They should try to link their methods to their hypotheses. Students should research the location of the study area. Students should research any secondary evidence that is deemed appropriate. 	<p>Purpose of investigation</p>	<p>3 lessons + homeworks</p>
<p>Methodology</p>	<ul style="list-style-type: none"> Students should write up the fieldwork methods. They should provide a detailed description and an explanation of the methods. All the data collected should also be included. They may wish to complete this in the form of a methodology table. 	<p>Methods of data collection</p>	<p>3 lessons + homeworks</p>

Section 4: Exemplar Scheme of work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
Data presentation techniques	<ul style="list-style-type: none"> Start this work with either a powerpoint of examples of techniques or some archive coursework. Remind the students that data presentation is not just a selection of graphs but also includes maps, field sketches and other techniques. Show the students examples of more sophisticated techniques such as bi-polar analysis, located bar graphs or even statistical techniques such as scattergraphs. Impress on students the importance of titles, scales and annotations on photographs. 	Methods of presenting data	10 lessons + homeworks
Skills of data analysis and concluding.	<ul style="list-style-type: none"> Start this section by teaching the students how to analyse. It is suggested that you use another data presentation technique, possibly one that they had completed during field work in Key Stage 3. Guide students on how to analyse - describe and explain. Use two different data presentation techniques to teach student how to link their results together [these should not be the ones used in the fieldwork enquiry.] These skills should be revisited at the beginning of each lesson Explain that lessons will be conducted under the formal supervision of centre staff. Explain that all work will be collected in at the end of the lesson (and kept securely (electronically / portfolio) and handed out at the beginning of the next The skills of concluding should be taught using a similar piece of fieldwork but not the actual data collected for the enquiry. Students should be instructed on what is meant by 'evidence' in the mark scheme. 	Analysis and conclusions	6 lessons No homework

Section 4: Exemplar Scheme of work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
The skill of evaluation	<ul style="list-style-type: none"> The skill of evaluation should be taught using using a similar piece of fieldwork. The students should be instructed on how to evaluate the data collection methods, the data display techniques, the value of the analysis and conclusions (in other words the study and its findings). Students should also suggest ways that the study could be improved. Explain tht this part will be conducted in the same way as the Analysis and Conclusions 	Evaluation	3 lessons
The organisation of the enquiry	<ul style="list-style-type: none"> Explain Students will need to organise their work into chapters with page numbers and a contents page. If appropriate, a bibliography should be included They should be made aware of the importance of spelling, punctuation and grammar. They should be encouraged to intergrate diagrams into the text. 	Planning and organisation.	Ongoing + 1 lesson at the end of the enquiry process.

