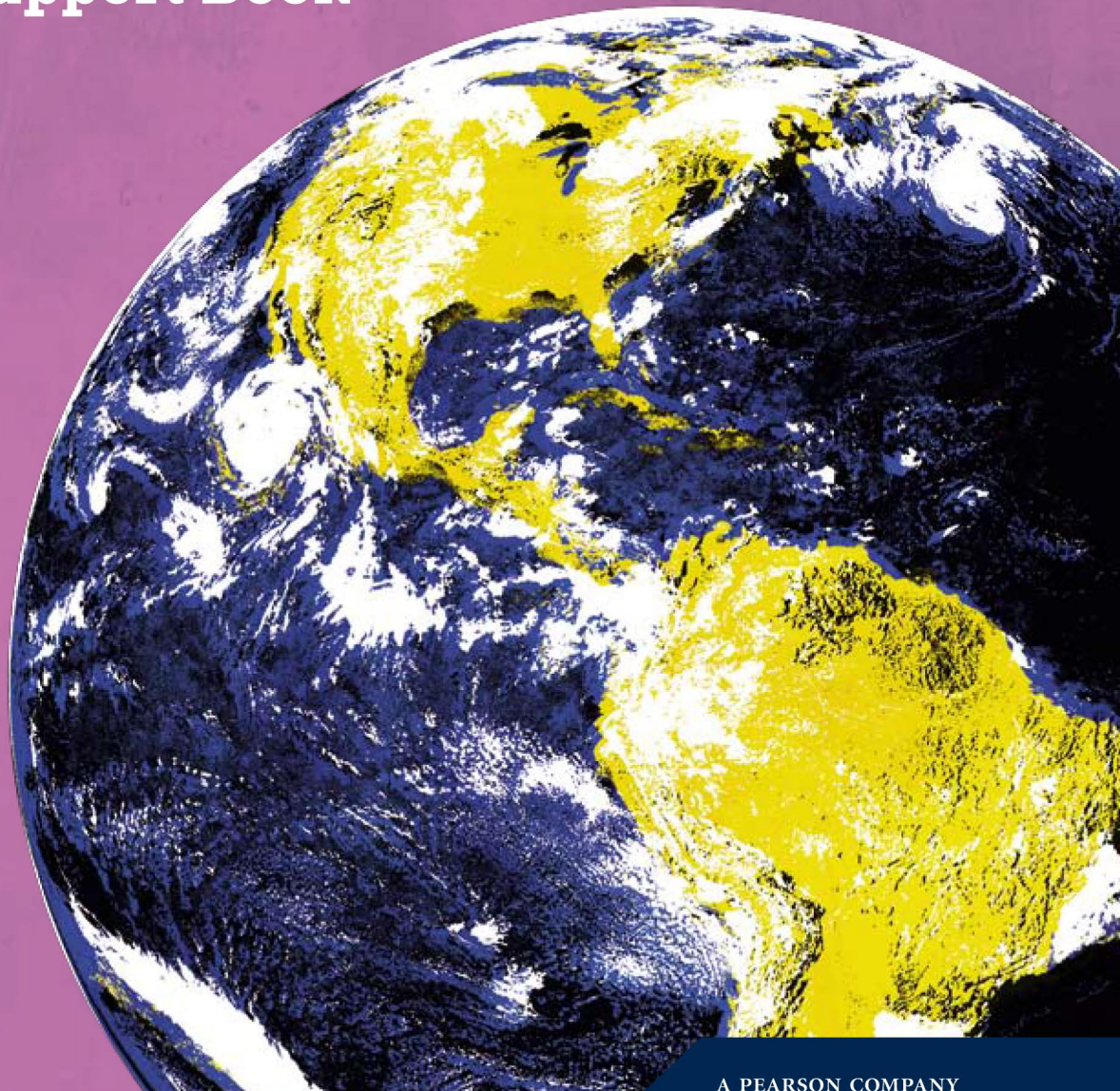


# Edexcel GCSE Geography B Evolving Planet

## Controlled Assessment

### Teacher Support Book



## Further Information

### Contact us:

**GCSE 2009**  
Controlled Assessment Support  
Service

Register for our support service  
[www.edexcel.com/cass](http://www.edexcel.com/cass)



Submit a question to our experts  
[www.edexcel.com/expert](http://www.edexcel.com/expert)

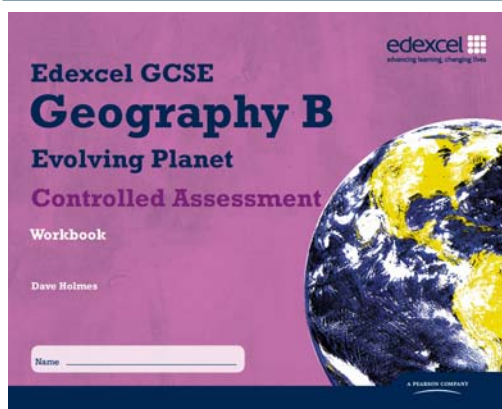


Join our Geography Community  
Forum  
[www.edexcel.com/communities](http://www.edexcel.com/communities)

Email: [GeographySubjectAdvisor@edexcel.com](mailto:GeographySubjectAdvisor@edexcel.com)

Tel: 0844 372 2185

### Edexcel published resources:



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

Web: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.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 : Researching Geography

It also contains learning support materials for students.

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



**Dave Holmes**  
Principal Moderator GCSE  
Geography B

## 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.



**Jon Wolton**  
Geography Subject Advisor  
Edexcel

To contact our Geography senior examining team please email [gcsegeography@edexcel.com](mailto:gcsegeography@edexcel.com)

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@edexcel.com](mailto:GeographySubjectAdvisor@edexcel.com)

We look forward to working with you.

# Contents

<b>Introduction to controlled assessment</b>	<b>5</b>
A brief overview of the unit.	
<b>Assessment information</b>	<b>7</b>
In this section we answer your key questions, but also provide information for students which you may choose to copy for them.	
<b>Suggested resources</b>	<b>21</b>
Some useful resources such as published texts and websites. This section will be updated if more resources are made available.	
<b>Exemplar scheme of work</b>	<b>27</b>
A suggestion about how you might structure your teaching.	

## Unit 4: Researching Geography

### What's new?

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

New levels of control: high, medium and limited have been introduced throughout the enquiry process.

Edexcel will set 8 'Task questions' each year based on 4 broad geographical themes.

### What will students actually do?

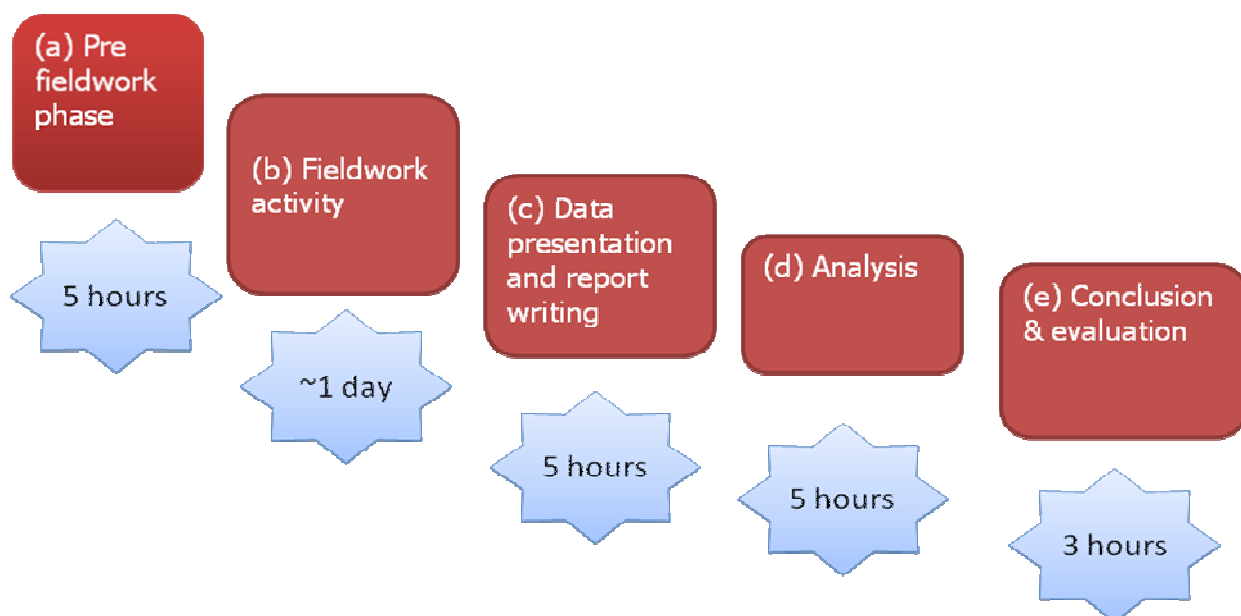
Think of controlled assessment as just like 'partially supervised coursework'. Students still undertake the same fieldwork enquiry process as they always have. However, part of the writing-up will be completed under slightly different conditions (these are the levels of control).

### What is an enquiry?

The enquiry is the stages that students will undertake to complete the task set by Edexcel. As with coursework previously, the enquiry process is divided into several stages that build into a complete piece of assessed work:

*Introduction, Methodology, Presentation of Results, Analysis and Conclusions*

Under controlled assessment, students still complete the enquiry process, but have different levels of control at different stages:



# 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.

<b>Level of control</b>	<b>Interpretation</b>
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 is a single piece of Controlled Assessment in the Edexcel B GCSE 2009 Geography specification. There are 8 task questions of which candidates tackle one. Tasks are grouped into a number of geographical themes. All task questions are derived from the specification and refreshed each year as per QCDA regulations.

### Themes - GCSE Specification B:

- 1) Coastal Environments - two task questions - candidates tackle one
- 2) River Environments - two task questions - candidates tackle one
- 3) Rural / Countryside Environments - two task questions - candidates tackle one
- 4) Town / City Environments - two task questions - candidates tackle one

- 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 and a sample of the work will be requested by Edexcel for external moderation.

### Preparation and planning

Students will have approximately 5 hours to research the topic area and find out more about its wider geographical context (e.g. models / theories, locational information) under limited control conditions.

Some of the research can be done at home, independently or collaboratively. Students can be involved in the design of the fieldwork programme, i.e. overall sampling strategy / sampling frame etc.

### Unit information

#### Prohibited combinations

Unit 4 : Researching Geography has no prohibited combinations with any examined unit

### Write-up

Students will have a suggested 15 hours to complete the report under limited and high-level controlled conditions.

There is an additional 1 day for fieldwork.

This process is likely to happen over a number of lessons. Work (both electronic and written) must be kept securely during high level control.

## 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.

Reference in Specification p 36	Suggested timings (approximate)	Suggested activities	Level of Control
Planning	5 hours	Researching the topic area and finding the geographical context, e.g. models / theories. Some of the research can be done at home or independently. Also establishing aims / hypotheses and writing these up. Maps /GIS locations etc included here, but can be completed on return from the field. Candidates can be involved in the design of the fieldwork programme, i.e. overall sampling strategy / sampling frame.	Limited
Methods of data collection	<i>1 day in the field</i> plus 2 hours in class	The class time can be spent discussing data collection procedures at each location, e.g. designing recording sheets, equipment required etc. Candidates may work together, but work must be submitted individually.	Limited
Data presentation and report production	5 hours	Completing the work to date, i.e. aims, methods and data presentation. Data should be collated as a group and shared; candidates can be given support in terms of choosing the correct method to present their data.	Limited
Analysis and conclusions	5 hours	Candidates work under formal supervision, although setting can be any controlled environment. Candidates produce work individually and teachers should NOT give any type of feedback (although self-assessment is permitted, e.g. a tick sheet on completion of different stages. All work must be kept securely (electronically / portfolio) and it is good practice to have a contents cover sheet showing what is in the investigations folder. At the end of this stage work is handed in to the teacher in charge. This part of the process can be split into several smaller units of time if required.	High
Evaluation	3 hours		High



## Section 2: Assessment information

Below is a 'student-friendly' version of the mark scheme that should be given to all students at the start of the controlled assessment process.

### Planning the topic for study (8 marks) **Limited Control**

Mark	What you need to do to reach the 'level'
0	<ul style="list-style-type: none"><li>• Outline of the purpose of study or location not given</li></ul>
1-3	<ul style="list-style-type: none"><li>• Basic outline of the issue to be studied</li><li>• Location detail is missing or unclear</li></ul>
4-6	<ul style="list-style-type: none"><li>• Basic statement identifies the issue to be studied, including aims and location</li><li>• Basic introduction that gives geographical background and purpose</li><li>• Reference to secondary data and research included</li></ul>
7-8	<ul style="list-style-type: none"><li>• Clear, focused statement of aims, purpose and location, of the issue to be studied</li><li>• Appropriate maps included</li><li>• Justification for study provided in the introduction</li><li>• Secondary data and research used to inform study</li></ul>

### The methods of collecting data (7 marks) **Limited Control**

Mark	What you need to do to reach the 'level'
0	<ul style="list-style-type: none"><li>• Description of methods of data collection not given</li></ul>
1-2	<ul style="list-style-type: none"><li>• Basic description of data-collection methods</li><li>• Explanation of choice of methods is missing or basic</li><li>• Evidence for data collection is missing or basic</li><li>• Use of GIS is not included</li></ul>
3-5	<ul style="list-style-type: none"><li>• Description of data-collection methods is good</li><li>• Evidence for data collection is good</li><li>• Use of GIS included but may not be relevant/accurate</li></ul>
6-7	<ul style="list-style-type: none"><li>• Description is clear</li><li>• Methods used to collect and record data included</li><li>• Explanation and justification of methods used (for maximum marks)</li><li>• Evidence of data collection is linked to the task</li><li>• GIS is used well</li></ul>

### Data presentation and report production (15 marks) **Limited Control**

Mark	What you need to do to reach the 'level'
0	<ul style="list-style-type: none"><li>• Data presentation techniques not used</li><li>• Report is not structured</li></ul>
1-3	<ul style="list-style-type: none"><li>• Basic range or only partial attempts to present data in a relevant way</li><li>• Limited to very basic techniques that may be incomplete, with no</li></ul>

## Section 2: Assessment information

	<ul style="list-style-type: none"> <li>attention to detail and finishing</li> <li>• GIS not included</li> <li>• Limited organisation and structure</li> <li>• Weak style of writing including many spelling and grammatical errors</li> <li>• Geographical terminology not used</li> </ul>
4-7	<ul style="list-style-type: none"> <li>• Basic range of techniques to present data</li> <li>• Errors in technical correctness and finishing</li> <li>• GIS is included but may not be relevant</li> <li>• Organisation and structure is adequate</li> <li>• Errors in spelling and punctuation sometimes included</li> <li>• Work is readable</li> <li>• Use of geographical terminology is included but basic</li> </ul>
8-11	<ul style="list-style-type: none"> <li>• Good range of appropriate data presentation methods, although they may not always be technically correct</li> <li>• Presentation techniques are nearly always clear and complete</li> <li>• GIS use is relevant and clear</li> <li>• Well-organised and structured report, and linked to the enquiry sequence</li> <li>• Grammar, punctuation and spelling errors are few</li> <li>• Geographical terminology is used and is generally accurate</li> </ul>
12-15	<ul style="list-style-type: none"> <li>• Good range of appropriate data-presentation methods which are fit for purpose</li> <li>• Techniques are neat and clear, possibly including some original ideas</li> <li>• GIS use is clear and supports the report</li> <li>• Organised and well-structured report showing the sequence of enquiry followed</li> <li>• Grammar, punctuation and spelling errors are very few</li> <li>• Clear and accurate use of geographical terminology</li> </ul>

### Analysis and conclusions (14 marks) **High level of control**

Mark	What you need to do to reach the 'level'
0	<ul style="list-style-type: none"> <li>• No evidence of any data analysis</li> <li>• Conclusion not included</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Data analysis is very basic</li> <li>• No linkage to geographical theory</li> <li>• Short and very basic conclusion</li> <li>• Comments are brief and unfinished</li> <li>• Original aims tend to be overlooked or ignored</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Partial data analysis which is brief and descriptive only</li> <li>• Connections between data sets have not been explored</li> <li>• Limited linkage to any geographical theory</li> <li>• A basic conclusion is attempted, using generalised and simplistic comments</li> <li>• There is limited linkage to original aims</li> </ul>

## Section 2: Assessment information

7-9	<ul style="list-style-type: none"> <li>• Data is analysed in a satisfactory manner, but tends to be more descriptive than analytical</li> <li>• There is limited attempt to identify possible geographical connections between data collected</li> <li>• Plausible conclusions are drawn, but there is somewhat limited evidence used to support findings</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Data is analysed using some analytical tools</li> <li>• Links and connections between data sets may be identified</li> <li>• There may be some linkage to relevant geographical theory</li> <li>• Conclusions are clear and relevant, with basic links back to the original aims of the investigation</li> <li>• Evidence is used to support conclusions</li> <li>• Possibly recognition of wider geographical significance</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• Data is analysed in detail using appropriate processing tools</li> <li>• Links and connections are identified between data presented</li> <li>• Links to geographical theory included</li> <li>• Conclusions are clear, relevant and focused</li> <li>• Evidence is used to support conclusions</li> <li>• Comment on the wider geographical significance of the work</li> <li>• Links to the original aims of the investigation</li> </ul>

### Evaluation (6 marks) **High level of control**

Mark	What you need to do to reach the 'level'
0	<ul style="list-style-type: none"> <li>• Review or evaluation of work not given</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Basic attempt to either review or evaluate the work</li> <li>• No comment on the validity of the task question set</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Review and/or evaluation of work is adequate</li> <li>• Evaluation of the outcomes with respect to the task question is included</li> <li>• Some limitations of the evidence are recognised</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Good review and/or evaluation of the process and findings</li> <li>• Clear link of findings from the work to the task question</li> <li>• Good range of limitations of the evidence are considered</li> </ul>

# 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 onto 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?

“ Students should only be shown the task when they are ready to embark on the work. This means, essentially, that the task should be shown to students at the start of the enquiry process, prior to any planning taking place. 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 any choice of tasks?

“ The Edexcel Geography B GCSE 2009 will offer 8 tasks questions during any one academic year. The tasks are inspired by four contrasting environments: rivers, coasts, rural / countryside and urban (towns and cities). Teachers (or students) will choose just one task question for their controlled assessment.

Centres should feel free, however, to offer fieldwork linked to more than one task question. This is clearly a decision that is made at a Centre-level and may be linked to other factors such as teacher expertise in fieldwork, proximity to fieldwork environments, past fieldwork experiences of students etc. This may be a model to use during a residential visit.

”

### 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; this 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 differentiate in the guidance that they offer to students. They may also differentiate by allowing students more time if they need it.

### 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 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 a student misses the fieldwork?

“ Fieldwork is a compulsory element of the controlled assessment so provision should be made for students to carry out alternative fieldwork. As is the case for all fieldwork, this could be fieldwork in the local area or school grounds.

”



### Can students from the same year do different task questions?

“ There is no restriction on the choice of tasks. Large centres may wish to choose more than one fieldwork task, providing students with a choice. Ultimately, it is up to individual schools / staff / students which task they choose and whether they are able to provide a number of contrasting fieldwork experiences so that candidates can then have more choice in terms of task type. ”

### How much actual fieldwork should the students do?

“ We recommend about 10 hours of fieldwork which could be a single extended school day (perhaps including an overnight residential) or two shorter half days, e.g. in a local environment. By ‘fieldwork’ we mean working out-of-doors, although we are encouraging candidates to undertake additional and supporting research in the form of the internet, books, magazines etc (some useful websites are included in Section 3: Suggested Resources). ”



A student using an anemometer to collect data on wind speed. © David Holmes

# Supporting your students

### What is the range of presentation techniques?

“ Students should be encouraged to use a range of suitable data presentation techniques. In most instances 3-4 different graphical techniques will be sufficient to secure the top range of marks. These should, most importantly, be appropriate to the data collected. ICT can be used, or hand-drawn, or a combination of both. There is a good opportunity here for using electronic / digital maps (e.g. simple GIS) to locate results.

Some presentation work which is stored electronically can be copied and pasted into the final parts of the controlled assessment so that they become integrated into the analysis. However, the students need to be reminded that no new additional resources can be used in the high level of control.



### What is the range of analysis techniques?

“ Many students may attempt basic statistics such as mean, modes, medians etc. Some may also look to uncover relationships using lines of best fit and techniques such as Spearman's Rank. Techniques should be appropriate to the data. Students should be encouraged to look for patterns and trends and to make the work structured at logical at this point. Here are some standard questions that should be asked about any data set:

1. What is the range (or spread) of values within the data set?
2. Where are most of the values concentrated (i.e. is there any clustering)?
3. Are there any clear gaps between the concentrations?
4. What is the shape of the distribution of values?
5. Are there any extreme values (which may include anomalies)? How far separated are they from the normal range of data?

Section 3 includes some suggestions for the non-statistical analysis of data.

### What sort of research can students do?

“ Research is an important part of the controlled assessment process and should be encouraged as either independent or collaborative work. There are a number of websites that can help both part of the initial research process, or during the later stages of the controlled assessment. See the suggested resources on pages 25/26.



## Section 2: Assessment information

### 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. 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.

### Help on basic GIS?

“ Use of GIS (Geographical Information Systems) is assessed within the markscheme, so students should be supported to access at least basic GIS, e.g. web-based systems. A GIS system has the ability to store, retrieve, manipulate and analyse a range of spatially related data. The internet is becoming much more sophisticated in terms of the type of geographical data it can deliver, not just limited to maps and map data, but there are a host of other sites that may be useful in terms of supporting GIS. Using digital maps / GIS in an appropriate manner is a really important way to add value to a piece of fieldwork.

Of course we also encourage Centres who have invested in other GIS systems such as AEGIS, MemoryMap etc to use these with students, but for Centres who haven't then the free web-based materials are more than adequate.

Some examples of sites that could be used are included in the suggested resources on page 25. ”

Using simple GIS like Google Maps can help locate fieldwork sites and locations. **Source – Google Maps**



# 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 in 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.
- Teachers should check that the materials contain only plans and notes and not a draft answer before they are taken into the high-level controlled environment. These plans and notes should be retained with the students' responses in a secure place and will be required as part of the sample for moderation (there is no requirement to send in the complete folder of the whole unit from a student as in previous specifications).
- 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 are the main controls and what feedback can I give?

Under high levels of control work should be secured in centres at all times, e.g. a folder of work to date, or a digital copy on a USB drive. This should be accompanied by a list of all work and resources included / index / log in the form of a cover sheet which accompanies the controlled assessment portfolio.



## Section 2: Assessment information

Feedback to students can only be given under limited level of control. Work completed under high level of control can be split into a series of directed tasks and also supported by an internal controlled assessment guide that students can use. This could be a reworking of a previous coursework guide. The guide, however should maintain the 'spirit' of the controlled assessment, i.e. the fact that it is trying to assess candidates' work, rather than the ability of a teachers to design and set-up the enquiry process.



Limited Level of Control	High Level of Control
Setting can be a range of locations (including home for research purposes). Candidates can work individually or in small groups. There is no need for direct supervision - a research philosophy should be encouraged. Fieldwork is also included under limited control. Candidates should start their write-up here, up to and including the presentation.	Stricter requirements for work to be formally supervised. Work must be kept securely in a locked room / fling 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 just data processing / analysis / GIS. New research material cannot be included from the internet.

### What is the advice on the word limit?

“ The final report should be approximately 2000 words if produced in a written format (the use of other formats, e.g. DVDs, PowerPoint's etc is acceptable). Centres should be realistic about the amount of work which can be produced in the suggested time frame. Candidates should not be expected to exceed 10-15 pages of written work. The moderation process will provide a check on this. In the case of other formats e.g. DVDs, PowerPoint's etc the equivalent word limit can be interpreted as a similar amount of time taken to complete.



### 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.





### Can students do the task on their computer?

“ Yes, the assignment write-up can be word processed; spell-check may be used by students. The incorporation of ICT will no doubt enhance the quality of many pieces of work, so where possible, it should be positively encouraged.

When work in the high-level of control write-up session(s) is completed this must be saved onto portable media and retained securely by the centre. The controlled assessment response must be printed out for marking and standardisation.

If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout e.g. Times New Roman, font size 12, 1 ½ line spacing and margins to allow for teacher comments.

There is no requirement to use ICT to produce the finished piece of work that will be submitted for the purpose of controlled assessment. However, ICT will be needed to produce even basic GIS material for Assessment Criterion B and Assessment Criterion C (pages 40-42 in the Specification). Basic GIS includes maps from Google Maps, Google Earth etc.

”

### What if I decide to use a visual (e.g. film) clip?

“ If you are using a visual film clip as your own choice you will need to ensure that students can have access to the material during the write-up session. In the case of a film clip you may provide students with a written, factual description of the clip, which could include the screenplay or a summary of it, i.e. geographical transcript.

You should send a recording of this material to the moderator when the work is submitted for moderation, along with any printed material created to accompany it. This could be sent on a CD or memory stick.

”

### 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 15<sup>th</sup> 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 which may be updated as publishers begin to produce new resources to this support controlled assessment.

### Unit 4 Researching geography - fieldwork books and publications

#### Fieldwork Texts

Price Bands: A = < £8.00, B = £8-10.00, C = £10-12.00, D = >£12.00

- Bowen, A & Pallister, J (1997) Tackling Geography Coursework. Hodder. *Price Band C*
- Chalmers, N & Parker, P (1989) The OU Project Guide. Field Studies Council. *Price Band C*
- Curriculum Press (2002) Geography Fieldwork Investigations. [www.curriculumpress.co.uk](http://www.curriculumpress.co.uk) *Price Band D*
- Frew, J (1993) Advanced Geography Fieldwork. Nelson. *Price Band B*
- Frew, J (1999) Geography Fieldwork Projects. Nelson. *Price Band C*
- Glynn, P (1988) Fieldwork Firsthand. Crakehill Press. *Price Band B*
- Holmes, D & Farbrother, D (2000) A-Z Advancing Geography Fieldwork. Geographical Association *Price Band A*
- Holmes, D & Warn, S (2003) Fieldwork Investigations. Hodder. *Price Band B*
- Job, D (1997) New Directions in Geographical Fieldwork. OUP. *Price Band D*
- Job, D et al (1999) Beyond the Bikesheds. Geographical Association. *Price Band A*
- Lenon, B & Cleves, P (2001) Fieldwork Techniques and Projects in Geography. Collins. *Price Band D*
- Matthews, H & Foster, I (1989) Geographical Data: Sources, Presentation, and Analysis. OUP. *Price Band C*
- Miller, G (2000) Fieldwork Ideas in Action. Hodder. *Price Band D*
- Refdern, D & Skinner, M (2002) Coursework and Practical Techniques. Philip Allan Updates. *Price Band A*.
- Skinner, M *et al* (1999) A-Z Geography Coursework handbook. Hodder. *Price Band A*

# Section 3: Suggested Resources

St John, P & Richardson, D (1996) *Methods of Statistical Analysis of Fieldwork Data*. Geographical Association *Price Band C*

St John, P & Richardson, D (1997) *Methods of Presenting Fieldwork Data*. Geographical Association *Price Band C*

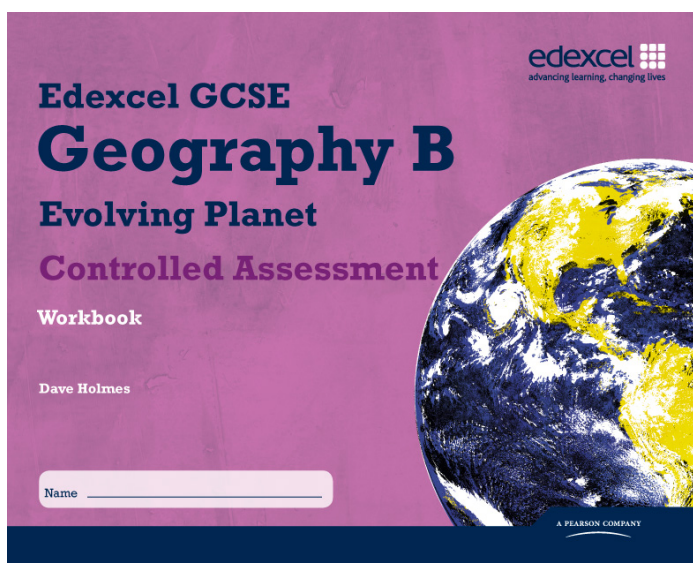
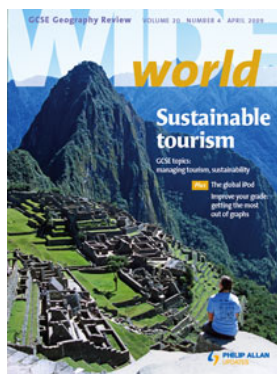
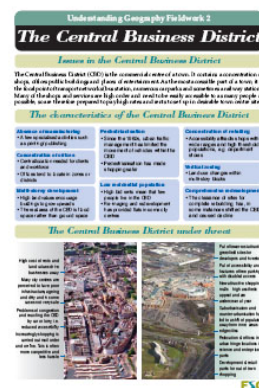
Taylor, L (1997) *Geographical Techniques*. Pearson Publishing. *Price Band D*

### Also see...

The GA's *Geography Teachers Handbook*, *Wideworld* and *Geography Review* for the regular Practical geography section

Field Studies Council for the range of 20+ fold out charts and keys.  
[www.field-studies-council.org.uk](http://www.field-studies-council.org.uk) In particular charts on the urban environment and rivers for GCSE geographers.

Geography Teaching Today Fieldwork section for support and ideas  
<http://www.geographyteachingtoday.org.uk/fieldwork/>



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

[www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

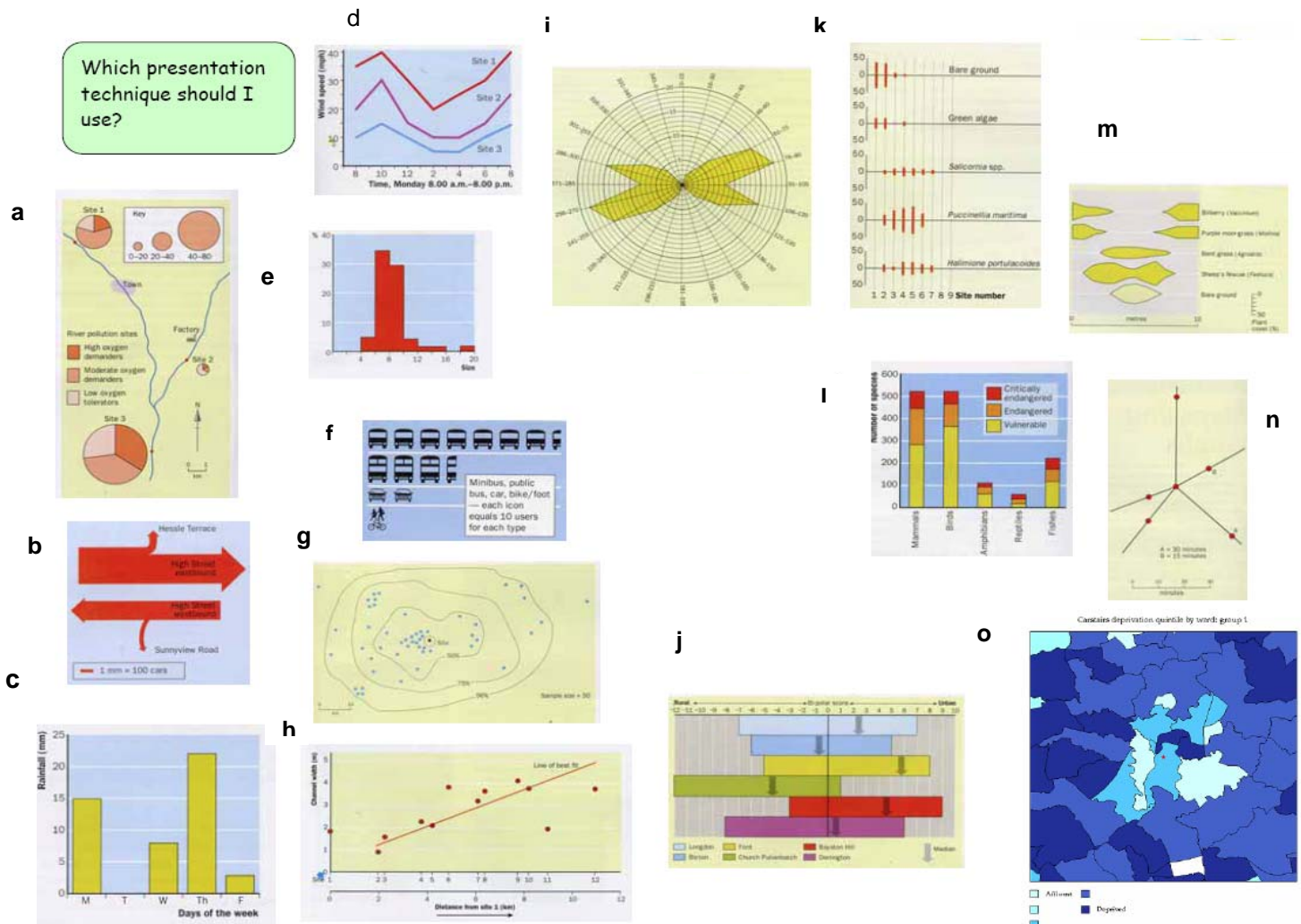
Tel: 0845 630 1111

# Section 3: Suggested Resources

## Ideas for data presentation

(source David Holmes / Field Studies Council)

Which presentation technique should I use?



Encouraging a wide range of data presentation techniques will help students access the higher marks.

### Key:

- a** - Proportion pie charts
- b** - Proportional flow lines
- c** - Bar chart
- d** - Line graph
- e** - Histogram
- f** - Pictogram
- g** - Isoline map
- h** - Scatter graph
- i** - Azimuth / rose diagram
- j** - Gain-loss bar chart
- k** - Skeletal kite diagram
- l** - Composite bar chart
- m** - Kite diagram
- n** - Desire line
- o** - Choropleth



## Section 3: Suggested Resources









### Some suggestions for non-statistical analysis of data

In addition to descriptive statistics and measures of central tendency ( e.g. **the mean, the median, and the mode**), other more qualitative techniques can be used to help analyse data.







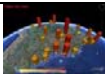





Annotated photographs	<ul style="list-style-type: none"><li>• An effective method of presenting geographical information.</li><li>• Can be used to show and justify choice of equipment, location of sites and site description, geographical processes.</li><li>• Technology can help e.g. Microsoft MovieMaker can be used to stitch together a series of photographs into an illustrated (dvd) transect through a town / city.</li></ul>
Written description	Geographical 'prose'. Drawing the reader into a photograph, map or other resource can be achieved through a written <i>geographical</i> description of the item.
Highlighting and coding	This can be used as a way of both presenting and analysing data. It is well suited to written data such as leaflets, websites and longer interviews.
'Storyboard'	Just as in film-making, a series of pictures or cartoons can illustrate processes or sets of data – e.g. how a place changes along a transect.
Mind-maps	A geographical diagram can be used to represent ideas, themes or processes. Usually words (or pictures) are arranged around a central theme. Connections between different elements of information can also be shown by using arrows for example. Thicker arrows may indicate stronger connections.
Flow diagrams	These can be used as a graphical representation of a process that may have been tested during the investigation, e.g. the development of a town or resort or the way in which river processes operate. Different symbols can also be used.

## Section 3: Suggested Resources

Useful websites:

Finding out about people and places	
	The ONS site has become increasingly complex to use, but none the less is an excellent resource. Search by area or postcode; also downloadable dataset to use on a range of topics and resolutions <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> . Also see their 'sustainable indicators' publication. Next major census update 2011
	Panoramio ( <a href="http://www.panoramio.com">www.panoramio.com</a> ) hosts millions of photos that are tagged to Google Earth. Images can be searched by topic, or perhaps more usefully, by location.
	Put in your postcode to find out what your area is like. Good indicators such as geo-demographics, crime figures and property. <a href="http://www.upmystreet.co.uk">www.upmystreet.co.uk</a>
	<a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a> Wikipedia is probably the best online encyclopaedia, even though it comes in for some stick from some quarters! Generally good level of depth and detail with contributions from a range of people. Watch the bias, but use the references as a way of finding out more about the topic or place.
	<a href="http://www.spatial-literacy.org/onsmap/">http://www.spatial-literacy.org/onsmap/</a> this link provides a map of census data, showing the Super Output Area social classification. Its based on the Google Maps platform so is fully zoomable and users can select particular areas to find out more about. Particularly good for making comparisons between different areas.
	Valuation Agency site. Get council tax and business rates for any property in the England and Wales. <a href="http://www.voa.gov.uk">www.voa.gov.uk</a> Good for CBD studies or generating key Qs / hypothesis (link with bid rent).
	National trust names is an excellent site to look up the origin and geographical distribution of names <a href="http://www.nationaltrustnames.org.uk/">http://www.nationaltrustnames.org.uk/</a> Very interesting!
	Check out residents of any UK postcode based on Census data. Credit ratings, affluence, social grades, house prices and types, crime rates, health, ethnic mix. Confidential, instant and no purchase or registration required. Good for quality of life surveys. <a href="http://www.checkmyfile.com">www.checkmyfile.com</a>

## Section 3: Suggested Resources

Mapping and web-based GIS websites	
	Online maps for everywhere. Change scales and also view by air photo. <a href="http://www.multimap.co.uk">www.multimap.co.uk</a> . This is still a 'standard' source for many maps, but the site is often cluttered with adverts.
	<a href="http://maps.google.co.uk/">http://maps.google.co.uk/</a> Google Local also provides maps. Can select particular items to search for, e.g. "Indian restaurant restaurants in SY1". Clever stuff! Creating your own login ID allows users to customise their own maps
	<a href="http://local.live.com/">http://local.live.com/</a> this website allows you to get maps and air photos at high resolution for locations in UK. Use postcode search. Better resolution than G. Earth for rural locations. An experimental site <a href="http://www.flashearth.com">www.flashearth.com</a> brings together Google Local and Windows local.
	Draw pictures and label things on a Google map using simple clicks and drags. Easily move the map to anywhere in the world. <a href="http://www.quikmaps.com">www.quikmaps.com</a> The user-friendly nature of the site makes it ideal for students to create maps of their local or personal geographies and fieldwork activities.
<b>FLASH EARTH</b>	Flash Earth <a href="http://www.flashearth.com">www.flashearth.com</a> lets you select the best resolution air photo / satellite image from a range of sources. This is good for detail in rural areas.
	<a href="http://earth.google.com">http://earth.google.com</a> - A visually stunning 3D interface on the planet. Download the 11MB programme (for free) and watch it go. You will need a fast internet connection. Interesting overlays can be found at <a href="http://www.googleearthhacks.com">http://www.googleearthhacks.com</a> , e.g. live weather feeds, earthquakes
	The OS website - our link takes you direct to the 'get a map' section where you can download any 1:50000 or 1:25000 map extract for the UK ("Get a Map" function). Very useful in c - try important / inserting into MS Word <a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a>
	It is possible to add graphs as 'kml' overlays to Google Earth using another free application - 'gegraph'. There is a free download available for this at <a href="http://www.sgrillo.net/googleearth/gegraph.htm">http://www.sgrillo.net/googleearth/gegraph.htm</a> (it is now compatible with the latest version of Google Earth.)
	CCG Online GIS Atlas - is an interactive web based visualization tool giving access to 88 key census variables from 1971 -2001. It aims to deliver a simple mechanism for mapping statistics from GB census - information is displayed as a cartogram. <a href="http://www.ccg.leeds.ac.uk/teaching/chcc/index.html">http://www.ccg.leeds.ac.uk/teaching/chcc/index.html</a>
	Providing access to Britain's most extensive digital historical map archive. Maps are generally 1900. Copy and paste. <a href="http://www.old-maps.co.uk">www.old-maps.co.uk</a> . Can be used to look at changes in the shape and form of settlements for example.
	'Where's the path' ( <a href="http://wheresthepath.googlepages.com/wheresthepath.htm">http://wheresthepath.googlepages.com/wheresthepath.htm</a> ) is a really top-draw site that allows the user to select and compare different types of map / satellite imagery side-by-side. The only problem is that the OS have limited the number of hits to 30,000 which means the site does work well in the afternoons!
	Open source postcodes <a href="http://dev.openstreetmap.org/~random/postcodes/">http://dev.openstreetmap.org/~random/postcodes/</a> Does as it says on the tin - interactive map where the user can find postcodes. Good for sphere of influence type surveys, i.e. plotting how far people have come from.
	<a href="http://www.umapper.com/">http://www.umapper.com/</a> Umapper is the first web-based universal map authoring tool. The user can create their own GIS maps (I think more powerful than Google maps). A range of tools are provided for students' use.

# 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.

## Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
Introducing the fieldwork and controlled assessment	<ul style="list-style-type: none"> <li>Teacher led lesson on what the task is about and introducing 'Researching Geography' What is geographical research and fieldwork - what examples can students think of. Introduce the broad task question as an enquiry question. Use a stimulus such as a video to introduce and a topical issue relating to it</li> <li>Locate the fieldwork using Google Maps / Google Earth / simple GIS</li> <li>What issues have been in the news about this issue, what research can we do to find out more about this issue? Is it a local issue? Who is involved?</li> </ul>	Planning	1 lesson
	<ul style="list-style-type: none"> <li>What is expected? Hand out copies of the student exemplars available at <a href="http://www.edexcel.com">www.edexcel.com</a> and student friendly mark scheme (Assessment Objectives) in this book. Students can try to mark student the work. Now give them the moderators commentary. What are the skills</li> </ul>		1 lesson

# Section 4: Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
	<p>which are being developed and assessed? Discuss as a group the skills which will need to be used and developed to successfully complete the controlled assessment.</p> <ul style="list-style-type: none"> <li>Thinking about the task question what will we be focussing on and what might the outcome look like?</li> <li>Feedback on research that students have done, sources of information and possible end product of their reports e.g. written, PowerPoint, Podcast</li> <li>Developing a sequence of enquiry and possible questions for study based on the generic CA Task question.</li> <li>Opportunity to begin the writing-up of the introduction.</li> </ul>		<p>1 lesson</p> <p>1 lesson</p> <p>1 lesson</p>
Thinking about methods and data collection in preparation for fieldwork	<ul style="list-style-type: none"> <li>The students should write up / continue their introduction and focussed questions</li> <li>Students link their questions to the methods discussed. Which would be appropriate for their location? Which will they use and why? This provides an opportunity for GIS also.</li> <li>Students should research any secondary evidence / data that is deemed appropriate.</li> <li>Finalise list of data collection methods / equipment and how they are to practically collect the data e.g. in groups etc</li> <li>Opportunity for some initial writing-up of methods. Work should be kept secure in a named folder.</li> </ul>	Methods of data collection	<p>1 lesson</p> <p>1 lesson</p> <p>1 lesson</p>



# Section 4: Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
Fieldwork - Recommended one day of fieldwork to collect the data for the investigation			
Describing and explaining data collection	<ul style="list-style-type: none"> <li>Students should write up the fieldwork methods. They should provide a detailed description and an explanation of the methods to go with their introduction and located, contextualised study.</li> </ul>	Methods of presenting data	1 lesson
Data presentation	<ul style="list-style-type: none"> <li>Start this section by teaching the students how to present data effectively with examples. What are strengths and weaknesses / impact of different techniques. Make a table of all the techniques you are going to use and why.</li> <li>Decide the best way to include GIS in the report so it supports the investigation.</li> <li>Completing data presentation (3-4 different + appropriate techniques).</li> </ul>	Data presentation and report production	2-3 lessons
Analysis and conclusion	<ul style="list-style-type: none"> <li>Look at the difference between description and analysis using a similar piece of fieldwork or coursework from a previous year or the exemplar material (<b>do not use the live task data</b>) They might also consider aspects of analysis and conclusions before starting the controlled assessment through analysing data in other areas of the course.</li> <li>These skills can be revisited at the beginning of each lesson</li> <li>Lessons should be conducted under <b>high levels of control</b></li> <li><b>All work should be collected in at the end of the lesson and handed out at the beginning of the next OR secured securely on a school network OR on a secure pen drive.</b></li> </ul>	Analysis and conclusion	3-4 lessons

## Section 4: Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
	<ul style="list-style-type: none"> <li>• Students analyse their data making sure they refer back to the range of data sources, both primary and secondary and explain patterns in the data</li> <li>• Students complete their analysis and conclusion by answering their investigation question(s) and explanation how far they agree with the statement given in the task question drawing on evidence gathered.</li> </ul>		
Evaluation	<ul style="list-style-type: none"> <li>• The skill of evaluation can be taught using a similar piece of fieldwork or exemplars</li> <li>• 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). They should also suggest ways that the study could be improved. They might also consider aspects of evaluation before starting the controlled assessment through evaluating issues and approaches in other areas of the course.</li> <li>• Completion of their evaluation of the investigation. These <b>Lessons should be conducted under high levels of control. All work should be collected in at the end of the lesson and handed out at the beginning of the next OR secured securely on a school network OR pen drive</b></li> </ul>	Evaluation	~2 lessons

## Section 4: Exemplar Scheme of Work

Generic scheme of work	Subject content / teaching ideas.	Controlled assessment criterion	Number of lessons
The organisation of the enquiry	<ul style="list-style-type: none"><li>• Students will need to organise their work into chapters with page numbers and a contents page.</li><li>• If appropriate, a bibliography should be included</li><li>• They should be made aware of the importance of spelling, punctuation and grammar.</li><li>• They should be encouraged to integrate diagrams into the text.</li></ul>	Planning / data presentation report production	Ongoing + 1 lesson at the end of the enquiry process.



A PEARSON COMPANY

