

General Certificate of Secondary Education

B562 CA

Geography B

Unit B562: Geographical Enquiry

Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the Geography specification for further information concerning the task

This unit consists of **two** tasks, one is a fieldwork investigation of a hypothesis or question and the other is an issue investigation linked to one of 9 topics.

Each candidate's submission should be no more than about 2000 words in total (approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Geographical Investigation'.)

The maximum mark for these tasks is a total of 60

This document consists of **7** printed pages and **1** blank page.

Fieldwork Focus

The question/hypothesis has to be a single focused one and allow candidates to follow a route to enquiry.

The question or hypothesis

Set titles for investigations:

<i>Rivers</i>	<i>How will the characteristic features of a stream/river change in a downstream direction?</i>
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<i>Coasts</i>	<i>How effective is the management of a stretch of coastline?</i>
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<i>Population and settlement</i>	<i>Should new housing be built in your local area...?</i>
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<i>Economic development</i>	<i>What are the locational factors for a specific economic activity?</i>
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The route to enquiry

Setting the scene: This involves:

- The investigation question or hypothesis;
- The expected outcomes;
- An explanation of how the hypothesis/hypotheses link to the specification;
- Relevant information about the place(s) chosen as the focus for the investigation.

Method of data collection

This involves:

- A description of the fieldwork techniques that could be carried out to collect primary data for the enquiry for example an interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually;
- An explanation of why these methods used;
- What problems were encountered in the collection of their data.

Data presentation and analysis

This involves:

- The presentation of the data they have collected into an appropriate range of forms. This could include maps, graphs, photographs, drawings or a combination;
- A description of the key findings shown by the data;
- An explanation of the key findings.

Evaluation and conclusion

This involves:

- Revisiting the original question/hypothesis and drawing substantiated conclusions;
- Commenting on the success and usefulness of the investigation;
- Commenting on the limitations of the investigation;
- Making reasoned suggestions for improving and extending the investigation.

Geographical Investigation

1. Disease

An investigation into the geographical aspects of a particular disease.

1. How and why does the incidence of heart disease vary across the UK?
2. Is HIV the biggest threat to the development of LEDC's?

Exemplifications of route to enquiry during investigation.

Location/ Background	What is the distribution of this disease? Describe the distribution of disease within the chosen region.
Investigation question	What are the causes of the disease? What are the causes of the pattern of the distribution? What part do environments play in the spreading of the disease? What part do people play in the spreading of the disease?
Effects/ Evaluation	What are the effects at a variety of scales from individual to national? Who is affected by the disease? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	What are the implications for development in the future? How can environments be managed to reduce disease or its effects? What part do sustainable practices play in reducing the incidence of the disease? What are the main hurdles to eradication of the disease? What might the future mean?

2. Trade

An investigation into the geographical aspects of one international trade relationship.

1. How does NAFTA affect the lives of Mexicans?
2. Why is the price of the banana in your lunch a complicated issue?

Exemplifications of route to enquiry during investigation.

Location/ Background	Which countries are involved? Which trade blocs, if any, are involved? What are their defining characteristics?
Investigation question	What are the historic causes of the relationship? What does each country gain from the relationship? What is the nature of the trade? How do global circumstances affect the relationship?
Effects/ Evaluation	What are the effects on each of the countries involved? How are these primary effects changing the lives of the various peoples in each country? Which effects of the trade relationship are unsustainable? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	What could be done to maximise the benefits for the people of each country involved? How could the trade be made more sustainable? How might the relationship develop in the future?

3. Ecosystems

An investigation into the challenges facing a specific ecosystem.

1. What is the impact of development on a Greenfield site in the UK?
2. How global climate change is affecting the Australian bush?

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is this place? Where, in the world, are these types of ecosystem found? How are they defined?
Investigation question	What are the issues facing this ecosystem? What are the pressures of exploitation by people? What are the natural dangers?
Effects/ Evaluation	What are the effects on the environment? What are the effects on the local people? What are the global effects? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the changes brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the damage/exploitation of the ecosystem? What is the future for the ecosystem?

4. Sport

An investigation into the geographical aspects of a specific sport, sporting event or venue.

1. Did the Commonwealth Games help Manchester develop?
2. Why is the distribution of qualifying countries for the Cricket World Cup changing over time?

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is the event or venue located? What is the global distribution of the sport?
Investigation question	What are the reasons for its location? Why is it played in some areas/countries and not others? Why do governments at all scales encourage sporting events and facilities?
Effects/ Evaluation	What are the effects on people of these facilities? What are the effects on the environments at a wide variety of scales? In what way are these events unsustainable or sustainable? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	What does the future hold for the sport? What will happen after the event? How can the sport/event be made more sustainable at a variety of scales? How can venues decrease the amount of environmental damage that they cause?

5. Fashion

An investigation into the geographical aspects of a specific garment or fashion item.

1. Why is the price of jeans a controversial issue?
2. What are the pros and cons of organic cotton T-shirts?

Exemplifications of route to enquiry during investigation.

Location/ Background	What is the global distribution of suppliers and consumers? Where do the raw materials come from? Where are the goods made?
Investigation question	What are the issues of geographical concern? What part does trade play in the arrangement of production? What part do governments play in the location of manufacturing?
Effects/ Evaluation	How are people affected by these models of production? How are environments affected by the production of these garments? How do the effects vary with location? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this production?

6. Energy

An investigation into a specific energy source by location or type.

1. Why are plans for the development of a wind farm in the UK a controversial option?
2. Why is France so dependant on nuclear power?

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is this issue based? Where in the world do similar activities happen?
Investigation question	Why is this happening? Who decides what should be done? What are the reasons for it to happen?
Effects/ Evaluation	What are the problems caused by this issue to the local, national and global environment? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area?

7. New technologies

An investigation into the impact of new technologies, including GIS, upon activities at various scales.

1. How can new technologies help the fishing of a specific type of fish, or mammal, and its conservation?
2. How can GIS help reduce traffic congestion?

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is this issue taking place? What is the distribution of this issue at various scales?
Investigation question	Why are these fish being landed? Who is harvesting them? What trade arrangements happen to encourage this fishing? How are they being harvested?
Effects/ Evaluation	What effect does this issue have upon the environment at various scales? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How will the use of new technologies help resolve the issue? How can various groups be brought together to help resolve the issue? Will the issue be resolved in the long term?

8. Crime

An investigation into the geographical aspects of a specific type of crime or the issues in a distinct area.

1. An investigation into how the local environment increases crime
2. Who uses heroin and what are its impacts?

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is the issue taking place? How widespread an issue is it?
Investigation question	What are the factors causing this issue? How does the environment influence the activity?
Effects/ Evaluation	What are the effects on the local people? What are the effects on the environment? What are the effects on the wider community? What are the costs and benefits of the issue? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the issue be solved? What sustainable solutions are there? Why should the issue be solved? How will the solution be fair across the whole community?

9. Tourism

An investigation into the geographical aspects of a tourist activity or destination.

1. What is the effect of tourism on the Great Barrier Reef?
2. How cheap flights have affected a specific area in the UK

Exemplifications of route to enquiry during investigation.

Location/ Background	Where is this location? Why is it a tourist destination? What is the national or global distribution of this activity?
Investigation question	What are the geographical issues affecting this activity?
Effects/ Evaluation	What effects does this activity have on its local area? How does it interact with other facilities in the area? What environmental effects does this activity have? How are people affected by this activity? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought about by this resort/activity's location be solved? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this activity?

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GEOGRAPHY B

Unit B562: Geographical Enquiry

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **60**

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Fieldwork Focus

Level	Level 1	Level 2	Level 3	Total
A02 Application of Knowledge and Understanding	<ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to simply describe the context of the enquiry. • They have used their knowledge and understanding to simply describe and explain their evidence. 	<ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts. • They have used their knowledge and understanding to adequately describe and explain their evidence. 	<ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts. • They have used their knowledge and understanding to thoroughly describe and explain their evidence. 	
	Marks 0-4	5-8	9-12	12
A03 Analysis and Evaluation	<ul style="list-style-type: none"> • They have used their skills and a limited number of techniques to locate and describe their study area. • They have suggested a limited number of techniques and technologies to undertake their enquiry. • They have collected and recorded a limited selection of evidence from some sources, mainly fieldwork. • They have presented their data in a few simple maps, graphs and diagrams. • Their limited evidence has been analysed and interpreted to allow a very simplistic conclusion to be made. • They have attempted an evaluation. • Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. • They have either written relatively little or it is of some length but the content is not focussed on the task(s). 	<ul style="list-style-type: none"> • They have selected and used a variety of skills and appropriate techniques to locate and describe the study area. • They have suggested a variety of techniques and technologies to undertake their enquiry. • They have collected and recorded appropriate evidence from different sources, mainly fieldwork. • They have presented their data in a range of maps, graphs and diagrams. • Their evidence has been analysed and interpreted to allow a plausible conclusion to be made. • They have made an overall evaluation with some suggested possible limitations, solutions and extensions to enquiry. • Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. • They have written with some precision and succinctness, but have not exceeded the prescribed word limit. 	<ul style="list-style-type: none"> • They have effectively used a wide variety of skills and appropriate techniques to locate and describe the study area. • They have suggested an appropriate variety of techniques and technologies to undertake their enquiry. • They have collected and recorded accurately a range of appropriate evidence from a wide range of sources, including fieldwork. • They have presented their data in an appropriate range of maps, graphs and diagrams. • Their evidence has been analysed and interpreted to allow a substantiated conclusion to be made. • They have made a critical evaluation with limitations, possible solutions and an extension to their enquiry suggested. • Their written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. • They have written with precision and succinctness, so that they do not exceed the prescribed word limit. 	
	Marks 0-8	9-16	17-24	24
Total	12	24	36	36

Geographical Investigation

Level	Level 1	Level 2	Level 3	Total
A02 Application of Knowledge and Understanding	<ul style="list-style-type: none"> • They have applied some basic geographical principles to reach a conclusion. • They have applied some basic knowledge of the attitudes of different stakeholders to show that they react in different ways to the issue. • They have attempted to use research to support their argument. 	<ul style="list-style-type: none"> • They have applied some geographical ideas and principles to reach a valid conclusion. • They have applied their knowledge of the attitudes of different stakeholders to show why they react in different ways to the issue. • They have used research to inform their arguments. 	<ul style="list-style-type: none"> • They have applied a range of geographical ideas and principles in order to reach an informed conclusion. • They have applied their knowledge of the attitudes of different stakeholders to explain why they react in different ways. • They have their research to inform and justify their arguments. 	
	Marks 1-4	5-8	9-12	12
A03 Analysis and Evaluation	<ul style="list-style-type: none"> • They have only selected a limited range of appropriate material that is relevant to the issue. • They have made little or no attempt to acknowledge their sources. • They have interpreted their evidence, its limitations and reached a basic conclusion. They have attempted to structure their Investigation in a logical way. • Their spelling, grammar and punctuation is poor. • They have either written relatively little or it is of some length, but the content is not focussed on the task(s). 	<ul style="list-style-type: none"> • They have selected a variety of appropriate evidence that is relevant to the issue. • They have acknowledged most of their sources. • They have analysed and interpreted their evidence and recognised some of its limitations and reached a plausible conclusion. • They have undertaken a logical route to their enquiry. • Their spelling, grammar and punctuation is mostly accurate. • They have written with some precision and succinctness and have not exceeded the prescribed word limit. 	<ul style="list-style-type: none"> • They have selected appropriate evidence from a range of sources that is very relevant to the issue. • They have acknowledged all of their sources. • They have analysed, interpreted and critically evaluated their evidence and made a substantiated and appropriate conclusion. • They have followed a logical and very explicit route to their enquiry. • Their spelling, grammar and punctuation is accurate. • They have written with precision and succinctness, so that they do not exceed the prescribed word limit. 	
	Marks 1-4	5-8	9-12	12
Total	8	8	8	24

[0 marks] No evidence submitted or response does not address the question.

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