

GCSE Geography B Paper 2 UK Geographical Issues

Pace Yourself
Teacher Support Guide





Geography B: Pace Yourself Guide

The aim of this PowerPoint is to help teachers to identify content, skills and themes which reoccur within the specification, allowing a timely completion of the course content within 120 hours of guided learning, as suggested by the 2 year course planner.

This guide will help teachers to plan their delivery, identifying opportunities where:

- knowledge and recognition of ideas is necessary, rather than in-depth understanding
- quick recaps of ideas are sufficient rather providing in-depth teaching again;
- and similarly content can be revisited allow regular revision of key ideas;
- ‘flipped learning’ can give responsibility to students to cover previously taught material either as preparatory tasks either before or after the lesson, e.g. recommending a YouTube video, or reading certain pages of the textbook;
- combining related content across different topics to ensure an efficient use of time;
- ideas about linking detailed content to help students formulate extended responses
- the nature of an issues based specification places particular emphasis on assessment and evaluation of content and ideas.

Paper 2: UK Geographical Issues





Look at the mark distribution

- The sections highlighted in **bold** contain 8-mark 'Assess' or 'Evaluate' questions
- It is important candidates are confidently prepared to write about relevant processes and their fieldwork, which forms a significant part of this paper.
- Candidates must be able to write confidently about their familiar and unfamiliar fieldwork, as well as make sense of the resources in the 8-mark geographical issues.
- Therefore, more time is required to teach Coasts, Rivers and UK Cities.

The UK's Evolving Physical Landscape	4 marks
Coastal Change and Conflict	8 Marks
River Processes and Pressures	7 marks
Investigating an UK Geographical Issue (Physical)	8 marks
The UK's Evolving Human Landscape	7 marks
Dynamic UK Cities	8 marks (plus 4 marks for SPaG)
Investigating a UK Geographical Issue (Human)	8 marks
Physical Geography Fieldwork	18 marks
Human Geography Fieldwork	18 marks



Fieldwork

What should be prioritised:

- How processes covered in the specification content operate in the chosen fieldwork location – to help understand the reason why that location was chosen.
- Practice responding to questions about unfamiliar fieldwork contexts, particularly shorter-items

Section C Fieldwork makes up approximately 40% of the marks for this paper

- Use Topics 4 and 5 to prepare candidates for their fieldwork
- To write about and explain their fieldwork
- To use fieldwork to reinforce the learning in Topics 4 and 5
- To respond to 8-mark assess and 'evaluate' questions about the UK's Physical and Human Geography

Topic 4: The evolving UK landscape





Topic 4 EQ1 – UK Physical Overview

- Suggested teaching time – can be 4 hours.
- In the SAMs and Specimen Papers all questions on this enquiry question are MCQ and short open response questions for 1 and 2 marks and there are no extended response questions.
- Note the previous comments about the weighting of marks on the paper. There are only 7 marks for this section. Candidates will be expected to write in more depth about **other** aspects of this topic.





Where do you need breadth (save time)?

What's important to include:

- Students need to get a broad sense of the UK's physical geography – remembering that geology is the principle controlling factor, together with tectonics, interfered with by glaciation, and subsequently shaped by rock breakdown as well as rivers flowing from highlands to lowlands, ending up at the coast.
- **Lesson 1** – initial formation of upland environments (igneous and metamorphic) and how glaciers reshape them (erosion and deposition), e.g. Scottish Highlands
- **Lesson 2** – how rock breakdown and rivers remove and transport material from highlands to lowlands (slope processes) – E.g. Dartmoor
- **Lesson 3** – lowland sedimentary rock landscapes, also shaped by post-glacial processes
- **Lesson 4** – landscapes shaped by human activity (4.2b)

Where you can safely save time:

- Leave out detailed discussion of river landforms and coastal landforms
- Only an appreciation of glacial landforms is necessary – students do not need to understand the formation of glacial landforms – although they do need to understand the importance of them for the UK's landscape.
- There is no need for understanding landforms like tors, clitterslopes, tessellated pavements
- But it is helpful for students to understand the importance of broad groupings of landforms and processes, e.g. 'slopes' and 'slope processes', for the landscape in the UK.



Where do students need to make links?

All students

- need to appreciate the role of rock breakdown processes (so they understand why sediment is transported / deposited elsewhere) – 4.2a.
- It would also be useful for students to spend time learning to recognise key differences in the UK's landscape, from OS maps, or oblique photos.
- Students **do** need to be able to make simple links between process and some broad scale groups of landforms.

Depending on your centre's context:

- some students might value an understanding of why tectonic activity (and igneous rock) is found only in pockets of the UK, whilst the majority of the country is sedimentary rock.
- some students might like to understand glacial erosion and transport to appreciate why valley landforms and deposition occur.
- some understanding of the rock cycle and rock characteristics might help students subsequently understand the role of various physical processes and, together with human factors, understand the distinctive morphology and appearance to landforms in certain landscapes around the UK.

1 (a) Study Figure 1 which shows a photograph of a UK landscape.



Figure 1

(i) Identify the physical landscape shown.

(1)

☒ A An upland that has been glaciated.

(b) Explain **one** way in which glaciation has affected the physical landscape of the UK.

(2)

(b) Explain **one** way in which weathering affects slopes.

(2)



Topic 4 EQ2 – Coasts

- Suggested teaching time – can be 8 hours
 - Almost all marks are for MCQ, 1 mark State/Define and Explain 1-2 reasons
 - Based on the SAMS and Specimen papers, there are no extended response questions
-
- Students need to ensure they understand all of the key terms on the specification
 - A glossary, or brief definitions of key words can often help students quickly respond to 1 or 2 mark questions (state / suggest / define)
 - A good understanding of processes in this section can help students perform well in the 8-mark UK Geographical Issue question.



Where do you need breadth?

- Coasts is a fairly familiar and well understood topic, however in the context of suggested 8 hours of teaching, (as well as the need to learn the detail about one particular coastal environment), some integration of ideas from across the detailed content is suggested below.

- Integrating coastal engineering and management options helps students appreciate their importance and underlines their associations with particular coastal processes.
- ICZM can then be studied alongside one focus coastline to appreciate the breadth and value of the interactions between human and physical processes.

- **Lesson 1** – UK climate, wave formation and links to erosion
- **Lesson 2** – geological structure – discordant coastlines, headlands, bays, caves, arches, stacks and stumps
- **Lesson 3** – concordant coastlines, mass movement, cliffs and wave cut platforms (opportunity for slope stabilisation as ‘soft engineering’)
- **Lesson 4** – transportation and depositional landforms (‘groynes’ and ‘beach replenishment’ as hard and soft engineering)
- **Lesson 5** – human activity and its affects on the coastline
- **Lesson 6** – interaction of processes at one named landscape (opportunity for ‘strategical realignment’ / ‘do nothing’)
- **Lesson 7** – coastal flooding (sea walls)
- **Lesson 8** – integrated coastal zone management

(b) Groynes are a type of coastal defence.

Explain why groynes can reduce coastal erosion.

(2)



Where do you need depth?

- The exam questions in SAMS/Specimen papers demonstrate a need for careful planning:

- 4.6b – Understanding of geological factors, e.g. joints, faults, hard and soft rock, but the principal focus is on how they **lead to** landforms and erosion (rather than the causes of the factors per se)
- Consideration of how different data presentation techniques work and helping students recognise the process that they are referring to

(c) Explain why differences in rock type affect the rate of erosion on UK coastlines.

(4)

Question number	Answer	Mark
2(c)	<p>Award 1 mark for appropriate property of rock and a further one mark for relationship to process(es), up to a maximum of 4 marks:</p> <p>Differences in rock hardness/softness (1), which affects the rate of erosion through abrasion/hydraulic action because softer rocks are less resistant/cohesive (1).</p> <p>Differences in rock jointing/structure (1) affected by hydraulic action/abrasion so well-jointed rocks erode faster than less well-jointed rocks because larger surface area in contact with water (1).</p> <p>Accept any other appropriate response.</p>	(4)

- (ii) Give **one** way the data presentation in **Figure 2** could be adapted to make it more obvious which region has the highest percentage of coast that is **defended**.

(1)

Question number	Answer	Mark
2(a)(ii)	<p>Award one mark for a graphical presentation technique that would improve clarity of data up to a maximum of one mark, such as:</p> <ul style="list-style-type: none">line graph (1)pie chart (1)bar graph (1). <p>Accept any reasonable presentation techniques that would improve clarity of data.</p>	(1)



How can fieldwork help?

- Fieldwork is an excellent opportunity for students to visualise processes operating in real-world environments.
- Quizzing students about key ideas before they start fieldwork can help to develop subject specific vocabulary.

Investigating coastal change and conflict

Investigate the impact of coastal management on coastal processes and communities.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none"> one quantitative fieldwork method to measure how coastal management has affected beach morphology and sediment characteristics one qualitative fieldwork method to collect data on coastal management measures and their success.
3. Secondary data sources	<ul style="list-style-type: none"> A geology map e.g. Geology of Britain viewer One other source.

Enquiry question: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?		
Key idea	Detailed content	
4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes (5)	a.	How geological structure (concordant/discordant, joints and faults) and rock type (hard/soft rock) influence erosional landforms (headlands and bays, caves, arches, cliffs, stacks, wave cut platforms) in the formation of coastal landscapes of erosion. (6)
	b.	How UK climate (seasonality, storm frequency, prevailing winds), marine (destructive waves) and sub-aerial processes (mass movement, weathering) are important in coastal landscapes of erosion as well as the rate of coastal retreat. (7)
	c.	How sediment transportation (longshore drift) and deposition processes (constructive waves) influence coastal landforms (spits, beaches and bars) on coastal landscapes of deposition. (8)
4.4 Distinctive coastal landscapes are modified by human activity interacting with physical processes (5)	a.	How human activities (development, agriculture, industry, coastal management) have direct or indirect effects on coastal landscapes.
	b.	How the interaction of physical and human processes is causing change on one named coastal landscape including the significance of its location.
Enquiry question: What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?		
Key idea	Detailed content	
4.5 The interaction of human and physical processes present challenges along coastlines and there are a variety of management options (9)	a.	Why there are increasing risks from coastal flooding (consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level) and the threats to people and environment. (10)
	b.	Why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering (groynes and sea walls) and by soft engineering (beach replenishment, slope stabilisation) as well as more sustainable approaches ('do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management). (11) (12)

(b) Groynes are a type of coastal defence.

Explain why groynes can reduce coastal erosion.

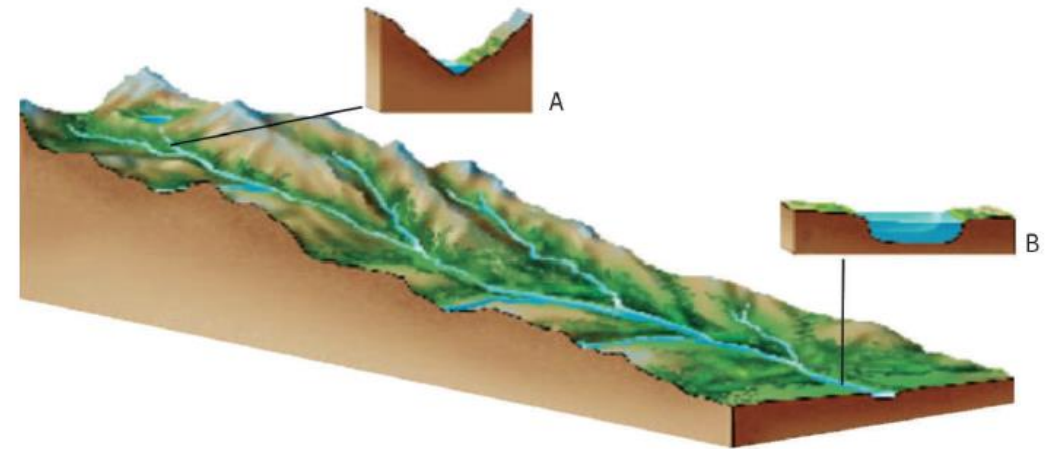
(2)



Topic 4 EQ3 – Rivers

- Suggested teaching time – can be 6 hours
- In the SAMS/Specimen papers almost all marks are for MCQ, 1 mark State/Define and Explain 1–2 reasons
- There were no extended response questions
- The concept of erosional, transportation and depositional processes, although different are sufficiently similar to those in EQ2 Coasts to require far less teaching time.
- A good understanding of processes in this section can help students perform well in the 8-mark UK Geographical Issue question.

- 3 (a) Study Figure 3 which is a diagram showing some differences along the course of a river.



(Source: © Creative Commons Attribution-ShareAlike License)

Figure 3

- (i) Which **one** of the following is the best description of the differences between the river channel at A and B?

(1)

- ☐ A It is narrower and shallower at A than at B.
- ☐ B It is wider and deeper at A than at B.
- ☐ C It is wider and shallower at A than at B.
- ☐ D It is narrower and deeper at A than at B.

(2)



Where do you need breadth?

- Following one river along its course (4.6) could help students:
 - appreciate landscape contrasts between highlands and lowlands,
 - understand how erosion, transport and deposition, climate, geology and slope processes operate together and have different levels of importance at different stages.
- Focus on one overall question: which factors are the most important in influence the flood risk along the River Severn? This helps students consider the links between all of the human and physical factors studied in this topic.

- **Lesson 1** – erosion and transport in highland landscapes (interlocking spurs, waterfalls – and oxbow lakes) (4.6b)
- **Lesson 2** – deposition in lowland landscapes (meanders, plains, levees, deltas) (4.6b)
- **Lesson 3** – river landscape and channel shape along one river (4.6a)
- **Lesson 4** – sediment load and hydrographs (incl. antecedent conditions) (4.6c and 4.7a)
- **Lesson 5** – flooding, and increased risks of flooding (4.7b and 4.8a)
- **Lesson 6** – management of flood risks (4.8b)

(b) For a named river, explain why it floods.

(4)

Named river



Where do you need depth?

- Explain questions require links to be articulated between 2 different ideas taught to students

- 4.6b – Understanding of geological factors, climate and soil types are not needed for e.g. meanders formation or waterfalls. The principal focus is on the role of erosion, transport and depositional processes
- An understanding of the factors that explained hydrograph lag-times – e.g.
- Remember many principles are the same as coasts (erosion processes, types, and interaction with transport and deposition processes).

- Topic 6 Fieldwork is based on these ideas and can help reinforce concepts

- (ii) Feature X is a meander.

Explain how a meander is formed.

(4)

Question number	Answer	Mark
3(a)(ii)	<p>Award 1 mark for process of formation and a further 3 marks expansion, up to a maximum of 4 marks.</p> <p>Abrasion takes place closer to the outside of the bend (1) This happens because this is the fastest-flowing part of the channel (1) the slowest-flowing water is on inside of bend (1) so deposition occurs there (1).</p> <p>Accept any other appropriate response.</p>	(4)

- (b) Explain **one** reason why the antecedent conditions in a drainage basin can affect the peak discharge of a river's hydrograph.

(2)

Question number	Answer	Mark
3(b)	<p>Award 1 mark for impact on infiltration of antecedent conditions and a further mark for reason why this increases/decreases peak discharge, up to a maximum of 2 marks.</p> <p>If there has been a lot of rain the ground will be saturated and 'cannot take any more' or similar idea (1), therefore more water runs off the surface thus reaches river in a shorter time, hence higher peak discharge (than normal) (1).</p> <p>If the ground is very dry even the rain from a very intense event will be absorbed/infiltrated (or similar idea) (1) so water will reach the river more slowly, thus a lower peak discharge (than normal) (1).</p> <p>Accept any other appropriate response</p>	(2)



How can fieldwork help?

- Fieldwork is an excellent opportunity for students to visualise processes operating in real-world environments.
- Quizzing students about key ideas before they start fieldwork can help to develop subject specific vocabulary.

Investigating river processes and pressures

Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none">one quantitative fieldwork method to measure changes in river channel characteristicsone qualitative fieldwork method to collect data on factors that might influence flood risk.
3. Secondary data sources	<ul style="list-style-type: none">A flood risk map e.g. Environmental Agency Flood Risk mapOne other source chosen by the centre.

Enquiry question: Why is there a variety of river landscapes in the UK and what are the processes that shape them?		
Key idea	Detailed content	
4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes (13)	a.	How river landscapes contrast between the upper courses, mid-courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river. (14) (15)
	b.	The interaction of erosion (hydraulic action, abrasion, attrition and solution), transport (traction, saltation, suspension and solution) and depositional processes in river landform formation (meanders, interlocking spurs, waterfalls, flood plains, levees and oxbow lakes, deltas). (16)
	c.	Influence of climate, geology and slope processes on river landscapes and sediment load and how storm hydrographs and lag-times can be explained by physical factors (geology, soil type, slope, drainage basin shape, antecedent conditions).
4.7 River landscapes are influenced by human activity interacting with physical processes (13)	a.	How human activities (urbanisation, land-use change, deforestation) change river landscapes which alter storm hydrographs. (17)
	b.	How the interaction of physical and human processes is causing river flooding on one named river, including the significance of its location.
Enquiry question: What are the challenges for river landscapes, people and property and how can they be managed?		
Key idea	Detailed content	
4.8 Some rivers are more prone to flood than others and there is a variety of river management options (18)	a.	Increasing risks from river flooding (increased frequency of storms and land-use change) and the threats to people and environment.
	b.	Costs and benefits of managing flood risk by hard engineering (flood walls, embankments, flood barriers) and by soft engineering (flood plain retention, river restoration). (19) (20)

- (b) Explain **one** reason why the antecedent conditions in a drainage basin can affect the peak discharge of a river's hydrograph.



Where do you need breadth and depth?

- This section of Paper 2 will always culminate in an 8 mark 'Assess' question – Question 4. This is replicated for human geography in question 7.
- Question 4 will always have a resource so the mark for a response is a mixture of 4xAO3 (Thinking) marks and 4x AO4 (Geographical skills). Therefore students need to write about **both** what they see in the resource, the ideas/factors they recognise it is referring to, **and** express their opinion / judgement about the importance of different factors. Students will be advantaged by **being able to recognise a range of concepts** from across topic 4.
- See our Assessment Guide for GCSE Geography B for more detail.

Analyse **Figure 4** which shows the impact of a 2 metre sea level rise on UK coastal areas and numbers of properties at risk from flooding.

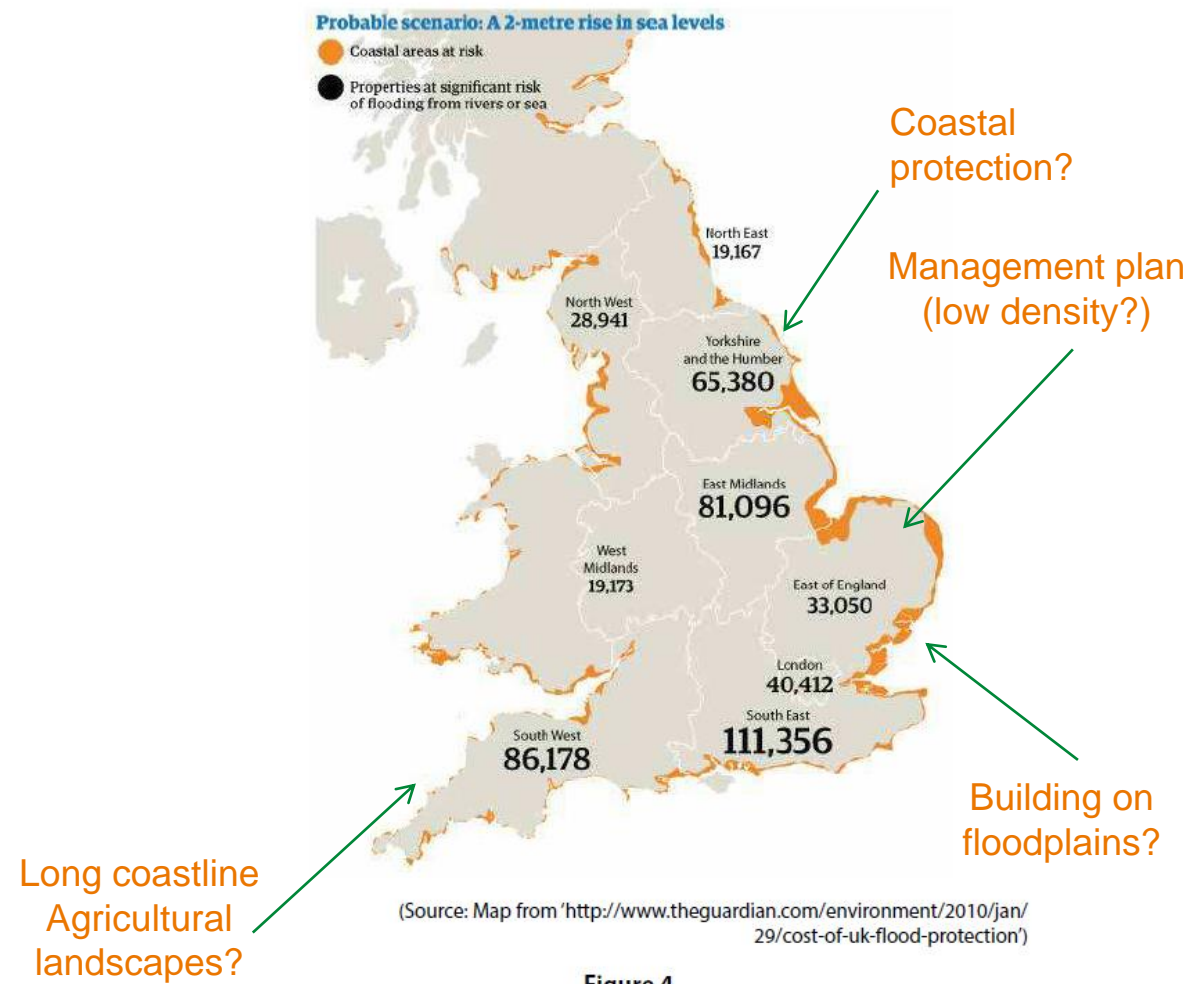


Figure 4

Assess the physical and human factors which affect the pattern of UK properties at risk from flooding.

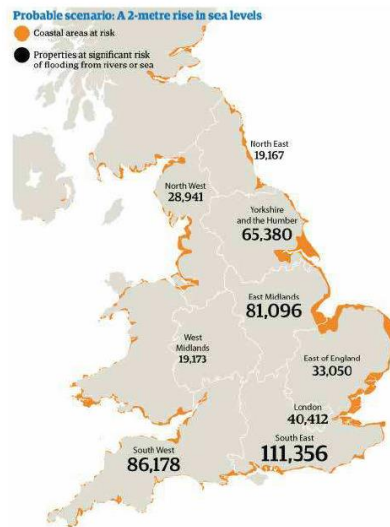


How to think about the assess questions

Making sense of the resource

- How many questions about the resource can you and your students think up? What are the answers.
- Can you think up some for each of the 5Ws (Who, Where, What, When, Why, How?)
- Work through the answers: what's the most obvious explanation of this map?

Analyse **Figure 4** which shows the impact of a 2 metre sea level rise on UK coastal areas and numbers of properties at risk from flooding.



(Source: Map from 'http://www.theguardian.com/environment/2010/jan/29/cost-of-uk-flood-protection')

Figure 4

Covered in Key Idea 1.3
Covered in Key Idea 4.3
Covered in Key Idea 4.6

Making sense of the question:

- The most obvious explanation of the map can help students decide whether human or physical factors are mostly responsible: this could be the first paragraph of the response.
- Then: what's the opposite point of view? (AO4)
- What evidence is important on both sides? (AO3)
- What key concepts can also be included? (AO3)

Key idea	Detailed content
4.5 The interaction of human and physical processes present	a. Why there are increasing risks from coastal flooding (consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level) and the threats to people and environment. (10)

- Finally: students pull together their opinion / judgement and write about it (AO4)

Overall conclusion:

- Could this resource stimulate the whole lesson for this part of the specification?

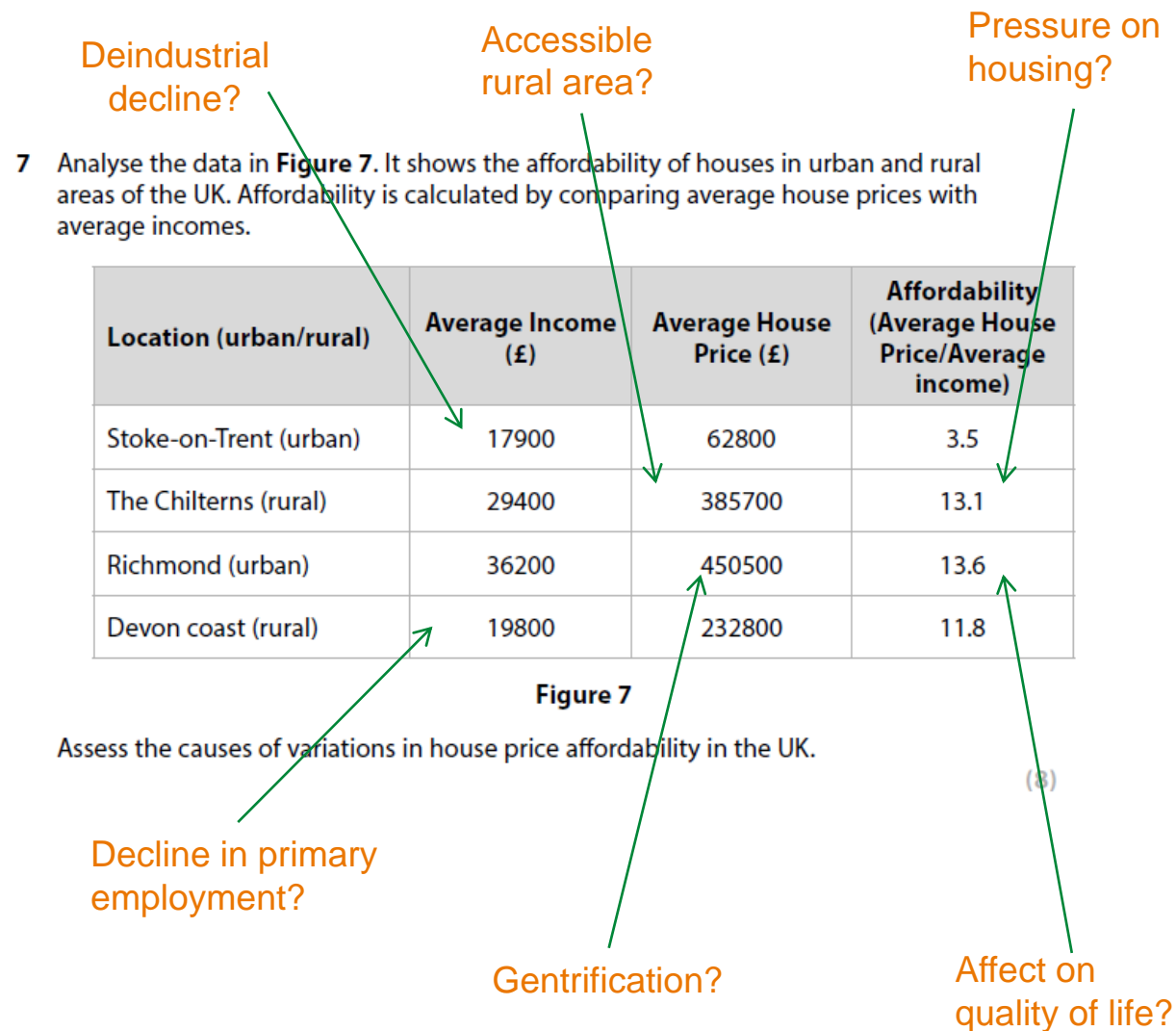
Topic 5: The UK's evolving human landscape





Topic 5 EQ1 – UK Human Overview

- The suggested teaching time for EQ1 (UK Human Overview) is 4 hours. 10 hours are suggested for teaching EQ2 (UK Major City)
- In the SAMS and Specimen papers, almost all marks are for MCQ, 1mark State/Define and Explain 1–2 reasons
- In the same way as topic 4, there are **no** extended response questions, but instead prepare students for Question 7 which will be an 8-mark 'Assess' question investigating a UK geographical issue, where they will be advantaged by being able to recognise a range of human geography concepts and processes from across Topic 5.





EQ1 - Where is breadth needed?

- It can be helpful to adopt a narrative that focuses on the external factors that shape the UK, starting with the decline in primary and secondary sectors, shows the impact on UK urban areas, followed by rural areas.
- This helps set the scene for learning about different policies to reduce the impacts and discussion of the impacts of migration within and into the UK.

- There are many overlaps between this topic and the focus study on a UK Major City.
- There are also overlaps with Topic 2 (development) re. different economic sectors
- Help students make connections by showing how the growth of emerging countries has had an impact on the UK (e.g. deindustrialisation / transition to tertiary/quaternary)

- **Lesson 1** (e.g. North-East England / Sunderland) – reminders about the impact of globalisation and free-trade, as well as privatisation, but then focus on the consequent transition from primary to quaternary sectors, and impact on economy and employment (5.2c, 5.2b)
- **Lesson 2** (e.g. South West England) – repeat for rural, but also compare differences between urban and rural areas) (5.1a)
- **Lesson 3** (e.g. South Wales) – UK and EU government policies (5.1a)
- **Lesson 4** – leaving national and international immigration, impacts on UK population demography and diversity, leading to and associated immigration policy. (5.2a)



EQ2 – Where do candidates need to make links?

Focus areas in the UK Major City

- Site, situation and connectivity – unique to every city, but link to overall UK picture
- Economic inequality – where are the have/have nots (employment, services, education etc), and causes are linked to major UK changes, including migration and associated diversity
- Gentrification / studentification, culture and leisure – requiring a keychain of how places change (economic supply/demand)
- Sustainability (1 example for each strategy)
- Rural interdependence (focus on flows each way, which is new for many students), and the associated change for rural areas (5.7b)
- Rural diversification, particularly environmental impacts

Note: questions could be **on theory only**, based on a context of a UK Major City.

- A good understanding of processes in this section can help students perform well in the 8-mark UK Geographical Issue question.

Where time can be saved

(if you've already taught other topics)

- Causes of migration (already covered in Topic 4b UK Overview)
- Decline and deindustrialisation (topic 2 and UK Overview)
- City structure (see topic 2)
- Regeneration and rebranding (see topic 2)
- Financial Investment
- Counter-urbanisation
- Challenges (5.8a), but draw out link to types of people and Index of Multiple Deprivation

(c) For a UK city that you have studied, explain the strategies used to make urban living more sustainable.

(4)

Named city

(e) Explain the interdependence between cities and their surrounding rural areas.

(4)



How to think about the assess questions

Making sense of the resource

- How many questions about the resource can you and your students think up? What are the answers?
- Can you think up some for each of the 5Ws?
- Or PEEST factors: Political, Economic, Environment Social and Technological: (Who, Where, What, When, Why, How?)
- Work through the answers: what's the most obvious explanation of this map?

7 Analyse the data in **Figure 7**. It shows the affordability of houses in urban and rural areas of the UK. Affordability is calculated by comparing average house prices with average incomes.

Location (urban/rural)	Average Income (£)	Average House Price (£)	Affordability (Average House Price/Average income)
Stoke-on-Trent (urban)	17900	62800	3.5
The Chilterns (rural)	29400	385700	13.1
Richmond (urban)	36200	450500	13.6
Devon coast (rural)	19800	232800	11.8

Figure 7

Assess the causes of variations in house price affordability in the UK.

(8)

Making sense of the question:

- The most obvious explanation of the map can help students decide whether political or economic factors cause the most variation: this could be the first paragraph of the response.
- Then: what's the opposite point of view? (AO4)
- What evidence is important on both sides? (AO3)
- What key concepts can also be included? (AO3)

Covered in Key Idea 3.1
Covered in Key Idea 3.3
Covered in Key Idea 3.2

a. Differences between urban core and rural (population density and age structure, economic activities and settlement) and how UK and EU government policies have attempted to reduce them (via enterprise zones, investment in transport infrastructure, regional development). (1)

b. Why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.

- Finally: students pull together their opinion / judgement and write about it (AO4).
- Topic 6 (Fieldwork) is based on these ideas and can help reinforce concepts.



How can fieldwork help?

- Fieldwork is an excellent opportunity for students to visualise processes operating in real-world environments.
- Quizzing students about key ideas before they start fieldwork can help to develop subject specific vocabulary.

Investigating changing rural areas

Investigating how and why deprivation varies within rural areas in the UK.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in rural environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none"> • a qualitative fieldwork method to collect data on the views and perceptions on quality of rural life • a quantitative fieldwork method to collect data on environmental quality.
3. Secondary data sources	<ul style="list-style-type: none"> • Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics • One other source chosen by the centre.

Enquiry question: How is ONE major* UK city changing?	
To be studied in the context of ONE major city in the UK.	
Key idea	Detailed content
5.3 The context of the city influences its functions and structure (1)	a. Significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context. b. The city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality.
5.4 The city changes through employment, services and the movement of people	a. Causes of national and international migration that influence growth and character the different parts of the city (age structure, ethnicity, housing, services, culture). b. Reasons for different levels of inequality, in employment and services, education, health in the different parts of the city. (2)
5.5 The changing city creates challenges and opportunities	a. How parts of the city have experienced decline (de-industrialisation, de-population): de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport. (3) b. How parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, culture and leisure).
5.6 Ways of life in the city can be improved by different strategies (1)	a. How regeneration and rebranding of the city has positive and negative impacts on people (increased population, environmental quality and economic opportunities). (3) b. Strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing). (5)
5.7 The city is interdependent with rural areas, leading to changes in rural areas	a. The city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both. b. Why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city.
Key idea	Detailed content
5.8 The changing rural area creates challenges and opportunities	a. The challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education and how they affect quality of life (IMD) for some rural groups (elderly and young people). (5) b. New income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts. (3)



How can fieldwork help?

- Fieldwork is an excellent opportunity for students to visualise processes operating in real-world environments.
- Quizzing students about key ideas before they start fieldwork can help to develop subject specific vocabulary.

Investigating dynamic urban areas

Investigate how and why quality of life varies within urban areas.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in urban environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none"> • one qualitative fieldwork method to collect data on the views and perceptions of quality of life • one quantitative fieldwork method to collect data on environmental quality.
3. Secondary data sources	<ul style="list-style-type: none"> • Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics • One other source chosen by the centre.

Enquiry question: How is ONE major* UK city changing? To be studied in the context of ONE major city in the UK.	
Key idea	Detailed content
5.3 The context of the city influences its functions and structure (1)	a. Significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context. b. The city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality.
5.4 The city changes through employment, services and the movement of people	a. Causes of national and international migration that influence growth and character the different parts of the city (age structure, ethnicity, housing, services, culture). b. Reasons for different levels of inequality, in employment and services, education, health in the different parts of the city. (2)
5.5 The changing city creates challenges and opportunities	a. How parts of the city have experienced decline (de-industrialisation, de-population): de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport. (3) b. How parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, culture and leisure).
5.6 Ways of life in the city can be improved by different strategies (1)	a. How regeneration and rebranding of the city has positive and negative impacts on people (increased population, environmental quality and economic opportunities). (3) b. Strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing). (5)
5.7 The city is interdependent with rural areas, leading to changes in rural areas	a. The city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both. b. Why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city.
Key idea	Detailed content
5.8 The changing rural area creates challenges and opportunities	a. The challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education and how they affect quality of life (IMD) for some rural groups (elderly and young people). (5) b. New income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts. (3)



Preparing for 'unfamiliar fieldwork'

assess questions:

(d) In 2017 a group of 20 students carried out questionnaires in an urban area on a Wednesday afternoon. They asked 40 randomly selected residents to select the three problems in the area that they rated as the most serious.

They compared these results with the results of a similar survey gathered by students in 2014 who also randomly selected 40 residents.

These two sets of results are shown below.

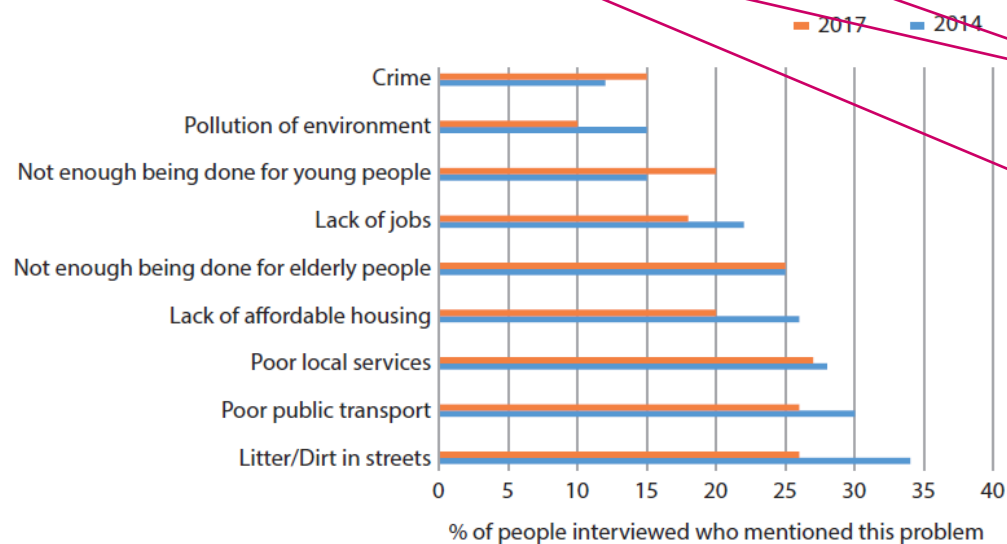


Figure 10

The students concluded that the social, economic and environmental conditions in the urban area had improved since 2014.

Assess the evidence for this conclusion.

Making sense of all the materials

- Student might benefit from being introduced to this type of question before they complete their own fieldwork. Being able to think like a geographer could help have a critical mindset towards their own fieldwork methods and results as they collect it.
- There are two parts: the 'introduction' and the 'data' are both useful for candidates when answering the question.
- When students see a resource/data in an exam question they need to accept that it may not be perfect and that they need to always use all the information provided.

Consider how the following may affect the reliability of the information:

When?
What day, what time was the data collected?

Where?
Will the location affect the results?

Who?
Who has collected the information?
Gender, age, experience?

Why?

What?
What sampling technique was used?

How?
How was the data collected?
Could the methods have been subjective?

- Then also consider what the results show – does each line of the graph support the conclusion that conditions have improved? To what extent do the results support the conclusion?



How your fieldwork can help

In May 2019 a group of 28 Langley Grammar students carried out Environmental Quality surveys in two rural villages in the South Hams on a Thursday afternoon. They made judgements about 4 different categories (16 different measurements) in 16 different zones through the villages – a stratified sample: each group looked at 2 zones each.

The results are shown below.



The students concluded that the environmental quality in Slapton was worse than Chillington.

Assess the evidence for this conclusion

- Engaging students in all elements of the enquiry process is essential if they are to apply the skills to the unfamiliar elements of the exam.
- If you have been able to introduce 8-mark unfamiliar 'assess' questions (see the previous slide), you could use your own fieldwork results and methods to 'mock up' questions that promote the same kind of critical thinking and guide students towards evaluating their own research.

ALWAYS LEARNING