

2.4 Assessment of fieldwork skills – Section B

Draft and subject to change

Fieldwork is assessed in Section B of Paper 2. Students are required to complete **one** geographical enquiry involving fieldwork relating to **one** topic in Paper 2.

Paper 2: Human geography

- Economic activity and energy.
- Rural environments.
- Urban environments.

Centres must ensure that:

- Primary data collection includes at least **one** quantitative and **one** qualitative technique.
- Secondary data collection includes the use of at least **two** different secondary data sources for your chosen environment.

Practical skills

As part of – and in addition to – undertaking the geographical enquiry, students should acquire and be able to apply the following skills:

- **graphical skills** – compiling graphs and flow lines, using proportional symbols, annotating maps, diagrams and photographs
- **map skills** (including use of digital maps) – using grid references, understanding scales, recognising symbols, identifying landforms and human features of the landscape
- **photo-interpretation skills** – reading vertical and oblique aerial photographs and satellite images, including GIS
- **sketching skills** – communicating ideas through simple sketch maps and field sketches
- **spatial awareness** – identifying the relative locations and relationships between features.

Cognitive enquiry skills

Students should acquire and be able to apply the following skills:

- **analysis of findings** – reviewing and interpreting quantitative and qualitative information using appropriate media
- **use of statistical skills** – simple descriptive statistics, such as lines of best fit, means, medians, modes, etc.
- **conflict resolution skills** – identifying the views of interested people (stakeholders), recognising that stakeholders may have strongly different attitudes and feelings towards a particular issue
- **evaluation of findings** – appraisal and review of data and information to see if these are accurate and suitable for the purpose, or misleading and unreliable.

Fieldwork questions will include questions set in a familiar and unfamiliar fieldwork context.

Questions set in a familiar fieldwork context will require students to interpret, analyse, evaluate and make judgements about their own fieldwork (AO3). They will also require students to communicate their findings (AO4).

Questions set in an unfamiliar fieldwork context will be set in in the fieldwork environment you have studied and will relate to the fieldwork investigation you have done (as set out in column 4 in the table below), they will however use unfamiliar fieldwork data and students will need to show that they can apply their fieldwork understanding and skills to interpret and analyse this data (AO3) and communicate their findings (AO4).

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| Contexts for fieldwork Paper 2: Human geography | | | |
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| Section A topic | Geographical enquiry | Suggested methods of primary data collection | What students need to know for Paper 2 |
| Economic activity and energy | Investigating changing energy use through primary and secondary evidence | <p>Primary</p> <p>Quantitative e.g. (1) environmental quality survey, and a structured questionnaire, (2) visual assessment of landscape</p> <p>Qualitative e.g. (1) annotated photographs showing evidence of changing energy use, (2) interviews with different stakeholders</p> <p>Secondary (1) A local report (paper or digital) into people's / or the region's energy use, (2) local secondary data on landscape change from an energy development, e.g. historic maps and images.</p> | <p>Primary</p> <p>Quantitative</p> <ul style="list-style-type: none"> • Small scale environmental quality survey (EQS) • Structured questionnaire including closed questions <p>Qualitative</p> <ul style="list-style-type: none"> • Annotated photographs <p>Secondary</p> <ul style="list-style-type: none"> • Local report on energy use |
| Rural environments | Investigating the changing use of rural environments through primary and secondary evidence | <p>Primary</p> <p>Quantitative e.g. (1) environmental quality survey, and a structured questionnaire, (2) landscape or building assessment survey</p> <p>Qualitative e.g. (1) annotated photographs showing evidence of changing rural</p> | <p>Primary</p> <p>Qualitative</p> <ul style="list-style-type: none"> • Small scale environmental quality survey (EQS) • Structured questionnaire including closed questions <p>Quantitative</p> <ul style="list-style-type: none"> • Annotated photographs <p>Secondary</p> |

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| | | <p>environments, (2) interviews with different stakeholders</p> <p>Secondary (1) A local report (paper or digital) into an aspect of change in a rural area and community, (2) local secondary data on landscape change from development, e.g. historic maps and images.</p> | <ul style="list-style-type: none"> Report on change in a local rural community |
| Urban environments | Investigating the changing use of central/inner urban environments through primary and secondary evidence | <p>Primary</p> <p>Quantitative e.g. (1) environmental quality survey, and a structured questionnaire, (2) urban land use survey</p> <p>Qualitative e.g. (1) annotated photographs showing evidence of changing rural environments, (2) interviews with different stakeholders</p> <p>Secondary (1) A local report (paper or digital) into an aspect of change in an urban area and community, (2) local secondary data on urban change from development, e.g. historic maps and images.</p> | <p>Primary</p> <p>Quantitative</p> <ul style="list-style-type: none"> Small scale environmental quality survey (EQS) Structured questionnaire including closed questions <p>Quantitative</p> <ul style="list-style-type: none"> Annotated photographs <p>Secondary:</p> <ul style="list-style-type: none"> Report on change in a local urban community |