

Edexcel International GCSE Geography Specification (4GE1) amendments

Following feedback from teachers we've clarified information about the fieldwork assessment in our specification. This is to support you in planning fieldwork and to help you prepare your students for the new fieldwork assessment. We are currently updating the specification and the new specification will be available on our website soon.

What is changing

- We've included further guidance on what the new fieldwork assessment will look like including the new unfamiliar fieldwork context questions and assessment objectives. We've added this guidance to support you in preparing your students for the new assessment.
- We've amended the wording of the river environments enquiry on page 16 of the specification. Students will need to investigate river processes and form. We've made this amendment so the fieldwork carried out in relation to river environments is more comparable to the other physical fieldwork options.
- On pages 16 and 25 we've updated the guidance on suggested methods of data collection by including secondary sources of data. We've included this guidance to support you and your students in choosing appropriate data collection methods.
- On pages 16 and 25 we've updated the information about the fieldwork assessment in Papers 1 and 2 by clarifying what students will need to learn for the unfamiliar fieldwork context questions. We've added this information to support you in preparing your students for the new assessment.

The next page includes the updated information about the fieldwork assessment in the specification. Please note this is a draft and therefore subject to change.

What students need to learn

1.4 Assessment of fieldwork skills – Section B Draft and subject to change

Fieldwork is assessed in Section B of Paper 1. Students are required to complete **one** geographical enquiry involving fieldwork relating to **one** topic in Paper 1.

Paper 1: Physical geography

- River environments.
- Coastal environments.
- Hazardous environments.

Clarified the requirements for primary and secondary data collection.

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 they are accurate and suitable for the purpose, or misleading and unreliable.

Clarified the requirements of the familiar and unfamiliar fieldwork context questions.

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 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.

Contexts for fieldwork Paper 1: Physical geography			
Section A topic	Geographical enquiry	Suggested methods of primary and secondary data collection for familiar fieldwork contexts	What students need to learn for unfamiliar primary and secondary fieldwork contexts in Paper 1
River environments	Investigation of river processes and form through primary and secondary fieldwork evidence	Primary Quantitative e.g. (1) channel measurements - velocity, width, depth and gradient (2) measurements of sediment - size and shape Qualitative e.g. (1) annotated field sketches of the river channel and its features, (2) photographs to show how the channel changes downstream Secondary (1) A GIS topographic map, e.g. from ArcGIS Online or Google Earth, (2) local secondary data on river flows or regimes	Primary Quantitative <ul style="list-style-type: none"> River channel characteristics: width, depth and velocity River gradient Qualitative <ul style="list-style-type: none"> Annotated field sketches Secondary <ul style="list-style-type: none"> GIS topographic map
Coastal environments	Investigation of coastal processes and form through primary and secondary fieldwork evidence	Primary Quantitative e.g. (1) sediment size and shape measurements, beach profile survey, (2) measurement of erosional features - a cliff or intertidal zone Qualitative e.g. (1) annotated field sketches of particular coastal features, (2) photographs to show how there are variations along a stretch of the coast. Secondary	Primary Quantitative <ul style="list-style-type: none"> Sediment: size and shape Beach profile Qualitative <ul style="list-style-type: none"> Annotated field sketches Secondary <ul style="list-style-type: none"> Local geology map

Amended river environments geographical enquiry.

Recommended sources of secondary data.

Clarified the data collection methods that students need to learn for the unfamiliar fieldwork context questions.

		(1) A local geology map (paper or digital), (2) local secondary data on coastal change, e.g. historic maps.	
Hazardous environments	Investigation of physical processes involved in an extreme weather event through the recording of primary and secondary fieldwork evidence	<p>Primary</p> <p>Quantitative e.g. (1) recording of a weather diary and local risk and hazard maps, (2) structured questionnaire about hazard perception</p> <p>Qualitative e.g. (1) annotated field sketches to show evidence of an extreme weather event, (2) photographs / video taken before, during and after the extreme weather event</p> <p>Secondary (1) An online feed from a local weather station, e.g. Wunderground, (2) local secondary data on weather events, e.g. newspapers, online accounts.</p>	<p>Primary</p> <p>Quantitative</p> <ul style="list-style-type: none"> Weather diary: wind, rain, temperature, and air pressure Local risk and hazard mapping <p>Qualitative</p> <ul style="list-style-type: none"> Annotated field sketches <p>Secondary:</p> <ul style="list-style-type: none"> Local live feed of an extreme weather event.

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.

Contexts for fieldwork Paper 2: Human geography			
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>

		environments, (2) interviews with different stakeholders 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.	<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	Primary Quantitative e.g. (1) environmental quality survey, and a structured questionnaire, (2) urban land use survey Qualitative e.g. (1) annotated photographs showing evidence of changing rural environments, (2) interviews with different stakeholders 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.	Primary Quantitative <ul style="list-style-type: none"> Small scale environmental quality survey (EQS) Structured questionnaire including closed questions Quantitative <ul style="list-style-type: none"> Annotated photographs Secondary: <ul style="list-style-type: none"> Report on change in a local urban community

Free teacher support materials

- The [Getting Started Guide](#) and [2 year Course Planner](#) are both available to download now.
- The Paper 1 and Paper 2 [Schemes of Work](#) including recommended resources and lesson ideas are both available to download now.

- We will be publishing Paper 1 and Paper 2 examiner marked student exemplars, the Paper 1 booklet will be coming soon and the Paper 2 booklet will be available in April.
- We will be publishing an additional set of sample assessment materials in June.

Published resources

Resources have been developed for this specification with progression, international relevance and support at their core, so students are fully prepared for the exam. The Student Book and Online Teacher Resource Pack are both available to [order now](#).

Your Geography Subject Advisor

If you haven't already done so, please sign up to Jon Wolton's Geography Subject Advisor eUpdates by emailing teachinggeography@pearson.com.

We will update you again once the new specification is available on our website. Please [sign up to receive eAlerts](#) so you receive the latest information about our qualifications and resources.