

Geography Specification A - Unit 4 What's changed?



MODULAR GCSE GEOGRAPHY A (LAST ASSESSMENT IN 2013)	
SPECIFICATION AND ASSESSMENT AT A GLANCE	
Overview of content	
For this unit students need to complete a fieldwork investigation and report. They must complete one of the tasks provided by Edexcel, on one of the following themes: Coasts, contemporary, countryside, environmental, rivers, tourism, transport, urban areas.	
Themes	Coasts Contemporary Countryside Environmental Rivers Tourism Transport Urban areas
Assessment	a purpose of investigation (6 marks) b methods of collecting data (9 marks) c methods of presenting data (11 marks) d analysis and conclusions (9 marks) e evaluation (9 marks) f planning and organisation (6 marks).
Delivery of the controlled assessment	Skills a identification, analysis and evaluation of geographical questions and issues b establishment of appropriate sequences of investigation incorporating geographical skills, including enquiry skills c extraction and interpretation of information from a range of different sources, such as Ordnance Survey maps, photographs, drawings, diagrams and tables, and use of technologies, such as GIS and the internet d evaluation of methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.
Levels of control	Task setting High level of control Tasks will be set by Edexcel and centres will choose from a list of tasks. The task sheets for this controlled assessment are confidential and must not be shown to students before they start the investigation. They will be available on the Edexcel website for teachers to download. Teachers can view all the task sheets available before deciding which task students will complete. It is acceptable for all students in a class to complete the same task. However, the same task does not have to be chosen for all students and they can work on a mixture of different tasks. The tasks will change every year, in accordance with the QCA regulations for GCSE Geography. Teachers must take care when using these tasks to ensure that students are completing the correct task for a particular year. The front sheet of each task will show the dates for which it is valid. Each task will be valid from June of one year to May of the next year, for example June 2009 to May 2010.
Task taking	a Research and data collection – limited level of control Research and data collection, including fieldwork, will be carried out under limited control. Students may work collaboratively when collecting data from fieldwork, but any additional research should be completed individually. Students may carry out their secondary research and data collection whilst not being directly supervised by a teacher, e.g. in a library, at home. Secondary research can include extracts from books and websites. Secondary research cannot be directly incorporated into the final report, and must be included as properly referenced extracts only. b Analysis, conclusions and evaluation of findings – high level of control The production of the final report, including the analysis, conclusions and evaluation, will take place in centres under high levels of control. This must be carried out individually by the students, under the supervision of a teacher. The final report should include the use of notes from the research and data collection phase. It may also include access to a limited number of recommended websites, for example to allow the production of online personalised GIS maps. Edexcel will provide a suitable list of these websites. The production of the final report will usually take place over several lessons, so students' materials must be collected in at the end of the lesson and handed back at the beginning of the next one.
Task marking	Task marking – medium level of control The marking of the tasks will be carried out by teachers and moderated by Edexcel.
Suggested timings	a Purpose of investigation 3 hours b Methods of collecting data: • actual data collection 1 day • method 3 hours c Methods of presenting data 6 hours d Analysis and conclusions 5 hours e Evaluation 2 hours f Planning and organisation Ongoing, with 1 hour to organise the report
Quality of Written Communication (QWC)	Opportunities for Quality of written communication (QWC) have been identified within assessment criterion f – planning and organisation. This assesses the student's ability to: <ul style="list-style-type: none"> ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear use a suitable structure and style of writing use specialist vocabulary when appropriate. Teachers should use the assessment criteria descriptors for each area to assess into which mark range the work falls. When this has been determined, teachers must decide where within this mark range the student's work fits. A mark can then be confidently assigned to the work
Variety of report formats/possible outcomes	The final report should be approximately 2000 words if produced in a written format. However, the use of alternative formats is also encouraged such as: <ul style="list-style-type: none"> DVDs PowerPoint presentations personal diaries personalised GIS maps (created through web-based applications) web pages etc. If students are using an alternative format for their final report they will need to produce the equivalent of 2000 words. This would include diagrams and other audio visual information to support the work. Centres are at liberty to mix the formats used. For example students may present some of their work in a written format (areas a and c), some as a GIS map (area b) and some as a short series of annotated flow diagrams (areas d and e). The word limit would be reduced to take into account supporting visuals and figures. For all types of report format the level of demand required of students should be equivalent to producing a 2000-word written report.
Marking procedure	Teachers should use the assessment criteria descriptors for each area to assess into which mark range the work falls. When this has been determined, teachers must decide where within this mark range the student's work fits. A mark can then be confidently assigned to the work.

LINEAR GCSE GEOGRAPHY A (FIRST ASSESSMENT IN 2014)	
SPECIFICATION AND ASSESSMENT AT A GLANCE	
Overview of content	
Themes	Approaches to local sustainable development - links to Unit 1: Section B, Challenges for the Planet: Topic 7 Sustainable developments for the planet Coastal processes, landforms and management - Unit 2: Section A, The Physical World: Topic 1 Coastal Landscapes River processes, landforms and flooding Unit 2: Section A, The Physical World: Topic 2 River Landscapes Changes in the rural landscape - Unit 3: Section A, The Human World: Topic 2 Settlement Change (specifically 2.1 Factors affecting settlements) Changing land use in urban areas - links to Unit 3: Section A, The Human World: Topic 2 Settlement Change (specifically 2.2 Changing land use in urban areas) The effects of tourism links to Unit 3: Section B, The Human World: Topic 5 A Tourists World
Assessment	a purpose of investigation (6 marks) b methods of collecting data (9 marks) c methods of presenting data (11 marks) d analysis and conclusions (9 marks) e evaluation (9 marks) f planning and organisation (6 marks).
Delivery of the controlled assessment	Skills a identify, analyse and evaluate geographical questions and issues b follow/establish appropriate sequences of investigation incorporating geographical skills, both fieldwork and research c extract and interpret information from a range of different primary and secondary data sources, such as Ordnance Survey maps, photographs, drawings, diagrams and tables, and using technology to support the enquiry process d evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of their evidence and conclusions e use Geographical Information Systems (GIS) and/or digital maps (visualisation) during their geographical investigation. See below. <ul style="list-style-type: none"> Geographical Information Systems The use of GIS and/or digital maps (visualisation) should be used during the student's fieldwork investigations. Assessment criterion b and assessment criterion c will critically assess the student's ability to use GIS in the fieldwork investigation. Examples of visualisation are Google Earth, Google Maps etc, as well as dedicated mapping or GIS software, including Infomapper, Aegis and ArcMapper/ArcGIS. Additional support regarding GIS and visualisation can be found in the Teachers' Guide.
Levels of control	Task setting High level of control Tasks will be set by Edexcel and centres will choose from a list of six tasks. The task questions for this controlled assessment are confidential and must not be shown to students before they start the tasks. Teachers can view all the task options available before deciding which task the students will complete. It is acceptable for all the students in a class to complete the same task. However, the same task does not have to be chosen for all students and they can work on a mixture of different tasks. The tasks will change every year, in accordance with the Ofqual regulations for GCSE Geography. Teachers must take care when using these tasks to ensure that students are completing the correct task for a particular year. The front sheet of each task will show the dates for which it is valid. Each task will be valid from June of one year to May of the next year, for example June 2012 to May 2013.
Task taking	a Planning/Pre-fieldwork Planning and pre-fieldwork preparation will be carried out under limited control. Authenticity control – Students may carry out their planning and secondary data collection whilst not being directly supervised by the teacher, for example in a library or at home. Collaboration control – Students may work together in planning their fieldwork and data collection. Feedback control – Students may be supported in their fieldwork preparation and in the choice of appropriate primary and secondary data to collect. Students should be supported by the teacher to ensure that plans and data collection methods are appropriate. Resources control – The secondary data can include extracts from books and journals, and pages from websites. The secondary data cannot be directly incorporated into the final report. It may only be included as brief extracts and must be correctly referenced. Time control – 3 hours is permitted for this phase. b Research and data collection Research and data collection, including fieldwork, will be carried out under limited control. Authenticity control – Fieldwork phase – The collection of primary data must be supervised by the teacher. Guidance may be given regarding the appropriateness of different forms of data collection. Research phase – Students may be supported in their choice of forms of presentation of the primary data. Students may produce their data presentation prior to the final report write up phase. Students should produce a range of different forms of presentation, so that they can choose the most appropriate to use and adapt in the final report. Collaboration control – Fieldwork phase – Students may work collaboratively or independently when collecting primary data from fieldwork. All students must show evidence of their contribution to the collection of fieldwork primary data in response to Assessment Criterion b – where they need to produce evidence of the data that they have collected and explain why the method was used. Students must collect their own primary data, but datasets may be collated and shared depending on the task focus. Research phase – Students should work individually on preparing the presentation of their data. Other additional research, and collection of all secondary data should also be completed individually. Feedback control – Fieldwork phase – Teachers can comment on the data collection being undertaken by students, e.g. on the nature and suitability of the advice. (Please see Appendix 4: Controlled assessment record sheet) Research phase – The teacher may work with the student to suggest appropriate forms of data presentation. The teacher must not interpret the data or provide any assistance in terms of analysis and evaluation of the data. Students must individually produce their data presentations. Resources control – Fieldwork phase – Teachers should keep a record of any advice or additional primary data provided to students. This should be recorded in the Controlled assessment record sheet (Appendix 4) Research phase – Students should prepare a range of presentation methods for their data, which they can select from in the final report write-up. Time control – Fieldwork phase – 1 day Research phase – 9 hours c Analysis, conclusion, evaluation and final report production – high level of control Authenticity control – Students must complete all work under direct supervision. Work may be hand written or produced using ICT. All ICT equipment must be checked and monitored to ensure students do not access prepared drafts. Collaboration control – Students must complete all work independently and must not communicate with each other. Feedback control – Teachers may communicate with students to provide clarification but not to provide suggestions or solutions. Resources control – Students should have access only to the primary data notes, secondary data notes and task focus notes, and their prepared forms of data presentation. ICT access, for example, to enable production of online personalised GIS maps, is permitted but must be monitored. Time control – 8 hours is permitted for completion of the final report. This time may be split between a number of sessions. All student materials must be stored securely between sessions.
Task marking	Task marking – medium level of control The marking of the tasks will be carried out by teachers and moderated by Edexcel. There is no requirement to annotate the students' work, although it is good practice to write full justification comments on the Controlled assessment record sheet (Appendix 4).
Suggested timings	Task Taking (Planning/Pre-fieldwork Phase) 3 hours (Fieldwork Phase) One day (Research Phase) 9 hours Task Taking (Analysis, conclusion, evaluation and final report production) 8 hours
Quality of Written Communication (QWC)	Opportunities for students to be assessed on the quality of their written communication (QWC) have been identified within assessment criterion c. This assesses the student's ability to: <ul style="list-style-type: none"> present relevant information in a form that suits its purpose ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear use a suitable structure and style of writing use specialist vocabulary when appropriate.
Variety of report formats/possible outcomes	The final piece of work, which forms the assessed component (referred to as the 'report'), could be produced using alternative formats. Students must ensure they meet the 2000 word limit requirement irrespective of the medium or format used. This is to ensure there is sufficient extended writing for a reliable assessment of QWC. There may be several different ways in which a student may incorporate alternative formats into their final report. Students must always be encouraged to use geographical writing to support each of these formats – see below for examples: <ul style="list-style-type: none"> Format Example of linked geographical writing DVD: Annotations/notes/transcripts of extended interviews, which formed part of the data collection. PowerPoint presentations: Notes and descriptions to accompany graphs, analysis on slides, together with description of results etc. Interactive (online/electronic) GIS maps: Summary writing in call-outs/placements to provide site descriptions of locations. Website blog A personal diary/blog which holds details of images and information about sites, weather, etc. Smartphone uploads of images and text to specific website.
Marking procedure	Teachers should use the assessment criteria descriptors to assess which mark range the work best fits. When this has been determined, teachers must decide whether the work is placed at the 'bottom', 'middle' or 'top' of this mark range. A mark can then be confidently assigned to the work. Note that not all descriptors have to be met for a mark to be given in a particular band. The descriptors should be used more as guidance as to the overall quality for the work, rather than explicit characteristics, i.e. a 'must have list'. Wherever possible centres should always try to internally moderate and cross-standardise work to ensure fairness, accuracy and reliability.