

# Geography Specification B - Unit 4 What's changed?

EDEXCEL MODULAR GCSE GEOGRAPHY B (LAST ASSESSMENT IN 2013)			
SPECIFICATION AND ASSESSMENT AT A GLANCE			
<b>Specification overview</b> 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: coastal environments, river environments, rural/countryside environments, town/city environments.			
<b>Assessment overview</b> This unit is internally assessed under controlled conditions. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork task under controlled conditions. The task is marked out of a total of 50 marks, across the following areas: planning, methods of data collection, data presentation and report production, analysis and conclusions and evaluation. The task will be marked by the teacher and moderated by Edexcel using the assessment criteria on page 40.			
Themes	coastal environments		
	river environments		
	rural/countryside environments		
	town/city environments.		
Assessment	The task is marked out of a total of 50 marks, across the following areas: a planning (8 marks) b methods of data collection (7 marks) c data presentation and report production (15 marks) d analysis and conclusions (14 marks) e evaluation (6 marks).		
Delivery of the controlled Assessment	Skills	a identify, analyse and evaluate geographical questions and issues b establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills c extract and interpret information from a range of different sources, such as Ordnance Survey maps, photographs, drawing, diagrams and tables, and using technologies d evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions e use Geographical Information Systems (GIS) and digital maps during their geographical investigation	
	Geographical Information Systems	The use of Geographical Information Systems (GIS) and digital maps should be used during the students' fieldwork investigations. Assessment criterion b – methods of data collection and assessment criterion c – data presentation and report production assess the student's ability to use GIS in the fieldwork investigation. Examples of GIS are Google Earth, Google Maps etc as well as dedicated mapping or GIS software, including Anquet Maps, Infomapper, Aegis and ArcMapper.	
Areas covered in the investigation and report (suggested timings)	a Planning (5 hours)	Includes planning the topic for study, including any background research, ie a geographical context, establishing the aims of the enquiry and describing the location.	
	b Methods of data collection (2 hours + 1 day)	Includes planning the methods of data collection, group/individual data collation, for example using a spreadsheet, and sharing/selection of results.	
	c Data presentation and report production (5 hours)	Includes individual data collation and presentation, and the overall presentation of the report.	
	d Analysis and conclusions (5 hours)	Includes data refining and manipulation; interpretation and analysis of own results, including descriptions and explanations, discussion of conclusion(s). Also includes linking back to original aims and any links between different data sets.	
	e Evaluation (3 hours)	Includes evaluation of findings/fieldwork process through reflecting on the task set.	
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 tasks. They will be available on the Edexcel website for teachers to download. Teachers can view all the task sheets 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 2013 to May 2014.	
	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 other additional research should be completed individually. Students may carry out their secondary research and data collection whilst not being directly supervised by a teacher, for example in a library, at home. The secondary research can include extracts from books and websites. The secondary research cannot be directly incorporated into the final report, it can be included only as extracts and must be correctly referenced.
		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 part of the write-up must be carried out individually by the students, under the supervision of a teacher. The final report must be completed under these conditions, but 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. The production of the final report will usually take place over several lessons, so the students' materials must be collected in at the end of the lesson and handed back at the beginning of the next one. Students' final reports must be produced individually.
Task marking	Task marking – medium level of control	The marking of the tasks will be carried out by teachers and moderated by Edexcel.	
Quality of Written Communication (QWC)	Opportunities for QWC have been identified within assessment criterion c – Data presentation and report production. This assesses the student's ability to:	<ul style="list-style-type: none"> <li>present relevant information in a form that suits its purpose</li> <li>ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear</li> <li>use a suitable structure and style of writing</li> <li>use specialist vocabulary when appropriate.</li> </ul>	
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"> <li>DVDs</li> <li>PowerPoint presentations</li> <li>personal diaries</li> <li>personalised GIS maps (created through web-based applications)</li> <li>web pages.</li> </ul>	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). In these instances 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 the students should be equivalent to producing a 2000-word written report.
Word Limit	The final report should be approximately 2000 words if produced in a written format.		
Marking procedure	Teachers should use the assessment criteria descriptors to assess into which mark range the work falls. 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.		

EDEXCEL LINEAR GCSE GEOGRAPHY B (FIRST ASSESSMENT IN 2014)			
SPECIFICATION AND ASSESSMENT AT A GLANCE			
<b>Specification overview</b> 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: coastal environments, river environments, rural/countryside environments, town/city environments.			
<b>Assessment overview</b> This unit is internally assessed under controlled conditions. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork task under controlled conditions. The task is marked out of a total of 50 marks across the following areas: planning, methods of data collection, data presentation and report production, analysis and conclusions, and evaluation. The task will be marked by the teacher and moderated by Edexcel using the assessment criteria on page 46.			
Themes	Coastal Environments – physical processes Coastal Environments – conflict and management River Environments – physical processes River Environments – flood management Rural/countryside Environments – pressures including tourism Rural/countryside Environments – futures and management Town/city Environments – sustainability and eco-footprints Town/city Environments – contemporary urban issues		
Assessment	The controlled assessment is marked out of a total of 50 marks, based on the following sections: a purpose of the investigation (6 marks) b methods of data collection (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 sources, such as Ordnance Survey maps, photographs, drawings, diagrams and tables, and use of 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.	
	Geographical Information Systems	Geographical Information Systems (GIS) and/or digital maps (visualisation) should be used during the student's fieldwork investigations. Assessment criteria b and c will critically assess the student's ability to use GIS in the fieldwork investigation. Examples of visualisation are Google Earth and Google Maps 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.	
Suggested Timings	Task Taking (Planning/ pre-fieldwork phase)	3 hours	
	Task Taking – Research and data collection (Fieldwork phase)	1 day	
	Task Taking – Research and data collection (Research phase)	9 hours	
Task Setting	Task Taking (Analysis, conclusion, evaluation and final report production)	8 hours	
	Task Setting	High level of control Tasks will be set by Edexcel and centres will be free to choose from a list of eight tasks. The tasks 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 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.	
Levels of control	Task taking	a Planning/ pre-fieldwork	Planning and pre-fieldwork preparation will be carried out under limited control. <i>Authenticity control</i> 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. <i>Collaboration control</i> Students may work together in planning their fieldwork and data collection. <i>Feedback control</i> Teachers may support students in their fieldwork preparation and in the choice of appropriate primary and secondary data to collect. Teachers may support students to ensure that plans and data collection methods are appropriate. 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 be included only as brief extracts and must be correctly referenced. <i>Time control</i> Three hours is permitted for this phase.
		b Research and data collection	Research and data collection, including fieldwork, will be carried out under limited control. <i>Authenticity control</i> 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. <i>Collaboration control</i> 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 the 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. <i>Feedback control</i> Fieldwork phase – teachers can comment on the data collection being undertaken by students, e.g. on the nature and suitability of the methodology selected. Any support, both oral and written, given to students should be dated and logged. It should indicate clearly the exact nature 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. <i>Resources control</i> 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. <i>Time control</i> Fieldwork phase – 1 day Research phase – 9 hours
		c Analysis, conclusion, evaluation and final report production – high level of control.	<i>Authenticity control</i> Students must complete all work under direct supervision. Work may be handwritten or produced using ICT. All ICT equipment must be checked and monitored to ensure students do not access prepared drafts. <i>Collaboration control</i> Students must complete all work independently and must not communicate with each other. <i>Feedback control</i> Teachers may communicate with students to provide clarification of assessment terms and controlled conditions but must not provide suggestions or solutions to the controlled assessment. <i>Resources control</i> 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. <i>Time control</i> Eight 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).	
Quality of Written Communication (QWC)	Opportunities for students to be assessed on the Quality of the Written Communication (QWC) have been identified within assessment criterion c. This assesses the student's ability to:	<ul style="list-style-type: none"> <li>present relevant information in a form that suits its purpose</li> <li>ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear</li> <li>use a suitable structure and style of writing</li> <li>use specialist vocabulary when appropriate.</li> </ul>	
Variety of report formats/possible outcomes	DVD	Annotations/notes/transcripts of extended interviews, which formed part of the data collection.	
	PowerPoint presentations	Notes and descriptions to accompany graphs and 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.	
Word Limit	Students are required to produce around 2000 words. A student's word total may be 10% either side of the 2000-word limit. All words, including tables, graphs, quotations and references must be included in the word total. Students must sign the Controlled assessment record sheet (Appendix 4) to confirm that they have met the word limit requirement. Students who produce substantially fewer than 2000 words are unlikely to have produced a response that meets the assessment requirements. Students who do not meet the word limit requirement will not have access to top marks in assessment criterion f (page 48).		
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.		