WJEC Eduqas GCSE (9-1) in GEOGRAPHY B

For teaching from 2016
For award from 2018

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GCSE GEOGRAPHY B

SUMMARY OF ASSESSMENT

Component 1: Investigating Geographical Issues
Written Examination: 1 hour 45 minutes
40% of qualification

Three structured data response questions.
Question 1 will assess aspects of Theme 1, Changing Places - Changing Economies.
Question 2 will assess aspects of Theme 2, Changing Environments.
Question 3 will assess aspects of Theme 3, Environmental Challenges.

Component 2: Problem Solving Geography
Written Examination: 1 hour 30 minutes
30% of qualification

This component will assess content from across the themes.

Part A will introduce an issue and set the geographical context.

Part B will outline a number of possible solutions to the issue.

Part C will provide an opportunity for the candidates to choose a solution and justify their choice.

Component 3: Applied Fieldwork Enquiry
Written Examination: 1 hour 15 minutes
30% of qualification

A written examination in three parts.

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.

This linear qualification will be available in the summer series each year. It will be awarded for the first time in Summer 2018.

Qualification Accreditation Number: Click here to enter accreditation number.

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GCSE GEOGRAPHY B

1 INTRODUCTION

1.1 Aims and objectives

WJEC Eduqas GCSE Geography B develops and extends learners knowledge of locations, places, environments and processes, at a range of different scales. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Learners should be given the opportunity to think 'like a geographer' if they are given opportunities to:

- think creatively, for example, by posing questions that relate to geographical process and concepts that include questioning about spatial pattern and geographical change
- think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

WJEC Eduqas GCSE Geography B provides opportunities for learners to understand more about the world, the challenges it faces and their place within it. Following this GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop learners' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

WJEC Eduqas GCSE Geography B takes a distinctive issues based approach to the study of the interactions between people and the environment. The investigation of these issues allows learners to fulfil the requirements of the subject aims and learning outcomes as outlined in the Geography GCSE Subject Content published by the Department for Education. Geographical issues are presented through enquiry questions at a variety of specified scales and in a variety of specified places and contexts. Following this specification will enable learners to:

- deepen their understanding of the relationships between people and environments and the need for careful management of both human and physical systems
- become geographically informed and thoughtful citizens as they consider a range of viewpoints, values and attitudes which are held on many geographical issues by a variety of stakeholders
- draw together their understanding of separate issues to give a wider overview of the UK's changing geography
- develop as critical thinkers and reflective learners as they refine their problem solving and decision making skills.

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1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and is designed in such a way as to ensure progression in the following ways:

- broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global
- a greater emphasis given to process studies that lead to an understanding of change
- a greater stress on the multivariate nature of 'human-physical' relationships and interactions
- a stronger focus on forming generalisations and/or abstractions, including some awareness of theoretical perspectives and of the subject's conceptual frameworks
- an increased involvement of learners in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions
- enhancing competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.

This specification provides a suitable foundation for the study of Geography at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

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1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT

The content of the specification is organised into three broad themes**:**

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Within each theme, learners should be encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues.

Learners should be given the opportunity to represent geographical data using a range of cartographical and graphical techniques whilst exploring the content of each component. They should be given the opportunity to analyse a variety of maps, graphs, photographs and data sets. The range and extent of mathematical and statistical techniques required by WJEC Eduqas GCSE Geography B is given in Appendix A on pages 27-28 of the specification. These techniques will be assessed across **all three** components. Fieldwork enquiry will be assessed in Component 3 only.

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2.1 Component 1

Investigating Geographical Issues
Written examination: 1 hour 45 minutes
40% of qualification
96 marks (plus 4 marks for spelling, punctuation and grammar)

Component 1 will assess content from **all three** compulsory themes of the specification. Three structured questions, each of 32 marks, will include opportunities for assessment using multiple choice, data response, short open response and extended responses. At least one open response question will synthesise knowledge and understanding of the UK as a whole.

Learners should be given the opportunity to develop their skills in using a range of mathematical and statistical techniques whilst preparing for this component. The depth of coverage of these techniques is given in Appendix A on pages 27-28 of the specification.

Theme 1: CHANGING PLACES - CHANGING ECONOMIES

Learners should be given the opportunity to draw together and apply their knowledge and understanding of processes and concepts when studying the geography of the UK within this Theme. Learners should be given the opportunity to study at least **one** named city in the UK.

Key Idea 1.1: Urban and rural processes and change in the UK

Learners should be given the opportunity to draw together and apply their knowledge and understanding of processes and concepts when studying the geography of the UK within this Theme. Learners should be given the opportunity to study at least **one** named city in the UK.

Enquiry questions	Depth of study
1.1.1 What changes are taking place in where people live in both urban and rural areas of the UK?	1.1.1 Urban change in the UK to include the processes of urbanisation, suburbanisation, counter-urbanisation, re-urbanisation and infill. The impact of change on rural areas of the UK to include villages which have become commuter settlements.
1.1.2 What are the distinctive features of urban areas in the UK?	1.1.2 How the processes of urban change over time have created distinctive spatial zones/patterns in UK cities. The characteristics of town/city centres to include Central Business Districts (CBDs) and pedestrianised zones. The distinctive features of UK towns/cities to include zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work and enjoy leisure and cultural opportunities.

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1.1.3 What factors help to drive urban and rural change across the UK?	1.1.3 Economic, social and environmental factors that drive urban renewal. Coverage must include the brownfield / greenfield debate. How regional inequalities and social factors contribute to population movement within the UK. How commuting and tele-working influence where people live and work in the UK. How migration, from outside the UK, has social and economic consequences for urban and rural areas of the UK. The factors leading to depopulation in some rural areas of the UK. The challenges of creating sustainable living environments in both urban and rural locations. Coverage must include the importance of transport systems in creating sustainable communities. The extent to which these challenges, identified in **one** locality, apply across the UK.
1.1.4 What is the cause and effect of change in retail provision across the UK? 1.1.5 What are the issues associated with leisure use in urban and rural areas across the UK?	1.1.4 The cause and effect of change in retailing (shopping). Changes in where shops are located to include the decline of shopping areas within CBDs and the rise of out of town retail parks. Coverage must include the concepts of range, threshold population and catchment area. How technology is changing how and where we shop. The social, economic and environmental impact of increased online shopping. The extent to which retail patterns and processes identified in **one** locality apply across the UK. 1.1.5 How urban and rural areas are used for leisure. Advantages and disadvantages of leisure use for both local residents and leisure users. The impacts of increasing leisure use on rural honeypots. Positive and negative impacts of major sporting events on localities. Study of **one** location where leisure use is managed and the effectiveness of the management strategy.

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Key Idea 1.2: Urbanisation – cause and effect

Learners should be given the opportunity to study at least **one** named city in a Low Income Country (LIC) or in a Newly Industrialised Country (NIC) when exploring enquiry questions 1.2.2 to 1.2.4. The city should be represented within the context of its region, country and the wider world.

Enquiry questions	Depth of study
1.2.1 To what extent is urbanisation a global phenomenon?	1.2.1 Global scale patterns and how these patterns vary over time and space. Concepts of urbanisation and re-urbanisation. The development of 'mega cities'.
1.2.2 Why are some countries experiencing rapid urbanisation?	1.2.2 Causes of urbanisation. Coverage must include push and pull factors. Reasons for migration/population movement to cities from within the same country and across national borders. The positive and negative social and economic impacts of outward migration on the source region.
1.2.3 What challenges and opportunities are created by rapid urbanisation?	1.2.3 The challenges and opportunities experienced by migrants and authorities in rapidly growing cities. Coverage must include housing provision and housing quality. Key infrastructure challenges to include transport, sanitation and waste disposal. Positive impacts of urbanisation to include higher local tax revenues resulting from an increased paid labour pool and the benefits of economic growth/positive multipliers.
1.2.4 What strategies can be used to manage the impacts of urbanisation?	1.2.4 Strategies which aim to improve the lives of people living in rapidly growing cities. Coverage must include self-help schemes, slum clearance programmes, housing projects and mass transit schemes. In each case: • the benefits and costs • possible tensions between different stakeholders • the challenges of creating sustainable cities in low income countries / Newly Industrialised Countries (NICs).

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Key Idea 1.3: A global perspective on development issues

Learners should be given the opportunity to study at least **one** named Newly Industrialised Country (NIC) and **one** named Low Income Country (LIC) as well as the UK when exploring enquiry questions 1.3.1 to 1.3.3.

Enquiry questions	Depth of study
1.3.1 What are global patterns of development?	1.3.1 How development data and images are used to learn about levels of development in different countries including the UK. The limitations of using data to ascertain levels of development. The merits of using economic data alongside human/social development data. How we define groups of countries that have similar characteristics. Definitions must include 'Least Economically Developed Countries' or 'Low Income Countries' (LICs) and 'Newly Industrialising Countries' (NICs).
1.3.2 What are the global processes that connect countries at different levels of development including the UK?	1.3.2 The key drivers of globalisation to include trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies (MNCs). The reasons MNCs have for locating in countries at different levels of development, including in the UK. The advantages and disadvantages of the development of global MNCs. Advantages and disadvantages (for both the MNC and the host country) to include economic, social and environmental. The reasons for the emergence of Newly Industrialised Countries (NICs) as economic power houses in the world economy. The positive and negative effects of this development.
1.3.3 How do the processes of globalisation affect countries at different levels of development?	1.3.3 The pattern and the impact of trade between nations at different levels of development including the UK. Concepts of trade must include imports, exports, trade partnerships/blocs, tariffs and 'fair trade'. The positive and negative effects of globalisation on societies, to include globalisation's effects in the UK. Coverage must include international patterns of migration, globalisation of consumer products, globalisation of culture and threats to local and national identity.
1.3.4 What are the advantages of different types of aid project?	1.3.4 The advantages of both **one** long-term development aid programme and **one** short-term emergency aid response for both donor and recipient countries.

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Theme 2: CHANGING ENVIRONMENTS

Learners should be given the opportunity to draw together and apply their knowledge and understanding of processes and concepts when studying the geography of the UK within this theme.

Key Idea 2.1: Shaping the landscape - coasts and coastal management

Learners should be given the opportunity to consider the variety of coastal landscapes found around the UK coastline when exploring enquiry questions 2.1.1 to 2.1.4. They should be given the opportunity to consider the geographical future of the UK coast as well as that of the coastline in **one** country at a different level of development when exploring enquiry question 2.1.4.

Enquiry questions	**Depth of study**
2.1.1 How do marine and geomorphic processes contribute to the development of distinctive coastal landscapes?	2.1.1 The relationship between geology and physical processes and how this relationship shapes distinctive coastal landscapes. Geomorphological processes should include weathering, mass movement and marine processes. Erosional marine processes must include hydraulic action, abrasion, attrition and solution. Coverage must also include the processes of transportation and deposition including longshore drift, traction, saltation, suspension and solution. How the processes listed above create distinctive landforms to include arches, stacks, beaches and spits.
2.1.2 How are coastlines managed across the UK?	2.1.2 Management options to reduce risk of coastal floods/erosion. Coverage must include: • costs/benefits of hard engineering options such as sea walls, groynes, gabions and rock armour • costs/benefits of soft engineering options to include beach nourishment, beach stabilisation and wetland creation • concepts of 'hold the line' and 'retreat the line'. The extent to which the management options identified in **one** locality apply across the UK.
2.1.3 Why is coastal management in the UK often controversial?	2.1.3 The role of government and local authorities in the UK in shaping shoreline management plans (SMPs). Conflicting views on coastal management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy.
2.1.4 What are the predicted impacts of climate change on coastal landscapes and communities?	2.1.4 The potential impacts of climate change on coastal communities in the UK and in **one** other country at a different level of development. Management challenges which arise from sea level rise and the increased frequency of storms.

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Key Idea 2.2: Shaping the landscape - rivers and river management

Learners should be given the opportunity to study processes and management in **two** contrasting river basins. At least **one** of these river basins should be in the UK.

Enquiry questions	Depth of study
2.2.1 How do fluvial and geomorphic processes contribute to the development of distinctive river landscapes?	2.2.1 The relationship between geology and physical processes within a drainage basin and how this relationship shapes distinctive river landscapes. The processes of interception, infiltration, surface run-off and throughflow. Fluvial erosional processes to include hydraulic action, abrasion, attrition and solution. Processes of transportation and deposition to include traction, saltation, suspension and solution. How fluvial processes, combined with weathering and mass movement, create distinctive landforms. Coverage must include valleys, waterfalls, meanders and deltas.
2.2.2 Why do rivers flood?	2.2.2 The physical and human factors that cause rivers to flood. The use of contrasting flood hydrographs to demonstrate how and why river discharge is variable following a rainfall event. Impacts of flooding on different groups of people. Coverage must include **two** contrasting locations where significant flood events have taken place, **one** of which must be in the UK.
2.2.3 How can rivers in the UK be managed to reduce the risk of flooding?	2.2.3 The costs and benefits of soft and hard engineering flood management options. Management options to include dam construction, river engineering, afforestation, managed flooding and land use zoning for flood plains. The impact of river management on hydrographs. The extent to which the management options identified in **one** locality apply across the UK.
2.2.4 Why is river flood management often controversial?	2.2.4 Conflicting views on drainage basin management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy. The economic and social impacts of river management on locations downstream.

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Key Idea 2.3: Weather and climate - global perspective

Learners should be given the opportunity to study the climate of the UK and **two** other contrasting climate zones (**one** semi-arid climate and **one** other).

Enquiry questions	Depth of study
2.3.1 How does the global circulation of the atmosphere create distinctive climate zones?	2.3.1 The global circulation of the atmosphere and the ways in which it creates distinctive climate zones across the globe. Coverage must include **two** contrasting climate zones (**one** semi-arid climate and **one** other).
2.3.2 Why is the UK climate so variable?	2.3.2 The characteristics of the UK climate including regional variations. Coverage must include seasonality, average monthly temperature and precipitation rates. The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea.
2.3.3 What weather is associated with high and low pressure systems?	2.3.3 Typical weather patterns associated with high and low pressure systems. Coverage should include the use of synoptic charts.
2.3.4 What are the causes and impacts of extreme weather?	2.3.4 The impacts of extreme weather events when pressure systems are long-lasting or intense. Coverage must include the cause, effect and response to weather hazards resulting from a dominant high **or** low pressure system. The impacts on different groups of people of this weather event.

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Key Idea 2.4: Climate change - cause and effect

Learners should be given the opportunity to study the cause, impact and management of climate change in different locations around the world, including the UK.

Enquiry questions	Depth of study
2.4.1 How has climate changed during the Quaternary period?	2.4.1 An overview of how climate has changed to include glacial and inter-glacial periods.
2.4.2 What are the causes of global warming?	2.4.2 Natural processes that create the greenhouse effect. Evidence for global warming, including the role of human activity as **one** contributory factor in global warming.
2.4.3 What are the consequences of climate change?	2.4.3 The consequences of climate change for people and environments. These must be in addition to the impact of climate change on coastal management strategies described in 2.1.4 above. Coverage must include the consequences on **at least two** of the following: • Farming and food supply • Wildlife and habitats • Water and water supplies • Where people live and population movement • Tourism and tourist destinations.
2.4.4 How and why do attitudes to climate change vary?	2.4.4 Differing views, values and attitudes which are held on the issue of climate change and the ways in which its effects could be addressed. Global initiatives to reduce the impact of climate change. How successful these initiatives have been.
2.4.5 What role can individuals and government in the UK play in reducing the risk of climate change?	2.4.5 How individuals can play a part in reducing the risk of climate change. The role of local and national UK government in reducing the risk of climate change.

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Theme 3: ENVIRONMENTAL CHALLENGES

Key Idea 3.1: How ecosystems function

Learners should be given the opportunity to study **two** contrasting biomes to understand the processes at work within ecosystems when exploring enquiry questions 3.1.1 and 3.1.2. These may be located in the same climate zones as the climates studied in 2.3.1. They should also be given the opportunity to study **one** small scale ecosystem in the UK.

Enquiry questions	Depth of study
3.1.1 What is the relationship between climate and biomes at a global scale?	3.1.1 The relationship between climate zones and biomes at a global scale. An overview of the characteristics of the climate, soils, vegetation in **two** contrasting biomes. Coverage must include semi-arid grasslands and **one** other biome.
3.1.2 What processes and interactions operate within ecosystems?	3.1.2 The processes that operate within ecosystems and link living/biotic components (plants, animals, decomposers) and non-living/abiotic components (temperature, light, moisture). Coverage must include nutrient stores and flows, energy flows and food webs (producers, primary, secondary and tertiary consumers).
3.1.3 How are small scale ecosystems in the UK used and managed?	3.1.3 The characteristics of **one** small scale ecosystem in the UK. The benefits of the ecosystem for local communities. The challenges of managing the ecosystem and how different stakeholders perceive its value.

Key Idea 3.2: Ecosystems under threat

Learners should be given the opportunity to study **one** large scale ecosystem in depth to explore why it is used, how it may be damaged and how it can be managed. This may be the same ecosystem studied in 3.1.1 and 3.1.2.

Enquiry questions	Depth of study
3.2.1 How are ecosystems used?	3.2.1 An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources.
3.2.2 How are ecosystems damaged by exploitation?	3.2.2 How **one** ecosystem has been damaged by human activities. How processes within the ecosystem have been affected. The effects of the damage at the local scale and at the global scale.
3.2.3 Why and how are ecosystems managed in a sustainable way?	3.2.3 The reasons for conservation and management. The ways in which **one** ecosystem has been managed. How successful located management strategies have been. Strategies for sustainable management.

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Key Idea 3.3: Desertification

Learners should be given the opportunity to study **one** semi-arid region that is vulnerable to desertification. They should have the opportunity to study cause, effect and solutions.

Enquiry questions	Depth of study
3.3.1 What are the physical processes operating in semi-arid regions that make them vulnerable to desertification?	3.3.1 Physical processes to include the impact of dominant high pressure systems. Changing climatic patterns to include failing rainfall patterns and increasingly high rates of evapotranspiration in arid regions.
3.3.2 To what extent does human activity contribute to the problem of desertification?	3.3.2 Human activities to include over-grazing, poor land management and use of fire wood. The different viewpoints, values and attitudes of stakeholders in the region.
3.3.3 How can environments vulnerable to desertification be managed?	3.3.3 A range of strategies employed by Non-Government Organisations (NGOs), working at a local level with communities. International strategies aimed at reducing the spread of areas experiencing desertification. How successful the strategies have been.

Key Idea 3.4: Water supply and demand

Learners should be given the opportunity to study the processes and management of water supplies in **one** drainage basin when exploring enquiry question 3.4.1.

Enquiry questions	Depth of study
3.4.1 Why does water supply vary over time and place?	3.4.1 The processes operating within **one** drainage basin, the inputs, flows, stores and outputs. The variation of water supply over time, within each drainage basin. How human activity impacts on the natural system.
3.4.2 Why does demand for water vary over time and place?	3.4.2 The social, economic and environmental reasons why demand for water varies over time and place.
3.4.3 What happens when demand for water exceeds supply?	3.4.3 The impact of water shortage on people, the economy and environment.
3.4.4 What are the challenges of managing water supplies?	3.4.4 Ways in which an imbalance of supply and demand can be met within **one** country. The issues facing future water management across national boundaries.

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2.2 Component 2

Problem Solving Geography

Written examination: 1 hour 30 minutes
30% of qualification
72 marks (plus 4 marks for spelling, punctuation and grammar)

A problem solving paper in three parts assessing content from across the three themes described in Component 1 on pages 7 to 16:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Part A will introduce an issue and set the geographical context (in terms of location and scale). This structured question will include opportunities for assessment using multiple choice, data response and short open responses.
Part B will outline a number of possible solutions to the issue. This structured question will include opportunities for assessment using multiple choice, data response and short open responses.
Part C will provide an opportunity for the candidates to choose a solution and justify their choice. Assessment will be by longer open response.

Learners should be given the opportunity to develop their skills in using a range of mathematical and statistical techniques whilst preparing for this component. The depth of coverage of these techniques is given in Appendix A on pages 27-28 of the specification.

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2.3 Component 3

Applied Fieldwork Enquiry
Written examination: 1 hour 15 minutes
30% of qualification
72 marks (plus 4 marks for spelling, punctuation and grammar)

Component 3 is a written examination in three parts.

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.

In order to prepare for this component, learners are expected to undertake **two** fieldwork enquiries outside the classroom and school grounds, each in a **contrasting** environment:

- In one environment the focus should be on fieldwork methodology. The approach will be selected by WJEC from those listed in Table A on page 21.
- The second fieldwork experience should take place in a **contrasting** environment. This fieldwork enquiry must be underpinned by geography's conceptual framework. The approach will be selected by WJEC from those listed in Table B on pages 22-23.

Teachers will be notified at least two years in advance which two approaches should be taken by all centres in any given year. These approaches have been designed to allow centres a wide range of choice of environment in which they can conduct fieldwork. They should also allow centres to use familiar fieldwork locations that are known by them to be safe. The sample assessment materials illustrate a cycle in which 'flows' is the methodology selected from Table A and 'inequalities' is the geographical concept selected from Table B.

Learners should have the opportunity to carry out all **six** of the stages of the enquiry process when conducting fieldwork. The stages of the enquiry process are described fully on page 19. It is recommended that learners spend about 18 guided learning hours preparing for and consolidating their understanding of their fieldwork experiences. Learners might prepare for their fieldwork by being given opportunities to:

- pose geographical questions
- research fieldwork methodologies
- consider sampling strategies
- design data collection sheets.

Learners might consolidate their understanding of fieldwork by being given opportunities to:

- process data
- present their findings
- analyse patterns and trends
- draw conclusions
- consider limitations of the evidence / evaluate their fieldwork.

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Fieldwork enquiry skills that will be examined in Component 3
Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.

The enquiry process	Individuals should learn how to
1.1 What is the geographical enquiry process?	1.1 Pose questions about geographical processes/concepts that include questioning about spatial patterns and geographical processes/change. Test hypotheses.
1.2 How is evidence collected?	1.2 Design fieldwork data collection sheets. Select specific locations at which data can be collected. Establish control groups. Justify sample size and sampling technique, coverage to include sampling using random, systematic, opportunistic and/or stratified techniques. Use fieldwork equipment to obtain accurate and reliable results *(for example the use of clinometer or quadrats).* Collect data using quantitative and qualitative techniques. Quantitative techniques should include those that measure: • flow *(for example, discharge, infiltration, traffic)* • scale *(for example, river width, pebble size, gradient)* • spatial pattern *(for example, retail land use, sediment sorting)* • temporal change *(for example, temperature, rainfall, pressure).* Qualitative techniques should include use of questionnaires, bi-polar techniques and annotation of photos/sketches. Use secondary sources of evidence to include satellite images, aerial and oblique photographs, large databases *(for example, National Statistics)* and GIS *(for example, Environment Agency).*
1.3 How can evidence be processed and presented?	1.3 Process evidence to include calculation of percentages and mean. Present evidence to include maps, graphs and diagrams. Reference secondary data sources accurately. For details of numerical and statistical skills, including specific graphical and cartographic representation techniques, see **Appendix A** pages 27-28.
1.4 How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?	1.4 Identify, analyse and interpret trends and patterns. Apply knowledge and understanding of broad geographical concepts and processes to specific evidence collected during the enquiry.
1.5 What conclusions may be drawn from fieldwork enquiries?	1.5 Synthesise findings to reach evidenced conclusions that relate to the initial aim of the enquiry. Appreciate that geography can be 'messy' i.e. that fieldwork does not always match typical or predicted outcomes.
1.6 What evaluative techniques should be applied to the enquiry process?	1.6 Identify the limitations of geographical evidence: accuracy, reliability and bias. Reflect critically on the strengths and limitations of both primary and secondary data, methods used, conclusions drawn and knowledge gained. Appreciate that stakeholders may have vested interests *(for example, where primary or secondary sources of data rely on opinion).*

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Approaches to fieldwork

Component 3 will assess different approaches to fieldwork in each examination series. In order to provide learners with a relevant fieldwork experience, WJEC will provide one methodological approach and a separate approach based on one conceptual framework for fieldwork at least two years in advance of each assessment. The full list of approaches is published in Table A on page 21 and Table B on pages 22-23 of the specification. Centres will be free to conduct each fieldwork enquiry in any environment but are reminded that learners should experience working in **contrasting** environments outside of the classroom and school grounds i.e. if a coastal environment is chosen from Table A then a contrasting environment should be chosen from Table B when conducting the second fieldwork enquiry.

Learners should be given the opportunity to explore physical and human processes and the interactions between them during their fieldwork experiences. They should be involved in the collection of primary physical and human data (but these requirements need not all be addressed in each piece of fieldwork).

Prior to each examination series, at least two years in advance of the assessment, WJEC will publish the **two** approaches that centres should take during fieldwork:

- **One** of the approaches in Table A will be selected. This approach to methodology will be assessed in Part A of the examination. Centres will be free to choose an appropriate example and environment for their fieldwork enquiry from the second column of Table A.

- **One** of the approaches in Table B will be selected. The learners' understanding of how this concept may be investigated during a fieldwork enquiry will be assessed in Part B of the examination.

The sample assessment materials illustrate a cycle in which 'flows' is the methodology selected from Table A and 'inequalities' is the geographical concept selected from Table B.

Each centre must provide a fieldwork statement to WJEC that details the fieldwork carried out by learners from the centre in each assessment cycle. Failure to provide a fieldwork statement will be treated as malpractice and/or maladministration by WJEC. Centres will be able to make their fieldwork statement by completing a form that will be available to download from the GCSE Geography subject page of the Eduqas website. Further details of fieldwork arrangements may be found in Section 3.2 on page 25.

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Table A: fieldwork methodologies

WJEC will select **one** methodological approach each year from the table below. The second column, in the table below, suggests a range of examples of fieldwork enquiries set in contrasting environments which may be used by centres and are for illustration only.

Methodological approach	**Possible examples of fieldwork enquiries in contrasting environments**
Use of transects	***Use of a transect across a feature to:***
	Assess quality of life or environmental quality across an urban area
	Analyse micro-climate across a large town or up a slope
	Determine patterns of flow and deposition across a river channel
	Analyse patterns of vegetation across a sand dune system or through woodland
	Analyse slope profiles and sediment sorting up a beach profile
Change over time	***Comparing primary data with secondary sources to analyse:***
	Changing patterns of retailing – comparing current retail patterns to historical data from a previous year
	Changing weather - comparing data collected over several days with data collected for the same period in a previous year
	Changing river/coastal landforms based on comparison of current evidence to historical evidence from maps/photos
	Changing land use over time in an urban/rural environment
Qualitative surveys	***Analysing perception of:***
	The value of distinctive river or coastal landscapes
	Environmental quality of urban/rural environments
	Perception studies, for example about flood risk or climate change
	Comparing visitor/local perceptions of a honeypot site
Geographical flows	***Analysing flows and patterns of movement:***
	Infiltration rates in various soils or interception rates in various vegetation types
	Analysis of commuter movements
	Discharge rates compared to rainfall or Longitudinal survey of downstream changes in a river
	Traffic or pedestrian flows, for example relating pedestrian flows in a retail environment to parking provision in an urban area or identifying best route for a cycle path
	Analyse sediment size/shape as a result of longshore drift along a coastline

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Table B: Approaches to fieldwork enquiry using conceptual frameworks

WJEC will select **one** conceptual framework each year from the table below. The second column, in the table below, suggests a range of examples of fieldwork enquiries set in contrasting environments which may be used by centres and are for illustration only.

Conceptual framework	Possible examples of fieldwork enquiries in contrasting environments
Place Applying understanding of uniqueness / identity.	Comparing and contrasting the features of two distinctive locations to identify the uniqueness of place: • the characteristics of coastal features in two locations • the characteristics of river features in two locations • the characteristics of an ecosystem in two locations • two villages or two urban environments • quality of life in two neighbourhoods.
Sphere of influence Applying understanding of sphere of influence / catchment and how it impacts on places.	Identifying the extent of sphere of influence / catchment area and analysing the positive or negative impacts of this on place(s): • sphere of influence of larger urban areas and their impacts on their hinterland. • positive and negative externalities of a major event (for example, County Show / cultural festival) or sporting venue. • sphere of influence of a honeypot site and its impact(s) for example, analysing visitor pressure along a footpath • sphere of influence of a distinctive landscape feature and its impact(s) • river catchment and its impact on potential flood risk.
Cycles and flows Applying understanding of change and movement in relation to place.	Identifying patterns of movement (in either a human or physical context) and the reasons for, or effects of, these movements: • migration survey which focuses on push-pull factors and their impacts in either an urban or rural locations • diurnal flows within urban environments and the effects for example, on transport systems • study of commuter flows between an urban and neighbouring rural location • comparing river flows in contrasting river stages and/or over time • identifying seasonal change in a local ecosystem.
Mitigating risk Applying understanding of hazard perception / risk and analysing management strategies / future actions.	Identifying the nature of risk and human responses to it in one location: • coastal erosion/flood risk and management strategies • flood risk and river management strategies • urban/rural land use and its impact on infiltration/interception/flood risk • perceptions of climate change and possible local responses • environmental risk and its management for example, location of a new wind farm or an investigation of air quality in an urban area.

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Conceptual framework	Possible examples of fieldwork enquiries in contrasting environments
Sustainability Applying understanding of sustainable communities.	Assessing the extent to which a community can be made more sustainable: • impacts of a pedestrianisation scheme or park and ride scheme • the effectiveness of an existing or planned community (urban or rural) to meet requirements of Egan's wheel • choosing more sustainable ways to manage the journey to school for example, the best route for a new cycle route to school • evaluating sustainable coastal or flood management strategies • evaluating possible sustainable uses of a brownfield site.
Inequality Applying understanding of inequality and associated concepts such as deprivation or equality of access to services.	Analysing patterns of inequality: • how positive and negative externalities impact on standard of living in urban or rural environments • comparing access to services in rural and urban communities within the hinterland of one large urban area • evaluating quality of life for a named socio-economic group (for example, young families) in one community • assessing quality of the urban environment and its impact on house prices across an urban transect • evaluating the success of an urban regeneration scheme in reducing deprivation.

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3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1
Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2
Demonstrate geographical understanding of:
- concepts and how they are used in relation to places, environments and processes
- the inter-relationships between places, environments and processes.

AO3
Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

AO4
Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Overall
Component 1	10%	10%	10%	10%	40%
Component 2	5%	10%	10%	5%	30%
Component 3	0	5%	15% *(10%)*	10% *(5%)*	30% *(15%)*
Overall weighting	**15%**	**25%**	**35% *(10%)***	**25% *(5%)***	**100%**

Figures in *italics* indicate the weighting that is reserved for the assessment of fieldwork.

For each series:
- the weighting for the assessment of mathematical and statistical techniques will be at least 10%
- the learners' spelling, punctuation and grammar and their use of specialist terminology will be assessed in specified questions that require extended writing. The total weighting for spelling, punctuation and grammar will be 5% of the sum of all marks available for assessment objectives AO1 to AO4 i.e. 12 marks overall.

The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation and grammar (SPaG) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

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3.2 The fieldwork statement

Each centre must provide a fieldwork statement to WJEC that details the fieldwork carried out by learners from the centre in each assessment cycle. Failure to provide a fieldwork statement will be treated as malpractice and/or maladministration by WJEC.

Centres will be able to make their fieldwork statement by completing a form that will be available to download from the GCSE Geography subject page of the Eduqas website. Centres will be able to use the form to:

(a) confirm that each learner has been provided with opportunities to undertake geographical fieldwork **on at least two occasions** and with respect to **at least two contrasting environments**, and

(b) in respect of each of those opportunities:

i. the date on which it was provided

ii. the location at which it was provided

iii. the environment to which it related

iv. the number of learners who participated, and

v. a description of how the tasks undertaken by learners met the requirements for geographical fieldwork detailed on pages 18-23 of the specification.

Further details of fieldwork arrangements may be found in Section 2.3 on pages 18-23.

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4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, **all** components must be re-taken.

The entry code appears below.

WJEC Eduqas GCSE Geography B: C112QSL

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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APPENDIX A

Use of mathematics and statistics in geography

The list below outlines the range and extent of mathematical and statistical techniques required by WJEC Eduqas GCSE Geography B. *Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.*

Depth of coverage	Specific techniques required
Numerical and statistical skills	
1 Numerical skills 1.1 Demonstrate an understanding of number, area and scale and the quantitative relationships between units.	*Calculate distance from maps using the scale line and estimate area. Use quantitative and qualitative statements when describing relationships revealed by tables of data or graphs.*
1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.	Sample using random, systematic, opportunistic and/or stratified techniques. Use fieldwork equipment to obtain accurate and reliable results *(for example the use of clinometer or quadrats).*
1.3 Understand and correctly use proportion and ratio, magnitude and frequency.	*For example, 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude*.
1.4 Draw informed conclusions from numerical data.	*Use tables of data to draw evidenced conclusions about spatial or temporal patterns (for example, from Office of National Statistics).*
2 Statistical skills 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.	Median, mean, range, quartiles and inter-quartile range, mode and modal class.
2.2 Calculate percentage increase or decrease and understand the use of percentiles.	*For example, calculate percentage increase/decrease in population from a line graph.*
2.3 Describe relationships in bivariate data.	Sketch trend lines through scatter plots; draw estimated lines of best fit. Interpret evidence to make predictions. Interpolate and extrapolate trends on a line graph.
2.4 Identify weaknesses in selective statistical presentation of data.	Identify limitations *(for example, in the interpretation of a scatter graph).*

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Depth of coverage	Specific techniques required
Presentation and processing skills	
3.1 Cartographic skills	
3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.	Sketch maps, atlas maps at different scales, topological maps, OS maps at 1:50,000 and 1:25,000 scales, isoline maps (*for example, weather charts, ocean bathymetric charts*), maps with proportional symbols, weather (synoptic) charts.
3.2 Interpret cross sections and transects.	Draw cross sections *(for example to show relief)* and transects *(for example, through the zones of a sand dune or across an eroded footpath).*
3.3 Use and understand coordinates, scale and distance.	Give 4 and 6 figure grid references. Measure distance accurately and estimate area from maps (including from O.S maps at a scale of 1:50,000 and 1:25,000).
3.4 Describe and interpret geo-spatial data presented in a GIS framework.	Describe location, distribution and other spatial patterns as shown on a screen shot from a GIS *(for example Office of National Statistics or analysis of flood hazard using the interactive maps on the Environment Agency website).*
4 Graphical skills	
4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.	Bar and line charts (to include climate charts and hydrographs), pie charts, pictograms, histograms with equal class intervals, star and radial graphs, kite diagrams, triangular graphs and scatter graphs.
4.2 Extract information from different types of graphs. Interpret different graphs to identify patterns and trends.	*See the techniques listed above for 4.1.*
4.3 Interpret population pyramids, choropleth maps and flow-line maps.	Choropleth maps *(for example, those showing variations in economic development)* and flow-line maps *(for example, showing migration, tourism or traffic flows).*

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