AS/A-Level Geography
An introduction to the new specification

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Structure of this presentation

- Overview of specifications
- Specification content
- Assessment
- Fieldwork and the NEA
- AS level

Geography: GCE reforms

- All new AS and A-levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards A level.
- Core human and physical geography themes.
- A-level to include one Independent Investigation, which will be a Non Examined Assessment (NEA) and must draw on fieldwork: this is 20% of A-level
- AS level fieldwork will be assessed by examination

Core themes from 2016

1. Water and Carbon Cycles
2. Landscape Systems
3. Global Systems Global Governance
4. Changing Place; Changing Places

- All A-level specifications must include all four core themes.
- All AS specifications must include one physical geography and one human geography core theme
- The core themes must account for 60% of all AS and A-level specifications

Fieldwork

- AS students must complete a minimum of **two** days of fieldwork.
- A-level students must complete a minimum of **four** days of fieldwork.
- Fieldwork must be carried out in relation to **physical** and **human** geography.
- Centres will be required to provide evidence of this fieldwork in the form of a **written fieldwork statement**.
- AS fieldwork will be **externally assessed** in AS Paper 2.
- AS and A-level fieldwork may be carried out in relation to the **core** or **non-core** specification content.

AQA Geography Subject Content

AS level

Core content (60%)

- **Two core themes-one core physical** geography and **one core human** geography
- fieldwork and other skills

Non core content (40%)

- must draw evenly from physical and human geography
- at least half must cover people-environment themes and issues

Summary

2 core themes, 1 optional theme plus fieldwork

A-Level

Core content (60%)

- **four core themes** (2 physical and 2 human themes)
- all the geographical skills, and all fieldwork requirements

Non core content (40%)

- must draw evenly from physical and human geography
- at least half must cover people-environment themes and issues

Summary

4 core themes, 2 optional themes plus fieldwork investigation

Overview of specification content AQA A-level

1 Physical Geography	2 Human Geography	3. Non-examined assessment
Core: (Compulsory) 1. Water and carbon cycles 2. Physical landscapes: One from Hot desert environments and their margins, or Coastal systems and landscapes or Glaciated systems and landscapes	Core: (Compulsory) 1. Global systems (International trade and access to markets), and Global governance (Antarctica) 2. Changing Places	Independent Investigation, based on fieldwork. Report must be 3000 - 4000 words.
Options: One from 1. Hazards or 2. Ecosystems under stress	Options: One from 1. Contemporary Urban Environments 2. Population and the Environment 3. Resource Security	

Overview of specification content AS Level

1 Physical Geography and People and the Environment	2 Human Geography and Geography Fieldwork Investigation
Core: either 1. Water and carbon cycles **or** 2. Coastal systems and landscapes **or** 3. Glaciated systems and landscapes	Core: (Compulsory) Changing Places
Options: One from 1. Hazards **or** 2. Contemporary Urban Environments	Geography fieldwork investigation and geographical skills

A-level: Specification/Assessment at a glance

Component 1: Physical Geography **Written Paper**	40%	• 2 hours 30 minutes 120 marks • Section A: Water and carbon cycles • Section B: either Hot desert environments and their margins or Coastal systems and landscapes or Glacial systems and landscapes • Section C: either Hazards or Ecosystems under stress
Component 2: Human Geography **Written Paper**	40%	• 2 hours 30 minutes 120 marks • Section A: Global systems and global governance • Section B: Changing places • Section C: either Contemporary urban environments or Resource security or Population and environment
Component 3: Geographical investigation	20%	• 3,000 – 4,000 words • marked by teachers • moderated by AQA

AS-level: Specification at a glance

Component 1: Physical geography and people and environment **Written Paper**	50%	• 1 hour 30 minutes 80 marks • Section A: either Water and carbon cycles or Glacial systems and landscapes or Coastal systems and landscapes • Section B: either Hazards or Contemporary urban environments
Component 2: Human geography and geography fieldwork investigation **Written Paper**	50%	• 1 hour 30 minutes 80 marks • Section A Changing places • Section B: Geography fieldwork investigation and geographical skills

A-level: Structure of Question Paper 1

- **Length of paper** 2 hours 30 minutes
- **% of total marks** 40%
- **Number of sections** 3
  Core
  Section A (Water and carbon cycles) 36 marks
  Section B (Hot desert environments or Coastal systems or Glacial systems) 36 marks.
  Non-core
  Section C (Hazards or Ecosystems) 48 marks
- **Question types in each section**
  Section A and Section B. Definition type question (4), structured data response question (6), short prose question (6), extended response question (20)
  Section C. Multiple choice questions (4) structured data response question (6) Two short prose questions (9, 9), extended response question (20)
- **Options available** One from three landscape systems in Section B. One from two options in Section C

Features of Paper 1

1. **Familiar but more limited range of command words**. More emphasis on higher level commands such as analyse, evaluate and assess.
2. **Wide variety of question types** with a variety of mark tariffs aimed at the A-level mix of ability.
3. **Broad coverage of specification content** e.g. Question 3 assesses aspects of water in deserts, wind action, distribution of deserts, desertification, links between climate, soils and vegetation
4. **Clear emphasis on physical geography processes and features** in Section A, but some questions gives consideration to human interactions and/or responses. In Section B the balance shifts to people-environment themes, particularly the extended response questions.
5. Limited direction to use case study information but much **potential (and expectation) to use case study materials** and examples, particularly in longer answers.
6. **Range of stimulus materials** - Figures comprising photographs, maps, text, graphs, diagrams. All require some interpretation, analysis, commentary.

A-level: Structure of Paper 2

- **Length of paper** 2 hours 30 minutes
- **% of total marks** 40%
- **Number of sections** 3
  Core
  Section A (Global systems and global governance) 36 marks
  Section B (Changing place) 36 marks.
  Non-core
  Section C (Contemporary urban environments, Population and the environment, Resource security) 48 marks
- **Question types in each section**
  Section A and Section B. Definition type question (4), structured data response question (6), short prose question (6), essay question (20)
  Section C. Multiple choice questions (4) structured data response question (6) Two short prose questions (9, 9), essay question (20)
- **Options available.** One from three options in Section C

Features of Paper 2

- Similar command words and mark tariffs to Paper 1.
- Assessment covers topical issues.
- Several opportunities to use case and place study materials in extended writing questions.
- Range of stimulus materials - Figures comprising photographs, painting, maps, graphs, tables of statistics, diagrams

Overlap with existing AQA Specification
Physical Geography

New GCE	Existing GCE specification
Water and carbon cycles	Some aspects of Rivers, floods and management
Hot desert environments and their margins	Hot desert environments
Coastal systems and landscapes	Coastal environments
Hazards	Plate tectonics and associated hazards
Ecosystems under stress	Ecosystems: change and challenge
Glaciated systems and landscapes	Cold environments

New themes and topics - Carbon cycle
Existing themes not in new specification - aspects of Weather and Climate, most aspects of rivers, floods and management

Overlap with existing AQA Specification Human Geography

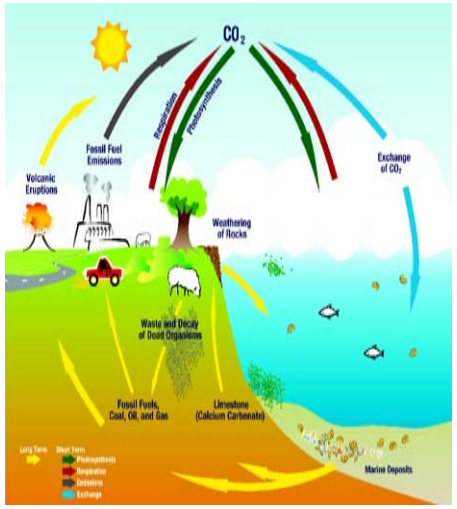
New GCE	Existing GCE Specification
Global systems and global governance	Some aspects of Development and globalisation
Changing place	No overlap with existing specification
Contemporary urban environments	Some aspects of World cities and Population change
Population and the environment	Some aspects of Population change and Health issues
Resource security	Energy issues and aspects of Conflict

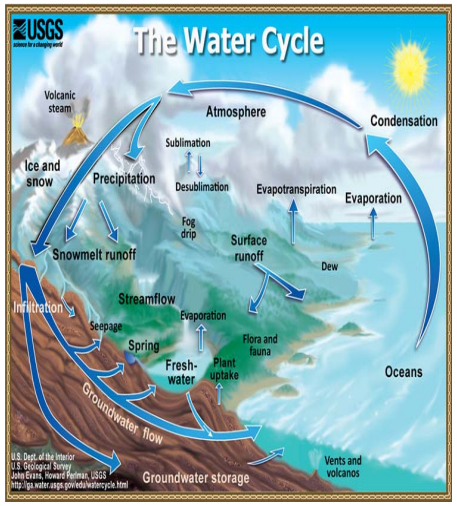
New themes and topics- Changing place, aspects of Global systems and global governance.
Existing themes not in new specification - Food supply issues, some aspects of Development and globalisation, some aspects of Contemporary conflicts and challenges

A-level: Physical Content Core

Water and carbon cycles.

- Systems concepts and their application to the water and carbon cycle.
- The major stores of water and carbon at or near the earth's surface and…
- …the relationships between them.
- Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere
- Processes driving change in size of stores-flows and transfers
- Drainage basins as open systems
- Runoff variation and the flood hydrograph.
- Changes in the water cycle over time, including human impact
- Global distribution, and size of major stores of carbon.
- Factors driving change in the magnitude of these stores
- Changes in the carbon cycle over time
- Water, carbon and life on earth.
- Human interventions in the carbon cycle. Climate change mitigation





A-level: Physical Core (continued)

Either: Hot desert environments and their margins

- Systems concepts applied to deserts.
- Global distribution, characteristics, soils, vegetation, climate. Causes of aridity
- Landforms and processes. Role of wind and water. Landscape development
- Desertification: causes, impacts, responses

Or: Coastal systems and landscapes

- Coasts as natural systems. Sources of energy, geomorphological processes
- Landforms and landscapes of erosion and deposition
- Coastlines of emergence and submergence
- Coastal management: hard and soft engineering, sustainable approaches

Or: Glacial systems and landscapes*

- Glaciers as natural systems. Nature and distribution. Sources of energy, geomorphological processes, warm and cold based glaciers.
- Landforms and landscapes. Glacial, fluvioglacial and periglacial landscapes
- Human occupation and development

* added since first draft last summer

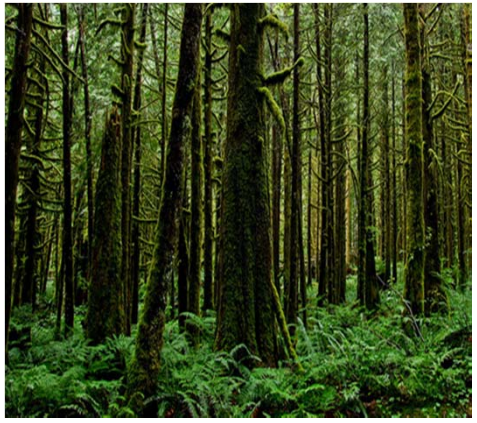
A-level: Physical Content Options

One of: Hazards

- Nature, forms and potential impacts of natural hazards
- Plate tectonic theory. Plate margins, associated landforms
- Vulcanicity: hazards, distribution, causes, impacts and responses, mitigation.
- Seismic hazards: causes, impacts, responses including mitigation, adaptation
- Storm hazards: causes, impacts, responses inc. mitigation, adaptation
- **Fires in nature Conditions, causes, impacts, responses**

Or Ecosystems under stress

- Local and global trends in biodiversity. Human impacts
- Ecosystem processes. Succession. Nutrient cycling
- Two contrasting biomes
- Local ecosystem study
- **Ecosystems in the British Isles over time**
- **Marine ecosystems: coral reefs**



Case studies
Physical geography

Water and carbon cycles	1. Tropical rainforest -environmental change and human activity. 2. River catchment(s) at a local scale
Hot desert environments and their margins	1. Hot desert-key themes. 2. Desertification (local scale)- causes and impacts, implications for sustainable development, adaptation, mitigation
Coastal systems and landscapes	1. Local coastal environment-processes, landforms and fieldwork 2. Coastal area beyond the UK presenting risks and opportunities for human occupation and development.
Glacial systems and landscapes	1. local scale study of glaciated environment -glacial processes, landforms and fieldwork 2. Contrasting glaciated landscape beyond the UK -challenges and opportunities for human occupation and development and evaluation of human responses
Hazards	1. Multi-hazard environment beyond the UK 2. Local study of specified place in a hazardous setting
Ecosystems and sustainability	1. Specified region experiencing ecological change 2. Local study of ecosystem, human impact and the challenges and opportunities presented.

A-level: Human Content Core

Global systems and global governance

Global systems

- Globalisation: dimensions and factors.
- Interdependence: economic, political, social and environmental. Unequal flows of people, money, ideas and technology. Unequal power relations
- International trade and access to markets. Forms/patterns. Trends in the volume and pattern of international trade. The nature and role of TNCs. World trade in at least one food commodity or one manufacturing product.

and: Global Governance

- Attempts at global governance: agencies such as the UN, interactions at different scales
- The concept of the ‘global commons’. Antarctica as a global common
- Threats to Antarctica arising from: climate change, fishing and whaling, the search for mineral resources, tourism and scientific research.
- Critical appraisal of governance of Antarctica. International governmental organisations. Treaties. Role of NGOs

A-level: Human Content Core (continued)

Changing places

- The concept of place and the importance of place in human life and experience.
- Categories of place, factors contributing to the character of place- endogenous and exogenous.
- Knowing and understanding places: acquiring, developing and communicating a sense of place including diverse media (eg film, photography, art, story) management of the perception of place (community groups, corporate entities, local and national governments)
- Relationships and connections
- Meaning and representation
- Place study exploring the character of a place local to the home or study centre. **and**
- Place study exploring the character of a contrasting and distant place
- Must include people's lived experience of the place in the past and at present, **and**
    - changing demographic and cultural characteristics of the place, **or**
    - economic change over time and its effects on the place.

A-level: Human Content Options

One of

Contemporary urban environments

- Global patterns of urbanisation. Megacities and world cities. **Urban policy and regeneration**
- Urban forms, **new urban landscapes**
- Social and economic issues: economic inequality and cultural diversity
- Urban climate, urban drainage, **urban waste**, environmental problems
- **Sustainable urban development**

Or: Population and the environment

- Environment and population
- **Environment, health and well-being**
- Population change: natural change, **international migration**
- Population ecology
- Global population futures, **health impacts of global population change**

Or Resource security

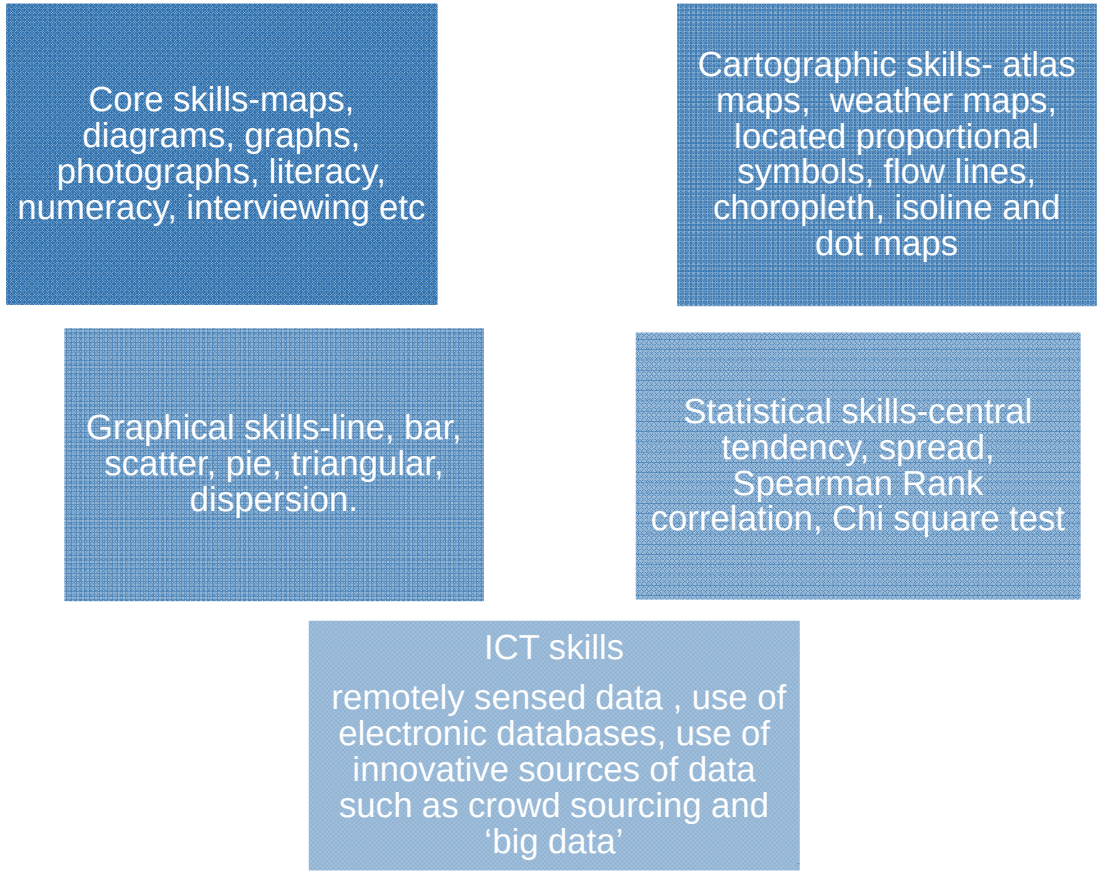
- Resource development. Resource classifications
- Global patterns. Geopolitics of resource distributions
- Water security
- Energy security
- **Ore mineral security**
- Resource futures

Case/Place studies
Human geography

Global systems and global governance	Antarctica-threats and protection
Changing place	1. Place study exploring the character of a place local to the home or study centre. 2. Place study exploring the character of a contrasting and distant place.
Contemporary urban environments	Case studies of two contrasting urban areas to include: • patterns of economic and social well-being • the nature and impact of physical environmental conditions
Population and Environment	1. Country/society experiencing specific patterns of overall population change 2. Study of specified local area to illustrate and analyse the relationship between place and health.
Resource security	1. Study of specified place to illustrate how aspects of its physical environment affect water or energy. 2. Regional case study-relationship between resource security and human welfare and attempts to manage the resource

Geographical Skills

Skills will be assessed in all units. Competence in geographical skills should be developed during study of the course content, in an integrated way and not as a separate theme or topic. Includes use and interpretation of qualitative and quantitative data



Co-teachable A/AS –one possible plan

Year		AUTUMN TERM	SPRING TERM	SUMMER TERM
1	AS and A-level	Coastal systems and landscapes or Glacial systems and landscapes 8 weeks Hazards 5 weeks	Hazards 6 weeks 2 days of fieldwork plus follow up 2 weeks Changing Places 4 weeks	Changing Places 4 weeks AS Exams 2 weeks Global systems and global governance 4 weeks Planning for NEA (fieldwork) plus 2 days data collection 3 weeks
2	A-level	NEA 2 weeks Global systems and global governance 4 weeks Water and carbon cycles 6 weeks	Water and carbon cycles 2 weeks Population and environment or Contemporary urban environments or Resource security 9 weeks	Population and environment or Contemporary urban environments or Resource security 2 weeks Revision 3 weeks Examinations

Content for winter, spring and the first half of the summer term of Year 1 is identical for the AS and A-level courses.
As the two core units comprise 60% (30% each) and the single non-core is 40%, the greater content of non-core will take longer to teach

Discussion of planning and managing the A-level course

Which one of these physical environments will you choose to teach?

Hot deserts……..Coastal ……..Glacial

Which of these physical options would you prefer to focus on?

Hazards…..Ecosystems

Which of these human options would you prefer to focus on?

Contemporary urban environments….Population and the environment….Resource security

How would you plan the sequence of themes to be taught -

All Physical, then Human geography? (or vice versa)

Mixture of topics - Physical, Human, Physical etc?

Where does fieldwork fit in? When will the Non-Examined Assessment be completed?

Opportunities and Challenges: Which elements do you feel confident about?

Which elements will you need to do more preparation for?

Assessment Objectives

	Assessment objective	AS weighting	A level weighting
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	30-40%	30-40%
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	30-40%	30-40%
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions	20-30%	20-30%

What do the assessment objectives mean in practice?

AO1 Knowledge and Understanding

Teachers who have taught A Level Geography with AQA on previous specifications will be most familiar with this AO. There are a number of questions which simply require students to demonstrate knowledge in isolation (e.g. the multiple choice questions) or to demonstrate knowledge and understanding of some aspect of the specification which supports their answer. Learned material as part of the course of study should be used to support answers. This includes the use of case studies, where they have been signified in the specification.

AO2 Application

AO2 – This is a significant departure from previous approaches to the way in which questions are set. This is the synoptic assessment objective. Previously AQA A Level papers set generally broad and overarching questions, which allowed students the opportunity to bring in their own synoptic links. The key difference now is that the question setter will identify links which students are expected to respond to. Here students are expected to respond to links made in the following way:

- Elements not specified within specification units; novel situations which they are required to apply their knowledge and understanding to. This will normally be supported by a stimulus.

- Links made by the question setter within specification units.

- Links made by the question setter across specification units. This will be supported by a stimulus.

AO3 Skills

AO3 – This AO is tested in part through the Non-Examined Assessment (NEA) which is the coursework component at A Level.

Skills are also tested in the examination papers and will always link to some sort of stimulus resource.

The only exception to this fieldwork questions at AS where there is no NEA and some questions may test AO3 without a stimulus.

Types of questions-A level

Multiple Choice (AO1)

Question 3 Contemporary urban environments

0 3 . 1 When is the urban heat island effect most likely to occur?

[1 mark]

A At a weekend when fewer people commute into the city so there are lighter urban winds. The winds reduce the temperature by dissipating heat energy. ⬭

B During the passage of a depression when the warm front has just crossed the urban area. The warm front worsens the heat island effect adding to the increase in temperatures. ⬭

C In spring, when the rural areas are relatively cool after the winter months. This creates a major contrast to cities which have a marked increase in temperatures. ⬭

D On a calm night during an anticyclone when there is less mixing of the air. The high pressure leads to cloudless skies. ⬭

Short questions (A01)

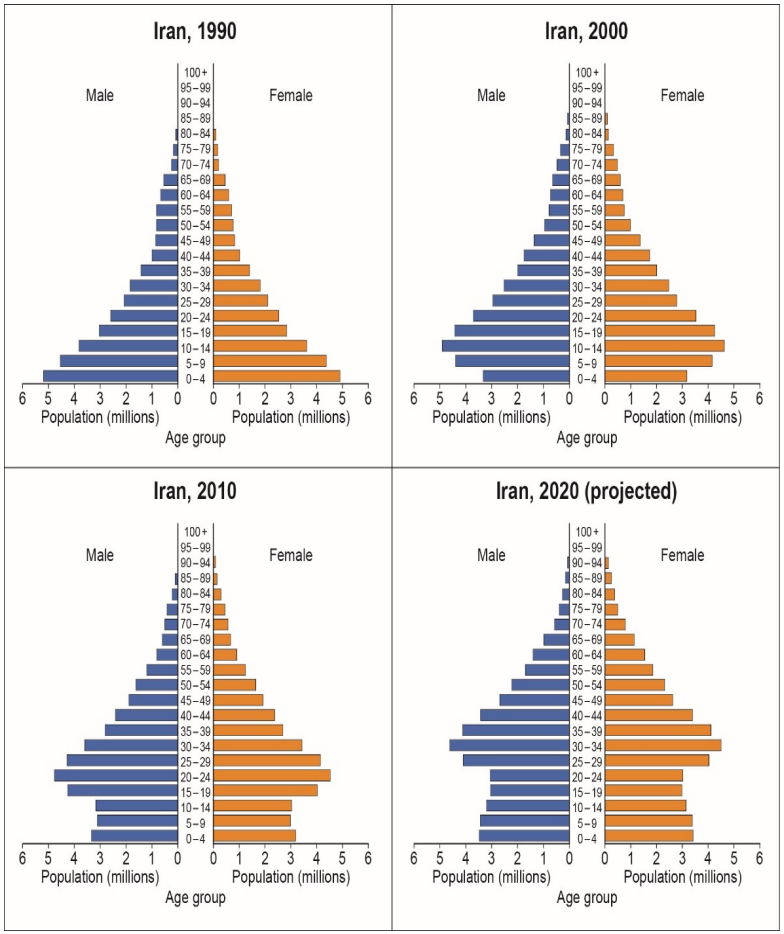
Global systems
Explain how one transnational corporation (TNC) has contributed to the globalisation of the world's economy. [4 marks]

Changing Place
In the context of place, explain the meaning of 'endogenous factors' and 'exogenous factors'. [4 marks]

Coastal
Explain the concept of the sediment cell. [4 marks]

Deserts
Outline the impact of temperature variation on weathering processes in hot deserts. [4 marks]

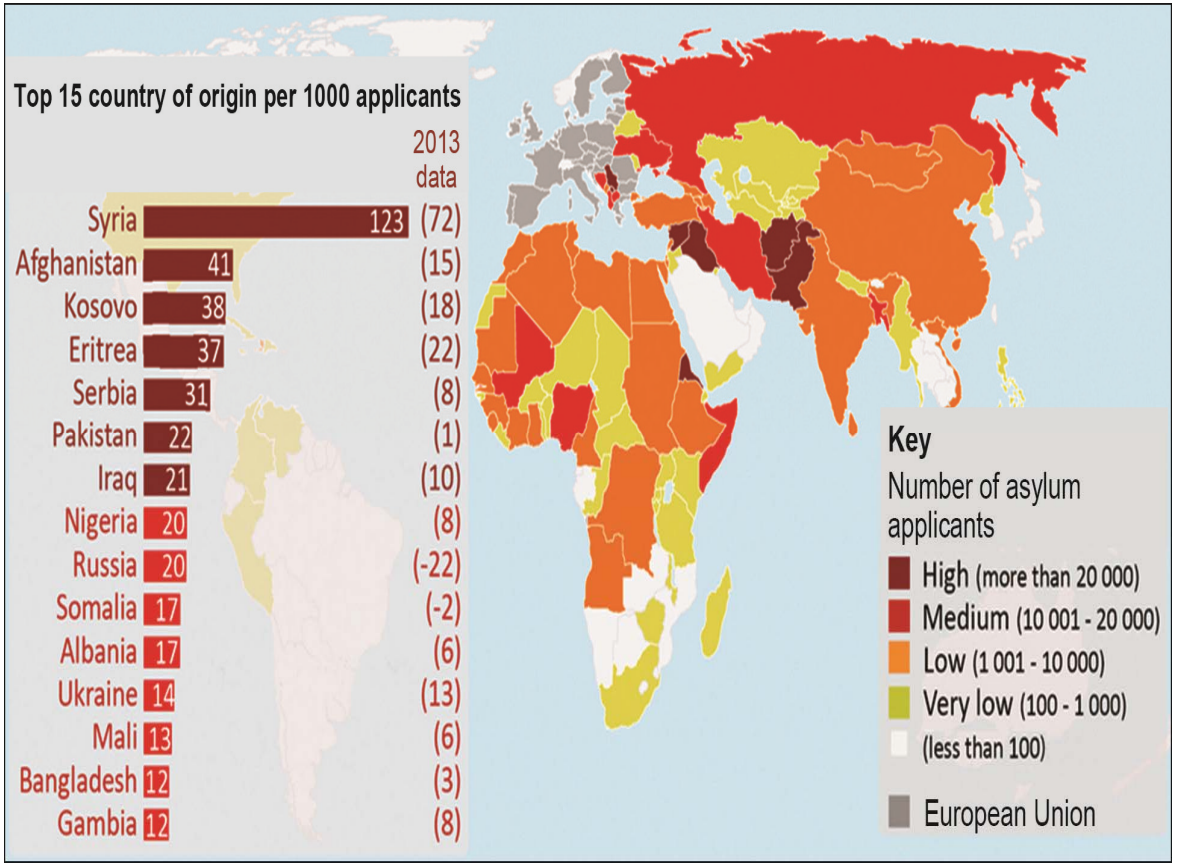
Skills questions (AO3)



Analyse the trends illustrated by the population pyramids for Iran shown in **Figure 10**.
[6 marks]

Application questions based on source material (AO1, AO2)

Figure 11 is a map showing countries of origin of asylum seekers in the European Union in 2014.



Assess the factors that might account for the spatial variation shown in **Figure 11** **[9 marks]**

Extended prose questions (AO1 and AO2)

Urban

Assess the extent to which counter-urbanisation leads to social and economic change. [9 marks]

Population

Assess the importance of improvements in health and food security in explaining changes in fertility rates. [9 marks]

Hazards

To what extent do you agree that seismic events will always generate more widespread and severe impacts than volcanic events?

[9 marks]

Longer essay style questions (AO1 and AO2)

Global systems

‘In a globalising world the use of the global common of Antarctica can never be sustainable.’

How far do you agree with this view? [20 marks]

Resources

‘Physical factors are more important than human factors in determining strategies for managing water supply, but this may change in the future.’

To what extent do you agree with this view? [20 marks]

Glacial

Assess the relative importance of water and ice in the development of landscapes of glacial deposition.

[20 marks]

Longer essay style questions (AO1 and AO2)

- 4 multiple choice questions (4 marks) Knowledge and Understanding
- Skills-based question making use of source material only (6 marks)

e.g. Analyse changes in the world pattern of urbanisation shown in Figure 7 and Figure 8.

- Question which requires application of knowledge and understanding to novel situation (9 marks)

e.g. Figure 9 shows information about Babcock Ranch, a proposed sustainable city in Florida, USA.

To what extent do the plans for Babcock Ranch shown in Figure 9 illustrate the dimensions of sustainability?

- Question which requires some analysis and evaluation

e.g. Assess the extent to which counter-urbanisation leads to social and economic change. (9 marks)

- Longer essay which makes links within the same unit of work (20 marks)

e.g. 'Addressing socio-economic issues is more important than dealing with environmental challenges in the management of urban areas.'

How far do you agree with this view?

Total 48 marks

A-level: Fieldwork and Non-examined Assessment

What will be required with the new A-Level Fieldwork?

AS

- physical and human geography
- field research questions
- observe and record phenomena
- devise and justify practical approaches
- apply existing knowledge and concepts to the field
- coherent analysis of findings

A-level

- independent investigation: may be any focus
- question or issue defined and developed by the student
- data collected individually or in groups
- draw on the student's own research and/or secondary data
- independently contextualise, analyse and draw conclusions

Fieldwork

- The two/four days can take place in one block or separately but they must cover both human and physical geography processes
- Fieldwork and skills might be embedded in teaching and learning throughout the course
- This could be done by linking into lessons as starters or plenaries, utilising the school site and local area, setting small home-learning tasks and completing virtual fieldwork

A-level Independent Investigation

- Student defines a question or issue for investigation.
- There is no prescription other than the requirement that the investigation must link to the specification (any theme) which may therefore be either human, physical or people-environment.
- The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research.
- The investigation report, 3000-4000 words, will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- Students will not be penalised for exceeding the recommended length; however, any response that significantly differs from the recommended length will be self-penalising either by not demonstrating the expectations of the marking criteria to the required level or through lacking coherence and conciseness.

Fieldwork at GCE

- The aims/title of the investigation, secondary information/research and the analysis, evaluation and conclusions must be the student's own.
- The independent investigation report may be completed at school/college, or at home (or other location outside school/college), or at a combination of both.
- All awarding bodies worked together with the regulator on task setting, taking and the fieldwork declaration to ensure consistency and clarity regarding independence and appropriate teacher guidance.

NEA Requirement

- Must be based on a question or issue defined and developed by the student individually
- Must address aims, questions and/or hypotheses relating to any of the core or non-core content content
- Must incorporate field data and/or evidence from field investigations, collected individually or in groups
- Must draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student
- Requires the student independently to contextualise, analyse and summarise findings and data
- Must involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data

What this means for teachers and students

Discuss what

these requirements mean

for students and teachers

Teachers should:

- provide broad parameters for students' investigation proposals (including themes from the specification, locations, availability of equipment, time constraints)
- explain to students what independence means
- advise students on health and safety considerations, the use of equipment and potential ethical concerns
- discuss with students their initial exploratory planning and tentative investigation proposals
- give general guidance on the methodology and analytical tools
- share with students the assessment criteria

Teachers must:

- confirm that the provisional title has the potential to meet the assessment criteria and offer general guidance on any necessary amendments.
- ensure that the proposed investigation can suitably access the specification and mark scheme requirements and give general guidance on the methodology planned.
- promote good practice such as referencing and using a bibliography system.
- store work securely once it is handed in for formal assessment.

Teachers must not:

- provide students with a choice of titles or tasks from which they then choose.
- give feedback/guidance to individual students about how to improve work to meet the assessment criteria. This means that teachers must not provide templates and model answers or provide detailed and specific feedback on errors and omissions.
- mark work provisionally and share that mark so that the student may then improve it.
- provide primary or secondary data not collected by the student.
- return work to students after it has been submitted and marked.

Additional assistance

If teachers give any assistance which goes beyond general guidance, for example:

- provide feedback/guidance on how to improve drafts to meet the assessment criteria
- give feedback/guidance on errors and omissions which limits learners' opportunities to show initiative themselves
- intervene personally to improve the presentation or content of work
- provide primary or secondary data not collected by the learner either individually or as part of a group

then teachers must record this assistance on the Geography Independent Investigation Form and take it into account when marking the work.

The possible Impact of the New Fieldwork

TEACHERS

- Time
- Workload
- Where you take your Fieldwork Expeditions
- Planning of Groups
- Costs
- Assessment

CENTRES

- New A-Level & GCSE (2 GCSE days contrasting studies and 4 days A-Level - 2 AS and 2 A2) for Fieldwork: how do we arrange this around other commitments/subjects?
- How long is a day?

Fieldwork approach: A-level

Define the **research questions** underpinning fieldwork

Understand and demonstrate the **theoretical context**

Observe and record phenomena in the field

Devise and justify **practical approaches** including sampling

Implement chosen **methodologies** to collect data/information

Understand the techniques appropriate for **analysing** field data

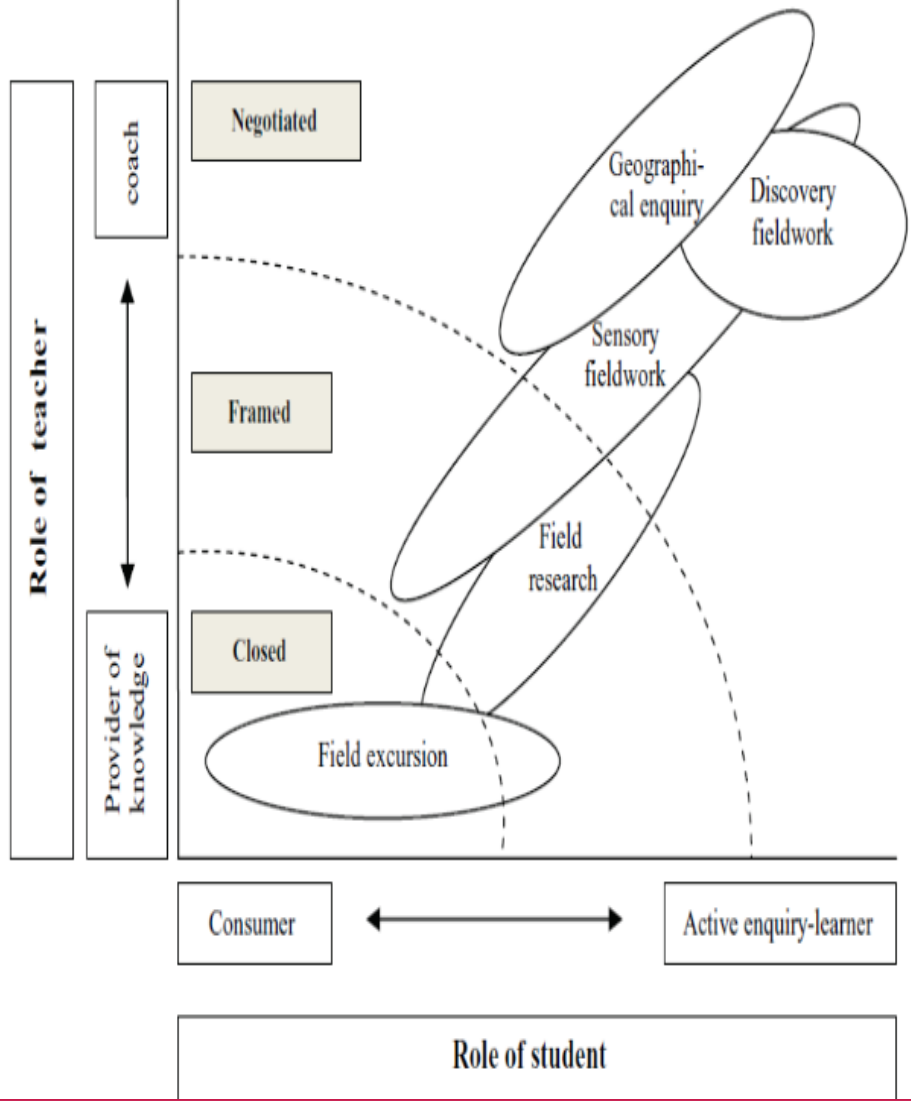
Interrogate and critically examine field data, drawing evidenced **conclusions**

Write up field results clearly and logically, using a range of **presentation methods**

Evaluate and reflect on fieldwork investigations

Write a coherent analysis of fieldwork **findings**, drawing effectively on evidence and theory

A model of student-teacher interaction



Levels of independence

INVESTIGATION STAGE	LEVEL OF INDEPENDENCE
1. Exploring focus	Collaboration allowed
2. Title of the investigation, focus of investigation (sub-questions), purpose of investigation.	Independent work
3. Devising methodology and sampling framework	Collaboration allowed
4. Primary data collection	Collaboration allowed
5. Secondary data collection (if relevant)	Independent work
6. Data/information presentation	Independent work
7. Data analysis and explanation/interpretation	Independent work
8. Conclusions and evaluation	Independent work

Model One: AS co-taught with A Level Year One

Day 1	Day 2
Fieldwork in a physical environment	Fieldwork in a human environment
Coastal landscapes, glacial landscapes or water and carbon cycles (or other physical theme from A spec)	Changing place or Contemporary urban environments (or other human geography theme from A Level specification)
These days must be based both on physical geography fieldwork and on human geography fieldwork (teacher-led), although time allocation need not be equal. At least one theme should be developed as a small scale investigation based on an enquiry question or hypothesis. The aim should be to build by the end of the fieldwork a holistic understanding of aspects of the enquiry process. i.e. 1. Preparation for fieldwork, aims, research, sampling 2. Collection of primary data in the field and using secondary data sources. 3. Processing and presenting data. 4. Analysing data. 5. Drawing conclusions 6. Reviewing all stages of the enquiry. 7. Considering how the enquiry could be further developed. Time in class to be spent on general understanding of the fieldwork enquiry process and assessment of unfamiliar fieldwork data.	

Year Two

Day 3 (optional)	Day 4	Day 5
Visit(s) to fieldwork environment(s) where primary data is to be collected (teacher led)	**Observe and record phenomena in the field, either individually or in groups**	**Observe and record phenomena in the field, either individually or in groups**
Consider possible themes for investigation. Planning and preparation for independent investigation. Identification of suitable question or hypothesis. Devise practical approaches to be taken in the field including frequency/timing of observation, sampling, and data collection approaches so that good quality data/ information can be collected	**Data collection starts. The fieldwork that forms the focus and context of the individual investigation may be either human, physical or integrated physical-human. The topic must relate to an aspect of geography in the specification.**	**Students should demonstrate knowledge and understanding of how to select practical field methodologies (primary) appropriate to their investigation (which may include a combination of qualitative and quantitative techniques). Data collection extends over two days.**

Model 2: A-Level only

Day 1	Day 2	Day 3	Day 4
Visit(s) to fieldwork environment(s) where physical geography primary data is to be collected (teacher led)	**Visit(s) to fieldwork environment(s) where human geography primary data is to be collected (teacher led)**	**Observe and record phenomena in the field, either individually or in groups**	**Observe and record phenomena in the field, either individually or in groups**
Visit to an environment where physical features and processes can be observed (e.g. coastal, glacial, river drainage basin, local woodland). Demonstrate and practise fieldwork techniques. Consider possible questions/hypotheses	**Visit contrasting environment, demonstrate human geography fieldwork techniques. Consider possible themes for investigation, based on topics studied and environments visited over the two days. Planning and preparation for independent investigation. Identification of suitable question or hypothesis. Devise practical approaches.**	**Data collection starts. The fieldwork that forms the focus and context of the individual investigation may be either human, physical or integrated physical-human. The topic must relate to an aspect of geography in the specification.**	**Students should demonstrate knowledge and understanding of how to select practical field methodologies (primary) appropriate to their investigation (which may include a combination of qualitative and quantitative techniques). Data collection extends over two days.**

A-level: NEA mark scheme

- **Introduction and preliminary research**

  Defining the research question and placing the study in theoretical context.
  10 marks

- **Methods of field investigation**

  Recording field data, understanding and implementing fieldwork methods
  15 marks

- **Methods of critical analysis**

  Analysing field data and applying results to geographical theory
  20 marks

- **Conclusions, evaluation and presentation**

  Writing a summary of findings, evaluating and reflecting on results.

  15 marks

Things to do: a checklist for candidates

Choose an area and theme for investigation, in consultation with teacher.

Decide on the aims of your study.

Ensure the theme chosen is linked to the specification

Identify or formulate your research question(s)/hypothesis.

Research and write up theoretical context

Identify the primary and secondary resources available for study.

Plan your fieldwork.

Decide on your fieldwork methods and techniques.

Collect your data and information.

Record your fieldwork, etc. in a notebook.

Present data using appropriate techniques

Decide on your analysis methods and techniques.

Interpret field results.

Develop and analyse your research question(s)/hypothesis. Draw conclusions.

Analyse and evaluate the information you have collected.

Present your findings using a range of techniques.

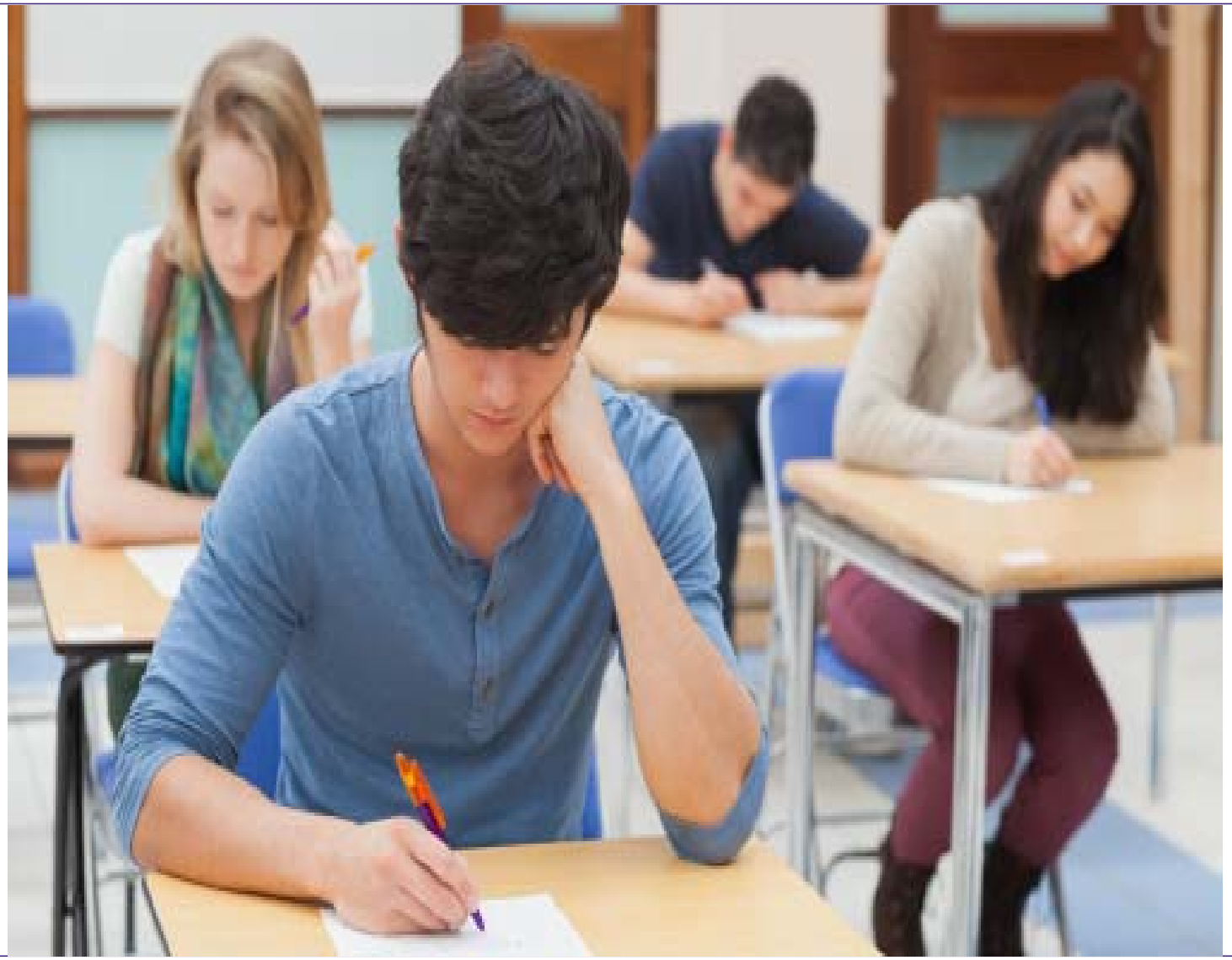
Include a title page, contents page and any necessary appendices.

Hand in completed investigation with no more than 4,000 words.

AS Geography

- The content enables centres to teach AS simultaneously with the first year of A-level, allowing for maximum flexibility in lesson timetabling and teaching resources
- The course is linear and assessed entirely by examination
- Centres should teach one core physical geography unit, one human geography unit (Changing Place) and one optional unit (either Hazards or Contemporary urban environments)
- Assessment of fieldwork forms part of the examination
- There is no difference in content between AS and A-level in core and non core themes
- As with A-level, the optional topic content must draw evenly from physical and human geography and at least half must cover people-environment themes and issues.

AS Level: Paper 1



AS Level: Content and assessment for Component 1

Physical geography and People and Environment

What's assessed

Section A. **Either** Water and Carbon cycles **or** Coastal systems and landscapes **or** Glacial systems and landscapes.
Section B. Either Hazards or Contemporary urban environments

How it's assessed.

Written exam: 1 hour 30 minutes
80 marks
50% of AS level

Questions

Section A: Answer either question 1 or question 2 or question 3 (40 marks)
Section B: answer either question 4 or question 5 (40 marks)
Question types: multiple choice, short answer and levels of response

AS Level: Structure of Question Paper 1

- **Length of paper** 1 hour 30 minutes
- **% of total marks** 50%
- **Number of sections** 2
- **Question types in each section**:
  Section A Multiple choice (2 x1), Short question (3) Structured questions (6 and 9 marks), Extended prose (20 marks)

  Section B Multiple choice (2 x1), Short question (3) Structured questions (6 and 9 marks), Extended prose (20 marks)
  Total marks 80
- **Options available**. In Section A, choose one of Water and carbon cycles, Glacial systems and landscapes or Coastal systems and landscapes. In Section B choose between Hazards and Contemporary urban environments

AS Level: Paper 2

AS Level: Content and skills for Component 2
Human geography and geography fieldwork investigation

What's assessed
Section A: Changing Places
Section B: Geography fieldwork investigation and geographical skills

How it's assessed
Written exam: 1 hour 30 minutes
80 marks
50% of AS Level

Questions
Section A: Answer question on Changing Places
Section B: Some compulsory general questions on fieldwork, including own field investigation. Then optional questions on either physical or human geography fieldwork (novel situation)
Question types: multiple choice, short answer and levels of response

AS Level: Structure of Question Paper 2

- **Length of paper** 1 hour 30 minutes
- **% of total marks** 50%
- **Number of sections** 3
- **Question types in each section**:
  Section A Changing Places Multiple choice (2 x1), Short question (3)
  Structured questions (6 and 9 marks), Extended prose (20 marks)
  Total 40 marks

  Section B (Fieldwork and geographical skills) (2,4,2 6,9,4,2,2,9 marks)
  Total 40 marks
  Overall Total 80 marks
- **Options available**. In Section B, choose between human based or physical based fieldwork question.

Co-teaching AS and A-level

Year 12	Year 13
Core physical geography topic: Water and carbon cycles	Core physical geography topic: Hot desert environments and their margins **or** coastal systems and landscapes or glacial systems and landscapes
Core human geography topic: Changing Places	Core human geography topic: Global systems and global governance
Option topic: Hazards	Option topic: Contemporary urban environments or Population and the environment or Resource security
Fieldwork and geographical skills	NEA: Independent fieldwork investigation

AS Fieldwork

- Candidates should experience fieldwork in relation to processes in both physical and human geography
- However it is not expected that they will produce two separate investigations. Knowledge and understanding of the aspects of enquiry can be developed through a single investigation, which may have a physical or human geography bias, or a people-environment theme
- The two fieldwork days at AS will be used primarily to prepare candidates for the written examination
- It is accepted that some centres will need to carry out data collection in groups, but there should be opportunities for individual initiative
- Schools and colleges are required to provide a fieldwork statement which confirms each student has undertaken two days of geographical fieldwork

AS Fieldwork practicalities

- Fieldwork will be externally assessed in AS Paper 2, where a series of structured questions will be set.
- Centres will probably plan a day focusing largely on physical geography and another focusing predominantly on human geography processes and data.
- Contrasting environments will probably have to be visited for candidates to undertake the physical and human geography enquiries, but the locations need not be far apart.
- E.g. 1 Looking at beach processes and then going into the town nearby to study levels of deprivation and environmental quality in urban areas would satisfy the requirements.
- E.g. 2 Investigating water cycle processes and then carrying out an urban investigation nearby would also be appropriate.
- Planning to reduce travelling would maximise time for practical fieldwork

AS Fieldwork assessment

Questions could be asked which test the candidates' general understanding of the fieldwork enquiry process or they could ask for specific details of each candidate's own individual fieldwork enquiry. They may also be based on unfamiliar material.
Students may be asked questions about:

- **Preparation for fieldwork**, including background reading, drawing up aims and objectives for the enquiry, planning research in the field and from secondary sources.
- **Collection of primary data** and using secondary data sources.
- **Processing and presenting** data
- **Analysing data**, including using statistical techniques where relevant.
- **Drawing conclusions** related back to the original
- **Reviewing** the success, or otherwise, of all stages of the enquiry.
- Considering how the enquiry could be **further developed.**

Questions in the exam could be asked so as to test the students' general understanding of the fieldwork enquiry process, or be based on unfamiliar data, or they could ask for specific details of each student's own individual fieldwork enquiry.

Sample fieldwork questions – AS Paper 2

General understanding of the fieldwork process

- Explain why some form of sampling is almost always used when students are carrying out fieldwork to collect data for a geographical investigation. [2 marks]

- A group of students were planning a fieldwork survey of the ages of houses in Horspath, shown on the map, **Figure 1a** on **Page 4** of this paper.
  Choose **one** of the following sampling methods: random sampling, systematic sampling, stratified sampling
  Explain how the chosen sampling method could be used to plan the fieldwork survey. [6 marks]

- Study **Figure 2**, an aerial photograph of an area where a geographical investigation is to be undertaken.

- Using evidence from the photograph, explain why this area is suitable for a variety of geographical investigations.

- State, using evidence from Figure 2, two appropriate hypotheses or questions for geographical investigation in this area. One should be based on physical geography. The other should be based on human geography.

AS fieldwork questions (continued)

Understanding of student's own individual fieldwork enquiry

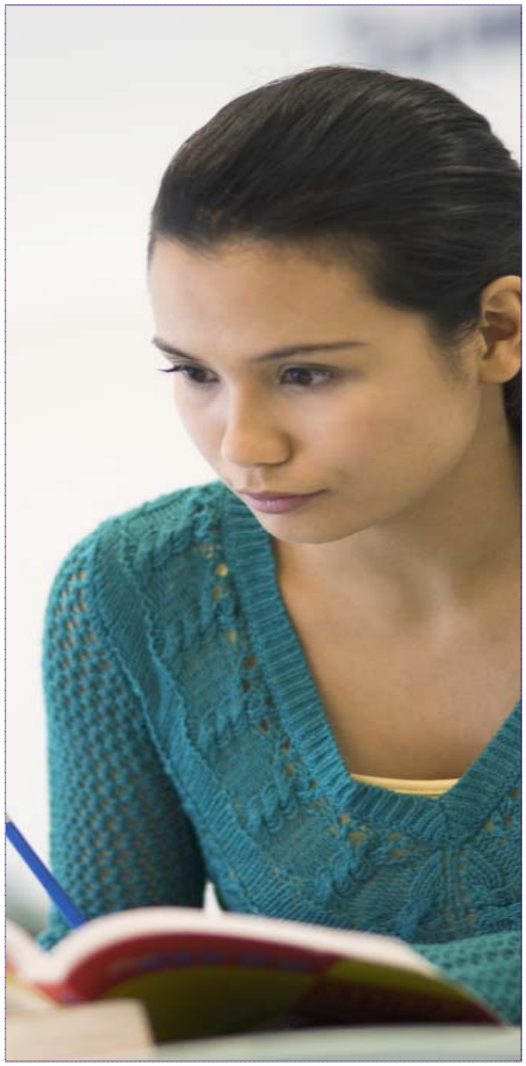
- You have experienced geography fieldwork as part of your course. Explain how your investigation helped you develop your geographical understanding of the place studied. [6 marks]

- Evaluate the success of your data collection methods and explain how you would make use of an opportunity to revisit the location to develop your enquiry further. [9 marks]

How will AQA support you teaching the new specification?

- Sample schemes of work and lesson plans
- Student textbooks, approved by AQA:

  Oxford University Press, Hodder Education, Cambridge University Press
- Assessment training, plus subject expertise
- Step by step guide to our assessments
- Fieldwork Toolkit



- AQA website
- e-AQA
- Secure Key Materials
- ERA (Enhanced Results Analysis)
- Training courses, including ‘Fieldwork’ and ‘NEA’

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