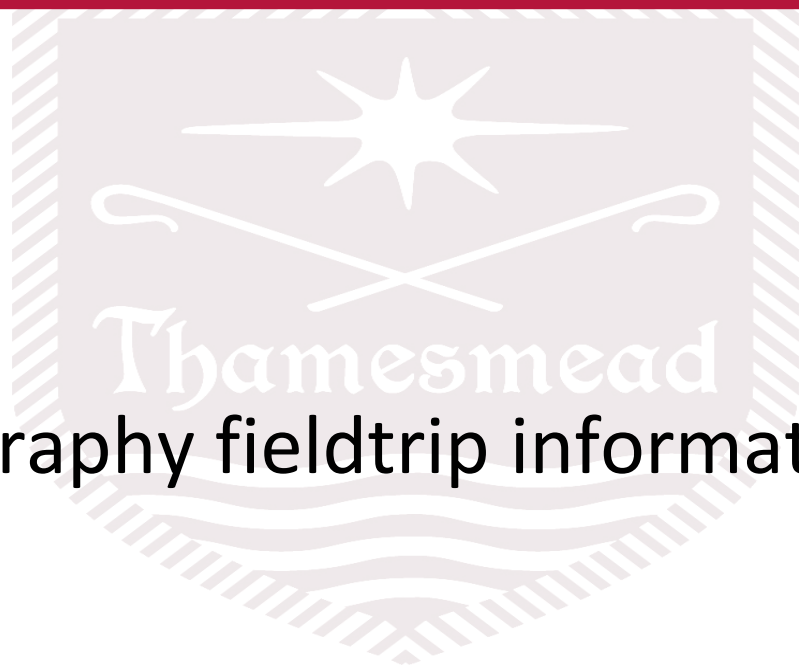


Welcome



GCSE Geography fieldtrip information evening

Why is my child going on 2 trips?

- Paper 3 (30% of the GCSE). This has questions specifically about the fieldwork that your child has done, they need to have attended the trips to be able to answer these properly.
- Supports the London topic from paper 2 and the Rivers topic from paper 1, putting theory into practice.
- Requirement of the AQA exam board that all students attend a physical and human geography fieldtrip
- We have to 'sign off' to the exam board that all students that are entered for the Geography GCSE have attended the field trips.
- Extra benefit – students will be able to discuss the trip at college/ apprenticeship interviews. Showing when used leadership and team work skills

Field Trip 1: London

Students will be placed in smaller break out groups for tasks on the day

Tuesday 19th or Wednesday 20th March 2024

Arrive at school at 7.30am, Arrive back at school at 5pm

Links to GCSE?

- ✓ **Asked questions directly about this fieldwork in paper 3.**
- ✓ **This is also a case study that is studied for a topic in paper 2.**

Checklist of clothing and equipment

Students will be expected to wear appropriate clothing suited to the activity :

- **Waterproof jacket**
- **Warm outer clothing e.g. fleece, hat, and gloves – as appropriate to the weather condition that day**
- **Pencil/biro x4**
- **Clip board and large clear plastic bag to cover clipboard in wet weather - optional**
- **Camera to take photographs to include in your final work – optional but highly recommended**
- **Packed lunch, drinks and snacks for the whole day – there will be nowhere to buy food!**
- **Back Pack/Rucksack – not a handbag**
- **Own clothes – weather appropriate – no short shorts, and ‘belly tops’ please! Uniform policy still applies on make up.**

Field Trip 1: London

Students will be placed in smaller break out groups for tasks on the day

Tuesday 19th or Wednesday 20th March 2024

Arrive at school at 7.30am, Arrive back at school at 5pm

Links to GCSE?

- ✓ Asked questions directly about this fieldwork in paper 3.
- ✓ This is also a case study that is studied for a topic in paper 2.

What are they doing when they get there?

- Environmental quality survey
- Land use survey
- Field sketch
- Questionnaires
- Reviewing how the area has changed through redevelopment
- Picnic lunch together
- **Take detailed notes throughout the day**

'How economically, socially and environmentally sustainable is the regeneration of the East Village in the Olympic Park?'

Field Trip 1: London

17

Write the title of your **human** geography fieldwork enquiry.

Title of human fieldwork enquiry _____

0 5 . 1 Suggest **one** reason why the chosen location was suitable for data collection in your **human** geography enquiry. **[2 marks]**

Question 5 continues on the next page

16

Write the title of your **human** geography fieldwork enquiry.

Title of human fieldwork enquiry _____

0 5 . 3 Assess the suitability of the location chosen for your human geography enquiry. **[6 marks]**

20

0 5 . 4 For **one** of your fieldwork enquiries, assess the extent to which the accuracy of the results and the reliability of the conclusions could be improved. **[9 marks]**
[+3 SPaG marks]

Title of fieldwork enquiry _____

19

Write the title of your **human** geography fieldwork enquiry.

Title of fieldwork enquiry _____

0 5 . 3 Explain how **one** data presentation technique used in your **human** geography enquiry helped you to interpret the data. **[6 marks]**

20

0 5 . 4 For **one** of your fieldwork enquiries, to what extent did the data collected help you to obtain accurate results and reach a valid conclusion(s)? **[9 marks]**
[+3 SPaG marks]

Title of fieldwork enquiry _____

0 5 . 4 To what extent did the data collected for **one** of your enquiries allow you to reach valid conclusions? **[9 marks]**
[+3 SPaG marks]

Title of fieldwork enquiry _____

9 mark questions

Question 05.4

For **one** of your fieldwork enquiries, to what extent did the data collected help you to obtain accurate results and reach a valid conclusion(s)?

[9 marks]

[+ 3 SPaG marks]

This is a Level 3 response

The opening paragraph references 'extent' and introduces the idea of accuracy and validity. This was useful in setting the context of the answer, which then went on to reference the different methods of data collection and offer a clear appreciation of the extent to which they were reliable and accurate. The response then considered that repeating the data collection methods would help to mitigate any errors with the consequence that the data would be accurate enough to obtain reliable results. Linking this to the conclusion was attempted by referencing how the results appeared to 'fit the Bradshaw model'. Consequently each aspect of the question was considered, demonstrating a good general understanding of the question. A little more consideration of the extent to which the results satisfied specific elements of the Bradshaw model would have made the answer more secure at Level 3.

7 marks (+ 3 SPaG marks)

Response D

Title of fieldwork enquiry: The physical geography enquiry: Does the River Heddon fit the Bradshaw model?

The data collected helped us obtain accurate results and reach a valid conclusion to some extent. One way that this could be seen was the lack of outliers, as our data collection methods were well suited for each piece of data we had to collect. For example, the velocity was consistently increasing the further down the river we went. One reason why the results were this way is that we pragmatically sampled the river as we only went to sites that were safe and easy to access. This meant that any outliers such as waterfalls and eddy's were found significantly less. Additionally, the data was more likely to be reliable because each test was repeated, such as collecting nine pieces of bedload per site, helping to reduce the risk of outliers skewing the results.

However, the results may not have been entirely representative of the River Heddon, as many things were affected by bias. For example, many students decided to collect larger rocks as there was no protocol to ensure that the rocks were randomly picked. Therefore, on average the rocks were bigger than the average bedload would actually be. This also led to the bedload roundness being skewed as the larger rocks were often completely rounded as they rarely moved downstream. Additionally, some people got bored closer to the end resulting in other less bored people taking over and choosing the rocks more systematically, which made it better fit the Bradshaw model.

Finally, the apparatus and techniques we used made the results less accurate. For example, the water flow speed was only recorded at surface level and was affected by the person who timed it. Additionally, we did not put a string across the river so stopping the flow time at exactly the same place was not possible. This would have been much more accurate with a flow meter. The bedload size was also determined by measuring the long axis, this meant that some outliers would exist as they may have simply been long rocks rather than large rocks. Therefore, although there were many issues, those issues were less significant because we repeated the data collection, therefore we did obtain accurate results and were able to reach a valid conclusion to some extent.

Field Trip 2: Rivers

Students will be placed in smaller break out groups for tasks on the day

Rivers Day - Juniper Hall, Dorking

Arrive at school at 8.25am

Arrive back at school at 5pm

The work from this Rivers study will form the basis of the revision notes for Paper 3 - Geographical Application exam and directly link to topics in Paper 1 - Living with the physical environment.

It is very important that your son/daughter takes detailed notes throughout the day.

Checklist of clothing and equipment

Students will be expected to wear appropriate clothing suited to the activity

- Waterproof jacket
- Appropriate clothing for the day – students will be taking measurements in the river.
- Weather dependent - apply sun cream before school and bring some to top up throughout the day
- Pencil/ biro x4
- Clipboard – optional (Clipboards have been requested, we have a limited amount, please bring one if you can)
- Large clear plastic bag to cover clipboard in wet weather - optional
- Camera to take photographs to include in your final work – optional but highly recommended
- Packed lunch, drinks and snacks for the whole day – there will be nowhere to buy food!
- Back Pack/Rucksack – not a handbag
- Wellington boots – they will need to stand in the river. Boots will be available to borrow for free at the centre.

‘Does the River Tillingbourne change its channel profile downstream?’

On the day – behaviour expectations

Taking your children out of school is an incredible privilege, you are trusting us to keep your child safe. With that in mind we need to discuss with you:

- Coach safety and phones
- Following instructions from Thamesmead and FSC staff
- FSC equipment – if broken the cost is charged back to you.
- In London particularly we are entering a residential area where people live and work, we need to respect that.
- If there are instances of poor behaviour you will need to collect your child.

Questions?

Thank you for your time this evening

