

# Appendix: Fieldwork Assessment

## Guidance and Exemplars for the IGCSE Geography Fieldwork Opportunities

(Note: the following guidance and examples were made available to exam centres by Edexcel's Geography adviser in December 2010.)

The fieldwork opportunities will constitute the main source of practical skills on the examination paper; 6 marks per question in Section A, and 8 marks per question in Section B.

The fieldwork opportunities were intended as out-of-classroom learning but some or all, if necessary can be undertaken as virtual fieldwork or desk-based learning. It is hoped that two of an individual student's eight fieldwork opportunities will be out-of-classroom. Edexcel does not expect candidates to carry out eight full fieldwork investigations. It is not necessary that each of the four key stages in an investigation:

- planning
- data collection
- data presentation
- data analysis, concluding and evaluating

are addressed in all eight fieldwork opportunities.

There is a distinct difference between Section A opportunities (The natural environment and people), and those in Section B (People and their environment).

The focus in Section A is on the first two key stages and includes measuring and surveying. Questions 1, 2, and 3 will only assess this aspect of practical skills, i.e. designing and implementing a relevant fieldwork investigation; measuring and recording data, and field sketching.

Section B, however, contains broader opportunities where the assessment focus will generally be on the later key stages of an investigation, i.e. data presentation and analysis, concluding and evaluating, but it would be wise also to address the planning and field skills aspects of these opportunities. Topic 6 (Urban environments) would, for example, permit a Question 6 item on either planning or carrying out a land use/environmental quality survey. Addressing planning and field skills with these opportunities will enable students to be more aware when it comes to presenting, analyzing and concluding on the data.

## Examples of Questions

### Section A

#### **Type 1** — Planning a data collection (measuring or surveying)

- Describe the planning that went into the measurement of water quality in a river.
- Describe how a fieldwork investigation of a beach profile was planned.
- How would you plan a survey of people's views on the management of a coastline threatened by either development or erosion?

#### **Type 2** — Implementing a field investigation/data collection

- Describe how data would be collected about water quality in a river.
- Describe how you would collect and record wind speed and precipitation (rainfall) data.
- Describe a survey of people's views on the management of traffic in their neighbourhood.

#### **Type 3** — Sketching skills

- Draw an annotated sketch of a river channel to show how two of its features were measured in the field.
- Draw a sketch map of the site of a field investigation into beach sediments.

### Section B

#### **Type 1** — Planning a field investigation

- Describe how people's views on the use of renewable and non-renewable energy could be investigated.

- Describe how a fieldwork investigation of land use across an urban area could be planned.
- What aspects of a small-scale ecosystem could be investigated in the field?

**Type 2** — Presenting and analyzing/concluding on provided data. Use of graphic and statistical/ arithmetic, e.g. using totalling; means; ranking; range; trend, and association skills.

**(NB** Figures 1a, 1b, 2a and 2b shown below. We apologise for the poor quality of Figure 1a which derives from the image and not from its reproduction.)

- Figure 1a shows land use and environmental quality data collected at seven sites along a transect between the CBD and the edge of a UK town.
  - (i) Using Figure 1a, complete the scattergraph (Figure 1b), to show how environmental quality changed along the transect.
  - (ii) What conclusions can be drawn about the relationship between environmental quality and land use?

**Type 3** — Evaluating data analyses and conclusions drawn. (Use of review and feedback)

- Figure 2a shows the total scores given by five factories during a fieldwork investigation to the importance of various location factors.
  - (i) Use Figure 2a to complete Figure 2b
  - (ii) Suggest how this investigation might be evaluated and improved.
- For a fieldwork investigation of farm production, suggest one positive and one negative aspect of the analysis of the data and information gathered.

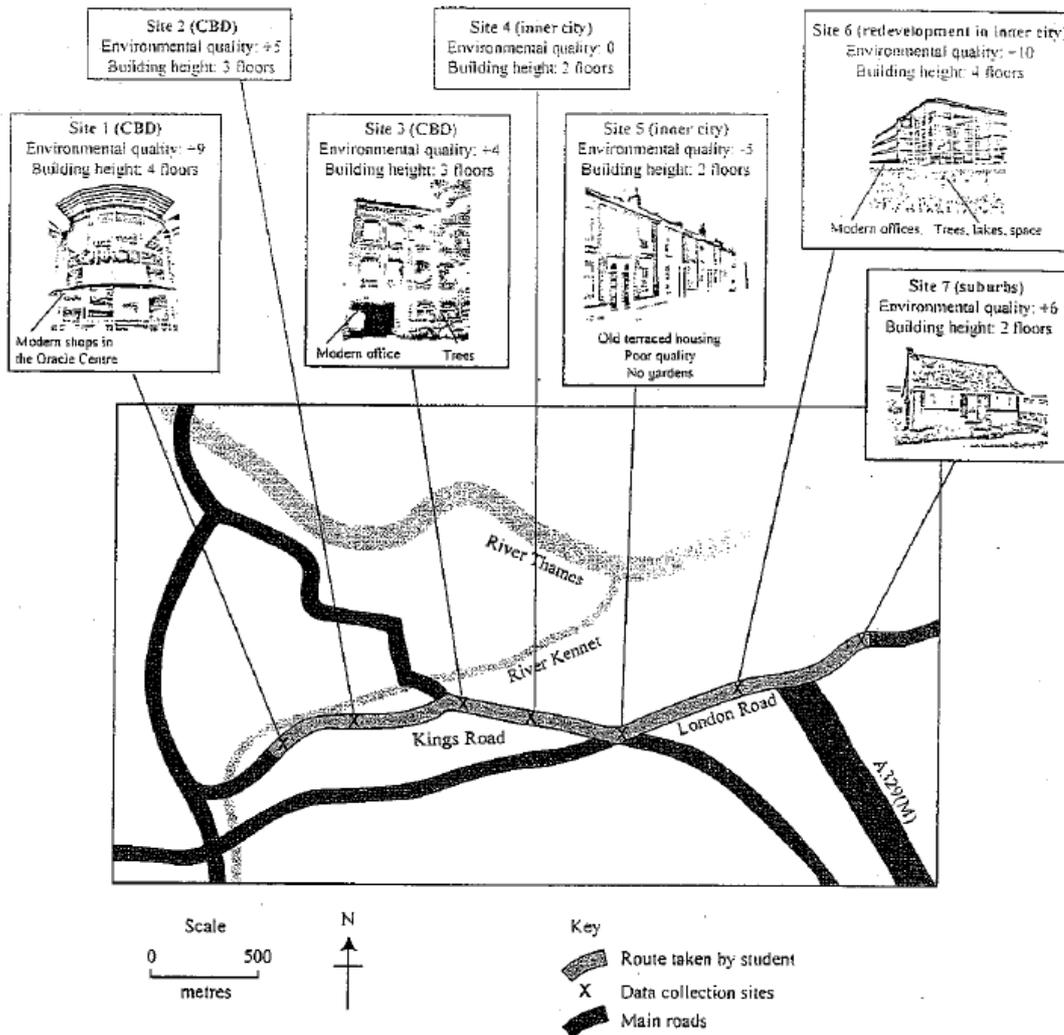


Figure 1a

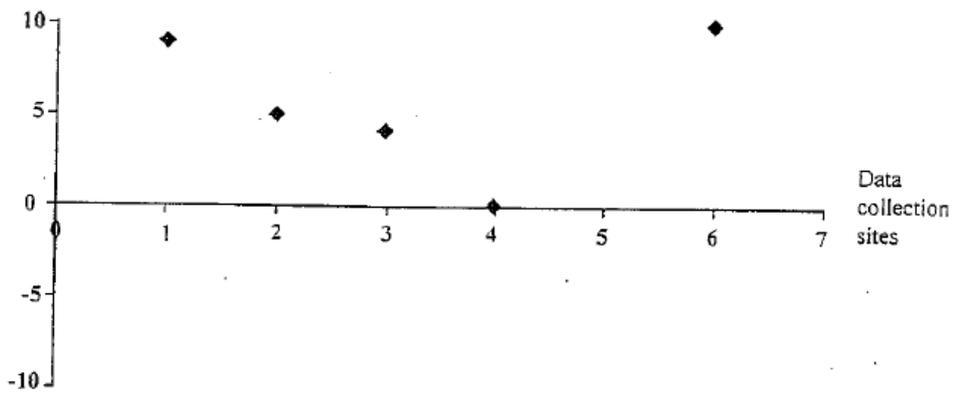


Figure 1b

Location Factors	Score of importance (out of 100)
Labour	85
World markets	80
Government policy	70
Transport	60
Energy	50
Local markets	50
Water	40
Raw materials	30

Figure 2a

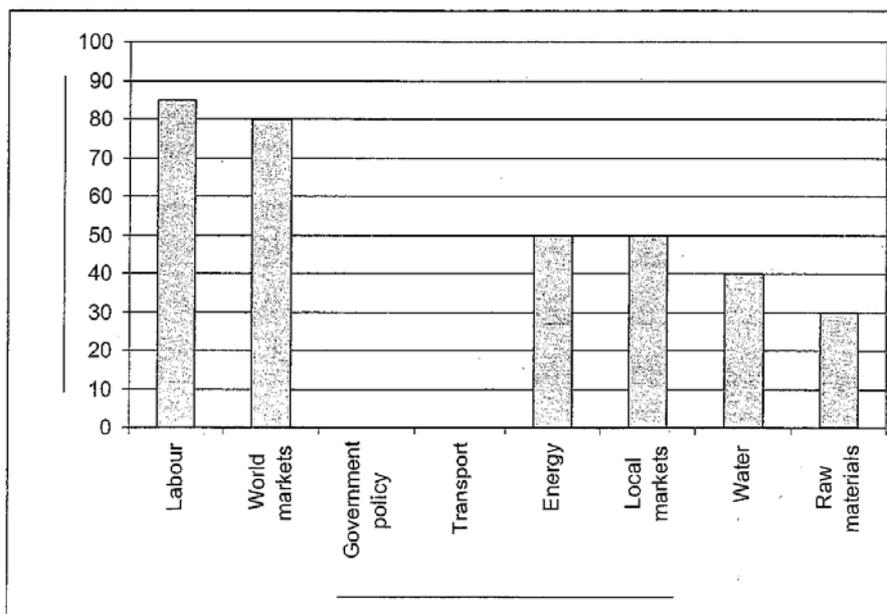


Figure 2b

## Developing an Overall Fieldwork Strategy

It is recommended that students plan their fieldwork opportunities over the length of time they expect to spend on the course, for example, over one or two years.

Note that we have provided two practical fieldwork projects at the end of Lessons 17 and 29. You can do more if you wish, and use any of the other six fieldwork opportunities as practical studies.

### Guidance Notes on the Content of the Fieldwork Opportunities

#### Section A

**Rivers 1:** select safe sites; use relevant equipment; measure variables, i.e. channel width and depth, water width and depth, discharge, surface and bed velocity, bed gradient, bedload size. Familiarity with modern e-measurement acceptable.

**Rivers 2:** select appropriate and safe sites; quality indicators, i.e. pH, turbidity (cloudiness), odour, colour, bacterial content (coliform), chemical composition (nitrates/nitrogen); basic procedures, i.e. water extraction, sampling, testing kit contents, laboratory use.

**Coasts 1:** basic equipment and procedures for measuring beach profile elements, i.e. length, height and slope, and for identifying and differentiating sediments according to type, shape and size.

**Coasts 2:** questionnaire design, i.e. question type, number, etc, and its use, i.e. how? Where? Sampling. Focus is pressured (from either development, erosion or submergence), coastline management.

#### Section B

**Economic Activities and Energy 1:** visits, interviews, questionnaire, mapwork, secondary sources. Focus can be individual factory or service, e.g. bank or superstore, a dedicated area, i.e. business park, shopping mall, or factory/service locations within a town or city.

**Economic Activities and Energy 2:** either questionnaire design and use as per Coasts 2 or internet/media/literature search. Focus is the renewables/non-renewables and energy efficiency use.

**Urban Environments 1 and 2:** use land key and environmental quality indicators scale to record land use and EQ scores on base maps along urban transect.

Please note that Section B opportunities require home-based follow up after the data collection stage. It is strongly recommended that students engage in data presentation, analysis/concluding and evaluation to these fieldwork opportunities.