

GCSE



CCEA GCSE Revised Unit 3

Geography

Fieldwork: the enquiry approach to
Geography fieldwork



For first teaching from September 2017
For first award in Summer 2019

Guidance to support students in preparation for Unit 3: Fieldwork

In this unit, students must collect geographical data first-hand through fieldwork.

Fieldwork is an essential aspect of geography. It involves applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context.

The value of fieldwork goes beyond the aim of collecting primary data. Students follow the geographical enquiry process and have opportunities to develop the cross-curricular skills and the thinking skills and personal capabilities.

Stage	Guidance	Key Questions
<p>Stages within the enquiry process</p>	<p>The geographical enquiry process comprises six main steps. It gives a logical structure to investigating geographical investigations. It also provides a detailed framework to follow when carrying geographical investigations.</p> <p>Stage 1: Planning</p> <p>Stage 2: Fieldwork techniques and methods</p> <p>Stage 3: Processing and presenting data</p> <p>Stage 4: Analysing and interpreting data</p> <p>Stage 5: Drawing conclusions</p> <p>Stage 6: Evaluating the fieldwork</p>	<p>Why use the geographical enquiry process?</p> <p>Identify the sequence of steps in the enquiry process.</p> <p>What is the first step in the geographical enquiry process?</p>
<p>Stage 1: Planning</p> <p>(i) establishing the aim and hypotheses</p>	<p>Selecting the theme and specific purpose of the study requires careful thought. The study must be closely related to the content of either Unit 1 or Unit 2.</p> <p>Having covered the relevant theme, students should be given time to consider an appropriate aim and a minimum of two hypotheses. The hypotheses will direct the course of the enquiry.</p> <p>The amount of teacher input at this stage will vary; some students will</p>	<p>What is meant by the term 'aim'?</p> <p>What is meant by the term 'hypothesis'?</p> <p>How does an hypothesis differ from the aim?</p> <p>What is the purpose of hypotheses within the study?</p> <p>How does the aim of the fieldwork investigation link to</p>

	<p>need considerable help in the wording of both the aim and hypotheses.</p> <p>The aim should provide scope to allow students to collect a range of fieldwork data and to develop a meaningful geographical conclusion.</p> <p>Hypotheses vary in the level of their complexity. Teachers should match the complexity of the chosen hypotheses to the ability range of their students. A simple hypothesis may limit the level of analysis and interpretation.</p> <p>All students in a class/centre can complete the same fieldwork investigation.</p>	<p>the theoretical content of Unit 1 or Unit 2?</p> <p>How do the hypotheses link to the aim of the study?</p>
<p>Planning:</p> <p>(ii) selecting the location/sites for the study</p>	<p>Many factors need to be considered in the selection of a suitable site. As well as providing a suitable geographical environment to investigate the aim of the fieldwork, other factors that may require consideration are:</p> <ul style="list-style-type: none"> • accessibility; • cost; • time; and • safety. 	<p>What site(s) was/were chosen for study?</p> <p>What factors influenced the choice of site?</p> <p>How did the physical, human or environmental geography of the area influence site selection?</p>
<p>Planning:</p> <p>(iii) health and safety</p>	<p>In the context of fieldwork, risk assessment and risk management are essential.</p> <p>Students are expected to consider only those risks that apply to their specific fieldwork context. They should consider practical ways of reducing these risks.</p>	<p>What specific risks were identified?</p> <p>What measures were adopted to reduce these risks?</p>
<p>Planning:</p> <p>(iv) sources of information</p>	<p>Students should consider relevant primary and secondary sources.</p>	<p>What are primary sources?</p> <p>What are secondary sources?</p> <p>Identify the primary sources used in the fieldwork.</p>

		<p>Identify the secondary sources used in the fieldwork.</p> <p>How did you use the named secondary source used in your fieldwork?</p>
<p>Stage 2: Fieldwork techniques and methods (data collection)</p>	<p>The fieldwork investigation must be based on primary data. Sufficient data should be collected to allow for a full investigation of the aim. Secondary data may also be used if relevant.</p> <p>Students should use at least one secondary source during the fieldwork investigation.</p> <p>It is important that relevant and sufficient data is collected to allow for analysis, interpretation and the formulation of meaningful geographical conclusions.</p> <p>Students should devise data collection sheets for use in the field. An agreed data sheet/s should be used.</p> <p>Students should experience, and be familiar with, all data collection procedures employed in the field.</p> <p>Data collection in the field should be carried out using appropriate equipment or materials.</p> <p>Students must be able to describe their data collection methods, including any equipment used.</p> <p>Students should understand the need to record field data accurately and reliably. They should understand how their chosen data collection methods helped to ensure accurate and reliable data. They should understand how the equipment used helped to ensure accurate and reliable data.</p>	<p>What data did you need to collect to complete your fieldwork investigation?</p> <p>What equipment or materials were required for data collection?</p> <p>Choose one variable from your table of data, describe the data collection method used.</p> <p>Choose one variable from your table of data:</p> <ul style="list-style-type: none"> • identify the equipment used to collect the data; and • describe how you used this equipment. <p>What secondary source/s did you use in your fieldwork investigation?</p> <p>What was the purpose of the secondary source/s used in your fieldwork investigation?</p> <p>What made the secondary source/s suitable for use in your investigation?</p> <p>How did you ensure that the data collected was accurate and reliable?</p>

<p>Stage 3: Processing and presenting data</p>	<p>Students should collate and tabulate the data collected to create a finalised summary table of data.</p> <p>Note: the table of data must be submitted along with the fieldwork statement for examination purposes.</p> <p>A variety of appropriate graphical techniques should be used to present data. In addition to hand-drawn graphs, students should be encouraged to use ICT to present data.</p> <p>Note: students may be expected to present some of their data in graphical form as part of the examination.</p> <p>It is essential that students can justify their selected data presentation methods.</p>	<p>What method(s) of graphical representation were selected to display data?</p> <p>Why were the chosen methods selected as appropriate?</p> <p>Choose a different hypothesis from the one you used to answer the previous question. Use the graph paper below to present data for this hypothesis. The data for your graph must be taken from your table of data.</p>
<p>Stage 4: Analysing and interpreting data</p>	<p>The data collected should be analysed in detail (description) in relation to the stated hypothesis: patterns relationships and anomalous values.</p> <p>Students should interpret (explain) the results of their investigation in relation to relevant geographical theory or models.</p>	<p>What pattern/s is/are evident in the data?</p> <p>How do you explain the pattern/s evident in the data?</p> <p>How does the pattern relate to the stated hypothesis?</p> <p>What relationship is evident in the data?</p> <p>How do you explain the relationship evident in the data?</p> <p>How does the relationship relate to the stated hypothesis?</p> <p>Do any anomalous values exist?</p> <p>How do you explain the anomaly?</p>

<p>Stage 5: Drawing conclusions</p>	<p>This involves drawing evidenced conclusions for each hypothesis.</p> <p>Students should use data collected in the field to support their conclusions.</p> <p>Students should draw on theoretical concepts or models to support their conclusions.</p> <p>Students should draw an overall conclusion in relation to the aim of their investigation</p>	<p>What conclusion did you draw in relation to the stated hypothesis?</p> <p>What are the overall findings of the investigation in relation to the aim of the study?</p> <p>Do results conform to or conflict with theoretical expectations?</p>
<p>Stage 6: Evaluating the fieldwork</p>	<p>Students should review the strengths and weaknesses of the investigation. It is necessary to consider potential limitations of methods, data collected and conclusions. Students should also be able to suggest other data that might be useful in the context of the study.</p> <p>Students should be able to suggest how they could extend the scope of the study. Suggestions for extending the scope of the study must be realistic and relevant to the study undertaken.</p>	<p>What problems arose with the data collection methods?</p> <p>What factors may have influenced the reliability of the data collected?</p> <p>What factors may have influenced the accuracy of the data collected?</p> <p>What factors may have influenced the reliability of the conclusions reached?</p> <p>What factors may have influenced the accuracy of the conclusions reached?</p> <p>How could you extend the scope of the investigation?</p>
<p>Stage of geographical enquiry process</p>	<p>Related terminology*</p>	
<p>Stage 1: Planning</p>	<p>Aim; hypothesis; risk; primary source; secondary source; primary data; secondary data.</p>	
<p>Stage 2: Fieldwork techniques and methods</p>	<p>Data collection; data collection method; accuracy; reliability; data recording sheet; fieldwork equipment.</p>	
<p>Stage 3: Processing and presenting data</p>	<p>Variable; data presentation; graphical; cartographical; collate; tabulate; x-axis; y-axis; dependent variable; independent variable.</p>	
<p>Stage 4: Analysing and interpreting data</p>	<p>Data analysis; interpretation; anomaly; pattern; relationship.</p>	
<p>Stage 5: Drawing conclusions</p>	<p>Conclusion; evidenced conclusion</p>	
<p>Stage 6: Evaluating the fieldwork</p>	<p>Evaluate; scope; limitations;</p>	
<p>*Key geographical terms listed in the specification are shown in bold.</p>		