

3.3 Geographical applications Years 3 and 4

3.3.1 Issue evaluation

Issue evaluation requirements	Case studies/examples	Learning activity and resources
<p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory subject content, but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the exam room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>	<p>Examples already published in sample papers:</p> <ul style="list-style-type: none">• Urban issues and challenges <p>Past AQA Specification B and IGCSE papers may also prove useful.</p>	

3.3.2 Fieldwork

Fieldwork requirements	Case studies/examples	Learning activity and resources
<p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the geographical enquiries and the subject content.</p> <p>The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography.</p> <p>Students will be expected to have an understanding of the following aspects of the process of geographical enquiry:</p> <ul style="list-style-type: none">• Suitable question for geographical enquiry• Selecting, measuring and recording data appropriate to the chosen enquiries• Selecting appropriate ways of processing and presenting fieldwork data• Describing, analysing and explaining fieldwork data• Reaching conclusions• Evaluation of geographical enquiry.	<p>Please refer to tables below.</p>	<p>Physical fieldwork</p> <p>Year 3 River Dane</p> <p>Investigation into a small upland river. Does the River Dane follow the predictions made by Schumm and Bradshaw models</p>

Case studies: Fieldwork options

Physical

Topic	Posed as a question	Posed as a simple hypothesis
River landscapes – cross profiles	How does the cross profile of the river X change?	That the cross profile of the river X changes over distance.
River landscapes – bedload	How does the bedload of the river X change?	That the bedload of the river X will change over distance.
Coastal landscapes – longshore drift	In which direction is longshore drift operating along the coast at X?	That longshore drift is from West-East at X.
Coastal landscapes – mass movement	How is mass movement affecting the coast at X?	That mass movement is a major process affecting the coast at X.

Human

Topic	Posed as a question	Posed as a simple hypothesis
Tourism (in a glaciated area)	What are the environmental impacts of tourism at X?	That tourism creates environmental impacts at X.
Urban change – opportunities	What are the recreation opportunities in X?	That X provides a range of recreational opportunities for local people.
Urban change – challenges	What impact is urban sprawl having on the rural-urban fringe?	That urban sprawl is having a negative impact on the rural-urban fringe.
Economic futures in the UK	What benefits have the science/business park at X brought to the local area?	That the science/business park at X has brought a wide range of benefits to the local area.

Interrelationship options

Topic	Posed as a question	Posed as a simple hypothesis
Coastal management	How does hard engineering protect the beach at X?	That hard engineering protects the beach at X.
Ecosystems	How have people changed the ecosystem at X?	That human activity has changed the ecosystem at X.
Urban change	How has the regeneration project at X improved the natural environment?	That the regeneration project at X has improved the natural environment.
Energy supply	Why was the solar farm at X needed?	That the solar farm at X will make a significant contribution to local energy supply.