Edexcel GCSE Geography A

Fieldwork ideas and contexts for Unit 4 controlled assessment: Tasks for 2015 submission only.

This document provides a list of possible fieldwork and research ideas for the **Edexcel GCSE Geography A** tasks for **2015** submission only. These are intended as possible examples only – not in any way a 'must do' type list, nor do they represent approved titles/fieldwork. Some ideas may work well in some contexts/locations; in other instances they may be impractical, for instance, due to the size of the cohort. Students should be encouraged to think up their own ideas, whilst supported by teachers, as part of the initial Task Contextualisation and Data Decisions for which there is a suggested time allocation of 3 hours.

Remember that more support is available via Ask the Expert free service and through the Edexcel Communities site (accessed via the Geography home page).

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THEME: Approaches to local sustainable development

Task Question: Investigate the effectiveness of sustainable transport schemes within your chosen area.

Specification Link

This Task Question refers to Unit 1, 7.2 Sustainable Development for the Planet, section b (ii).

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory which, if relevant to the location, will help to put the task into geographical context.

Investigation of an extensive area, such as the whole of the area covered by Transport for London, is not required and it is recommended that the task question is adjusted to refer to a small area, such as part of a London Borough, allowing focused primary data collection during a single day visit.

It is important to select an area where a range of sustainable transport schemes are in operation.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

Suggested methods – secondary data collection

The selected area is likely to be an urban area, but rural areas can be studied if a suitable range of sustainable transport schemes are present.

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information, for example, details of sustainable transport in London:
http://www.tfl.gov.uk/corporate/about-tfl/8127.aspx

Many local authorities publish detailed plans, for example, Local Transport Plan for Brighton:
http://www.brighton-hove.gov.uk/content/parking-and-travel/travel-transport-and-road-safety/local-transport-plan

Green travel and travel change (Manchester): http://www.manchester.gov.uk/info/100011/roads_parking_and_transport/2730/green_travel_and_travel_change

Information from a GIS system such as Google Earth or Street View, which might provide located photographs or other details of the selected location.

Suggested methods – primary data collection

Investigate the effectiveness of a range of sustainable transport schemes within your chosen urban area.

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the sub-questions relating to the task question developed by the Centre or the individual student.

- Locating and mapping sustainable transport schemes onto a base map. This might involve mapping the location of park and ride schemes, the location of cycle hire schemes (such as Boris Bikes). The investigation might be focused on a small section of a large urban area such as Oxford or Manchester, or the whole network of sustainable transport in a smaller town. This section of the investigation might be combined with secondary data collection method based on internet or other information.
- Field sketches and/or sketch maps of the selected schemes.
- Photographs – The location and orientation of each photograph should be recorded.
- Carrying out questionnaires or surveys to establish effectiveness of sustainable transport links for example between home and school. The school might publish additional home to school secondary transport data as part of an environmental scheme such as Eco-schools. The results could be used to assess the effectiveness of the schemes.
- Carrying out a survey of home to work sustainable transport (car share schemes, public transport use) on an individual basis at home and combining the class/group primary data.
- Surveys of the numbers using sustainable transport schemes, for example the numbers of people using a Park and Ride scheme could be counted for a set period of time, and compared with the numbers of cars driving into the town or city centre over the same period.

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including well annotated field sketches and photographs, graphs and flow diagrams located on base maps or aerial photographs, scatter graphs and other graphing methods. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/are also extremely helpful.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf)

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.

THEME: River processes, landforms and flooding

Task Question: Investigate why the characteristics of a chosen river lead to the need for flood management.

Specification Link

This Task Question refers to Topic 2, River Landscapes; Section 2.2 Flooding and flood prevention.

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory (such as the Bradshaw model) which, if relevant to the location, will help to put the task into geographical context.

Investigation of an extensive area, such as a long stretch of a river is not required and it is recommended that the task question is adjusted to refer to a small area allowing focused primary data collection during a single day visit.

It is important to select a stretch of river where flooding has a demonstrable impact.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

Suggested methods – secondary data collection

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information; for example details of individual river flows (the information below is for the River Severn at Bewdley):
http://www.environment-agency.gov.uk/homeandleisure/floods/riverlevels/riverstation.aspx?StationId=2001&RegionId=2&AreaId=18&CatchmentId=53

The Geographical Association has additional detailed secondary information (river catchment characteristics) about the River Severn at Bewdley:
http://www.geography.org.uk/resources/flooding/bewdley/flooddefencescheme/

The Geographical Association provide information on a number of flooding case studies:
http://www.geography.org.uk/resources/flooding/

Additional information and images of flood events can be found on YouTube for example, flooding at Llanwrst:

http://www.youtube.com/watch?v=hMpTd0nAboA

http://www.youtube.com/watch?v=sT2senKiImI&feature=endscreen

Information from a GIS system such as Google Earth or Street View, which might provide located photographs or other details of the selected location. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/ are also extremely helpful.

Suggested methods – primary data collection

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the sub-questions relating to the task question developed by the Centre or the individual student.

The task question can be subdivided into two sections; **what** are the characteristics of the selected river and **why** these characteristics increase the need for flood management.

Investigate why the characteristics of a chosen river lead to the need for flood management.

- A survey of the main characteristics of the river basin upstream from the selected stretch. This might include field sketches and photographs to illustrate features that might increase flooding, such as land use and relief and geology and/or base maps to show river basin shapes and drainage network density.
- A survey of the relief of a section, possibly a cross section, of the drainage basin.
- A survey of the river channel characteristics that might influence flooding such as channel cross sectional area, and channel shape.
- A survey of the varying land use along the stretch of river to establish vegetation type and cover. This might be combined with infiltration experiments to establish the degree of soil saturation/storage capacity.
- A survey of the selected stretch of river, which might be located on a base map or recorded by annotated photographs/field sketches, to show flood management methods. For example, at Lewes (Sussex Ouse) these include hard and soft engineering. (Secondary information: http://www.lewes.gov.uk/Files/plan_sfra_ldc_final_report09_75_91.pdf)

The Field Studies Council offers some excellent field work guidance, see http://www.geography-fieldwork.org/riverfieldwork/index.htm and http://www.geography-fieldwork.org/riverfieldwork/flooding/stage2.htm

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including well annotated field sketches and photographs, graphs located on base maps of aerial photographs, scatter graphs, hydrographs and other graphing methods.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf).

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.

THEME: Coastal processes, landforms and management

Task Question: Investigate how and why the rates of coastal recession vary along a stretch of coast.

Specification Link

This Task Question refers to Topic 1 Coastal Landscapes; 1.3 Coastal management

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory (such as long shore drift) which, if relevant to the location, will help to put the task into geographical context.

Investigation of an extensive area, such as a long area of coastline is not required and it is recommended that the task question is adjusted to refer to a small area allowing focused primary data collection during a single day visit. The location selected might have a variation in rates of coastal recession due to variations in geology (for example Swanage Bay, Dorset) or due to different management techniques (as East Head and West Wittering, Sussex) or a combination.

It is important to select a stretch of coastline that shows different rates of recession.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

Suggested methods – secondary data collection

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information covering the need for coastal defences, for example:
http://chartingprogress.defra.gov.uk/feeder/Section_3.2_Coastal%20Defence.pdf

Information about various methods of coastal defence, for example:
http://www.geography.learnontheinternet.co.uk/topics/coastal_management.htm

Details of specific coastal defence schemes, for example at Eastbourne, Sussex: http://www.eastbourne.gov.uk/EasysiteWeb/getresource.axd?AssetID=2875&type=full&servicetype=Inline

Local geology (rock type variation along the selected stretch of coast) using a geological map for example: http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html

Information from a GIS system such as Google Earth or Street View, which might provide located photographs or other details of the selected location. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/ are also extremely helpful.

Suggested methods – primary data collection

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the selected location and the sub-questions relating to the task question developed by the Centre or the individual student.

The task question can be subdivided into two sections; **why** the rates of coastal recession vary along a stretch of coast and **how** this happens.

Investigate why the rates of coastal recession vary along a stretch of coast.

- Identification of methods (approaches) used to defend the selected stretch of coastline. These might be marked on a large scale base map or recorded using annotated photographs/field sketches, for example annotated field sketches of a particular feature such as a sea wall.
- Identification of variations in the geology along the selected coast.
- Photographs for example of the schemes, erosion and information boards. The location and orientation of each photograph should be recorded.
- The type of waves (constructive/destructive) - this can be obtained from counting wave frequency - destructive waves or a frequent wave period can indicate erosion.
- The direction of LSD - indicated by the build- up of sediment along groynes.

Investigate how the rates of coastal recession vary along a stretch of coast.

- This part of the task question will probably require the use of secondary resources such as measurements, historical photographs and maps. For example, http://www.bgs.ac.uk/landslides/happisburgh.html provides some excellent images of the receding coastline at Happiburgh, Norfolk.
- http://www.southampton.ac.uk/~imw/barteros.htm contains superb images of erosion at Barton, Hampshire.

The Field Studies Council provides some excellent guide lines, see http://www.geography-fieldwork.org/coastfieldwork/coastal_management/stage1.htm

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including well annotated field sketches and photographs, graphs located on base maps of aerial photographs, scatter graphs and other graphing methods.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf).

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.

THEME: Changing land use in urban areas

Task Question: Investigate how and why brownfield sites have been developed over recent decades in your chosen urban location.

Specification Link

This Task Question refers to Unit 3, Changing land use in urban areas, 2.2 c.

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory, which, if relevant to the location, will help to put the task into geographical context.

Investigation of an extensive area, such as the whole of the area covered by the Olympic Park is not required and it is recommended that the task question is adjusted to refer to a small area, such as part of the developed brownfield site, allowing focused primary data collection during a single day visit.

It is important to select an area where a range of sustainable transport schemes are in operation.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

The terms 'recent decades' and 'sites'

'Recent decades' refers to development of brownfield sites during the last thirty years. The use of 'sites' indicates that more than one site should be investigated, but this can be partly achieved by collecting secondary data.

Suggested methods – secondary data collection

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information about brownfield land redevelopment and remediation:
http://www.environment-agency.gov.uk/research/library/position/41237.aspx

http://www.sustainablebuild.co.uk/brownfieldsites.html

Many local authorities publish more detailed plans, for example:
http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpagename=Development-Planning%2FPageLayout&cid=1223092558635&pagename=BCC%2FCommon%2FWrapper%2FInlineWrapper

http://legacy.london.gov.uk/assembly/reports/environment/lda-brownfields-review.pdf

There are some detailed accounts of individual schemes, such as the Olympic Park London:
http://www.forestry.gov.uk/pdf/urgp_case_study_028_Olympic_park.pdf/$file/urgp_case_study_028_Olympic_park.pdf

http://www.rgs.org/OurWork/Schools/Fieldwork+and+local+learning/Planning+your+fieldtrip/Fieldwork+locations/London+2012+Olympic+Park/London+2012+Olympic+Park.htm

Another extensive, but well documented, development is Aire Valley, Leeds:
http://airevalleyleeds.com/ez/wp-content/themes/enterprisezone/pdf/Aire-Valley-Leeds-AAP.pdf

Smaller scale examples can be found in most urban areas, such as a housing development in Exeter and the development of a former RAF base in High Wycombe:
http://www.exeter.gov.uk/index.aspx?articleid=12343&listid=7547

http://www.wycombe.gov.uk/council-services/planning-and-buildings/planning-news/daws-hill-area.aspx

Information from a GIS system such as Google Earth or Street View , which might provide located photographs or other details of the selected location.

Suggested methods – primary data collection

Investigate how and why brownfield sites have been developed over recent decades in your chosen urban location.

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the sub-questions relating to the task question developed by the Centre or the individual student.

The task question can be subdivided into two sections; **how** brownfield sites have developed over recent decades in your chosen urban location and **why** this has occured.

Investigate how brownfield sites have been developed over recent decades in your chosen urban location.

- Locating and mapping the re-development and/or renewal and the surrounding area.

- Field sketches and /or detailed sketch maps to show key factors of the selected scheme.
- Photographs - the location and orientation of each photograph should be recorded.

Investigate why brownfield sites have been developed in your chosen urban location over recent decades.

- Carrying out questionnaires surveys or interviews, for example with urban planners, property developers and local people to establish reasons for the development.
- Environmental and or land use surveys of the surrounding area. These might involve monitoring traffic pollution, service provision or other indicators.
- Secondary data is likely to be significant in answering this section of the task question.

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including well annotated field sketches and photographs, graphs located on base maps or aerial photographs, land use surveys, scatter graphs and other graphing methods. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/ are also extremely helpful.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf)

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.

THEME: Effects of tourism

Task Question: Investigate how and why tourism has had a social impact on your chosen location in recent decades.

Specification Link

This Task Question refers to Topic 5, A Tourist's World; Section 5.3 Impacts of the tourist industry

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory, such as the Butler model, which, if relevant to the location, will help to put the task into geographical context.

Investigation of an extensive area, such as a National Park or a major urban centre is not required and it is recommended that the task question is adjusted to refer to a small area allowing focused primary data collection during a single day visit. This might mean that one or two honey pot villages (for example, Castleton or Malham) are selected, or part of a settlement such as the area around Windsor Castle is investigated.

It is important to select a location where tourism has had an appreciable and evident impact.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

Suggested methods – secondary data collection

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information, for example, tourism in the New Forest National Park:
http://www.newforestnpa.gov.uk/downloads/file/323/fact_sheet_1-key_facts_and_figures

Annual visitor numbers, for example, figures for a 'honey pot 'such as Bath:
http://visitbath.co.uk/media/information-sheets/btp-and-tourism-industry

Employment and other details:
http://www.ons.gov.uk/ons/guide-method/census/2011/uk-census/index.html

The concept of the carrying capacity of tourism:
http://www.britishcouncil.org/professionals-exams-ielts-reading-3.htm

More specific data about specific locations, for example provision of affordable housing in Chapel Stile (Lake District), or identified impacts at Ayia Napa, Cyprus:
http://www.crht.org.uk/index.php/publications/43-individual-village-reports/61-chapel-stile-south-lakeland-district-council

http://www.telegraph.co.uk/travel/destinations/europe/cyprus/718658/Cyprus-No-rest-from-the-wicked.html

Details of house price in specific locations, for example:
http://www.rightmove.co.uk/property-for-sale/Fowey.html?index=30

Information from a GIS system such as Google Earth or Street View, which might provide located photographs or other details of the selected location.

Suggested methods – primary data collection

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the sub-questions relating to the task question developed by the Centre or the individual student.

The task question can be subdivided into two sections; **how** tourism has impacted, socially, on the selected location, and **why** this impact has occurred**.**

How has tourism impacted, socially, on the selected location?

- A survey of the selected area, which might be located on a base map or recorded by annotated photographs/field sketches, to show holiday (second homes).
- A survey (as above) to show services for local inhabitants (for example, schools, shops and community halls).
- A survey (as above) to show the services specifically provided for tourists (such as souvenir shops, tourist attractions such as the Jane Austen Centre (Bath)).
- Questionnaire surveys of local inhabitants/tourists.

Why has tourism impacted, socially, on the selected location?

- A survey of the tourist attractions of the area, these might include man-made attractions such as shops, museums and historic buildings or natural features such as lakes and mountain scenery.
- A questionnaire survey of tourists to establish the reasons for visiting the location/area.

- A questionnaire survey of the local shop owners, service providers such as museums and other attractions and local residents to establish views on the social impacts of tourism.

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including: well annotated field sketches and photographs, graphs located on base maps of aerial photographs, scatter graphs and other graphing methods. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/are also extremely helpful.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf)

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.

THEME: Changes in the rural landscape

Task Question: Investigate how counter-urbanisation has affected your chosen rural community in recent decades.

Specification Link

This Task Question refers to Unit 3, Factors affecting settlements 2.1 bi.

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task question as a basis from which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this involves adding the name of a real place to the task and providing details of the specific location, annotated location maps and possibly reference to geographical theory or geographical model (see http://www.geography-fieldwork.org/ruralfieldwork/counterurbanisation/stage1.htm) which, if relevant to the location, will help to put the task into geographical context.

It is recommended that the task question encompasses a small area, allowing focused primary data collection during a single day visit.

It is important to select a settlement where counter-urbanisation is evident.

Word limit

Please note that there is a word limit of 2,000 words for the completed controlled assessment. A student's word limit may be 10% either side of the 2,000 word limit.

The term 'recent decades'

'Recent decades' refers to the influences of counter-urbanisation during the last thirty years.

Suggested methods – secondary data collection

Appropriate secondary data must be collected as part of the task taking process. For this task question, relevant secondary data might include:

General background information:
http://www.coolgeography.co.uk/A-level/AQA/Year%2013/World%20Cities/Counterurbanisation/Counterurbanisation.htm

Population structure of rural/ affected settlements:
http://www.ons.gov.uk/ons/guide-method/census/2011/index.html

Some specific case study information can be found for:

St Ives, Cambridgeshire
http://brooksbankgeographyyr13.wikispaces.com/Case+Study+-+Effects+of+Counterurbanisation

Tiptree, Essex
http://diaryofanalevelstudent.wordpress.com/2013/01/08/counter-urbanisation/

Many villages around major urban areas have been affected by counter-urbanisation, for example Wargrave, Berkshire (Reading and London) http://www.wargrave.org.uk/, Belbroughton (Birmingham) http://www.belbroughton.com/ and Bradfield (Sheffield) https://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID

Information from a GIS system such as Google Earth or Street View , which might provide located photographs or other details of the selected location. Mapping sites such as MAGIC (Multi-Agency Geographic Information for the Countryside) http://www.magic.gov.uk/ are also extremely helpful.

Suggested methods – primary data collection

Investigate how counter-urbanisation has affected your chosen rural community in recent decades.

The following are suggestions and intended as guidance only. The actual data collected and the methods which are used will depend on the sub-questions relating to the task question developed by the Centre or the individual student.

Investigate how counter-urbanisation has affected your chosen rural community in recent decades.

- Locating and mapping housing developments that are 30 years old or less and services.
- Field sketches and/or detailed sketch maps to show the extent of new developments.
- Photographs - the location and orientation of each photograph should be recorded.
- Traffic surveys at peak commuting times and during the day, so that these can be compared.
- Questionnaire surveys.
- Population changes (this would involve secondary data).

The Field Studies Council provides some excellent guide lines, see http://www.geography-fieldwork.org/ruralfieldwork/counterurbanisation/stage1.htm

Possible data presentation methods

The suggested data collection methods might allow the data to be presented in a range of ways including well annotated field sketches and photographs, graphs and located on base maps or aerial photographs, land use surveys, scatter graphs, population pyramids and other graphing methods.

Health and safety

The specification requires that all centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including:

- The Department for Education health and safety guidance for schools (http://www.education.gov.uk/schools/adminandfinance/healthandsafety)
- The Health and Safety executive – School trips and outdoor learning activities (http://www.hse.gov.uk/services/education/school-trips.pdf)

Students must carry out risk assessments as part of the Controlled Assessment process. This might form part of the preparation for fieldwork, for example by using Google Maps (secondary data) to assess likely hazards and risks. Alternately, field sketches and photographs from the actual data collection process might be annotated to show the potential risks and ways of reducing the impacts.