AS & A Level Geography

AQA

FLEXIBLE FIELDWORK AT THE CRANEDALE CENTRE

Our objective is to make our A Level field courses a richly rewarding experience for students, stimulating their geographical awareness, developing enquiring minds and inspiring students to widen their geographical experience both during and after the course. The Cranedale Centre offers a flexible approach to fieldwork provision, tailoring fieldwork programmes to the particular needs of individual schools and colleges. We believe that our A Level skills fieldwork courses offer the greatest benefits to both staff and students as the Centre's specialised expertise in fieldwork can be fully accessed.

AS LEVEL

Students need to complete a minimum of two days fieldwork in preparation for the AS exam including some physical and human geography.

Typically delivered from September to April our 2-3 day courses will take 2-3 topics through the investigative route to enquiry.

Party leaders may choose these topics from the selections offered for each specification.

A LEVEL - SKILLS

For those following a fully linear route the minimum requirement is four days of fieldwork. Our skills courses will have a twofold objective:-

i) Training students in good investigative procedure and in practical fieldwork skills in readiness for their own Non-Exam Assessment (NEA).

ii) Supporting teaching of the specification by adding breadth and depth, case studies, and geographical inspiration at a range of excellent field locations.

These courses are typically 2-5 days in length and courses may include topic based fieldwork following the investigative route to enquiry, with optional generic skills workshops.

A LEVEL - NEA DATA COLLECTION

For those students already fully trained in the investigative procedure, we can facilitate NEA data collection. In support of this we can provide pre-course packs of information giving some general guidance about the location and study possibilities. These packs provide information necessary for students to arrive at their title before the field course.

In order to meet Ofqual's requirements, the framework within which NEA work can be carried out is quite prescriptive, therefore only general guidance will be offered by tutors.

For further details of our framework please contact the centre.

AQA GEOGRAPHY A LEVEL

Physical Geography

Water and Carbon Cycles
Coastal Landscapes
Coastal Management
Cold Environments: Glaciated Landscapes
Ecosystems Under Stress

Human Geography

Changing Places
Contemporary Urban Environments: Urban Microclimates

Investigative Geography

Investigative Skills Training

AQA GEOGRAPHY AS LEVEL

Core Physical Geography

Water and Carbon Cycles
Coastal Landscapes
Coastal Management

Core Human Geography

Changing Places

People and The Environment

Contemporary Urban Environments: Urban Microclimates

PREPARATION FOR YOUR FIELD COURSE

If you would like to discuss the content of our course further, or know more about the availability of dates and prices, please contact the Centre:

Email: cranedaleadministration@cranedale.com

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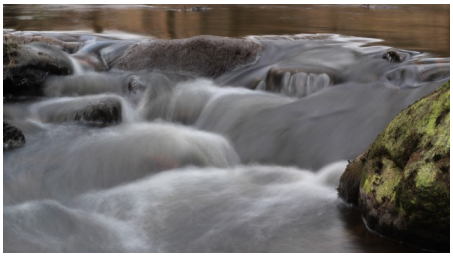
WATER AND CARBON CYCLES

By using two very similar and adjacent drainage basins, this study provides context to the theories of water and carbon cycling. The two catchments have one crucial difference: one is open moorland while the other has been afforested. By considering the cycles as linked open systems, students will collect data to help understand the relationships between inputs, flows, stores and outputs, and how these are influenced by vegetation cover. The topic provides extensive scope for data collection with stream, vegetation and soil measurements and a wealth of secondary data available. The concepts of water and carbon cycles can be given a real-world context with reference to land management.



COASTAL LANDSCAPES

Coastal processes and landforms are brought to life through a hands-on experience at the spectacular Flamborough Head. Students will observe the distinctive landforms of a high energy rocky coastline, and study the specific processes which generate them. The impressive chalk cliffs provide ample opportunity to find evidence of erosion, weathering and mass movement. Within a systems framework, students will discover the multiple components that make up a coastal landscape and consider the flows of energy and material between them.

COASTAL MANAGEMENT

With the finest case study at our disposal, this enquiry focuses on the Holderness Coast to explore issues relating to the management of a rapidly eroding coastline. Students will see the different management policies and strategies implemented at various sites, and investigate the impact these have had on the coastal system. Practical fieldwork in the form of beach surveys will be coupled with qualitative techniques to evaluate these different management strategies. The intentional aims and unintended consequences of management will be investigated, with reference to the sediment budget and systems model.

COLD ENVIRONMENTS: GLACIATED LANDSCAPES

The Yorkshire Wolds, Vale of Pickering and North York Moors are ideally placed for the study of landforms associated with glacial deposition, along with evidence of fluvio-glacial and periglacial processes. Students are trained to develop their skills of landscape interpretation while unravelling the origin of features such as solifluction terraces, nivation hollows and meltwater channels. A tour of several sites allows students to observe some of the characteristic landforms which make up unique glaciated landscapes.

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ECOSYSTEMS UNDER STRESS

The sand dunes at Bridlington provide a context for students to understand a range of concepts relating to ecosystems, human-environment interactions and biodiversity. Using a systems framework, students can investigate vegetation, soil and topographic characteristics of the sand dune ecosystem. Vegetation distribution, diversity and adaptations highlight the distinctive nature of the system. Additionally, human impacts and possible management strategies are discussed. Evidence of a plagioclimax adds an interesting element to the topic of succession, reminding students of the pressures that human activity places on the environment.

CHANGING PLACES

A unique town with a rich history and dynamic culture, Scarborough is the 'local lens' for our investigations into space and place. Students will use a variety of innovative techniques to explore their lived experience of Scarborough, how the town is represented and perceived by others, and its connections to the global network. Students will also investigate the socio-economic and demographic characteristics of the town. The topic lends itself well to both quantitative and qualitative techniques. The specification requires that one place study should be local to home, or the Study Centre, and the second should provide a contrast; Scarborough works well in either context. If time is short a condensed version of this day can be completed in within the Centre's surrounding village of Kirby Grindalythe.

CONTEMPORARY URBAN ENVIRONMENTS: URBAN MICROCLIMATES

This study of urban climate allows students to understand the impact of the built environment on microclimate and air pollution in Beverley. Students will investigate the Urban Heat Island effect by monitoring microclimate variables at multiple stations stretching from the local Westwood Pasture east into the centre of the town. The study will also investigate the impact of urban structures on wind, and the relationship between temperature and land use.

INVESTIGATIVE SKILLS TRAINING

This half day session provides students with the opportunity to gain knowledge and confidence of the investigative procedure needed to complete the NEA. In small groups, students will be presented with a "mystery bucket" of randomly selected fieldwork equipment and challenged to create an investigation which can be completed within the setting of the Cranedale Centre and surrounding village of Kirby Grindalythe. Students will be guided towards creating high quality titles, justifiable methods and choosing robust sampling strategies and appropriate statistical analysis.

CRANEDALE CENTRE

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