

Year 12 Initial Planning for the Non-Examined Assessment



At the end of the first year of your A-level you will start work on your 4000 word non-examined assessment (coursework). This is an **independent** investigation for which you will come up with **your own** investigation title, complete all of the primary and secondary data collection **yourselves** and then complete the write up in **your own time**.

The title and aims of your investigation are entirely up to you, as long as the theme is covered by the topics below (the actual specification is located here: <http://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-2-FINAL.pdf>) :

Half Term	Y12 Human	Y12 Physical	Y13 human	Y13 physical
1	Regeneration	Coasts	Superpowers	Carbon cycle
2	Regeneration	Coasts	Superpowers	Carbon cycle
3	Globalisation	Tectonics	Global development option	Water cycle
4	Globalisation	Tectonics	Global development option	Water cycle

In preparation for this you need to start thinking about what your title and aim are going to be and start to prepare for this by filling in the first four pages of this booklet. You can use the second half of the booklet to try to help come up with ideas – think about what which aspects of geography you have found interesting so far and what data you would realistically be able to collect.

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i – Student Planning Form

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This form can be used by students to gather ideas before completion of a formal proposal form.

Student Name	
Proposed Independent Investigation title	
Link to exam board specification	
Broad aim of the research	
Research questions / Hypotheses	1.
	2.
	3.



		4.	
Proposed location(s) for data collection			
Safety or ethical issues and concerns			
What data will be collected?		Qualitative	Quantitative
	Primary		
	Secondary		

Overview of qualitative data collection methods to be used		Who?	Where?	What equipment?	How?	When? / How often?	Sampling technique?
	Primary Data						
Overview of quantitative data collection methods to be used							
	Secondary Data						



				Why?
What information might I be missing?				
What are my 'known unknowns'?				
Are there any 'unknown unknowns'?				
Possible statistical analysis methods to be used and why				
Possible presentation techniques for data	1			
	2			
	3			
	4			
	5			
	6			
Data Presentation: Numerical Spatial Cartographic Graphical				
Use of GIS (if appropriate) in data presentation				

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The starting point for your Independent Investigation is to think about which area of geography you would most like to study. It may be a good idea to look at the areas of your exam board specification which have most interested you so far, or indeed ones looking ahead that you think sound most interesting. You may want to read around your particular subject area so you have a good idea of what researchers have already studied and how they went about it. You may also want to make a note of any models or theories which will inform your ideas further as you start the research journey.

Think about your locality and what questions you might have about it in relation to your subject area. There may be a new geographical feature, such as a flood management scheme or the building of a new public amenity that is drawing lots of local attention. These kinds of plans, and their associated local impacts, may not reach the academic heights of university research, but they can make excellent bases for comprehensive studies at A Level. It is worth remembering that it is relatively easy to broaden a small topic area once you have it in mind, and much harder to scale a large project down.

Most research begins with a broad aim. From this, researchers often develop more unambiguous research questions. These questions have to be quite specific in order for precise data to be collected and meaningful conclusions to be drawn. Research questions may be replaced by or used in addition to hypotheses. A hypothesis is a statement that the researcher aims to either prove or disprove by carrying out the research. It is important to make sure it is actually possible to answer your research questions or prove/disprove your hypotheses: very broad research questions or meaningless hypotheses can make this very difficult.

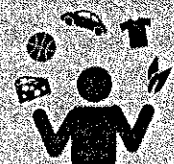
Your teacher will be able to give you clear deadlines for the completion of your study as well as information about how much of their class time or fieldwork may be given over to supporting you to undertake your investigation. Your exam board may also provide a range of support for this aspect of your A Level. It is also important to remember that your research area may have to hold your attention for quite a large section of your A Level year: it is wise to make sure you are not bored of the subject area before you begin.

Your teacher will be able to give you advice about the nature of your school or college's fieldwork and whether it may be able to accommodate you collecting data on your chosen topic(s). You may decide to modify your area of research slightly to fit with the nature of your fieldwork or you may decide to collect data independently and in your own time, possibly working with others – both are valid ways of conducting your data collection for your Independent Investigation. In this regard, 'independent' does not necessarily mean isolated; there will be issues of safety in the field to consider.

Once you have considered all these questions, and think you have the answers, you are ready to complete a planning form. It does not have to be exact but it should provide a fairly clear idea of the focus of your research. Your teacher may then be able to provide further guidance, such as increasing the scope of the study to make it more challenging, or scaling it back to make it more manageable. Your teacher will know your personal capability well and is best placed to offer support, within the limits set by your exam board.

Choosing a Research Topic:
The key questions to consider

Which broad area of the specification have I enjoyed and found interesting?



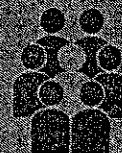
What in particular do I like about this topic and why?

What questions do I want to find an answer to - and are these questions geographical?



What do geographers already know about this topic? And how can I find out what they think?

How am I going to make my research unique and different?



How much time do I have to complete the research?

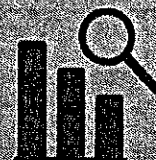
In which location might I be able to study this topic?



Where am I going for my school fieldwork and what locations do I have available to me?



What data could I collect or use?



Discovery Worksheet no.1 – Urban environments (Inner-city / CBD)

Links to specification content		
Topic 3: Globalisation	Topic 4A: Regenerating Places	Topic 4B: Diverse Places
What are the causes? Why has globalisation accelerated recently? What are the impacts? How should people respond to its challenges?	How and why do places vary? Why might regeneration be needed? How is it managed? How successful is regeneration?	How do population structures vary? How do different people view diverse living spaces? Why are there demographic/cultural tensions? How successfully can they be managed?

Globalisation

Interdependence

Identity

The space as a system

Globalisation evidence and external connections

Destination desirability and representation

Endogenous and exogenous place relationships

Place and architectural imageability

Emotional representation of space

Social media and gentrification

Flows, flues and networks

Perception of place

Routeway analysis

Catchment analysis

Historical identity and change

Shopping quality and experience



Facility usage and affordability

Neighbourhood reputation

Variations in the cultural landscape

Accessibility for user groups

High street diversity and future resilience

Patterns of inequality

Unconventional and illicit spaces

Dynamic change over a 24hr period

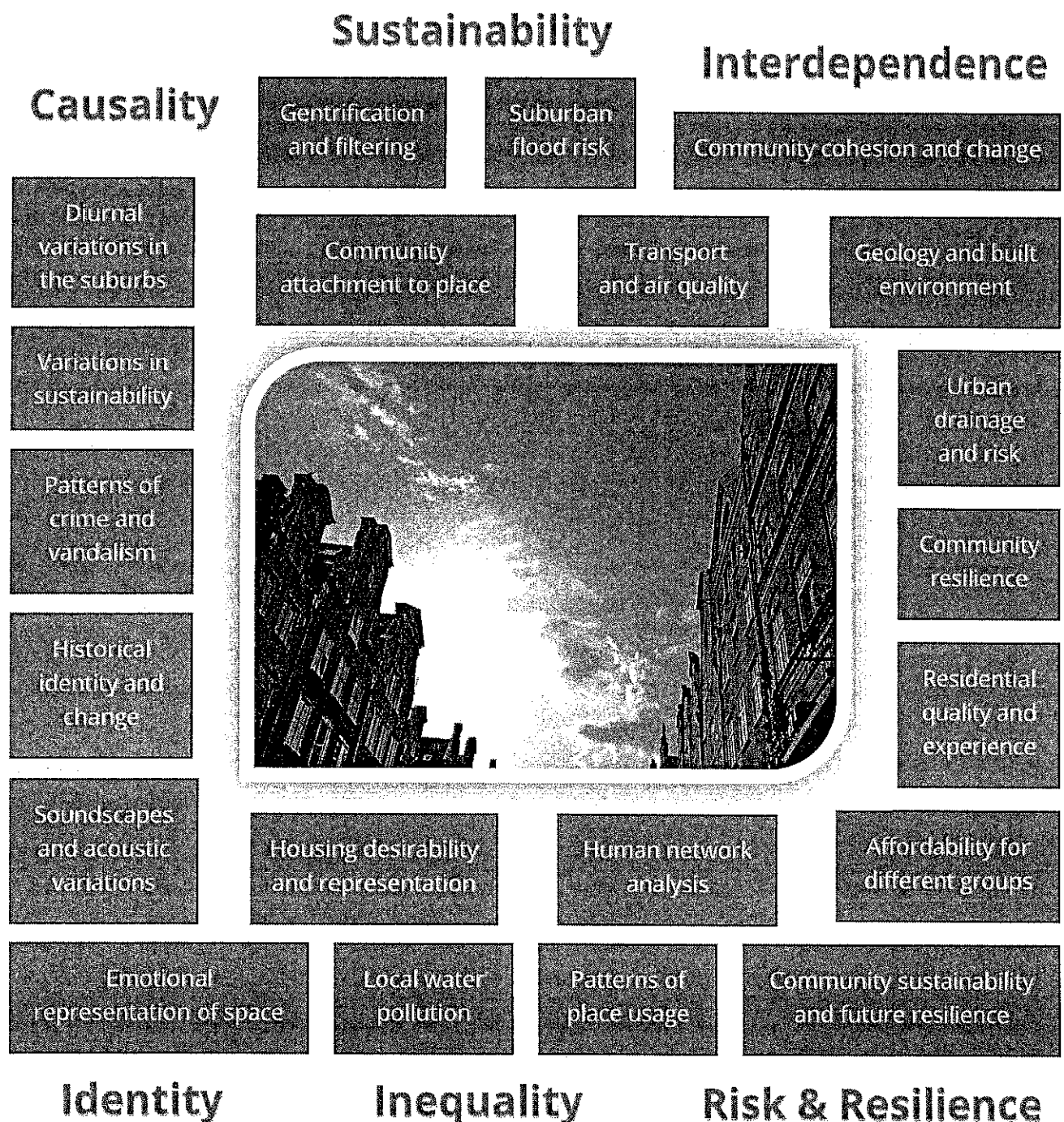
Resilience

Inequality

Systems

Discovery Worksheet No.2 – Urban environments (Suburbs)

Links to specification content		
Topic 3: Globalisation	Topic 4A: Regenerating Places	Topic 4B: Diverse Places
What are the causes? Why has globalisation accelerated recently? What are the impacts? How should people respond to its challenges?	How and why do places vary? Why might regeneration be needed? How is it managed? How successful is regeneration?	How do population structures vary? How do different people view diverse living spaces? Why are there demographic/cultural tensions? How successfully can they be managed?



Discovery Worksheet No.3 – Rural environments

Links to specification content		
Topic 3: Globalisation	Topic 4A: Regenerating Places	Topic 4B: Diverse Places
What are the causes? Why has globalisation accelerated recently? What are the impacts? How should people respond to its challenges?	How and why do places vary? Why might regeneration be needed? How is it managed? How successful is regeneration?	How do population structures vary? How do different people view diverse living spaces? Why are there demographic/cultural tensions? How successfully can they be managed?

Sustainability

Systems

Globalisation

Attitudes:
Urban vs
rural

Sustainability attitudes

Rural microclimates

Patterns of place usage

Variations in
landscape
quality and
capability

Transport and
local air quality

Relationships and
connections

Constrained
rural residents

Local water
pollution

Gentrification
and filtering

Variations in
biodiversity

Community
cohesion and
change

Rural spaces
and flood
risk

Housing
desirability and
representation

Rural service
challenges

Community diversity

Hidden inequality

Patterns of
diversification

Community
sustainability and
future resilience

Affordability
for different
groups

Emotional
representation
of space

Cultural and
artistic
representation



Risk & Resilience

Inequality

Identity

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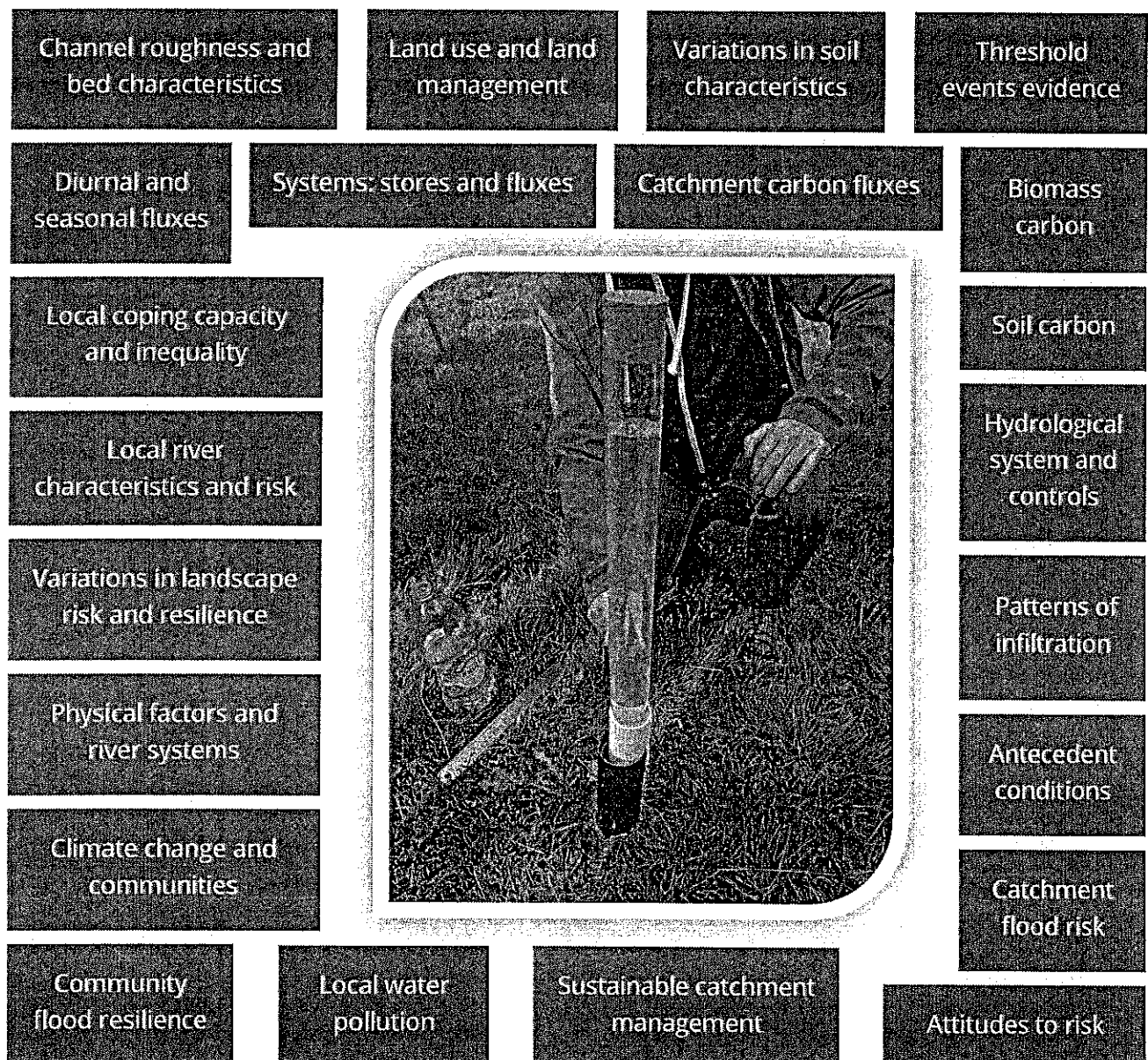
Discovery Worksheet No.4 – Physical systems and sustainability

Links to specification content		
Topic 2: Landscape Systems	Topic 5: Water Cycle	Topic 6: Carbon Cycle
What processes influence coastal & glacial landscapes & create distinctive landforms? How does coastal erosion / sea level change affect coasts? How are coastal / glacial landscapes managed?	What processes operate in the hydrological cycle and what factors affect it at different scales? How does water insecurity occur and why is it becoming such a big 21 st century issue?	How does the carbon cycle maintain planetary health? What are the impacts of our increasing demand for energy? How are the carbon & water cycles linked to the global climate system?

Feedback

Systems

Threshold



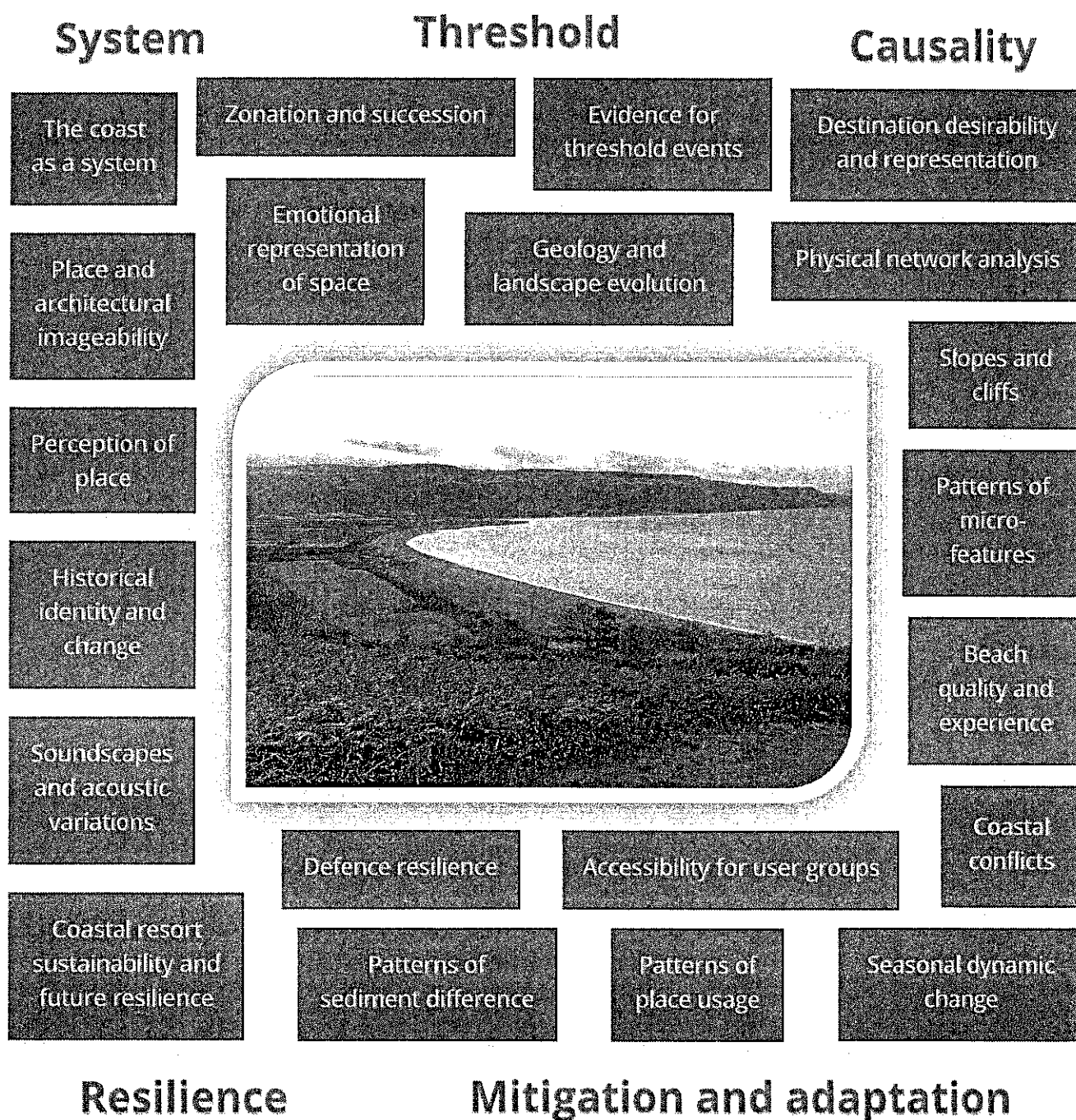
Resilience

Sustainability

Risk

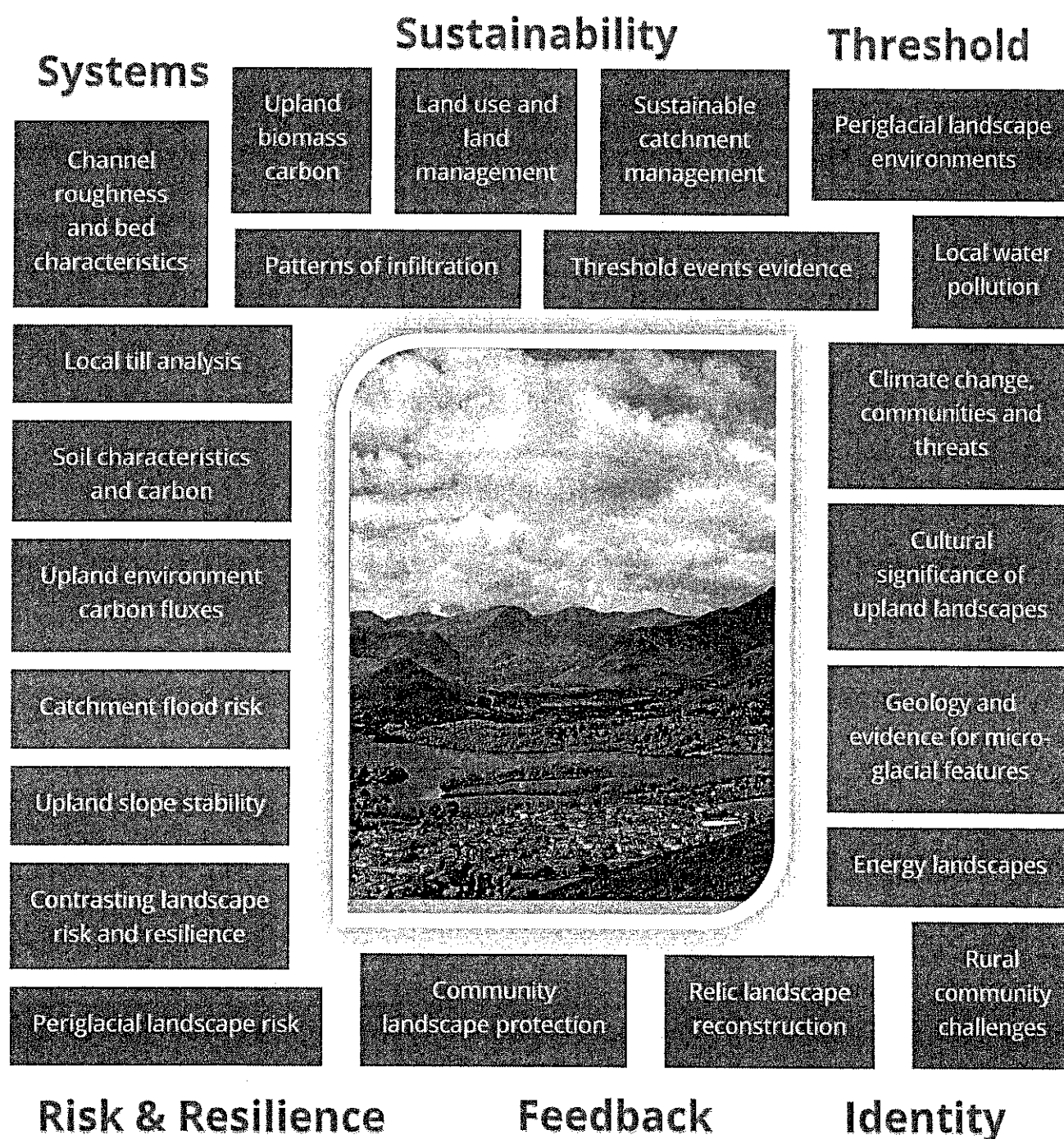
Discovery Worksheet No.5 – Coastal environments

Links to specification content		
Topic 3: Coastal Landscapes	Topic 4A: Regenerating Places	Topic 4B: Diverse Places
What factors lead to differences in coastlines? How are distinct coastal landforms created? How does coastal erosion and sea level change affect coasts? How can coastlines be managed?	How and why do places vary? Why might regeneration be needed? How is it managed? How successful is regeneration?	How do population structures vary? How do different people view diverse living spaces? Why are there demographic/cultural tensions? How successfully can they be managed?



Discovery Worksheet No.6 – Glacial environments

Links to specification content		
Topic 2: Glacial landscapes	Topic 5: Water Cycle	Topic 6: Carbon Cycle
How has climate change influenced glacial landscape formation? How do glacial processes create glacial landforms? How are glacial landscapes managed?	What processes operate in the hydrological cycle and what factors affect it at different scales? How does water insecurity occur and why is it becoming such a big 21 st century issue?	How does the carbon cycle maintain planetary health? What are the consequences of our increasing demand for energy? How are the carbon & water cycles linked to the global climate system?



Discovery Worksheet No.7 – Local studies

Links to specification content

Topic 2: Landscape Systems	Topic 3: Globalisation	Topic 4: Shaping Places
What processes influence coastal & glacial landscapes & create distinctive landforms? How does coastal erosion / sea level change affect coasts? How are coastal / glacial landscapes managed?	What are the causes? Why has globalisation accelerated recently? What are the impacts? How should people respond to its challenges?	How and why do places / popl. structures vary? Why might regeneration be needed? How are places viewed differently & why are there tensions? How can places be successfully managed?

Sustainability

Causality

Interdependence

Sustainable drainage (SUDS)

Local water pollution

Relic landscape reconstruction

Retailing
sustainability
and success

Land use and land management

Changes along a street

Local
landscape
risk

Demographic
and cultural
tensions

Storm
hydrographs
and systems

Similarities and
cloned places

Green space
and local
carbon
stores

Changing
migration flows

Rural
community
challenges

Spatial patterns
of inequality

Centripetal and
centrifugal forces

Globalisation and
globalisation influences

Local energy
attitudes

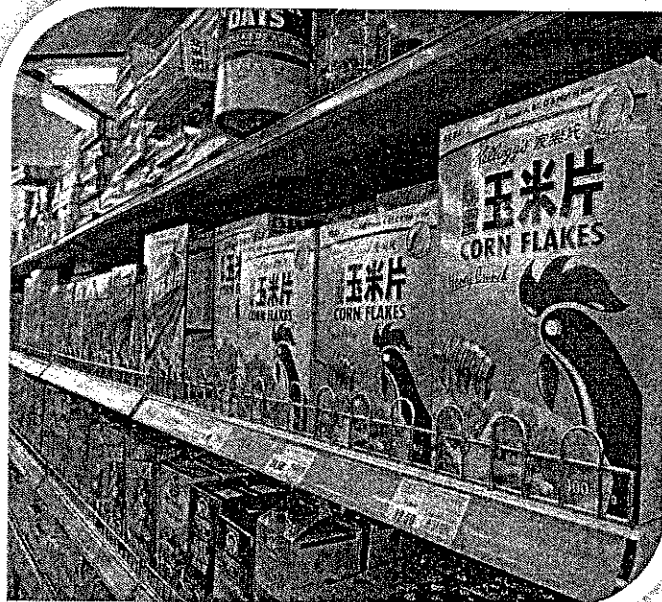
Family network
analysis

Local attitudes to
consumption

Drivers of social
inequality

Place profiles in
the local area

Cultural significance
of local place



Inequality

Globalisation

Identity

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Discovery Worksheet No.8 – Large scale (regional/national/international)

Links to specification content		
Topic 6: Carbon Cycle & Energy	Topic 7: Superpowers	Topic 8: Development & Connections
How does the carbon cycle maintain planetary health? What are the consequences of our increasing demand for energy? How are the carbon & water cycles linked to the global climate system?	What are superpowers and how have they changed over time? What are their impacts on global systems? What spheres of influence are contested and what are the implications of this?	Why do levels of development vary? How are human rights used to justify geopolitical interventions and what are the outcomes? How does globalisation affect migration and 'nation states'? How do global organisations manage global issues and conflicts?

Interdependence

Globalisation

Threshold

Evidence for connected and un-connected regions

Land use and regional catchment management

Regions of green power

Tourism impact and regional economy

International diversity and the high-street

Globalisation: winners and losers

The lottery of healthcare

International ownership and housing affordability

"Two-speed" economies

Patterns of international migration

Low cost travel and international tourists

Environmental management: global to local

Changing regional energy mix

Comparative regional carbon footprints

Attitudes to consumer society



Changes in seasonal tourism

A history of international migration

Rural-urban migration

Voter preferences to national issues

Dialect differences

Risk & Resilience

Sustainability

Identity