

Fieldwork challenge scorecard

Use highlighters to shade the boxes according to the level of challenge a fieldwork opportunity presents to students currently.

- Is the fieldwork opportunity challenging enough for the year group in question or are there areas where additional challenge could be built in?
- Is your fieldwork opportunity potentially too challenging for the year group in question and there is a danger that students will become disengaged with the activity? In which areas could challenge be scaled back to ensure all students can access all aspects of the experience?

Low challenge

High challenge

Task	The students are completing an activity they have done before, either during fieldwork or following a practice run in the classroom.	The students are completing an activity similar to one they have done before but this is either extended or has a contrasting context.	The students are completing an activity which is completely new to them and it is first introduced in the field.
	The task involves no equipment.	The task involves the use of simple equipment that is straightforward to use and read.	The task involves more complex and specialist pieces of equipment, or the interaction between multiple pieces of equipment. Reading the equipment requires deeper understanding of the processes.
	The task is centred on counts, frequencies, opinion-based scoring and first-hand observations.	The task is based on measures with some elements requiring cartography.	The task is based on indirect indicators of a feature and there is extensive use of cartography.
Geographical outcomes	The observed data fits neatly with the expected results based on existing knowledge of geographical theories.	The observed data mostly fits with the expected results. There are some areas where the outcomes match geographical theories but also some areas where theories can be rejected.	The observed data contradicts the expected results. The outcomes bear no resemblance to established geographical theory.
	Conclusions need to be drawn from one or two data sets.	Conclusions need to be drawn from multiple data sets but these data sets are all of a similar type (e.g. they are all scores)	Conclusions need to be drawn from multiple data sets that have been recorded in different forms (e.g. comparing qualitative data with quantitative data or opinions with measures)
	All the observed data points to the same conclusion.	Most of the observed data points to a single conclusion, with some of the data providing an alternative narrative.	None of the data collected seems to point to a single conclusion. Throughout the data there are high levels of contradiction and no one single narrative.

Manner of working	Students are working in with their peers in large, self-chosen groups.	Students are working with their peers in small groups chosen by a teacher.	Students are working with a small group of their peers but groups are mixed across a whole year group rather than from a single class.
	Students are in direct supervision of a teacher.	Elements of the task are directly supervised while others are more independent.	Students are working independently but have a check in time with teachers at various points.
	Students have no choice over the way a task is completed and all students complete the task in the same way.	In some parts of the task, students have to collectively make choices from a 'menu' of options given to them.	Students have total control over how a task is completed.
Location	Students are working in the school grounds or somewhere that is highly familiar to them.	Students are working in an area they have heard of or have seen online in preparation for the fieldwork.	Students have never experienced the type of environment they are undertaking their fieldwork in and have had little classroom time to become acquainted with it online.
	The field site is quite contained and its boundaries are visible from any standpoint.	The field site is larger and though its boundaries may not be visible at all times, the student understands where they are at any time in relation to those boundaries.	The field site is extensive and students cannot take in the whole data recording area in one view. To a student it is likely that it is not always clear where they are in relation to a field site boundary.
	The fieldwork is being conducted in one field site only.	More than one field site is being used but they are similar in context.	Multiple field sites are being used and each is highly contrasting to each other.
Post-fieldwork evidencing	Students use a highly structured writing frame to write up key aspects of the fieldwork experience.	Students write up some aspects of their fieldwork in detail independently while other aspects are scaffolded.	Students write a chaptered report independently that details every aspect of the fieldwork investigation.
	All aspects of the fieldwork are discussed as a class activity, with students able to share ideas.	Students work in small groups to discuss the fieldwork and the results.	Students work independently and come to their own conclusions without the support of a teacher.
	There is no formal assessment of the fieldwork.	Some aspects of the fieldwork are subjected to formative assessment.	The fieldwork is central to a piece of assessment.