

GEOGRAPHY

Exam Board: Cambridge IGCSE (CIE) (0976)

Assessment method

- 72.5% examination (papers 1 & 2)
- 27.5% coursework

Exam length

- Paper 1 (Geographical Themes) = 1 hour 45 minutes
- Paper 2 (Geographical Skills) = 1 hour 30 minutes

Breakdown of units

Unit 1: Geographical Themes

Students will study three core themes, each encompassing a range of geographical topics and issues.

- Population and settlement – This unit investigates the factors that affect population growth and decline and the impacts of over and under population on countries at contrasting levels of development. It also looks at the ways in which population structures change over time and how these changes can influence the size, function and location of different settlement types, as well as the problems this can cause and the ways in which these issues can be sustainably managed.
- The natural environment – This unit looks at various aspects of physical geography including;
 - Plate tectonics
 - Marine and river processes
 - Weather and climate

For each of these topics students investigate the physical processes that shape the natural environment as well as the ways in which human actions and the natural environment interact and their associated impacts.

- Economic development and the use of resources – This unit looks at various aspects of human geography including;
 - Agricultural systems
 - Industry and technology
 - Leisure and tourism
 - Energy and water resources
 - Resource conservation & management

For each of these topics students will investigate the ways in which economic development is affected by both human and natural processes, and the impacts these interactions have at a range of scales. They also consider the various ways in which these resources and activities can be sustainably managed.

Unit 2: Geographical Skills

This unit develops students' core geographical skills including map reading, interpreting and creating basic and complex graphs, analysis of geographical data and responding to written and visual sources. This unit will not require specific information of place as specific resources will be provided in the exam where one question is based on a 1:25 000 or 1:50 000 topographical map of a tropical area such as Zimbabwe, the Caribbean or Mauritius.

Coursework

This unit allows students to investigate a geographical issue as set by the exam board and selected by their subject tutor. Students attend a compulsory field trip to carry out fieldwork and data collection and use their findings to produce a 2000 word report, which is worth 27.5% of their overall iGCSE grade. This coursework will be assessed on the following criteria:



- Knowledge and understanding of geographical concepts (12 marks)
- Observation and data collection (12 marks)
- Organisation of data and presentation of data (12 marks)
- Analysis of data (12 marks)
- Conclusion and evaluation (12 marks)

Homework

Homework is set using Google Classroom and will be set on a weekly basis, as per the Lower School Homework timetable. Homework tasks are designed to further extend students' understanding of the examination topics studied at GCSE as well as develop their independent working skills and examination technique. Homework tasks consist of a variety of activities including topic revision, case study development, learning and appropriate application of key terms, coursework development and past paper questions or examinations.

Overlap with other subjects

The course includes some, but not particularly extensive, use of statistical analysis and students who also do Statistics or Maths find such aspects enjoyable. The essay writing element to the GCSE also means that a number of skills can be successfully transferred to other subjects within the field of the humanities.

Lower School Teaching Staff

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Programme of Study

<p>Autumn Term 1</p> <p>Coursework (Analysis & Write-Up)</p> <ul style="list-style-type: none"> ● To appropriately collate, organise and present data obtained through fieldwork. ● For each experiment, clearly describe and analyse results, explaining how they link to coastal processes and how far they support your hypothesis. ● To draw a range of well supported conclusions based upon collected that clearly link to your investigation hypothesis. ● To consider the strengths and weaknesses of your investigation and suggest how it could be further improved in the future. 	<p>Autumn Term 2</p> <p>Weather, Climate & Natural Vegetation</p> <ul style="list-style-type: none"> ● To describe how weather data is collected. ● To make calculations using information from weather instruments. ● To use and interpret graphs and other diagrams showing weather and climate data. ● To describe and explain the characteristics of equatorial and hot desert climates. ● To describe and explain the characteristics of tropical rainforest and hot desert ecosystems. ● To describe the causes and effects of deforestation of tropical rainforest.
<p>Spring Term 3</p> <p>Industry, Development & Food Production</p> <ul style="list-style-type: none"> ● To use a variety of indicators to assess the level of development of a country. ● To identify and explain inequalities between and within countries. ● To classify production into different sectors and give illustrations of each. ● To describe and explain how the proportions employed in each sector vary according to the level of development. ● To describe and explain the process of globalisation, and consider its impacts. ● To describe and explain the main features of an agricultural system: inputs, processes and outputs. ● To recognise the causes and effects of food shortages and describe possible solutions to these problems. ● To demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste). ● To describe and explain the factors influencing the distribution and location of factories and industrial zones. 	<p>Spring Term 4</p> <p>Tourism, Water & Energy</p> <ul style="list-style-type: none"> ● To describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape. ● To evaluate the benefits and disadvantages of tourism to receiving areas. ● To demonstrate an understanding that careful management of tourism is required in order for it to be sustainable. ● To describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development. ● To evaluate the benefits and disadvantages of nuclear power and renewable energy sources. ● To describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development. ● To explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies. ● To describe how economic activities may pose threats to the natural environment, locally and globally. ● To demonstrate the need for sustainable development and management. ● To understand the importance of resource conservation.



Summer Term 5	Summer Term 6
<p>Revision & Exam Skills</p> <ul style="list-style-type: none"> ● To revise key concepts and processes of each examination unit, including key terminology and case study examples. ● To develop examination technique, applying geographical knowledge and understanding to a range of past paper questions. ● To undertake regular mock examinations and tests for both unit 1 ('Geographical Themes') and unit 2 ('Geographical Skills'). 	<p>Revision & Exam Skills / Examination</p> <ul style="list-style-type: none"> ● To revise key concepts and processes of each examination unit, including key terminology and case study examples. ● To develop examination technique, applying geographical knowledge and understanding to a range of past paper questions. ● To undertake regular mock examinations and tests for both unit 1 ('Geographical Themes') and unit 2 ('Geographical Skills').

