Geography

Level of Qualification

Summer series 2022. Geography GCSE graded from 9-1. Specification code: 8035

Examination Board

AQA

Course Aims

This specification aims to be exciting and relevant, placing its study of geography in a balanced framework of physical and human themes and investigating the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power, and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes.

Course Content

Paper 1: Living with the physical environment

3.1.1. Section A: Natural Hazards. This includes Natural Hazards, Tectonic Hazards (earthquakes, volcanoes, tsunamis), Tropical Storms, Extreme Weather in the UK, and Climate Change.

3.1.2. Section B: The Living World. This includes Ecosystems, Tropical Rainforests and Cold

Environments

3.1.3. Section C: Physical landscapes in the UK. This covers the UK physical landscapes, Coastal landscapes in the UK, and River landscapes in the UK.

Paper 2: Challenges in the human environment

3.2.1. Section A: Urban issues and challenges.

3.2.2. Section B: The changing economic world.

3.2.3. Section C: The challenge of resource management. This includes Resource management and one from Food, Water or Energy.

Paper 3: Geographical applications

3.3.1. Section A: Issue evaluation

3.3.2. Section B: Fieldwork – students are required to undertake two fieldwork activities in

contrasting environments. This will help develop understanding of issues relating to both physical and human geography. The knowledge, skills and data gained through these trips will be tested as part of the Paper 3 written exam.

Method of Assessment

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

Total: 88 marks (including 3 for spelling, punctuation and grammar)

35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

Total: 88 marks (including 3 for spelling, punctuation and grammar)

35% of GCSE

Paper 3: Geographical applications

Written exam: 1 hour 15 minutes

Total: 76 marks (including 3 for spelling, punctuation and grammar)

30% of GCSE

Controlled Assessment & Tiers

There are no controlled assessments. There is one level of exam available so all pupils sit the same exams.

This qualification is linear, meaning that students will sit all their exams at the end of the course.

Associated Careers/Progression

Choosing geography at school can open the doors to a university degree, either specifically in Geography or by combining Geography with other A Levels to gain a place on a degree programme in another subject. An A Level in Geography is recognised for being academically ‘robust’ and, most importantly, it also helps young people into the world of work.

We know this is true because so many employers prize the knowledge and skills that studying Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies, communication skills, and much more.

You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail. Studying Geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geographers are often employed for their wide range of literacy and numeracy skills and because they understand the ‘big picture’ of a situation, not just one view point or from one aspect. Geography means ‘writing about the world’. This shows what a diverse and interesting subject it really is.

Literacy / Numeracy Demands

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Graphical skills to:

* Select and construct appropriate graphs and charts to present data, using appropriate scales. This may include line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids.
* Suggest an appropriate form of graphical representation for the data provided.
* Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols, and flow lines.
* Plot information on graphs when axes and scales are provided.
* Interpret and extract information from different types of graphs and charts.
* Interpret population pyramids, choropleth maps and flow-line maps.

Numerical skills to:

* Demonstrate an understanding of number, area and scales and the quantitative relationships between units.
* Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size, procedures, control groups, and reliability.
* Understand and correctly use proportion and ratio, magnitude, and frequency.
* Draw informed conclusions from numerical data.

Statistical skills to:

* Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode, and modal class).
* Calculate percentage increase or decrease and understand the use of percentiles.
* Describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.
* Be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

Geographers use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse, and evaluate geographical information.

Examples of types of data:

• Maps.

• Fieldwork data.

• Geo-spatial data presented in a geographical information system (GIS) framework.

• Satellite imagery.

• Written and digital sources.

• Visual and graphical sources.

• Numerical and statistical information.

Literacy

Students are required to formulate enquiry and argument and demonstrate the ability to:

• Identify questions and sequences of enquiry.

• Write descriptively, analytically and critically.

• Communicate their ideas effectively.

• Develop an extended written argument.

• Draw well-evidenced and informed conclusions about geographical questions and issues.

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.