

**Curriculum Overview Geography– Holly Lodge Girls’ College**

<b>Year 10/11</b>		
<b>Title</b>	<b>Curriculum content</b>	<b>Assessment</b>
<p><b><u>Paper 1: Living with the physical environment</u></b></p> <p>a) The Challenge of Natural Hazards</p> <p style="margin-left: 20px;">i. Natural Hazards</p> <p style="margin-left: 20px;">ii. Tectonic Hazards</p> <p style="margin-left: 20px;">iii. Weather Hazards</p> <p style="margin-left: 20px;">iv. Climate Change</p> <p>b) The Living World</p> <p style="margin-left: 20px;">i. Ecosystems</p> <p style="margin-left: 20px;">ii. Tropical Rainforests</p> <p style="margin-left: 20px;">iii. Hot Deserts</p> <p>c) Physical Landscapes in the UK</p> <p style="margin-left: 20px;">i. UK Physical Landscapes</p> <p style="margin-left: 20px;">ii. Coastal Landscapes in the UK</p> <p style="margin-left: 20px;">iii. River Landscapes in the UK</p>	<p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration.</p>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li> <li>• 35 % of GCSE Questions</li> <li>• Section A: answer all questions (33 marks)</li> <li>• Section B: answer all questions (25 marks)</li> <li>• Section C: answer any two questions from questions 3, 4 and 5 (30 marks)</li> <li>• Question types: multiple choice, short answer, levels of response, extended prose</li> <li>• In school informal and non-formal assessments will be carried out periodically</li> </ul>
<p><b><u>Paper 2: Challenges in the human environment</u></b></p> <p>a) Urban Issues and Challenges</p> <p>b) The Changing Economic World</p>	<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in</p>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for SPaG)</li> <li>• 35 % of GCSE Questions</li> </ul>

<p>c) The Challenge of Resource Management</p> <p>i. Resource Management</p> <p>ii. Energy</p>	<p>various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p>	<ul style="list-style-type: none"> <li>• Section A: answer all questions (33 marks)</li> <li>• Section B: answer all questions (30 marks)</li> <li>• Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)</li> <li>• Question types: multiple choice, short answer, levels of response, extended prose</li> <li>• In school informal and non-formal assessments will be carried out periodically</li> </ul>
<p><b><u>Paper 3: Geographical Applications</u></b></p> <p>a) Issue Evaluation</p> <p>This section contributes a critical thinking and problem-solving element to the assessment structure.</p> <p>The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</p> <p>The issue(s) will arise from any aspect of the compulsory sections of the subject content (paper 1 &amp; 2) but may extend beyond it</p>	<p>The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 76 marks (including 6 marks for SPaG)</li> <li>• 30 % of GCSE</li> <li>• Pre-release resources booklet made available 12 weeks before Paper 3 exam</li> <li>• Questions</li> <li>• Section A: answer all questions (37 marks)</li> <li>• Section B: answer all questions (39 marks)</li> </ul>

through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

b) Fieldwork

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.

Fieldwork must take place outside the classroom and school grounds on at least two occasions.

The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human

- Question types: multiple choice, short answer, levels of response, extended prose

a) Issue Evaluation

A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.

Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release

<p>geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p>		<p>resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).</p> <p>Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p> <p>b) Fieldwork</p> <p>Students' understanding of the enquiry process will be assessed in the following two ways:</p> <ol style="list-style-type: none"><li>1. Questions based on the use of fieldwork materials from an unfamiliar context</li><li>2. Questions based on students' individual enquiry work. For these questions students will have to</li></ol>
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		<p>identify the titles of their individual enquiries.</p> <p>Students will be expected to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry</li> <li>2. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</li> </ol>
<p><b><u>Geographical Skills</u></b></p> <ol style="list-style-type: none"> <li>a. Cartographic skills</li> <li>b. Graphical skills</li> <li>c. Numerical skills</li> <li>d. Statistical skills</li> <li>e. Use of qualitative and quantitative data</li> <li>f. Formulate enquiry and argument</li> <li>g. Literacy</li> </ol>	<p>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.</p>	<p>Assessed through all three examinations.</p>