

# THE COOPERS' COMPANY AND COBORN SCHOOL

*Love as Brethren*



1536

*Founded In*



1701

## Geography GCSE

Geography is the subject which  
holds the key to our future.

Michael Palin

Geography education should encourage learners to develop a sense of wonder about the world.

### **Why study GCSE Geography?**

The world is always changing and this course will give you a chance to learn about those changes.

This is the subject for you if you enjoy:

- learning more about the world we live in
- developing skills that will help you in other areas, such as IT and research
- completing some of your own practical work away from the classroom
- working in a team with other students
- learning through investigating and doing, as well as listening and reading

### **How does Geography help me for 'Beyond 18'?**

Employers and universities value the broad range of transferable skills that geography delivers. Geography fits neatly with science, arts and humanities, and geographers also tend to have very good IT skills. A GCSE in Geography is excellent preparation for a career in planning, resource and countryside management, tourism and recreation and, environmental management and development. Many geographers also move into general management careers or branch out into journalism

### **Why study OCR Geography?**

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will excite and engage learners with contemporary topics covering the breadth of this dynamic subject. It will help create a lifelong love of geography by providing learners with an interest in different places, people and environments, whilst ensuring an appreciation of the geography of the UK in the 21st Century. This GCSE (9–1) qualification aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them. An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter. The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This will ensure these skills are embedded within teaching and learning. This GCSE (9–1) in Geography B (Geography for Enquiring Minds) will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.

### **What knowledge and skills will students gain?**

GCSE Geography will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

## 9. Geographical Skills

<p><b>9.1</b> With respect to <b>cartographic</b> skills, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Select and construct maps, using appropriate scales and annotations, to present information.</li> <li>2. Interpret cross sections and transects.</li> <li>3. Use and understand coordinates, scale and distance.</li> <li>4. Extract, interpret, analyse and evaluate information.</li> <li>5. Use and understand gradient, contour and spot height (on OS and other isoline maps).</li> <li>6. Describe, interpret and analyse geo-spatial data presented in a GIS framework.</li> </ol>	<p><b>9.2</b> With respect to <b>graphical</b> skills, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.</li> <li>2. Effectively present and communicate data through graphs and charts.</li> <li>3. Extract, interpret, analyse and evaluate information.</li> </ol>
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<b>Maps to be studied:</b>	<b>Graphs and charts to be studied:</b>
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Desire-line maps	Climate graphs
Sphere of influence maps	Proportional symbols
Thematic maps	Pictograms
Route maps	Cross-sections
Sketch maps	Population pyramids
	Radial graphs
	Rose charts

<p><b>9.3</b> With respect to <b>numerical</b> and <b>statistical</b> skills, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of number, area and scale.</li> <li>2. Demonstrate an understanding of the quantitative relationships between units.</li> <li>3. Understand and correctly use proportion, ratio, magnitude and frequency.</li> <li>4. Understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.</li> <li>5. Calculate and understand percentages (increase and decrease) and percentiles.</li> <li>6. Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.</li> <li>7. Interpret tables of data.</li> <li>8. Describe relationships in bivariate data.</li> <li>9. Sketch trend lines through scatter plots.</li> <li>10. Draw estimated lines of best fit.</li> <li>11. Make predictions; interpolate and extrapolate trends from data.</li> <li>12. Be able to identify weaknesses in statistical presentations of data.</li> <li>13. Draw and justify conclusions from numerical and statistical data.</li> </ol>
<p><b>9.4</b> With respect to <b>formulating enquiry and argument</b>, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.</li> <li>2. Analyse written articles from a variety of sources for understanding, interpretation and recognition of bias.</li> <li>3. Suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.</li> </ol>

### What fieldwork opportunities are on offer?

All students will carry out 1 full day of Physical Geography fieldwork and 1 half day of Human Geography fieldwork. Students may also be able to apply for an optional overseas residential trip to Iceland.



### How will students be assessed?

GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)	
<b>(Component 01) Our Natural World</b>	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has <b>two</b> sections: <ul style="list-style-type: none"><li>• Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems)</li><li>• Section B: Physical Geography Fieldwork.</li></ul> There will be questions on <b>all</b> topics. Learners answer <b>all</b> questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
<b>(Component 02) People and Society</b>	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has <b>two</b> sections: <ul style="list-style-type: none"><li>• Section A: Questions on <b>all</b> individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance)</li><li>• Section B: Human Geography Fieldwork.</li></ul> There will be questions on <b>all</b> topics. Learners answer <b>all</b> questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
<b>(Component 03) Geographical Exploration</b>	
30% of the GCSE (9–1) 1 hour 30 minutes Written paper 60 marks*	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer <b>all</b> questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.

## What is the assessment criterion?

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> <li>• Concepts and how they are used in relation to places, environments and processes.</li> <li>• The inter-relationship between places, environments and processes</li> </ul>
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)			
	AO1	AO2	AO3	AO4
Our Natural World (J384/01)	7.5	7.5	11.5	9
People and Society (J384/02)	7.5	7.5	11.5	9
Geographical Exploration (J384/03)	0	10	12	7
<b>Total</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>25</b>

The remaining 5% of marks are associated to Spelling, Punctuation and Grammar and the use of specialist terminology (please see section 3f). There will be 3 marks associated to SPaG in each of the three components' assessments.

Within the assessments, 10% of the marks will be assessing AO3 applied in fieldwork context(s) and 5% of the marks will be associated with AO4 applied to responding to questions with fieldwork data and contexts.

## What kind of homework tasks will I be expected to complete?

### Changing Climate: Take Away Homework

*Choose your homework from the menu below:*

The Peri-ometer suggests the difficulty or challenge the homework may offer.

Every topic you should attempt **at least one** task from each column including **at least one** 'EXTRA HOT' task!

	Research Appetisers	Fino Sides	Peri Presentations	Exam Specials
Extra Hot	7: Research why industries on Teeside might be at risk from sea level rise. Use Google Maps to zoom in on Teeside (Middlesbrough).	6: Select an extreme weather event and write a short report about what happened. Examine the social, economic and environmental impacts.	6: Annotate a world map with recent (last 10 years) extreme weather events (droughts, heatwaves & tropical storms). Are there any patterns?	6: Explain why flooding may have significant economic impacts in the future (6 marks)
Hot	6: Research the Paris Climate Conference 2015 (COP21). What was the climate change deal that was made?	7: Write a newspaper article on one of the impacts of climate change on the UK. Try to include some facts, figures and an annotated image.	3: In a flow diagram explain how the eruption of Mount Pinatubo in 1991 affected global climates.	2: Compare the reliability of two sources of evidence for climate change (4 marks)
Medium	4: Research fluorinated gases. What are they and what causes them to be emitted?	1: To what extent would you agree that Earth is getting warmer?	2: Annotate photos to explain how climate change is responsible for the retreat of the Colombia Glacier, Alaska.	3: How can volcanic eruptions affect the world's climate? (2 marks).
Light & Herb	2: Research mastodons. How were they well suited to living in cold environments?	Create a key terms list for the 'Climate Change' topic. Define all the words in <b>bold</b> using the glossary.	7: Draw a postcard image representing what climate may be like in the UK in 2050.	4: Name one human activity that produces large quantities of methane (1 mark)

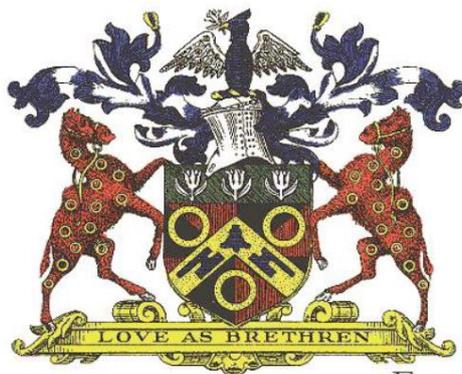
How will the teaching of the course be delivered over 2 years?

Year 10

<b>Autumn 1 (7)</b>	Climate Change
<b>Autumn 2 (7)</b>	Global Hazards
<b>Christmas</b>	
<b>Spring 1 (6)</b>	Sustaining Ecosystems
<b>Spring 2 (6)</b>	Distinctive Landscapes
<b>Easter</b>	
<b>Summer 1 (6)</b>	Urban Futures
<b>Summer 2 (6)</b>	Physical Geog. Fieldwork

Year 11

<b>Autumn 1</b>	Human Geog. Fieldwork
<b>Autumn 2</b>	UK in the 21 <sup>st</sup> Century
<b>Christmas</b>	
<b>Spring 1</b>	Resource Reliance
<b>Spring 2</b>	Dynamic Development
<b>Easter</b>	
<b>Summer 1</b>	Revision



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