**IGCSE Geography**

**Student Information Package**

**WELCOME ALL OLD & NEW STUDENTS**

This package includes the following:

1. 2-year course syllabus
2. external and internal assessment breakdown
3. method of internal assessment

The purpose of this package is to inform each student on the structure and content of the 2-year course. The detailed course syllabus will assist students who want to plan.

**Student Performance**

To enhance your performance in this course, consider the following:

1. Homework, assignments and tests are essential instruments of evaluation, thus providing you with invaluable feedback of your current understanding of the topic.
2. The subject matter for this course is such that you are required to learn a great deal of new vocabulary, as such I suggest by creating a glossary or even better revision cards for the covered vocabulary. Those students that want the very best grades are required to be able to use and define all the key geographical terms.
3. It is your responsibility and right to seek out help from us when you require it. Staying “muddled” can be both distressing and disabling for you, thus clear up immediately any confusion you may have about the course.

Mr. Roberts will publish all the work on an online forum ([www.edmodo.com](http://www.edmodo.com)) where you will be able to access syllabus details, helpful web links and other information related to the course. There is also the school website where you will also find lots of relevant information.

Email

# IGCSE Geography

The following topics will be covered over the two years. As indicated in the table, the Geographical Skills and Topographic Mapping will not be studied as separate topics, but will be incorporated throughout the course.

The details of these topics are set out in the following pages. An outline of assessment is shown on pages

Make sure that you refer to these syllabus details as we go through the course. There is a space for notes so that you can note when each piece of content has been covered in class. We will go over everything in detail in class, but it is still up to you to cover some of the material at home.

Before we begin the topics below, we will have a brief introduction to the geography course where we look at sources of information and ways of approaching these.

## Glossary of command words

Command words are those words in a question that tell the candidate what they have to do. The glossary has been deliberately kept brief with respect to the descriptions of meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

This glossary is neither exhaustive nor definitive and should be used specifically with the geography papers.

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| *Annotate* | Add labels of notes or short comments, usually to a diagram, map or photograph to describe or explain. |
| *Calculate* | Work out a numerical answer. In general, working should be shown, especially where two or more steps are involved. |
| *Compare* | Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do **not** make a comparison. |
| *Complete* | Add the remaining detail or details required. |
| *Contrast* | Write about the differences between two things. |
| *Define* or *State the meaning of* or *What is meant by* | Give the meaning or definition of a word or phrase. |
| *Describe* | Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the trend of a graph, the location of a settlement on a map, etc.). It may also be used when you need to describe something from memory (describe a meander, etc.).  It is often coupled with other command words such as *Name and describe* (name the feature and say what it is like), *Describe and explain* (say what it is like and give reasons for this). |

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| *Devise* or *Plan* | Present a particular feature such as a form or questionnaire to meet a specific requirement or requirements. |
| *Draw* | Make a sketch of. Often coupled with *a labelled diagram* (draw a diagram/ illustration with written notes to identify its features). |
| *Explain* or *Account for* or *Give reasons for* | Write about why something occurs or happens. |
| *Give your views* or  *Comment on* | Say what you think about something. |
| *How far do you agree* | Use evidence to make judgements about a statement. |
| *Identify* | Pick out something from information you have been given. |
| *Insert* or *Label* | Add specific names or details to an illustrative technique in response to a particular requirement. |
| *Justify* | Say why you chose something or why you think in a certain way. |
| *List* | Identify and name a number of features to meet a particular purpose. |
| *Locate* | Find where something is placed or state where something is found or mark it on a map or diagram. |
| *Measure* | Implies that the quantity concerned can be directly obtained from a suitable measuring instrument. |
| *Name* | To state or specify or identify. To give the word or words by which a specific feature is known. |
| *Predict* | Use your own knowledge and understanding, probably along with information provided, to state what might happen next. |
| *Refer to* or *With reference to* | Write an answer which uses some of the ideas provided in a map/ photograph/diagram, etc. or other additional material such as a case study. |
| *State* | Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word. |
| *Study* | Look carefully at (usually one of the figures in the question paper). |
| *Suggest* | Set down your ideas on or knowledge of. Often coupled with *why* (requires a statement or an explanatory statement referring to a particular feature or features). |
| *To what extent* | Make judgements based on evidence. |

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| *Use* or *Using the information provided* | Base your answer on the information. |
| *With the help of information in* | Write an answer which uses some of the information provided as well as additional material. |
| *What differences are shown between A and B* | Use comparative statements to describe the changes involved as A changes to B. Separate factual descriptions of A and B are not required. |

# Assessment at a glance

Cambridge IGCSE syllabuses are designed for examination at age 16-plus. This syllabus is available for examination in both the June and November exam series.

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| **all candidates take:** | | **Weighting** |
| **Paper 1 1 hour 45 minutes**  **Geographical Themes**  Candidates answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section:  Theme 1: Population and settlement  Theme 2: The natural environment  Theme 3: Economic development  (75 marks, weighted to 100 marks) | | 45% |
| **and:** | |  |
| **Paper 2 1 hour 30 minutes**  **Geographical Skills**  Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key. (60 marks) | | 27.5% |
| **and either** | **or** |  |
| **Paper 3**  **Coursework**  **(Centre-based assessment\*)**  Teachers set one school-based assignment of up to 2000 words. (60 marks) | **Paper 4 1 hour 30 minutes alternative to Coursework**  Candidates answer two compulsory questions, completing a series of written tasks. The field work scenarios for the two questions will be taken from different aspects of the Syllabus content (see section 5). The questions involve an appreciation of a range of techniques used in fieldwork studies.  (60 marks) | 27.5% |

# Syllabus aims and assessment objectives

## Syllabus aims

The aims of IGCSE Geography are to encourage candidates to develop:

* an understanding of location on a local, regional and global scale
* an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
* an understanding of the ways in which people interact with each other and with their environment
* an awareness of the contrasting opportunities and constraints presented by different environments
* an appreciation of and concern for the environment
* an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

## Assessment objectives

The assessment objectives (AOs) in geography are:

AO1 Knowledge with understanding

AO2 Skills and analysis

AO3 Judgement and decision making

### AO1 Knowledge with understanding

Candidates should be able to demonstrate knowledge and understanding of:

1. the wide range of processes, including human actions, contributing to the development of
   1. physical, economic and social environments and their effects on the landscape
   2. spatial patterns and interactions which are important within these environments
2. the relationships between human activity and the environment
3. the importance of scale (whether local, regional or global)
4. the changes which occur through time in places, landscapes and spatial distribution.

### AO2 Skills and analysis

Candidates should be able to:

1. interpret and analyse geographical data
2. use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form
3. use geographical data to recognise patterns in such data and to deduce relationships 8. select and show understanding of techniques for observing and collecting data

9. select and use techniques for organising and presenting data.

### AO3 Judgement and decision making

Through your geographical training, you should be able to:

1. reason and make judgements and decisions, including evaluation and conclusions, which demonstrate, where appropriate
   1. an appreciation of the attitudes, values and beliefs of others in issues which have a geographical dimension
   2. a n awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions
   3. a willingness to review their own attitudes in the light of the views of others and new knowledge acquired
2. make judgements and decisions and recognise how these are made within a geographical context as affected and constrained by
   1. the physical and human contexts in which decisions are made
   2. the values and perceptions of differing groups or individuals
   3. the choices available to decision makers
   4. the increasing level of global interdependence and the need for sustainable development.

## Relationship between assessment objectives and components

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| **Assessment objective** | **Paper 1**  **Geographical Themes** | **Paper 2**  **Geographical Skills** | **Paper 3**  **Coursework or Paper 4**  **alternative to**  **Coursework** | **Totals** |
| **AO1 knowledge with understanding** | 21.5% | 3% | 5.5% | 30% |
| **AO2**  **skills and analysis** | 13.5% | 22% | 16.5% | 52% |
| **AO3 judgement and decision making** | 10% | 2.5% | 5.5% | 18% |
| **Totals** | 45% | 27.5% | 27.5% | 100% |

The table indicates how the percentage marks for the whole assessment are planned to be allocated.

## Grade descriptions

The scheme of assessment is intended to encourage positive achievement by all candidates. Mastery of the curriculum is required for further academic study. The grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades.

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|  | **Grade F** | **Grade C** | **Grade A** |
| Ability: | *For Grade F, the candidate is likely to show the ability:* | *For Grade C, the candidate is likely to show the ability:* | *For Grade A, the candidate is likely to show the ability:* |
| in relation to geographical knowledge with understanding: | to demonstrate understanding of some simple physical and human processes and patterns in different contexts.  to recognise simple relationships between people and the environment. | to demonstrate sound knowledge and understanding of geographical concepts, processes and patterns in a variety of physical and human contexts.  to understand relationships between people and the environment and show some understanding that they may change. | to demonstrate good knowledge and understanding  of a wide range of geographical concepts, processes and patterns in a variety of physical and human contexts.  to recognise and understand complex relationships between people and the environment and how and why they might change through time and space. |
| in relation to geographical skills and analysis: | to show understanding of a limited range of skills and techniques.  to use geographical information to communicate simple statements.  to interpret evidence to reach some basic conclusions.  to make decisions informed by simple reasons and evidence. | to select and show sound understanding of a variety of skills, and appropriate techniques.  to use and interpret geographical information appropriately.  to analyse and interpret geographical evidence, recognising some of the limitations of the evidence. to make plausible conclusions. | to select and show good understanding of a wide range of relevant skills and appropriate techniques.  to use and interpret geographical information accurately.  to analyse and interpret  geographical information and critically evaluate its validity, reflecting on the limitations of evidence.  to make informed and reasoned judgements to present substantiated and appropriate conclusions. |
| in relation to judgement and decision making within a geographical context: | to recognise at an simplistic level the existence of differing systems of values which influence decisions which have a geographical dimension. | to make balanced judgements on issues which have a geographical dimension through a recognition of conflicting viewpoints and solutions. | to make balanced judgements and to show an awareness of the different attitudes and priorities of individuals and groups, and hence the problematical nature of the interaction of people with the environment. |

# Syllabus content

## Syllabus themes

The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment:

1. Population and settlement
2. The natural environment
3. Economic development.

## Resources

Questions in all written papers are resource based. The resources may be photographic, map extracts, satellite images, drawings, diagrams, graphs, text extracts, statistics and tables of data.

Resource materials come from various world areas in order to match the aims of an international syllabus and examination. Candidates may be dealing with world areas with which they are not familiar. The resources used in questions **do not** require specific regional knowledge and are designed to prompt candidates to use general principles they have studied.

As an International GCSE, the units used in all resources and examinations will be metres and kilometres for height and distance, and degrees centigrade for temperature.

## Case studies

The curriculum gives teachers the opportunity to select their own case studies to illustrate the content. Teachers should select appropriate examples where specified.

For example in topic 1.6, a case study is required of an urban area. This can be in any part of the world. The case study should illustrate all the relevant content listed (i.e. land-use, problems of urban areas, their causes and possible solutions). This could be done through the study of one urban area. Alternatively, teachers can use two or more case studies per topic (i.e. Settlement X could be used for a case study of land uses and Settlement Y for a case study of urban problems).

The same case study can be used to illustrate more than one topic as long as it gives candidates the opportunity to study an example of appropriate content.

## Syllabus content

The following grids identify content which should be covered within the three themes. The content listed is meant to be exhaustive except where ‘including’ is used. Where ‘including’ is used, everything listed should be studied, however, this list is not exhaustive.

For example, in Topic 2.3, the only coastal landforms which need to be studied are those listed. However, in Topic 2.5, where ‘including’ is used, other climatic characteristics could be studied in addition to those listed.

Theme 1: Population and settlement

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| **Topic:** | **Candidates should be able to:** | **Further guidance:** | **Notes/Reflection** |
| 1.1 Population dynamics | • Describe and give reasons for the rapid increase in the world’s population |  |  |
| • Show an understanding of over-population and under population | Causes and consequences of over-population and under-population |  |
| • Understand the main causes of a change in population size | How birth rate, death rate and migration contribute to the population of a country increasing or declining |  |
| • Give reasons for contrasting rates of natural population change | Impacts of social, economic and other factors (including government policies, HIV/AIDS) on birth and death rates |  |
| • Describe and evaluate population policies |  |  |
| ***Case studies required in 1.1*** | * A country which is over-populated * A country which is under-populated * A country with a high rate of natural population growth * A country with a low rate of population growth (or population decline) | |  |
| **1.2 Migration** | • Explain and give reasons for population migration | Internal movements such as rural-urban migration, as well as international migrations, both voluntary and involuntary |  |
| • Demonstrate an  understanding of the impacts of migration | Positive and negative impacts should be considered, on the destination and origin of the migrants, and the migrants themselves |  |
| ***Case study required in 1.2*** | • An international migration | |  |
| **1.3 Population structure** | • Identify and give reasons for and implications of different types of population structure | Age/sex pyramids of countries at different levels of economic  development |  |
| ***Case study required in 1.3*** | • A country with a high dependent population | |  |
| **1.4 Population density and distribution** | • Describe the factors influencing the density and distribution of population | Physical, economic, social and political factors |  |
| ***Case studies required in 1.4*** | * A densely populated country or area (at any scale from local to regional) * A sparsely populated country or area (at any scale from local to regional) |  |  |
| **1.5 Settlements and service provision** | • Explain the patterns of settlement | Dispersed, linear, and nucleated settlement patterns |  |
|  | • Describe and explain the factors which may influence the sites, growth and functions of settlements | Influence of physical factors (including relief, soil, water supply) and other factors (including accessibility, resources) |  |
|  | • Give reasons for the hierarchy of settlements and services | High-, middle- and low-order settlements and services. Sphere of influence and threshold population |  |
| ***Case study required in 1.5*** | • Settlement and service provision in an area |  |  |
| 1.6 Urban settlements | • Describe and give reasons for the characteristics of, and changes in, land use in urban areas | Land use zones including the Central Business District (CBD), residential areas, industrial areas and the rural-urban fringe of urban areas in countries at  different levels of economic development  The effect of change in land use and rapid urban growth in an urban area including the effects of urban sprawl |  |
|  | • Explain the problems of urban areas, their causes and possible solutions | Different types of pollution (air, noise, water, visual), inequality, housing issues, traffic congestion and conflicts over land use change |  |
| *Case study required in 1.6* | • An urban area or areas |  |  |
| 1.7 Urbanisation | * Identify and suggest reasons for rapid urban growth * Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts | Reference should be made to physical, economic and social factors which result in rural depopulation and the movement of people to major cities  The effects of urbanisation on the people and natural environment. The characteristics of squatter settlements  Strategies to reduce the negative impacts of urbanisation |  |
| *Case study required in 1.7* | • A rapidly growing urban area in a developing country and migration to it. | |  |

5.6 Theme 2: The natural environment

Please read section 5.3, ‘Case studies’ to understand the options when planning case studies. Please also read section 5.4, ‘Syllabus content’, and note whether the word ‘including’ is used.

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| **Topic:** | **Candidates should be able to:** | **Further details:** | **Notes/Reflection** |
| 2.1 Earthquakes and volcanoes | • Describe the main types and features of volcanoes and earthquakes | Types of volcanoes (including strato-volcanoes [composite cone] and shield volcano)  Features of volcanoes (including crater, vent, magma chamber)  Features of earthquakes (including epicentre, focus, intensity) |  |
| • Describe and explain the distribution of earthquakes and volcanoes | The global pattern of plates, their structure, and an awareness of plate movements and their effects – constructive/divergent, destructive/convergent and conservative plate boundaries |  |
| • Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment |  |  |
| • Demonstrate an understanding that volcanoes present hazards and offer opportunities for people |  |  |
| • Explain what can be done to reduce the impacts of earthquakes and volcanoes |  |  |
| *Case studies required in 2.1* | * An earthquake * A volcano | |  |

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| **Topic** | **Candidates should be able to:** | **Further details:** | **Notes/Reflection** |
| 2.2 Rivers | • Explain the main hydrological characteristics and processes which operate within rivers and drainage basins | Characteristics of rivers (including width, depth, speed of flow) and drainage basins (including watershed, tributary, confluence)  Processes which operate in a drainage basin (including  interception, infiltration, throughflow, groundwater flow, evaporation, overland flow) |  |
| • Demonstrate an understanding of the work of a river in eroding, transporting and depositing |  |  |
| • Describe and explain the formation of the landforms associated with these processes | Forms of river valleys – long profile and shape in cross section, waterfalls, potholes, meanders, oxbow lakes, deltas, levées and flood plains |  |
| • Demonstrate an  understanding that rivers present hazards and offer opportunities for people | Causes of hazards including flooding and river erosion  Opportunities of living on a flood plain, a delta or near a river |  |
| • Explain what can be done to manage the impacts of river flooding |  |  |
| *Case study required in 2.2* | • The opportunities presented by a river or rivers, the associated hazards and their management | |  |

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| **Topic** | **Candidates should be able to:** | **Further details:** | **Notes/Reflection** |
| 2.3 Coasts | • Demonstrate an understanding of the work of the sea and wind in eroding, transporting and depositing |  |  |
| • Describe and explain the formation of the landforms associated with these processes | Cliffs, wave-cut platforms, caves, arches, stacks, bay and headland coastlines, beaches, spits, and coastal sand dunes |  |
| • Describe coral reefs and mangrove swamps and the  conditions required for their development |  |  |
| • Demonstrate an understanding that coasts present hazards and offer opportunities for people | Hazards including coastal erosion and tropical storms |  |
| • Explain what can be done to manage the impacts of coastal erosion |  |  |
| *Case study required in 2.3* | • The opportunities presented by an area or areas of coastline, the associated hazards and their management | |  |
| 2.4 Weather | • Describe how weather data  is collected | Describe and explain the characteristics, siting and use made of a Stevenson screen  Rain gauge, maximum-minimum thermometer, wet-and-dry bulb thermometer (hygrometer), sunshine recorder, barometer, anemometer and wind vane, along with simple digital instruments which can be used for weather observations; observations of types and  amounts of cloud |  |
| • Make calculations using information from weather instruments |  |  |
| • Use and interpret graphs and other diagrams showing weather and climate data |  |  |
| 2.5 Climate and natural vegetation | • Describe and explain the characteristics of two climates: ○ equatorial  ○ hot desert  • Describe and explain the characteristics of tropical  rainforest and hot desert  ecosystems | Climate characteristics (including temperature [mean temperature of the hottest month, mean temperature of the coolest month, annual range]; and precipitation [the amount and seasonal distribution])  Factors influencing the  characteristics of these climates (including latitude, pressure systems, winds, distance from the sea, altitude and ocean currents)  Climatic graphs showing the main characteristics of temperature and rainfall of the two climates  The relationship in each ecosystem of natural vegetation, soil, wildlife and climate |  |
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|  | • Describe the causes and effects of deforestation of tropical rainforest | Effects on the natural environment (both locally and  globally) along with effects on people |  |
| *Case studies required in 2.5* | * An area of tropical rainforest * An area of hot desert |  |  |

## 5.7 Theme 3: Economic development

Please read section 5.3, ‘Case studies’ to understand the options when planning case studies. Please also read section 5.4, ‘Syllabus content’, and note whether the word ‘including’ is used.

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| **Topic:** | **Candidates should be able to:** | **Further details:** |
| 3.1 Development | • Use a variety of indicators to assess the level of development of a country | Indicators of development (including GNP per capita, literacy, life expectancy and composite indices, e.g. Human  Development Index (HDI)) |
| • Identify and explain inequalities between and within countries |  |
| • Classify production into different sectors and give illustrations of each | Primary, secondary, tertiary and quaternary sectors |
| • Describe and explain how the proportions employed in each sector vary according to the level of development | Use of indicators of development and employment structure to compare countries at different levels of economic development and over time |
| • Describe and explain the process of globalisation, and consider its impacts | The role of technology and transnational corporations in globalisation along with economic factors which give rise to globalisation  Impacts at a local, national and global scale |
| *Case study required in 3.1* | • A transnational corporation and its global links | |

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| **Topic:** | **Candidates should be able to:** | **Further details:** | **Notes/Reflection:** |
| 3.2 Food production | • Describe and explain the main features of an agricultural system: inputs, processes and outputs | Farming types: commercial and subsistence; arable, pastoral and mixed; intensive and extensive  The influence of natural and human inputs on agricultural land use. Inputs including natural inputs (relief, climate and soil) and human inputs (economic and social). Their combined influences on the scale of production, methods of organisation and the products of agricultural systems |  |
| • Recognise the causes and effects of food shortages and describe possible solutions to this problem | Natural problems which cause food shortages (including drought, floods, tropical storms, pests) along with economic and political factors (including low capital investment, poor  distribution/transport difficulties, wars)  The negative effects of food shortages, but also the effects of food shortages in encouraging food aid and measures to increase output |  |
| *Case studies required in 3.2* | * A farm or agricultural system * A country or region suffering from food shortages * A country suffering from food shortage | |  |

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| **Topic:** | **Candidates should be able to:** | **Further details:** |  |
| 3.3 Industry | • Demonstrate an  understanding of an industrial system: inputs, processes and outputs (products and waste) | Industry types: manufacturing, processing, assembly and high technology industry |  |
| • Describe and explain the factors influencing the distribution and location of factories and industrial zones | The influence of factors including land, labour, raw materials and fuel and power, transport, markets and political factors  Their combined influences on the location, scale of production, methods of organisation and the products of the system  Industrial zones and/or factories with respect to locational and siting factors |  |
| *Case study required in 3.3* | • An industrial zone or factory | |  |
| 3.4 Tourism | • Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape |  |  |
| • Evaluate the benefits and disadvantages of tourism to receiving areas |  |  |
| • Demonstrate an  understanding that careful management of tourism is required in order for it to be sustainable |  |  |
| *Case study required in 3.4* | • An area where tourism is important | |  |

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| **Topic:** | **Candidates should be able to:** | **Further details:** | **Notes/Reflection:** |
| 3.5 Energy | • 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 | Non-renewable fossil fuels including coal, oil and natural gas. Renewable energy supplies including geothermal, wind, HEP, wave and tidal power, solar power and biofuels |  |
| • Evaluate the benefits and disadvantages of nuclear power and renewable energy sources |  |  |
| *Case study required in 3.5* | • Energy supply in a country or area | |  |
| 3.6 Water | • 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 | Methods of water supply  (including reservoirs/dams, wells and bore holes, desalination) |  |
| • Explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies | The impact of lack of access to clean water on local people  and the potential for economic development |  |
| *Case study required in 3.6* | • Water supply in a country or area | |  |
| 3.7 Environmental risks of economic development | • Describe how economic  activities may pose threats to the natural environment, locally and globally | Threats to the natural environment including soil erosion, desertification,  enhanced global warming and pollution (water, air, noise, visual) |  |
| • Demonstrate the need for sustainable development and  management |  |  |
| • Understand the importance of resource conservation |  |  |
| *Case study required in 3.7* | • An area where economic development is taking place causing the environment to be at risk | |  |

# 6. Description of components

## **6.1 Paper 1: Geographical Themes**

All candidates take Paper 1. Questions on the paper are resource based. The resources are for interpretation and analysis in answering a question or part questions. Candidates will be expected to know the location of the continents. All of the other information required to answer these part questions is within the resource itself. No previous knowledge is needed of the particular illustration presented. What is required is that candidates use the data provided to illustrate their understanding of the particular concept being assessed.

Questions are structured with gradients of difficulty and combine resource-based tasks and free-response writing requiring place-specific information.

The resources may be:

* photographs
* map extracts
* sketch maps
* drawings
* diagrams
* graphs
* text extracts
* statistics and tables of data
* satellite images
* use of GIS (Geographical Information systems)

Resource materials are selected from various world areas and, as a result, candidates may be dealing with world areas with which they are not familiar. The resources **do not** require specific regional knowledge. This should be stressed to the candidates as they may be influenced in their question selection by the nature/ location of the resource included.

Candidates should refer to appropriate case studies to illustrate the individual themes.

A case study may be selected because it relates to:

* the local school area
* a contemporary development such as the occurrence of a natural hazard in part of the world
* a particular illustration with which the teacher is familiar
* a presentation in a newspaper, web pages, on video, film, a well-documented illustration in a textbook, etc.

A case study may also be based on a field study undertaken as part of the work for Paper 3 (Coursework) or Paper 4 (Alternative to Coursework). Specific questions based on fieldwork will not be set in Paper 1, but candidates may use this information to illustrate answers on these papers.

Case studies should provide candidates with details of a particular illustration which can be profitably used in answers to certain questions on Paper 1. Some part questions on the paper require that reference is made to information from specific case studies made by candidates and opportunity is also provided for candidates to volunteer such details in answering other part questions.

Specific named illustrations of case studies have not been included in the syllabus. This is to give teachers complete freedom in selecting examples which they feel are most appropriate for their candidates.

It is important that candidates comply with the instructions for Paper 1. Only **three** questions are to be selected, one from each of the three sections. Sometimes within individual questions a choice is provided. It is very important that candidates make the correct choice and do not answer more than is required.

Candidates are also advised to note the sub-marks printed on the question paper. These are included in order to guide candidates to the amount of detail and length of response anticipated and to allow them to manage their time effectively.

## **6.2 Paper 2: Geographical Skills**

All candidates take Paper 2 and must answer all the questions. The paper is based on testing skills of application, interpretation and analysis of geographical information, e.g. topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material, and on the application of graphical and other techniques as appropriate. The questions in Paper 2 do not require specific information of place. Questions within Paper 2 which require knowledge and understanding (AO1) will be based on topics from the three main syllabus themes (see section 5).

### Equipment required for Paper 2

Candidates should have the following in the examination room:

* a pencil, rubber, ruler, a protractor and a calculator
* access to a sheet of plain paper for measuring distance or for assisting with cross-sections on the large-scale map.

### **Map work question**

One question will be based on a large-scale map. The large-scale maps chosen for examination purposes will be on a scale of either 1:25 000 or 1:50 000 and will always contain a full key.

**One third of the marks available on this paper are awarded to the map work question and, therefore, it is essential that candidates are proficient in map reading and interpretation skills to enable them to describe and analyse large-scale maps.**

**NOTE:** All answers to this question must be based on map evidence only.

Candidates should be able to use a co-ordinate reference system and be able to give and to read four-figure and six-figure grid references to locate places. For example, the four-figure reference for the dot is 4665 whilst the six-figure grid reference for the dot is 463654.

46

47

46

65

66

65

66

0

0

1

2

3

4

5

6

7

8

9

1

2

3

4

5

6

7

8

9

47

1

st Reading (EASTINGS

)

2

nd Reading

(

NORTHINGS

)

To give the six-figure grid reference, first of all identify the grid square, in this case 4665. The third figure is obtained by dividing the space between grid lines 46 and 47 into ten equal parts. Similarly the sixth figure is obtained by a similar division of the gap between northings 65 and 66. This results in a grid reference of 463654 for the dot and 460650 for the star. It should be noted that the first tenth is 0 and the last tenth is 9 in the divided grid square.

Candidates should be able to give directions, both in terms of a 16-point compass, (such as north, northnorth east, north east, etc.) and as a bearing from grid north of one place from another. It is, therefore, important that candidates have protractors in the examination room with them.

Candidates should be able to measure horizontal distances. This is most accurately done by using a straightedge piece of paper and the scale line. If the line to be measured is curved, divide the curve into straight sections and rotate the paper after each straight section to follow the next straight section. Finally place the completed straight-edged piece of paper along the linear scale line on the map extract and read off the distance in kilometres/metres. This method avoids complicated mathematical calculations which can arise when rulers are used.

Contour reading, which enables candidates to calculate differences in height, should be practised.

Cross sections may be set for interpretation and candidates may be required to construct or complete a cross section.

Candidates should be able to translate the scale of a feature by describing its size and shape in real terms. They should also be proficient in using the key to the map to enable them to identify features on the map.

Candidates should be able to draw inferences about the physical and human landscape by interpretation of map evidence such as patterns of relief, drainage, settlement, communication and land use.

Candidates are advised to practise identifying basic landscape features such as river valleys and uplands, and to give brief descriptions of them using appropriate geographical terms (such as ridge, plateau, scarp, flood plain) and simple adjectives showing an appreciation of their nature (such as broad, flat, steep-sided, deeply cut, gently sloping). To interpret these maps, candidates should be able to recognise essential differences in density of drainage, stream patterns, gradients or sizes of streams in relation to the relief. They should be able to describe the physical features of coastlines and the shape and form of river channels as they are shown on large-scale maps.

Practice in describing variations in land use should be part of the preparation for the examination. The interpretation of ‘human’ features would also require candidates to recognise and analyse patterns of settlement (dispersed, nucleated, linear) and candidates should be able to draw sketch maps illustrating these patterns. Candidates should be able to interpret and describe features of urban morphology as represented on large-scale maps and be able to describe the functions of and services provided by settlements. They should also be able to give reasons for the site and growth of individual settlements. Communication networks should be recognised in terms of their type and density in relation to physical and human features.

### **Maps, diagrams, graphs, tables of data, written material**

Questions will be set using some or all of these resources. They should be regarded as important ways of representing geographical data. They may be used to illustrate a basic principle and it is essential that candidates should be directed towards their interpretation. For example, a population pyramid may be used to illustrate the age and sex structure of a country. With this, a candidate may be required to describe the broad features of the population structure to show comparisons and contrasts between the male and female populations, the working and non-working population and the young-, middle- and old-age groups.

Maps based on global and other scales may be used and candidates may be asked to identify and describe significant features of the human and physical landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage, etc. Candidates may be asked to recognise patterns and deduce relationships.

It is expected that candidates will be able to extract specified geographical information from graphs, diagrams, tables of data and written material. Various types of graphs, maps and diagrams (for example pictograms, line graphs, bar graphs, divided bar graphs, histograms, kite diagrams, flow diagrams, wind rose graphs, dispersion graphs, isoline maps, scatter graphs, choropleth maps, pie graphs, triangular graphs and radial graphs) may be used and candidates may be asked to describe variations and identify trends in information. Graphs may show, for example, temperature, birth rate, death rate, energy, rainfall distribution, river discharge, etc.

Candidates may be required to plot information on graphs when axes and scales are provided.

Data tables may provide information on physical phenomena, on economic activities, on population, on settlement, on agricultural and manufacturing output, etc. and candidates may be asked to describe and analyse features and trends from the data provided. They may also be asked to suggest an appropriate form of graphical representation for the data provided.

Written material may be extracts from books, periodicals and newspapers, and candidates will be expected to show an understanding of the material presented.

### **Photographic and pictorial material (including field sketches)**

Oblique photographs will be used. Candidates should be able to describe human and physical landscapes (landforms, natural vegetation, land use and settlement) and geographical phenomena from photographs, aerial photographs, satellite images and GIS. Simple descriptions only will be required. Candidates may be expected to add specified detail on maps or other material provided, thereby applying geographical knowledge and understanding. Field sketches of physical and human landscapes may be used to stimulate geographical description and annotation. Cartoons illustrating a geographical theme may be set for interpretation and analysis.

Candidates may also be asked to use supporting material in conjunction with large-scale maps to identify, describe and analyse features and thereby recognise patterns and deduce trends.

## **6.3 Paper 3: Coursework**

Candidates must complete **one** coursework assignment, set by teachers, of up to 2000 words. The proposals for the coursework that may be undertaken by candidates must be approved beforehand by Cambridge.

The coursework assignment may be based on physical geography, human geography or on an interaction between physical and human geography and must be clearly related to one or more of the syllabus themes.

The time spent on the coursework assignments should reflect the weighting of the component in the total assessment (i.e. 27.5%). The prime consideration will be the quality of the content of the assignments in relation to the criteria on which assessment is based.

School-based assessment will provide a complementary assessment of the assessment objectives tested in Papers 1 and 2, with an emphasis on assessment objective 2, skills and analysis. The coursework assignments must cover the assessment criteria in the proportions given below.

|  |  |  |
| --- | --- | --- |
| **assessment criteria** | | **Marks allocated** |
| AO1: Knowledge with understanding | | 12 |
| AO2: Skills and analysis | Observation and collection of data  Organisation and the presentation of data  Analysis and interpretation | 12  12  12 |
| AO3: Judgement and decision making (conclusion and evaluation) | | 12 |
|  | | Total: 60 marks |