



## A Guide to the Curriculum at Key Stage 4 (Years 10 & 11)

### GCSE Geography

#### Key Stage 4 Curriculum

In Year 10 and 11 until 2017 we follow the OCR syllabus A (Geographical themes) syllabus

There are three key components in this specification:

- Living in the UK Today**  
 The UK is a dynamic and diverse place. The course looks at three Themes: Landscapes of the UK; People of the UK; UK Environmental Challenges. Students are given the opportunity to look in depth at our physical geography and our climate, our unique position in a complex interconnected global economy, the opportunities and threats of living in a richly diverse country, and the threats and challenges of people's interactions with the UK's physical environment and our resources.
- The World Around Us**  
 This component explores the complexities of the planet and the interconnections between the various elements that take place. The three Themes are: Ecosystems of the Planet; People of the Planet; Environmental Threats to Our Planet. It draws on a range of themes to examine the changing, dynamic nature of physical and human environments, as well as the role of decision makers and the sustainable nature and management of these environments.
- Geographical Skills**  
 As well as building on and developing the skills that they have developed in classrooms throughout Key Stage 3, such as Map Reading, constructing and interrogating Graphs and Charts, Population Pyramids and Sketch Maps, students will also be taking part in Field Work. This will take students out of the classroom to locations to consider the Physical and Human geographical ideas.

More information about the specific content within these themes is available on the OCR Geography website.

<http://www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf>

#### Grouping

Students are grouped in mixed ability classes established at the beginning of Year 10.

#### Assessment

Assessment is continual within the department and builds students' confidence by setting questions from past exam papers. At the beginning of the course, students will be given questions as homework and allowed to use their notes progressing to completing them in exam conditions, ready for their formal assessment at the end of Year 11.

The formal assessment for the course is through three examinations:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>Landscapes of the UK</li> <li>People of the UK</li> <li>UK Environmental Challenges</li> </ul>	<b>Living in the UK Today (01)</b> 60 Marks 1 hour written paper	<b>30%</b> of total GCSE



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<ul style="list-style-type: none"> <li>Ecosystems of the Planet</li> <li>People of the Planet</li> <li>Environmental threats to our Planet</li> </ul>	<p><b>The World Around Us (02)</b> 60 Marks 1 hour written paper</p>	<p><b>30%</b> of total GCSE</p>
<ul style="list-style-type: none"> <li>Geographical Skills</li> <li>Fieldwork Assessment</li> </ul>	<p><b>Geographical Skills (03)</b> 80 Marks 1 hour 30 minutes written paper</p>	<p><b>40%</b> of total GCSE</p>

### Literacy/Numeracy Skills

Marking for literacy is an expectation of staff, reflecting the emphasis the school, as well the Humanities Department, places on strengthening and developing all aspects of literacy throughout the year. In the final GCSE examinations, 9 marks are awarded for Spelling, Punctuation and Grammar.

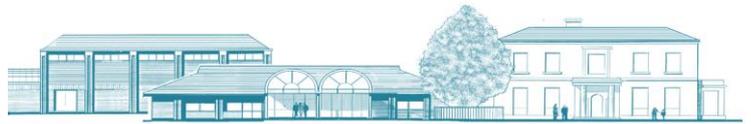
### How to help your child in Year 10 and 11

Whilst investigating the key themes, students use a variety of sources to develop a range of skills that include reading, interpreting and analysing data by identifying patterns, trends and relationships in data. Familiarity with these helps develop students' confidence and whilst they are all used during lessons, those that are able to practice with OS maps in their own time will find this beneficial. It is recommended that students read a quality newspaper as this will provide them with opportunities to interpret cartoons, posters and other maps relating to topical issues.

### Glossary of terms from the specification content

<b>Advanced countries (AC)</b>	Countries which share a number of important economic development characteristics, including well-developed financial markets, high degrees of financial intermediation and diversified economic structures, with rapidly growing service sectors. 'ACs' are as classified by the IMF.
<b>Emerging and developing countries (EDC)</b>	Countries which neither share all the economic development characteristics required to be advanced, or are eligible for the Poverty Reduction and Growth Trust. 'EDCs' are as classified by the IMF.
<b>Low-income developing countries (LIDC)</b>	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
<b>Geographical Information System (GIS)</b>	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
<b>Local scale</b>	A local scale can be either local to the learner or another small-scale location.
<b>Regional scale</b>	A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate, or landscape.
<b>Outline</b>	A general description indicating the essential features.
<b>Summary</b>	An account of the key ideas.
<b>Investigate</b>	Search or examination into the particulars of.
<b>Explore</b>	Detailed inquiry into.

In addition to these supplied by the Exam Board, these are the Command Words that appear on the GCSE papers, along with the expected responses:



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**Assess** Evaluate or estimate how reliable, or useful, a source might be.

**Discuss** Give two sides of an issue with examples and evidence.

**Explain** Make something clearer by describing it in detail, adding information you have studied and/or is found in your source material.

**Consider** Show that you have explained at least two sides before making a decision.

**Identify** Explain where the details in your answer have come from, how you reached a conclusion, or where to find the information asked for.

**Justify** Use evidence to prove an opinion, or description, is correct.

**Outline** Explain briefly the important points of an issue, feature, belief or event.

**Describe** Using evidence from your studies and/or the sources, write an account that includes all of the relevant evidence, characteristics, qualities or events.

**Compare** Make something clearer by explaining with evidence, the similarities and/or differences between one event, feature, belief, source, set of data and another.

**Examine** Look carefully at, analyse or unpick an event, source, or set of data. Explain in detail its meaning and possible consequences.

**Contrast** Show how one event, feature, belief, source or set of data is very different to another.

**Evaluate** Give an opinion, your verdict, based on evidence after you have assessed and considered.

**Suggest** What might need to be done, or why did something occur, in your opinion.

**Define** Describe exactly the meaning of a subject – specific word.

**To what extent do you agree...?** Having explained the evidence you have been given, or you have previously learned, is the statement or idea true or false?