

## Syllabus 9696 Geography

This scheme of work covers the AS part of Geography 9696 examined in Paper 1 and does not include the Advanced Physical and Human Options examined in papers 2 and 3.

**Recommended Prior Knowledge** A pass in Geography at O level (Grade C) or IGGSC (Grade C) is preferred because it lays the foundations for the AS course. However, it is possible for students without such qualifications, but with an interest in the subject and a good level of education, to achieve success in this syllabus.

### General Resources

- **Textbooks** A selection of textbooks can be found in the syllabus booklet. There is no one book which is recommended for AS although David *Waugh Geography: An integrated approach* is the best book for students to possess to cover both AS and A2 work provided it is supplemented with additional resources. The detailed scheme of work will contain suggested material from other textbooks as appropriate.
- **Additional Resources.** There is a comprehensive list in the standards booklet compiled by Dr Michael Carr a longstanding CIE examiner which provides a very useful source of journal articles and case study material by page from textbooks.
- **Internet Sites.** These are a useful source of information and selected sites will be referred to in the scheme of work. There are of course many others which may be helpful.
- **IT.** The use of IT is recommended where it can be judged to enhance and endorse the teaching strategies and aims rather than an end in itself. Questions that rely on knowledge of IT skills are not set.
- **Local Fieldwork** Knowledge of the student's local area is an aid to understanding and appreciation of the natural and human environments studied at AS. It is preferable but not essential for students to have had some experience in the field which can then be applied when answering questions.

**UNITS- There are five compulsory units in the Geography Core. THE PHYSICAL CORE –consists of three units. THE HUMAN CORE –consists of two units. Equal time should be given to the teaching of the Human Core as to the Physical Core, as the two Human Core units are of greater length than the Physical Core units. Each physical unit has two components which are linked and each unit covers the interface between physical and human Geography**

**Each human unit requires case studies taken from MEDC's and LEDC's.**

1	<p><b>The Hydrosphere</b></p> <ul style="list-style-type: none"><li>• Hydrology includes the global hydrological cycle, the operation of the drainage basin system and its rainfall-discharge relationships <b>1.1 and 1.2</b></li><li>• Fluvial Geomorphology includes the channel system-its processes and resultant landforms. The channel should be seen as a component of the drainage basin. <b>1.3</b></li><li>• The impact of human activity on the drainage basin and river channel process and form provides the physical human interface of this unit. <b>1.4</b></li></ul>	<p><b>HYDROLOGY AND FLUVIAL GEOMORPHOLOGY</b></p>
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Approximately 17% of the time allocated for AS teaching should be spent on this unit.

2	<p><b>The atmosphere</b> <span style="float: right;"><b>ATMOSPHERE AND WEATHER</b></span></p> <ul style="list-style-type: none"> <li>• <b>ATMOSPHERE</b> – Local energy budgets <b>2.1</b> Global Energy budgets and the consequent global distribution of temperature, pressure and wind. <b>2.2</b></li> <li>• <b>WEATHER</b> - Atmospheric processes and resultant weather conditions <b>2.3</b></li> <li>• The human impact on the atmosphere at a macro and micro scale. <b>2.4</b> Approximately 17% of the time for the AS course should be spent on this unit.</li> </ul>
3	<p><b>The lithosphere</b> <span style="float: right;"><b>ROCKS AND WEATHERING</b></span></p> <ul style="list-style-type: none"> <li>• Elementary plate tectonics <b>3.1</b></li> <li>• Weathering processes under different climatic regimes and on different lithologies <b>3.2</b></li> <li>• Physical slope processes and forms and the impact of human activities on those processes and forms. <b>3.3 and 3.4</b> Approximately 17% of the time allocated for AS teaching should be spent on this unit.</li> </ul>
4	<p><b>Population</b> <span style="float: right;"><b>POPULATION CHANGE</b></span></p> <ul style="list-style-type: none"> <li>• Natural increase and migration as components of population change. <b>1.1 and 1.2</b></li> <li>• Relationship between population and resources <b>1.3</b></li> <li>• Management of population change. <b>A case study of ONE or MORE country's population policy. 1.4</b> Approximately 25% of the time allocated for AS teaching should be spent on this unit.</li> </ul>
5	<p><b>Settlement</b> <span style="float: right;"><b>SETTLEMENT DYNAMICS</b></span></p> <ul style="list-style-type: none"> <li>• The relationships between settlements <b>2.1</b></li> <li>• Processes of settlement change, migration between rural and urban areas, urbanisation. <b>A case study</b> of a rural area/settlement is required and a case studies of <b>the problems</b> and <b>management solutions</b> of more and less developed cities are needed <b>2.2 and 2.3</b></li> <li>• Urban Structure <b>2.4</b> Approximately 25% of the time allocated for AS teaching should be spent on this unit.</li> </ul>

### TEACHING ORDER

- There is no recommended order. Physical and Human units can be taught concurrently or it is possible to teach all the physical followed by all the human if preferred. However, students may appreciate the variety and breadth of subject if the teaching of physical and human is concurrent.
- The units are self-contained and will be examined as such. However, students should realise that there is overlap. For instance there are close links between such units as river channels (1.3) as agents of slope processes and form (3.3) , and population change (1.1 and 1.2) may have an impact on settlement dynamics (Unit 2). **Therefore the route plotted through each unit is intended as a guide rather than the definitive 'road map'. The scheme of work is comprehensive and detailed. It is intended as a guide for teachers who will have their own strengths, preferences and knowledge and will wish to modify it according to their needs.**

## GENERAL OBSERVATIONS

- Links with A2. The course provides the foundations for A2. Some units are especially useful for A2 option teaching. For instance, all three of the Physical Core units will be developed in context when teaching the Advanced Physical Options. There is less of a link between the Human. Core units and the Advanced Human Options.
- All questions in Section A of the core require data analysis skills. The data may appear in a variety of forms, **graphs, diagrams** and **maps** including **survey maps**, so skills analysis should be built into the teaching programme. Page 15 of the syllabus booklet outlines the geographical skills requirements.
- Attention should be given to assessment objectives on page 4 of the syllabus document. Although a knowledge based subject, analytical and evaluative skills are also required for the top performances at AS level.
- Geography has a language of its own. Familiarity with geographical terms is a vital tool for success at both AS and A2. It is suggested that a glossary is built up of all the relevant terms for each unit. This can be done unit by unit. Many terms are referenced in the syllabus and the scheme of work but others can be added.
- Although case studies are not a requirement for physical geography they can provide a useful way of covering the material required. e.g. specific drainage basins.
- Section A of Paper 1 will contain 5 compulsory questions. There may not be one question on each unit and the permutations of the units examined will vary between sessions. Therefore students need to be well prepared for **all** areas of the syllabus and be ready to answer three physical and two human questions or three human and two physical questions.
- Questions may cover more than one aspect of each unit. E.g. One question may have aspects of hydrology and fluvial geomorphology in it. Another may have plate tectonics and mass movement from Unit 3.
- Each physical unit has a human component. It should be remembered that the focus of study is the physical human interface. Human activities should not be considered as ends in themselves

## FIELDWORK

- **Fieldwork** can be a valuable part of the course. It may be carried out at a small scale. For instance a small catchment could illustrate inputs outputs, flows and processes within a drainage basin and channel and slope processes could also be studied thus covering Units **1.1 1.2 1.3 and 1.4 as well as 3.3**  
Similarly an urban and /or rural settlement could contribute to covering all parts of **Unit 2** in the Human Geography core.

## BOOK LIST FOR AS SCHEME OF WORK

Waugh, David *Geography. An integrated Approach* (3rd edition) Nelson Thornes, 2000; ISBN 017444706X. This book has such good coverage that it is the best starting point.

Carr, Michael *New Patterns: Process and Change in Human Geography* Nelson Thornes 1997; ISBN0174386818

Witherick, Michael (Ed), *Environment and People*, Nelson Thornes, 1995; ISBN 0748721207

Hart, Clive (ed) *Geography AS Level*, Cambridge University Press, 2001; ISBN 0521786096

Heelas, R Morgan J and Ross S, *Essential AS Geography* Nelson Thornes 2000; ISBN 0748751750

Prosser, R et al, *Landmark AS Geography*, Collins Educational, 2000; ISBN0007151160

Bowen A and Paliister J, *AS Level Geography*, Heinemann, 2000; ISBN 0435352830

Guinness, P and Nagle, G, *AS Geography. Concepts and Cases* Hodder and Stoughton, 2000; ISBN 0340780916

Guinness and Nagle, *Advanced Geography Concepts and Cases*, Hodder and Stoughton, 2002; ISBN 0340858265

Nagle, Garrett, *Advanced Geography*, Oxford University Press, 2000; ISBN 0199134073

Money, David *Weather and Climate* Nelson Thornes, 2001; ISBN0174447124

Chrispin J. and Jegede, F *Population Resources and Development* Collins 1996; ISBN 0003266885

Warburton, P, *Atmospheric Processes and Human Influence* Collins Educational, 2001; ISBN 0007114303

O'Hare, G and Sweeney, J *The Atmospheric System* Oliver and Boyd 1986; ISBN 0050037420