Specification guide

Edexcel GCSE in Geography (Specification A) (1312)

First examination 2003

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Contents

Introduction

This specification guide accompanies the Edexcel GCSE Specification for Geography A (1312/3312) and has been designed to help teachers prepare their students for first assessment in 2003.

The guide should be used in conjunction with the specification. It provides sections to help teachers with:

- planning a curriculum
- external assessment requirements
- planning and assessment of coursework
- key skills
- text books and resources
- schemes of work
- internal assessment requirements
- ICT
- citizenship
- support and training.

This guide has been put together by senior examiners and moderators, all of whom have been involved in the development of the specification. They are all experienced teachers of the present syllabus 1310 on which this specification is based.

The short course

The new specification also offers a short course which concentrates on the option modules. Therefore, if the option modules are taught as a block, short and long courses can be 'nested' successfully. The first examination for the short course will be in 2003.

Changes old to new

The new Specification A is distinctive because of the broad overview that it gives of the subject. It also offers the opportunity to study some areas in more detail and has introduced management as a common theme throughout the option modules. Teachers familiar with the old syllabus 1310 should find it easy to adapt their current resource material to the requirements of the new specification.

The grids that follow show some of the similarities and differences between the old syllabus 1310 and the new specification 1312.

'Old' syllabus A 1310	**'New' specification A 1312**
8 units.	8 units.
Core and option within six units.	Specific core and option units.
Approximately 20 case studies, dependent upon units chosen.	7 case studies in the core units. 8 case studies in the option modules. This is not dependent upon units chosen.
Specific content to guide centres with a guarantee that only the terms referred to in the commentary will be examined.	Specific content to guide centres with a guarantee that only the terms referred to in the content will be examined.
Contains core geography of population, settlement, agriculture, industry, coasts, valleys, weather and climate and soils and vegetation.	Contains the same core geography but in less depth. For example, forest communities have been kept but soils and ecosystems are no longer on the specification.
Option key ideas are part of the same area of geography.	Some of the option ideas build on the core. For example, coastal landforms and coastal defences. Others introduce new themes. For example, *Managing Hazards*.

Coursework – old and new

Assessment objectives	**'Old' Syllabus A 1310**	**'New' Specification A 1312**
The assessment objectives have changed.		
• Understanding.	7%	
• Application of knowledge and understanding.		5%
• Skills.	18%	20%
• SPG now included in planning, Criterion 5.		

Criterion 1: Introduction and aims	**'Old' Syllabus A 1310**	**'New' Specification A 1312**
Mark allocation	8	6
• No general theory. • Importance now on sequence of the investigation. • The location and the purpose. • All students can work on the same hypothesis as long as individuality is shown, for example, original data presentation methods.		

Criterion 2: Data collection	**'Old' Syllabus A 1310**	**'New' Specification A 1312**
Mark allocation.	12	15
Continues much as before. • Less emphasis on justification of techniques. • Still need to state limitations/problems for level 3. • If used, secondary data must be referenced. • ICT must be used for top of level 3, eg digital camera, data loggers, spreadsheets for group data.		

Criterion 3: Data presentation	**'Old' Syllabus A 1310**	**'New' Specification A 1312**
Mark allocation.	12	15
• Broadly stays the same. • Emphasis on appropriate techniques rather than variety or number. • Students should be encouraged to annotate photos. • Some justification of methods. • For each level ICT has to be used to achieve the top marks.		

Criterion 4: Analysis and conclusions	'Old' Syllabus A 1310	'New' Specification A 1312
Mark allocation.	20	15
• Significant change-analysis and conclusions brought together and fewer marks awarded. • Should help candidates and get rid of repetition. • There is now no evaluation, only analysis and conclusions.		

Criterion 5: Planning and organisation	'Old' Syllabus A 1310	'New' Specification A 1312
Mark allocation.	8	12
• ICT requirement to achieve level 3. • SPG is incorporated as Quality of Written Communication. • No longer a list of requirements in the level descriptors. • More importance put on overall organisation and coherence.		

Planning for delivery

The aim of this section is to consider the construction of a teaching programme and scheme of work. A number of factors need to be considered before a teaching programme can be developed.

- What is new in Specification A?
- What has to be taught?
- What are the options available?
- What resources does the department already have?
- How are the teaching groups organised?

What is new in Specification A?

The core units were developed directly from the old syllabus A and so offer no surprises. The optional units, of which two must be studied, contain some new ideas but also have a number of the key ideas of the old syllabus within them.

What has to be taught?

Candidates have to study all the core units of the specification, Units A1-A4. The centre can then decide if they wish to study Unit B5 or B6 and Unit C7 or C8.

What are the options available?

Centres make a choice between Managing Environments (B5) or Managing Hazards (B6) in Section B. They must also study Managing Tourism (C7) or Managing Urban Areas (C8) in Section C. Centres may of course wish to study three or four of the options which will give their pupils a choice of questions in papers 2F and 4H.

What resources does the department already have?

This is an important consideration because few departments have the time or the budget to develop or buy many new resources. The team which developed the new specification took this into consideration when writing it. Many of the present resources used for any current GCSE syllabus will be appropriate, for example when teaching the Physical world. The option units contain some statements from the old syllabus although the emphasis is on more topical themes such as fragile environments and developments in urban areas.

How are the teaching groups organised?

The specification makes no requirements or recommendations as to the organisation of the teaching groups. It has been developed so that all candidates can be taught together irrespective of their tier of entry. It is also possible to teach short and long courses together, although this may require careful reorganisation of the teaching programme.

Ideas for teaching programmes

Scheme A

Term	Unit content	Key ideas	Duration	Assessment
Autumn	Physical World	1.1, 1.2.	7 weeks	
Autumn	Physical World/Human World	1.3, 2.1.	7 weeks	
Spring	Human World	2.2.	4 weeks	
Spring	Human World/Economic World	2.3, 3.1.	5 weeks	
Summer	Economic World	3.2, 3.3.	5 weeks	Year 10 Exam
Summer	Natural World	4.1, 4.2, 4.3.	8 weeks	
Autumn	Option B	5.1, 5.2.	7 weeks	
Autumn	Option B & Mock revision	5.3.	7 weeks	Mocks
Spring	Option C	7.1, 7.2.	4 weeks	
Spring	Option C & revision	7.3.	5 weeks	
Summer	Revision		3 weeks	GCSE
Summer				

Scheme B

Term	Unit content	Key ideas	Duration	Assessment
Autumn	Physical World/Managing Environment	1.1, 5.2.	7 weeks	
Autumn	Physical World/Managing Environment	1.3, 5.1.	7 weeks	
Spring	Physical World/Managing Environment	1.2, 5.3.	4 weeks	
Spring	Human World	2.1, 2.2.	5 weeks	
Summer	Human World/Economic World	2.3, 3.1.	5 weeks	
Summer	Economic World	3.2, 3.3.	8 weeks	Year 10 Exam
Autumn	Natural World	4.1.	7 weeks	
Autumn	Natural World & Mock revision	4.2, 4.3.	7 weeks	Mocks
Spring	Managing Tourism	7.1, 7.2.	4 weeks	
Spring	Managing Tourism & revision	7.3.	5 weeks	
Summer	Revision		3 weeks	GCSE
Summer				

Specification requirements

It was a feature of the old syllabus and continues to be a feature of the new specification that the studies and skills which are required to be taught are stated as clearly as possible. Page 9 of the specification states that 'questions set in the examination will derive from the content in the column marked content in the specification'. This works in a number of ways:

- the terminology used in the specification will always be the terminology used in the examination papers. For example *corrie* rather than cirque, *trans-national company* rather than multi-national companies
- the features of a coastline that the candidates will be expected to know are listed in the content column. Candidates will be expected to be able to describe and explain the formation of these features and their characteristics. They will also be expected to be able to draw annotated diagrams of the features and recognise the features on OS maps, as stated in the content detail column of 1.1, 1.2, 1.3
- throughout their course, students should develop and learn to select from a range of geographical and transferable skills. These should be acquired both through fieldwork and the writing up of the investigation, and through other exercises using secondary data. Specifically, candidates entered for the examination will be expected to be able to
  - **use** a range of source materials, including maps at a variety of scales (a 1:50,000 Ordnance Survey map will be included in the examination); photographs (taken at ground level, and vertical and oblique aerial photographs); satellite images; simple statistical data (including tables, graphs, proportional symbols and other diagrams)
  - **depict** information in simple map and diagrammatic form, eg drawing/completing line graphs, bar graphs, (including divided bars), scattergraphs, flow lines, annotated sketch maps and diagrams, field sketches
  - **use** appropriate vocabulary, including geographical vocabulary, in their written work
- where a study is specifically referred to in the specification then it will be assumed that the key terms associated with that study will be known. For example in the economic world a study from the EU must be studied. Therefore, terms such as set-aside and arable area payments should be understood.

Eight schemes of work have been written to assist teachers to plan their teaching programmes. These appear on the following pages. They have been written by the team who produced the specification. It is hoped that they will be of some help in teaching the new specification. They are planned for 2 x 70 mins of lessons a week plus one homework. It is stated on page 9 of the specification, that each unit can be taught in eight weeks and the schemes illustrate one way in which this may be achieved. They give teaching ideas and useful resources including websites.

Unit A1: The Physical World

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
1.1 (1 lesson)	The change in the characteristics or a river and its valley between source and mouth.	Describe the changes in width, depth, discharge and gradient of a river valley as it moves from its source to its mouth.	Introduce rivers. Show video of typical river from source to mouth. Students to note down changes in the rivers characteristics. Complete a grid while watching the video. Introduce cross-sections. Students to draw cross-section of the river at three points in its course. Fieldwork visit to a river to study physical processes which could lead to coursework. **Homework** Produce cross-section drawings.	*Tomorrow's Geography*: Chapter 1 Video – River Landscapes – The Tees *Geography in Place 2*: Chapter 1 Most GCSE textbooks have a landforms chapter	N2.1 N2.2 N2.3

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
1.1 (4 lessons)	The formation of interlocking spurs, meanders, ox-bow lakes, floodplains, levees and deltas.	Describe and explain the formation of interlocking spurs, meanders, ox-bow lakes, floodplains, levees and deltas.	Show small part of Tees video again before explaining formation of each landform. Each explanation to be teacher led. Mention should also be made of the characteristic features of the landforms. Explain formation of interlocking spurs, meanders and ox-bow lakes, floodplains, levees and deltas. Annotated diagrams to be drawn from photographs of the different features. Teach river management of B5 now to link physical processes with management. **Homework** OS mapwork which includes work on cross-section drawing and recognition of features.	*Tomorrow's Geography*: Chapter 1 Video – River Landscapes – The Tees *Geography in Place 2*: Chapter 1 Most GCSE textbooks have a landforms chapter	
1.2 (1 lesson)	The build up of ice and the formation of corries.	Describe how ice accumulates on mountain slopes and explain the formation of corries.	Teacher explanation of ice build up and the formation of corries. Use of textbooks and/or worksheets. Photograph interpretation, sequence of annotated diagrams. **Homework** Produce annotated diagrams.	*Tomorrow's Geography*: Chapter 1 *Geography in Place 2*: Chapter 2 Most GCSE textbooks have a landforms chapter	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
1.2 (3 lessons)	The changes to the river valley characteristics: U-shaped valleys, truncated spurs, hanging valleys, ribbon lakes, moraines, pyramidal peaks and arêtes.	Describe and explain the formation of U-shaped valleys, truncated spurs, hanging valleys, ribbon lakes, moraines, pyramidal peaks and arêtes.	Teacher explanation of the way ice erodes and the landforms that it produces in valleys. Mention should also be made of the characteristic features of the landforms. Annotated diagrams to be drawn. **Homework** OS map extract to include photograph interpretation and recognition of features.	*Tomorrow's Geography*: Chapter 1 *Geography in Place 2*: Chapter 2 Most GCSE textbooks have a landforms chapter	
1.3 (4 lessons)	The impact of erosion, weathering and mass movement on the coast: cliffs and wave-cut platforms, headlands and bays, caves, arches, stacks and stump.	Explain the different types of wave erosion, weathering and mass movement that affects coastlines. Describe and explain the formation of cliffs and wave-cut platforms, headlands and bays, caves, arches, stacks and stump.	Teacher explanation of processes operating on the cliff face and cliff foot. Use of videos to aid explanation. Textbook and teacher explanation of the characteristics features of coastal landforms and the way they are formed. Use of photographs, annotated diagrams and sequences of diagrams. **Homework** Notes on characteristic features of coastal landforms and the way they are formed.	*Tomorrow's Geography*: Chapter 1 *Geography in Place 2*: Chapter 3 Most GCSE textbooks have a landforms chapter Many videos are available on coastal processes	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
1.3 (2 lessons)	The impact of transportation and deposition on the coast: beaches, spits and bars.	Explain how the sea transports and deposits material, for example longshore drift. Describe and explain the formation of beaches, spits and bars.	Teacher/textbook explanation of processes. Teacher explanation of formation of landforms. Use of video, photograph and map evidence, annotated diagrams and field sketches. **Homework** Revision for end of unit exam.	*Tomorrow's Geography*: Chapter 1 *Geography in Place 2*: Chapter 3 Most GCSE textbooks have a landforms chapter	

Unit A2: The Human World

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
2.1 (2 lessons)	Global population change. The balance between birth and death rate. Change due to migration.	Recognise the global change in population over the past 2000 years and the contribution that birth and death rates make to this change. Identify differences between the birth and death rates of MEDCs and LEDCs and the effect of migration.	Recap KS3 work on population. Define birth and death rates. Use graphs to show population change for the world. Use graphs for individual countries (MEDC and LEDC) to look at growth of population and birth and death rate differences. Students to identify patterns. Introduce the idea of migration and its effect. Define emigration and immigration. Add migration to graphs or use different ones and compare the effects. **Homework** Worksheet on population growth. Textbook activities.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 2*: Chapter 4 *The Wider World*: Chapter 1 *Key Geography for GCSE Book 1*: Chapter 6	N2.1 N2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
2.1 (3 lessons)	Reasons for changing patterns of birth and death rates. The demographic transition model.	Explain the effect of medical, social, economic and political factors on birth and death rates. Recognise the demographic transition model. They can explain the reasons why societies move from one stage to another and that it can not be universally applicable and is dynamic.	Brainstorm – what could affect the birth rate of a country. Answers to spidergram on board ensuring that factors in spec. content are all covered. Students then make extra notes using appropriate textbooks. Brainstorm – what could affect the death rate of a country. Answers to spidergram on board ensuring that factors in content are all covered. Students then make extra notes using appropriate textbooks. Students draw out demographic transition model and try to explain it, relating it to specific countries. **Homework** Worksheet or textbook activities on demographic transition model.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 2*: Chapter 4 *The Wider World*: Chapter 1 *Key Geography for GCSE Book 1*: Chapter 6	
2.2 (1 lesson)	Characteristics including age, sex, ethnic, religious and occupational structure. Population pyramids.	Classify populations using the following units age, sex, ethnic, religious and occupational structure. Interpret population pyramids.	Pair work. How can a population be divided up? Report back to board. Spidergram drawn must include characteristics in spec. content. Textbooks or worksheets with different population pyramids for the students to interpret. **Homework** Textbook/worksheet activity on population pyramid interpretation.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 2*: Chapter 4 *The Wider World*: Chapter 1 *Key Geography for GCSE Book 1:* Chapter 6	N2.1

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
2.2 (2 lessons)	Differences between rural and urban populations. The impact of youthful and ageing populations and the dependency ratio.	Recognise the differences between the populations of rural and urban areas in terms of age and occupational structure. Explain the impacts of youthful and ageing populations. Calculate the dependency ratio.	Students given rural and urban population pyramids for an LEDC and an MEDC. Exercise on explaining the differences after initial teacher input. Define ageing and youthful population. Group work – either on impacts of ageing or impacts of youthful. Report back to class. Notes taken on impacts. Explanation of how to calculate the dependency ratio. **Homework** Preparation of group work. Exercise on ageing and youthful populations and the dependency ratio.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 2*: Chapter 4	N2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
2.3 (4 lessons)	Physical and economic factors affecting the location, shape and growth of settlements.	Describe and explain the physical and economic factors which affect the location, shape and growth of settlements.	Pair work on map extract. Why are certain settlements located where they are? Feedback session, drawing out main points of water supply, dry point site, transport links, etc. Notes made on the factors which affect the site of settlements. Students draw their ideal settlement. They may need guidance to come up with linear and nucleated settlements. Students chosen to draw theirs on the board. From this comes explanation of linear and nucleated shapes. Use of map extracts and photographs to illustrate the factors that effect the growth of settlements. **Homework** Notes on factors that affect the growth of settlements.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 1*: Chapter 5 *The Wider World*: Chapter 2	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
2.3 (3 lessons)	A study of one urban area in an MEDC and one in an LEDC to describe and explain the characteristics and locations of the CBD, twilight zone, industrial areas and different residential zones.	Recall and explain the characteristics and locations of the CBD, twilight zone, industrial areas and different residential zones in one named MEDC city. Recall and explain the characteristics and locations of the CBD, twilight zone, industrial areas and different residential zones in one named LEDC city.	Teacher led on urban zones models. Introduce MEDC case study. Description and explanation of the characteristics of each zone. Explanation of the location of the zones. Use of videos and/or photographs and map extracts to illustrate housing patterns, etc. The ideas above can then be repeated for the LEDC city. Linkage to C8 Managing urban areas. **Homework** Revision for end of unit exam.	*Tomorrow's Geography*: Chapter 2 *Geography in Place 1*: Chapter 6 *The Wider World*: Chapter 2 *Key Geography for GCSE Book 1*: Chapter 8 Video – Brazil 2000, Rio de Janeiro	

Unit A3: The Economic World

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
3.1 (1 lesson)	The relative importance of primary, secondary and tertiary industries in countries at different states of development.	Define the terms primary, secondary and tertiary and give examples of activities in each category. Recognise the relative importance of the sectors of industry in countries at different stages of development.	Definitions given of primary, secondary and tertiary. Collate job adverts from homework activity. Graph the results. Discuss the results, write up. Discussion on how this might vary dependent upon the area that you live. Exercise to illustrate how it can also vary with the country that you live in. **Homework** Collect ads for jobs from local newspapers.	*Tomorrow's Geography*: Chapter 3 *Geography in Place 1*: Chapter 10 *The Wider World*: Chapter 9 *Understanding GCSE Geography*: Chapter 11	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
3.1 (1 lesson)	The change in relative importance of the sectors over time within countries at different states of development.	Describe and explain how the importance of the different sectors changes over time.	Use statistics for an MEDC and an LEDC. To illustrate change over time. Draw appropriate graphs, work out percentage differences. Link to C7 tourism and the development of the tourist industry. **Homework** Find out meanings of the terminology for 3.2.	*Tomorrow's Geography*: Chapter 3 *The Wider World*: Chapter 9 *Understanding GCSE Geography*: Chapter 11	N2.1 N2.2
3.2 (1 lesson)	Characteristics of farm systems: • intensive/extensive • commercial/ subsistence • arable/pastoral • organic. The broad physical, economic, political and human factors affecting a farmer's choices.	Classify farms using the terminology in the content. Explain the factors that influence farmer's choices.	Go through definitions with pupils providing answers to board. Problem solving – give students a number of examples of areas of land and climate, etc. They decide whether the farmer would grow crops, keep animals, etc. Teacher-led class discussion on examples drawing out the factors that have affected the farmer's decisions. **Homework** Written piece of work on factors that affect a farmer's decisions.	*Tomorrow's Geography*: Chapter 3 *The Wider World*: Chapter 7 *Understanding GCSE Geography*: Chapter 10	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
(3 lessons)	A study of intensive wet rice farming in an LEDC.	Recall specific information about a study of intensive wet rice farming, to include any advances that have taken place.	Teacher input on case study of wet rice farming. Stimulus will depend on case study chosen. Use of statistics to show increase in productivity. **Homework** Complete case study work.	*Tomorrow's Geography*: Chapter 3 *Geography in Place 1*: Chapter 9 *Understanding GCSE Geography*: Chapter 10	
3.2 (3 lessons)	A study from the EU to consider changes affecting farm systems.	Recall specific information about a study of a farming system in the EU, to include the affect of government policies and scientific advances.	EU case study, suggest students work in groups using NFU website. They can research a number of different farms. Report back to class. Groups write up work individually. **Homework** Prepare for report back to class. Write up work.	*Tomorrow's Geography*: Chapter 3 *Geography in Place 1*: Chapter 10 *The Wider World*: Chapter 7 *Understanding GCSE Geography*: Chapter 10 www.nfu.org.uk	N2.1 C2.1b C2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
3.3 (4 lessons)	In MEDCs, the broad physical, economic, political and human factors affecting the location of secondary industries. A study of one modern high tech industry to consider the specific factors affecting its location.	Explain the factors that affect the location of industry. Describe and explain the specific locational factors of their chosen high tech industry.	Teacher-led discussion on the factors that affect the location of industry. Spidergram on board. Students to make comprehensive notes. OS map extracts to be studied to investigate the location of industries shown on the maps. Could also use aerial photographs. Case study of a modern high tech industry. Students given the industry and where it is located. They should then work out the reasons why it is located there, in pairs. Report back. Students to then decide which pairs had the best reasoning through a feasibility study. Field visit to local high tech industry is a possibility. **Homework** Write up classwork.	*Tomorrow's Geography*: Chapter 3 *Geography in Place 1*: Chapter 10 *The Wider World*: Chapter 9 *Understanding GCSE Geography*: Chapter 11	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
3.3 (2 lessons)	In LEDCs: The nature of the formal and informal sectors. A study of the factors attracting one TNC to a particular country.	Identify the differences between the formal and informal sectors of industry in LEDCs. Explain the reasons why their TNC decided to locate in its chosen country.	Teacher defines informal and formal sectors. Activity which provides students with a list of jobs. They have to categorise them into informal and formal sectors. Case study of a TNC. Textbook or worksheet information, which includes information on the reasons why the TNC located in the LEDC. **Homework** Complete case study work. Revise for end of unit exam.	*Tomorrow's Geography*: Chapter 3 *Geography in Place 1*: Chapter 11 *The Wider World*: Chapter 9 *Understanding GCSE Geography*: Chapter 11	

Unit A4: The Natural World

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
4.1 (2 lessons)	The origins and characteristics of main air masses affecting the UK. How the air masses influence weather in the UK, and make it so changeable.	Identify the origins and characteristics of the main air masses affecting the UK. Explain how the air masses affect the weather in the UK.	Teacher explanation of what are air masses. Maps of routes of major air masses to identify origins. Students to annotate them with the characteristics of the air masses. Teacher-led discussion on how the air masses affect the British weather. **Homework** Write up lesson notes on air masses.	*Tomorrow's Geography*: Chapter 4 *Geography in Place 1*: Chapter 3 *Understanding GCSE Geography*: Chapter 6	N2.1 N2.2 N2.3
4.1 (3 lessons)	Characteristic weather conditions associated with anticyclones and depressions. The use of synoptic charts and satellite images to show weather conditions.	Describe the weather associated with an anticyclone and a depression. Interpret synoptic charts and satellite images.	Teacher-led using textbooks to draw an annotated diagram of a depression and it's associated weather. Photographs of a typical anticyclonic summer and winter day. Students to describe the weather conditions. Use of satellite images for both depressions and anticyclones, students to interpret. **Homework** Worksheet which requires interpretation of synoptic charts for an anticyclone and a depression.	*Tomorrow's Geography*: Chapter 4 *Geography in Place 1*: Chapter 3 *The Wider World*: Chapter 15 *Understanding GCSE Geography*: Chapter 6	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
4.2 (2 lessons)	Characteristics of west European maritime climates and east European continental interior climates and contrasts between them. Factors affecting these climates: • distance from the sea • ocean currents • latitude.	Describe the characteristics of west European maritime climates and east European continental interior climates. Compare the two climates. Explain the factors which affect these climates.	Teacher-led on factors that affect climates from contents column. Description of characteristics of climate types. Teacher-led explanation of climate types. **Homework** Exercise on contrasting the two climate types.	*Tomorrow's Geography*: Chapter 4 *Geography in Place 1*: Chapter 3 *Geography for GCSE* – (Longman): Chapter 5 *Understanding GCSE Geography*: Chapter 6	
4.3 (4 lessons)	The global distribution of tropical rainforests, temperate deciduous and temperate coniferous forests (taiga). The ways in which trees in tropical rainforests and taiga have adapted to the natural environment.	Map the distribution of the three forests. Describe and explain the ways that tropical rainforests and coniferous forests have adapted to their environment.	Teacher explanation of where forests are, what it is like there etc. Mapping exercise on forests. Students in pairs to write about the characteristics of the trees. How have they adapted? Then tell the other person about their tree. **Homework** Exercise on the adaptation of the trees to test understanding.	*Tomorrow's Geography*: Chapter 4 *Geography in Place 1*: Chapter 4 *The Wider World*: Chapter 15	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
4.3 (4 lessons)	A study of a tropical rainforest system to show the ideas of conservation, exploitation and sustainable development, and the roles of different interest groups and the conflicts between them.	Define the terms conservation, exploitation and sustainable development. Describe and explain these ideas in terms of a tropical rainforest system. Understand the different opinions involved and the conflicts between the different interest groups.	Teacher definition of terms conservation, exploitation and sustainable development. Introduce case study of TRF. Use of textbooks, videos, Internet. Individual student research into a TRF of their choice. Or groups of three dealing with the three different issues. Present their findings to the class. Class decides on best case study. Which may be an accumulation of a number of people's work. Write up. **Homework** Revise for end of unit exam.	*Tomorrow's Geography*: Chapter 4 *Geography in Place* 1: Chapter 4 *Geography for GCSE* – (Longman): Chapter 5 Many videos are available	

Unit B5: Managing the Environment

Length of teaching: 8 weeks

Assume: 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
5.1 (1 lesson)	Coasts are under threat…	Re-cap of coastal processes from Unit 1.	Use maps/photos of Holderness/Walton-on-the-Naze areas. List factors of coastal processes in these areas. Use newspaper articles to show threat of erosion in the area chosen. **Homework** Produce an annotated diagram of the factors threatening the coast in the chosen area.	*Tomorrow's Geography*: Chapter 5 *Geography in Place 1*: Chapter 3 www.walton-on-the-naze.co.uk	C2.1 N2.1
5.1	Coasts are under threat…	Use the Environmental Agency website to research rates of cliff erosion.	Investigate rates of cliff erosion.	www.environment-agency.gov.uk	IT2.1 IT2.2 N2.1 N2.3

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
5.1 (2 lessons)	Coasts are under threat…	Describe characteristics of chosen area. Increase locational knowledge. Review problems faced by different groups of people.	Use *Shifting Sands* video to develop issues about coastal erosion on the Holderness coast. Can be done by using information from video. Guided brainstorming via *Geography in Place* 1. **Homework** Produce a newspaper article using Word and/or Publisher programs looking at the issues from the point of view of different interested groups.	*Shifting Sands* video about coastal problems in East England *Geography in Place I*	C2.1 C2.2 IT2.1 1T2.2
5.1 (1 lesson)	Coasts need to be managed….	Introduce coastal management strategies. Introduce different types of strategies. Introduce concept of cost-benefit analysis.	Class brainstorm. Produce a mini- DME exercise on the different types of strategies available including hard and soft engineering options. Include a simple CBA. Set criteria for effectiveness. **Homework** Set GCSE specimen question(s).	Environment Agency Website *Tomorrow's Geography*: Chapter 5 – Walton-on-the Naze case-study DME can be adapted from the resources of the June 2000 GCSE B Question	IT2.1 C2.1 C2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
5.2 (2 lessons)	River floods are the result of human and physical factors.	Causes of river flooding. Effects of river flooding.	Refer back to work undertaken in Unit 1. List causes of flooding – both physical and human. Analyse a flood hydrograph. Analysis of newspaper articles about river flooding events, eg Mississippi floods, UK Nov 2000. **Homework** Produce an annotated locational map/diagram to demonstrate the causes and effects of the Mississippi floods along its course.	*Tomorrow's Geography*: Chapter 5 – Mississippi Study BBC Physical Geography – Video *Geography in Place*: Chapter 1 *The Wider World*: Chapter 15	C2.1 C2.2 N2.1
5.2 (2 lessons)	Rivers need to be managed…?	Advantages and disadvantages of river management. Introduce aspects of ecological management. Conflicts of interests involved.	Draw up a table to show the potential types of river management and their advantages and disadvantages. **Homework** Produce a Conflict Matrix diagram to analyse the viewpoints of the parties involved.	*Tomorrow's Geography*: Chapter 5 BBC Physical Geography – Video *The Wider World*: Chapter 15 *Geography in Place* 2	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
5.3 (2 lessons)	Fragile environments require sustainable management.	Introduce damage caused by farming. Study soil erosion in the Himalayas or Mezzogiorno or in the Sahel. Study eutrophication in the Norfolk Broads.	Identify the causes and effects of the damage to the natural environment as a result of farming practises. Construct a flow diagram to show these effects over a period of time. **Homework** Design an A3 size Information Sheet to be used by a NGO such as Global Concerns or FarmAfrica which details the problem/damage and sets out potential strategies for reducing the problem/damage over: • 1 year • 5 year; and • 10 year time periods.	*Tomorrow's Geography*: Chapter 5 *The Wider World* *Geography in Place* Weatherworld CD ROM simulations World Atlas CD ROM World Environment Atlas FRANCE 2000 Video FarmAfrica Website	C2.1 C2.2 IT2.1 IT2.2 C2.1 C2.2
5.3 (1 lesson)	Fragile environments require sustainable management.	Introduce damage due to resource exploitation. Study impacts of: • tourism • mining • forestry.	Produce a newspaper article about the impacts. Produce a Living Graph exercise for the chosen study area. **Homework** Prepare a PowerPoint presentation.	*Tomorrow's Geography*: Chapter 5 – Donana National Park Spain – Timber extraction in Papua New Guinea – Oil exploitation in Ecuador	C2.1 IT2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
5.3 (1 lesson)	Sustainable management required...?	Introduce possible strategies to deal with damage over different time periods.	Set a DME exercise eg: • one from GCSE syllabus B; or • set up a role play or • devise a Thinking Through Geography exercise eg Thinking Hats or Sorting Statements. **Homework** Set GCSE specimen question.	DME text by Goddard *Thinking Through Geography* – (David Leat)	C2.1 C2.2

Unit B6: Managing Hazards

Length of teaching: 8 weeks

Assume 2 x 70 mins and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
6.1 (1 lesson)	Some places in the world are more hazardous than others.	Map the global distribution of tropical storms.	Brainstorm: what is a hazard? Categorise hazards into geological and climatic. Map of different types of tropical storms. To include countries that they affect. **Homework** Add countries to the map.	*Tomorrow's Geography*: Chapter 5 *Geography in Place 1*: Chapter 3	
6.1 (2 lessons)	The characteristic features of the four main plate boundaries and their distribution.	Map the global distribution of volcanic and earthquake activity. Describe the characteristic features of the major plate boundaries and the effects of their movement.	Discussion on recent earthquakes and volcanic eruptions using world map. Try to work out link. Or recap of KS3 work on distribution of earthquakes and volcanoes. Draw map of global distribution of earthquake and volcanic activity. Teacher explanation of what happens at the plate boundaries to deal with all four boundaries. Students make notes. **Homework** Draw cross-section diagrams: all main features to be labelled.	*Tomorrow's Geography*: Chapter 5 *Key Geography for GCSE*: Chapter 5 *Understanding GCSE Geography*: Chapter 1	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
6.2 (3 lessons)	Hazards have an impact on the people and their environment. This can vary with stage of development.	Describe and explain the impact of a tropical storm on people and their environment in an LEDC. Analyse how their state of development affects the storms impact and the way that it affects the country. Identify reasons why people continue to live in areas at risk from tropical storms. Appreciate the need for sustainability.	Teacher-led discussion. What is a tropical storm? What is it like to experience one? Introduce case study. Students complete an impact assessment. Chart with headings: social/human, economic, environmental impacts, for the storm that they are studying. Pair work: why do people continue to live in these areas? **Homework** Notes on why people live in hazardous areas.	*Tomorrow's Geography*: Chapter 5 www.FEMA.com	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
6.2 (3 lessons)	Hazards have an impact on the people and their environment. This can vary with stage of development.	Describe and explain the impact of a tropical storm in an MEDC to show its effect on the local people and the environment. Analyse how their state of development affects the storm's impact and the way that it affects the country. Identify reasons why people continue to live in areas at risk from tropical storms. Assess how the level of development affects the impact of the storm. Contrast how the storms affected the LEDC and MEDC.	Students to work in groups on their own case study of a tropical storm in an MEDC. Use of Internet and other sources of information-text books, videos, articles. All impacts to be covered, social, economic and environmental. To produce a comprehensive television report, that will be taped or recorded. They should present all the information on the impact and how the area coped and why people continue to live there. Complete section by contrasting how the different MEDC and LEDC coped with their tropical storm and how their level of development affected their ability to cope. **Homework** Work on presentation. Complete comparison of ability to cope.	*Tomorrow's Geography*: Chapter 5 *Geography in Place 1*: Chapter 3	C2.1b C2.2 IT2.1

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
6.3 (3 lessons)	How are volcanic eruptions managed in LEDCs? Can they be predicted, what are the short-term responses and long-term recovery? What options are there for aid?	Describe and explain the measures to predict and take precautions, including reasons for the decisions made. Describe the short-term responses and the long-term recovery. Evaluate the sources of aid available.	Introduce topic of management of volcanoes. In what ways can volcanic eruptions be managed. The work should be teacher-led using worksheets or textbooks focused on the different elements of the key idea. There should be time spent on aid organisations. **Homework** Worksheets or textbook exercise.	*Tomorrow's Geography*: Chapter 5 *Physical Geography and People* – (Webber) – Montserrat 1995-1998 *Understanding GCSE Geography*: Chapter 1 – Montserrat *Key Geography for GCSE*: Chapter 5 – Mount Pinatubo	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
6.3 (3 lessons)	How are earthquakes managed in MEDCs? Can they be predicted, what are the short-term responses and long-term recovery? What options are there for aid?	Describe and explain measures to predict and take precautions, including reasons for the decisions. Describe the short-term responses and the long-term recovery. Evaluate the sources of available aid. Contrast the responses in the chosen LEDC and MEDC.	Introduce topic of management of earthquakes. Student discussion: is it possible? Teacher-led notes on possible management techniques. Case study introduced. Possibly Los Angeles, although a little old now. What kind of precautions are taken? How does USA prepare? What happens after the event? Immediately and in the future? What aid is available? Class in groups: take an earthquake event each and research different parts of the key idea. To produce a newspaper article and a written report. **Homework** Prepare feedback to class on what they have discovered. Either write up their own or the best of the class. Assess the different responses to the hazard event made by the MEDC and the LEDC. Revision for end of unit exam.	*Tomorrow's Geography*: Chapter 5 *Physical Geography and People* – (Webber) The Italian Earthquake 1997 *Key Geography for GCSE*: Chapter 5 – Earthquake prediction *Understanding GCSE Geography*: Chapter 1 – Kobe 1995 *Geography in Place 1*: Chapter 1 – Kobe 1995	C2.3 IT2.1

Unit C7: Managing Tourism

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
7.1 (1 lesson)	The causes of the rapid growth in tourism.	Identify major influences since the second world war, which include: • socio-economic – increase in car ownership, increase in leisure time and disposable income • technological developments – jet aircraft • the development of new products – package holidays, holiday camps and long haul destinations.	Graphs showing rise in tourist numbers. Brainstorm on how society has changed since the war. To explain rise in tourist numbers. Spidergram on board, drawing out points from the learning objectives. Use own and pupils' experiences. Drawing on homework. Write up discussion to describe/explain all important points from spidergram. **Homework** Research of parents'/grandparents' holiday experiences. Ask five friends about their last three holidays. Where they went? For how long? How far? What they did?	*Tomorrow's Geography*: Chapter 7 *The Wider World*: Chapter 11 World Travel Atlas	N2.1 N2.2

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
7.1 (1 lesson)	Tourists can be classified by: • nature of activity • locational preference • duration of trip • distance travelled.	Identify that tourists have different needs and expectations and that they can be classified in a number of ways.	Class explanation of the four classifications to be dealt with and chart put onto board. Group work to produce a chart under the headings: nature of activity, locational preference, etc, using the results of their homework. **Homework** Write up the ways that tourism can be classified, using examples from their chart.	*Tomorrow's Geography*: Chapter 7	
7.1 (1 lesson)	The impact of tourism on primary, secondary and tertiary industry. Tourism as a trigger for the multiplier effect.	Explain the impact that tourism had on the sectors of employment since the second world war and how it can trigger the multiplier effect. Describe the influence it can have on the development of a country.	Teacher-led interpretation of employment graphs/statistics. There should be graphs/statistics for countries in different stages of development. Multiplier effect should be fully explained with student activities related to it. (Internet resource for statistics.) **Homework** Activity related to multiplier effect.	*Tomorrow's Geography*: Chapter 7 World Travel Atlas *Leisure Recreation and Tourism* – (Prosser): Chapter 6	N2.1 N2.2 N2.3

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
7.2 (3 lessons)	The impact that the growth of tourism has had on people and their environment in an MEDC.	Describe the physical and human attractions of a coastal area in an MEDC. Explain the economic, social and environmental impacts of tourism both positive and negative. Discuss the effects of tourism on different groups of people.	Introduce case study to students. Draw map of location. Watch video. Research the attractions of the area both physical and human. Use of travel brochures. Take impacts in turn or do cost benefit analysis of impacts. Debate on the view points of different people. **Homework x2** Collect travel brochures. (Internet research). Continue classwork, debate preparation.	*Tomorrow's Geography*: Chapter 7 – Ayia Napa *The Wider World*: Chapter 11- Costa del Sol *Geography in Place*: Chapter 7 – Blackpool Video – Ayia Napa	C2.1a C2.3
7.2 (3 lessons)	The impact that the growth of tourism has had on people and their environment in an LEDC.	Describe the physical and human attractions of a mountainous area in an LEDC. Explain the economic, social and environmental impacts of tourism both positive and negative. Discuss the effects of tourism on different groups of people.	Introduce case study to students. Draw map of location. Split case study, students work in groups to research different elements: • physical attractions • human attractions • economic impacts • social impacts • environmental impacts • peoples' opinions on the tourist developments. **Homework x2** Collect travel brochures. (Internet research) Preparation for feedback to class.	*Tomorrow's Geography*: Chapter 7 – Peru, Macchu Pichu	C2.1a C2.1b C2.2 IT2.1

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
7.3 (3 lessons)	An example of conservation and sustainable tourism in an LEDC.	Define the terms conservation and sustainable tourism. Identify the major area of concern. Describe and explain the management policies that have been implemented to try to conserve the area. Analyse the success and assess if sustainable tourism has been achieved. Decide if the attitudes of decision-makers have influenced the policies. Decide if attitudes are affected by the level of development in the country.	Brainstorm definition of terms. Expand to include some ideas on conservation and sustainable tourism. Introduce case study. For example, the Galapagos Islands. Watch video. Location map. The rest of the work would probably best be strongly teacher-led or with the use of the appropriate textbook. Do a cost benefit analysis of tourism in the Galapagos islands. Should it be allowed to continue? Describe management policies which have been implemented. Assess how successful the policies have been. Have the attitudes of the decision-makers affected the policies? **Homework x2** Work through either textbook or teacher prepared sheets.	*Tomorrow's Geography*: Chapter 7 – Galapagos Islands *Geography in Place*: Chapter 7 – Zimbabwe or Galapagos Islands Video – Galapagos Islands *Leisure Recreation and Tourism* – (Prosser): Chapter 7 – Zimbabwe	C2.3

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
7.3 (3 lessons)	An example of conservation and sustainable tourism in an MEDC.	Define the terms conservation and sustainable tourism. Identify the major area of concern. Describe and explain the management policies that have been implemented to try to conserve the area. Decide if sustainable tourism has been achieved. Decide if the attitudes of decision-makers have influenced the policies. Decide if the level of development in the country affects these attitudes.	Introduce case study to students. Location map. Video dependent upon study. Use of statistics to show problem of increasing tourism in an area. Problems fully explained. Students in groups to come up with their own management plan. They will need to research ideas of management. Report back to class on their ideas. Vote on best one and its feasibility. Teacher-led theory session on the actual management plans for their case study. The effect of the attitudes of the decision-makers on these plans. Compare the policies of the MEDC and LEDC. **Homework x2** Research from textbooks. Prepare for report back. Revise for end of unit exam.	*Tomorrow's Geography*: Chapter 7 *Geography in Place*: Chapter 7 – Lake District *Leisure Recreation and Tourism* – (Prosser): Chapter 7 – Australia	C2.1a C2.1b C2.2 C2.3 IT2.1 IT2.3

Unit C8: Managing Urban Areas

Length of teaching: 8 weeks

Assume 2 x 70 mins of lessons and one homework per week

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
8.2 (1 lesson)	The global pattern of urbanisation.	Identify that there are high levels of urbanisation in MEDCs. Identify that there is a rapid increase in the rate of urbanisation in LEDCs.	Use maps and graphs for the pupils to interpret. Draw maps and graphs to illustrate the learning objectives.	*Tomorrow's Geography*: Chapter 8 *Geography in Place:* pages 89-91 *Geography to GCSE:* pages 24-25	N2.1 N2.2 N2.3
8.2 (2 lessons)	Reasons for the rapid growth of a named urban area in an LEDC.	Define the terms push and pull factors. Identify and explain the push and pull factors responsible for rural-urban migration in their named urban area. Identify that natural increase is also a reason for the rapid growth of urbanisation.	Video of chosen urban area: identify and explain the push and pull factors. Textbook work. Produce an annotated flow diagram showing the push and pull factors for their chosen urban area.	*Tomorrow's Geography*: Chapter 8 – Bangalore Videos – Survival in the City Brazil 2000 – The pull of the city *Key Geography: Book 2*: page 117 – Dhaka *Geography to GCSE:* page 26	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
8.2 (1 lesson)	The results of rapid growth in the chosen LEDC urban area.	Describe and explain the general location of shanty towns in an LEDC urban area. Describe the problems which are a result of rapid urbanisation.	Revise the pattern of land use in an LEDC urban area (key idea 2.3). Video evidence. Photographic sources. Maps. Literary sources.	*Tomorrow's Geography*: Chapter 8 – Bangalore *Key Geography: Book 2*: pages 118-120 *Geography to GCSE:* pages 28-29	
8.2 (1 lesson)	Management of the problems as a result of rapid urbanisation in the chosen LEDC urban area.	Describe schemes to help alleviate the problems of poor housing, service provision, and so on.	Textbook work on self-help housing schemes, sites and services, provision of building materials, legalisation of land ownership and so on.	*Tomorrow's Geography*: Chapter 8 – Bangalore *Key Geography Book 2*: page 121 *Geography to GCSE:* page 27	PS2.1
8.1 (2 lessons)	The study of an urban area in an MEDC. Change is occurring at the edge of urban areas.	Identify that urban-rural migration is taking place. Define the terms: counterurbanisation, greenfield site and urban sprawl.	Revise the characteristics of land use patterns in an urban area in a MEDC (key idea 2.3). Compare the total population figures for inner and outer wards of their chosen urban area. Construct a choropleth map to show that counterurbanisation is taking place. Interpret the map.	*Tomorrow's Geography*: Chapter 8 – Reading Census data for 1971, 1981 and/or 1991 showing inner and outer wards population figures for their chosen urban area SCAMP CD	N2.2 N2.3 IT2.1

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
8.1 (2 lessons)	There are a number of threats to the countryside (greenfield sites) as a result of urban sprawl. This has led to change at the edge of the urban area. (Use the MEDC urban area chosen above).	Identify changes in land use at the city edge (threats to the countryside). Explain why these changes are taking place – push and pull factors for housing, shopping and industry.	Brainstorm as a class or in group discussions with feedback the attractions of living, shopping and working on the edge of the urban area. Fieldwork visit to suitable sites could lead to a coursework assignment.	*Tomorrow's Geography*: Chapter 8 – Reading Maps, newspaper reports and photographs could be used as stimulus material	
8.1 (3 lessons)	Changes have occurred in the inner urban area as a result of decline. This has led to the development of brownfield sites. Redevelopment and renewal has taken place on these sites. Brownfield sites do have other potential uses.	Describe the symptoms of inner city decline. Define the terms brownfield site, redevelopment and renewal. Describe and explain why redevelopment and renewal takes place. Consider the benefits and the problems of redevelopment and renewal.	Take a variety of examples of redevelopment and renewal schemes in your chosen urban area (eg areas of housing, industry and shopping developments or mixed land use). Divide the class into groups. Each group is to research the following: characteristics of the previous land use and the population left behind (as a result of urban-rural migration); how the land has been redeveloped or renewed; the benefits and problems of this scheme/change in land use. Fieldwork based upon the ideas above. Textbook work or the use of the resources to carry out a more formal lesson looking at the aspects listed for group research.	*Tomorrow's Geography*: Chapter 8 – Reading Maps, photographs, census data, newspaper reports, textbooks, planning documents, visit from the planning department if the urban area is local Fieldwork can be used too and may form part of the pupil's coursework There is clearly the opportunity for the use of ICT here	C2.1a C2.1b C2.2 IT2.1 IT2.2 IT2.3

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
				Internet: www.sustainability.org.uk/info/ casestudies/hulme.htm www.leicester.gov.uk www.manchester.gov.uk *Geography to GCSE:* page 37 *Key Geography Book 1*: pages 100-101 *Geography Through Diagrams*: page 49	
8.3 (1 lesson)	Environmental problems in a named urban area (LEDC or MEDC).	Classify the environmental problems into noise, air, water and land-based.	Brainstorm environmental problems and develop a spider diagram for each type of environmental problem.	*Tomorrow's Geography*: Chapter 8	

Key idea from Spec (No of lessons)	Specification content	Learning objectives/outcomes Students can:	Possible teaching/learning activities	Resources	Key skills
8.3 (2 lessons)	The causes and consequences of environmental problems in a named urban area.	Identify the causes of environmental problems in urban areas – traffic noise and fumes, industrial pollution and decline, disposal of rubbish. Identify the consequences of these problems eg the urban heat island effect, health problems such as asthma, derelict land, landfill/incineration.	Group research: each group take one environmental problem-research the causes, consequences and possible ways to reduce or manage the problem. The latter point needs to consider sustainable strategies such as measures to reduce traffic in the urban areas, planning controls on industry, recycling/re-using/repairing rather than throwing away, re-using brownfield sites and so on.	*Tomorrow's Geography*: Chapter 8 – Cairo Develop a research box with planning documents, newspaper reports Talk from the planning or environment department *Issues and Debates in Geography*: pages 28-30 Atmosphere, Climate and Environment information programme – CD ROM (Atmosphere, Research and Information Centre, Manchester Metropolitan University, 1999)	C2.1a C2.1b C2.2 C2.3 IT2.1 IT2.2 IT2.3 WO2.1 WO2.3 PS2.1
8.3 (1 lesson)		Describe ways to reduce or manage the causes and consequences of these environmental problems.	As above. Develop a problem-solving exercise based on an environmental problem in an urban area.	As above	

Assessment requirements – external assessment

The scheme of assessment is in two tiers. Foundation Tier candidates take Papers 1F and 2F, and submit one item of coursework. This tier is targeted at grades C to G. Higher Tier candidates take Papers 3H and 4H and also submit one item of coursework. This tier is targeted at grades A* to D.

Paper/component	Mode of assessment	Weighting	Length
1F or 3H	Written examination testing core units	45%	1hour 45 mins
2F or 4H	Written examination testing option units	30%	1 hour 15 mins
Coursework	Investigation based on primary data collection	25%	–

Availability of external assessment

First assessment of this specification will be in summer 2003. Assessment will be available in each summer examination session thereafter.

Scheme of assessment

Candidates for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for candidates entered for the Higher Tier in this specification, and an allowed grade E can be awarded on the Higher Tier. Candidates failing to achieve grade E on the Higher Tier will be reported as Unclassified.

Assessment of the specification consists of:

- **For Foundation Tier candidates –** two written papers (Paper 1F, 1 hour 45 minutes, and Paper 2F, 1 hour 15 minutes) and coursework.
- **For Higher Tier candidates –** two written papers (Paper 3H, 1 hour 45 minutes, and Paper 4H, 1 hour 15 minutes) and coursework.

Papers 1F and 3H

Written paper, 1 hour 45 minutes

These papers will consist of four compulsory questions, one on each of the core units. The style of the paper will be structured data-response questions, with an emphasis on the testing of skills and understanding. There will be some opportunities for extended writing and a limited requirement for recall of specified case study material. A variety of resources will be made available in the examination. A 1:50,000 Ordnance Survey map extract will be used, and other resources may include maps at other scales, graphs, diagrams, newspaper articles and photographs.

Differentiation will be achieved by:

- **task** – stimulus material may differ between the tiers, and there will be more demanding tasks set in Paper 3H; and
- **outcome** – since there will be some common questions for which the mark schemes will credit different levels of response.

Papers 2F and 4H

Written paper, 1 hour 15 minutes

These papers will consist of four questions, testing Units B5, B6, C7 and C8.

Candidates choose two questions, one testing either Unit B5 or B6, and one testing either Unit C7 or C8.

The style of the paper will be structured data-response questions, with an emphasis on the testing of knowledge and understanding. There will be opportunities for extended writing.

Differentiation will be achieved by:

- **task** – stimulus material may differ between the tiers, and there will be more demanding tasks set in Paper 4H; and
- **outcome** – since there will be some common questions for which the mark schemes will credit different levels of response.

Quality of written communication

The quality of written communication will be assessed in all papers, wherever a question requires a response in extended writing, and in the coursework, as part of assessment objective AO4. Students will be assessed on their ability to:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

Candidates must demonstrate their ability to:

AO1 show knowledge of places, environments and themes at a range of scales from local to global

AO2 show understanding of the specified content

AO3 apply their knowledge and understanding in a variety of physical and human contexts

AO4 select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

Relationship of assessment objectives to scheme of assessment

Assessment objective	Papers 1F/3H	Papers 2F/4H	Coursework	Total
Knowledge	8	12	0	**20**
Understanding	13	8	0	**21**
Application of knowledge and understanding	10	5	5	**20**
Skills	14	5	20	**39**
Total	**45**	**30**	**25**	**100**

This table gives the intended weightings for each assessment component. However in any particular examination series, the weightings for the examination papers may vary very slightly.

When levels of response marking are used, the examiner should determine the highest level reached by the candidate before awarding marks within the range allocated to that level of response. Do not be afraid to give full marks.

Not all points mentioned in the mark scheme against each level need to be met for an answer to start scoring at that level. It will be possible for a candidate to reach a score through either the breadth or depth of the answer.

Where a points mark scheme is used, candidates should be credited for each valid point made, whether the points give extra breadth or greater depth. The wording of the question should be used to determine the validity of the points offered: for example an answer requiring explanation could not gain full marks if it only describes; a question requiring 'reasons for …' could not get full marks if only one reason is offered in depth – some breadth would be required.

The answers suggested in the mark scheme are for guidance only. In many cases it will be possible for candidates to offer valid, plausible alternatives. Examiners should use their professional judgement to decide whether a given answer is acceptable. In cases of any doubt, the examiner should refer the answer to their team leader or the principal examiner.

Where appropriate, annotated diagrams are acceptable as a substitute for text and can gain full marks if they meet the requirements of the mark scheme.

The following are extracts from the specimen papers which aim to show how the examination papers differ between the tiers. There are also a number of similar questions to monitor the C/D boundary.

3H and 1F

4 (a) Look at Figure 10. It shows the average annual precipitation for three places in northern England: A, B and C.

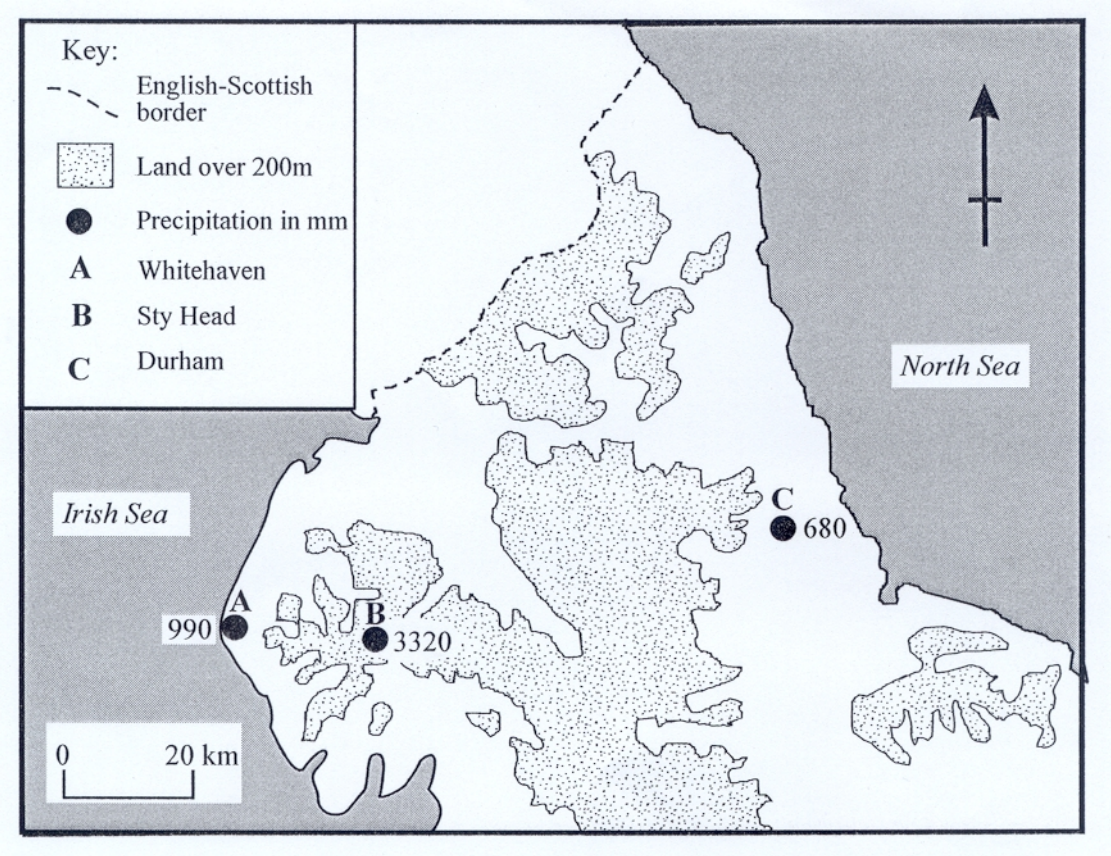

Figure 10

Describe the distribution of precipitation shown in Figure 10.

……

……

……

……

(2)

This question is common to 3H and 1F and helps to monitor the C/D boundary

For 3H students: Candidates are asked a question and must draw their own diagram

(ii) Give reasons for the differences in annual precipitation across northern England, as shown in Figure 10.

A diagram might help your answer.

……

……

……

……

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……

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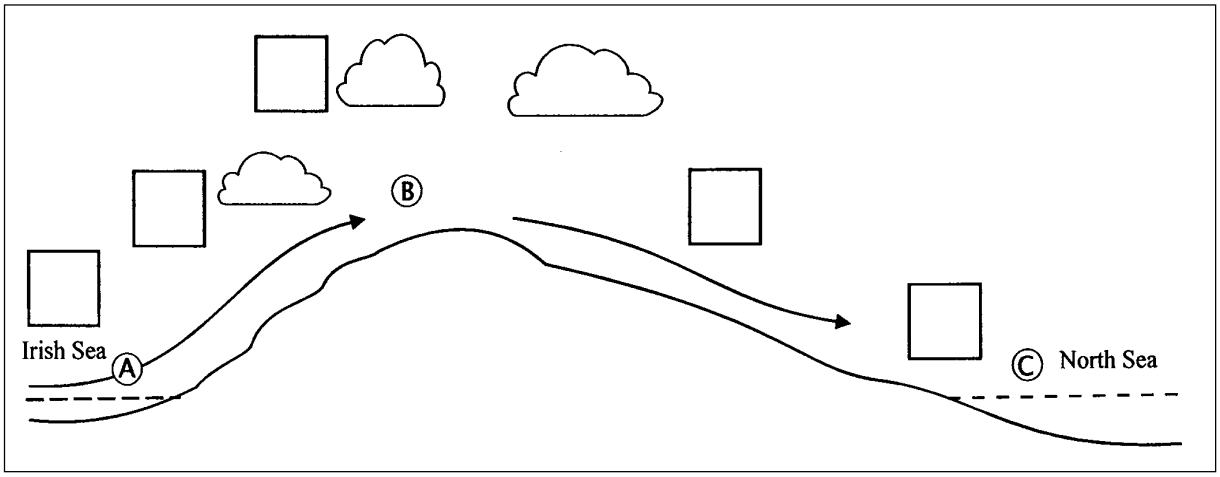
……

……

(4)

For 1F students: Candidates are given the diagram as an extra stimulus and asked to label it

Figure 11 is a cross section from A to C on Figure 10. Fill in the boxes to show the process of relief rainfall. Use the letters from the list below.



V moist air rises

W rain shadow

X dry air descends

Y moist prevailing winds

Z condensation

(5)

For 3H Students: a similar question as for 1F students, but 3H requires an explanation. This allows the A* – B candidate to give greater depth.

(d) Forests can be exploited, conserved or sustainable developed.

Choose a forest you have studied which is being sustainably developed.

Chosen forest: ……

Explain how the forest is being sustainably developed

……

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(6)

For 1F students, the question is split into 2 parts:

(d) Some forests are being sustainably developed.

(i) What is meant by **sustainable development**?

……

……

(2)

(ii) For a named forest explain how it is being sustainably developed.

Chosen forest: ……..……..

……

……..……...…

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……

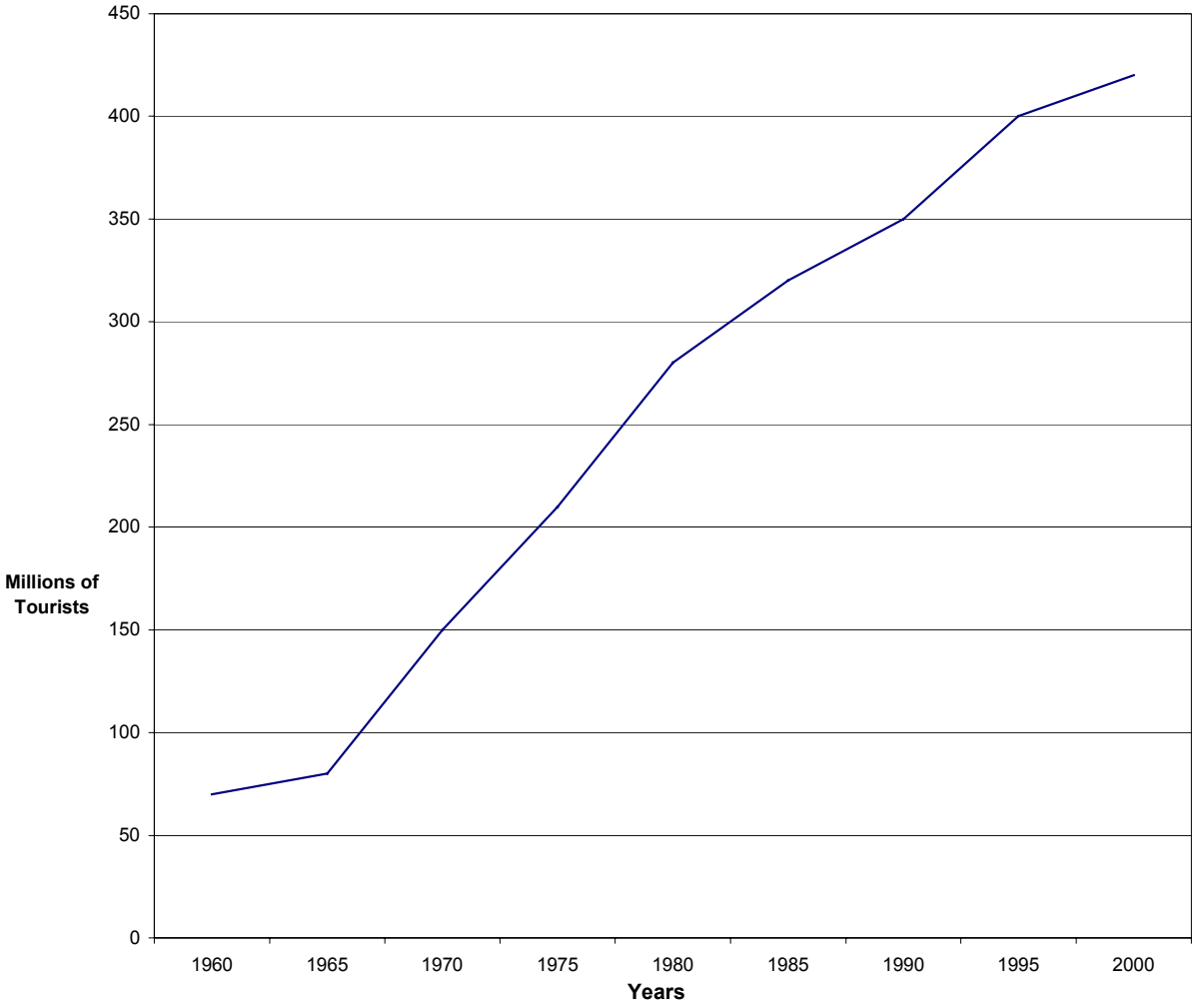
……

(4)

Option Paper 4H/2F

C7: Managing Tourism

(a) Study Figure 5, which is a graph showing the growth of world tourism.



Describe the changes in world tourism between 1960 and 2000.
Use data in your answer.

……

……

……

……

……

……

(4)

Same stimulus material: 4H candidates are asked to describe and use the data

2F candidates are asked to interpret the graph in order to select the correct word:

(i) Cross out the wrong word in the following sentences:

The number of tourists in the world has increased / decreased

The largest increase was between 1970 and 1975 / 1975 and 1980

There will be 420m tourists each year by 1995 / 2005

Tourism is a secondary / tertiary **industry**

Higher Tier candidates are asked to recall information on advantages and disadvantages and then explain it:

(c) The development of tourism in **mountain areas** can have a major effect on the environment and local economy.

How can decision makers ensure that mountain areas are sustainably developed?

Use an actual example of a mountainous area you have studied.

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(6)

Foundation Tier candidates are given some advantages and disadvantages and then asked to explain problems

(c) (i) The development of tourism in mountain areas can have both advantages and disadvantages.

Look at the advantages and disadvantages in the table below.

Put a tick in the correct box for each statement.

Statements	**Advantages**	**Disadvantages**
Tourism usually provides jobs for local people		
Tourists can cause litter problems at holiday resorts		
Tourists can be noisy and disturb local people		

(ii) Explain the problems that tourism can cause for the environment in mountain areas.

Use an actual case study of a mountainous area you have studied.

……

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……

(4)

The question asked is the same for both tiers, but the format provides focus for the Foundation Tier candidates. Higher tier candidates are asked to recall specific case study material. They have to describe and explain two different areas of the case study.

(d) Choose an actual fragile environment where tourism has caused problems and conservation schemes have been introduced.

Name of chosen study area……..

What problems have been caused by tourism?

and

Comment on local people's attitudes to the conservation schemes that have been introduced.

……...……..

……...……..

(20 lines)

(8)

Foundation Tier candidates have the question split. They are asked to describe three problems and given guidance on how to set them out. They are then asked to explain.

(d) Choose an actual fragile environment where tourism has caused problems and conservation schemes have been introduced.

Name of chosen study area: ……

Describe three problems that tourists have caused

1……...……

…….……...…….

…….……...…….

2……...……

…….……...…….

…….……...…….

3……...……

…….……...…….

…….……...…….

(3)

(ii) Comment on local people's attitudes to the conservation schemes that have been introduced.

……

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(5)

Assessment requirements – internal assessment

Introduction

It is a requirement of the GCSE Subject Criteria for Geography that all candidates should undertake geographical investigations supported by fieldwork. This will involve a process of enquiry that demonstrates their understanding and skills within a geographical context. Unlike the written papers, there are no entry tiers for coursework. All candidates will be assessed against the same criteria and will have an equal opportunity to show what they can do.

Candidates are required to use ICT at various stages of their investigation. See the section *Incorporating ICT in coursework* below.

Designing and planning the coursework

Candidates are required to submit one item of coursework. It must take the form of an investigation which will involve candidates in the following stages of a geographical enquiry:

1 **the planning of the topic for study** can be developed from observation, discussion, reading or previous study, and should be approached in terms of a question or problem to be investigated, a hypothesis to be tested, or a combination of these

2 **the defining of the aims of the enquiry** the more specific the aims, the more likely is the candidate's attention to be directed to the purpose of the enquiry and specific problems or questions arising in it

3 **the planning and decision making** about what data is relevant to the study and how this data can best be obtained; the general format and development of the study should also be agreed at this stage

4 the candidate should be able to demonstrate the skills of **data refining and presentation** by presenting the material in a variety of forms appropriate to the nature of the particular study eg maps, diagrams and charts, sketches and annotated photographs

5 **interpretation and analysis**, where the candidate should consider the significance of the data collected, leading to a formulation of conclusions relating to the original aims of the study.

The teacher must ensure that the nature and intention of this section of the specification is clearly understood by the candidate, and that the work undertaken is appropriate to the level of ability of individual candidates. Differentiation can be achieved either by task or by outcome:

- the coursework investigation should take the form of **one** in-depth study
- the coursework must have involved the individual candidate in primary data collection through direct fieldwork, although appropriate secondary sources may also be used
- the coursework can either relate directly to the specific content in the specification, or the content can be taken as a starting point for further investigation
- the teacher should give guidance to the candidates with the first three stages mentioned above but must not assist in the data refining and presentation beyond giving help with the choice of technique. The teacher must **not** assist in the direct interpretation and analysis of the data and the formulation of the conclusions

- if a group of candidates undertake a study relating to a common topic, it is important that individual candidates are encouraged to show some originality of input. This could be by extension of the group's work; by the use of some original data presentation methods; or by the individuality of the analysis and conclusions
- candidates should avoid submitting coursework that is either extremely brief or of great length. It is recommended that approximately 2000 words should be the maximum length.

Incorporating ICT in coursework

There are three important considerations relating to the use of ICT in producing coursework:

- it must be used appropriately
- its use must enhance the investigation
- it should be properly integrated into the finished study ('built in', not 'bolt on').

Candidates' use of ICT is assessed in three of the five coursework assessment criteria:

- it is assessed as part of **Data collection**. Candidates should use ICT in some form as part of the overall data collection process. This could be to research supporting secondary data, to collect primary data, or to collate the data collected. Appropriate uses of ICT could include
  - researching related geographical theory from the Internet or CD ROM, to help with the analysis and conclusions
  - using satellite images (eg from 'Window on the World' CD ROM)
  - downloading location maps from CD ROMs (eg Encarta) or websites (eg www.streetmap.co.uk)
  - capturing images of the fieldwork on digital camera
  - using data loggers to help with collection of eg weather data
  - collating group data with the use of spreadsheet or database software
- it is assessed as part of **Data presentation**. Appropriate uses of ICT could include
  - printouts of spreadsheets in the form of tables, charts, graphs
  - annotated digital camera images
  - graphics packages to plot river or beach profiles from data collected in the field
  - annotated maps and satellite images
- it is assessed as part of **Planning and organisation**. As part of this criterion, candidates will be assessed on the overall contribution that ICT has made to the study, particularly the extent to which they have been successful in using ICT appropriately, and the extent to which the use has been integrated into the finished study. Candidates should still be encouraged to produce hand-drawn diagrams where this is likely to be the more effective method – for example for annotated sketch maps.

The presentation of the completed investigation

- The completed coursework should consist of text supported by relevant maps, diagrams, tables, photographs and other illustrations as may be appropriate to the nature of the enquiry. Video tapes, audio tapes and other media may be submitted, but candidates should be advised that their use is no substitute for the required text.
- The work should be submitted on A4 paper secured in a simple, lightweight folder. Plastic wallets and ring binders should not be used.
- Centre and candidate names and numbers should be clearly written on the front cover.

The assessment of the coursework

Coursework is centre-assessed, using the assessment criteria below, and externally moderated by Edexcel. To assist centres and to provide all the information required within this document, detailed procedures for the submission of marks and the moderation of coursework are given in *Procedures for moderation of internal assessment*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

A copy of the Individual Candidate Record Sheet (see *Appendix 1*) should be completed for each candidate.

In assessing the coursework the following criteria are to be applied:

Assessment criteria		**Mark**
1	Introduction and Aims	6
2	Data collection	15
3	Data presentation	15
4	Analysis and conclusions	15
5	Planning and organisation	12
	Total marks	**63**

Quality of written communication

Quality of written communication is assessed as part of assessment criterion 5.

The relationship between coursework assessment criteria and assessment objectives

Assessment criteria	Assessment objectives		Total marks
	Application of knowledge and understanding	Skills	
Introduction and aims	Identification of the purpose of the investigation (6)		**6**
Data collection		Identification, collection and recording of data (15)	**15**
Data presentation		Choice of methods, presentation (15)	**15**
Analysis and conclusions	Application of concepts to data collected (6)	Description, analysis and interpretation of evidence, drawing conclusions, evaluation (9)	**15**
Planning and organisation		Logical sequence, cross referencing, technical details (eg pagination, bibliography), use of ICT, quality of written communication (12)	**12**
Total marks	**12**	**51**	**63**
Component weighting	**5%**	**20%**	**25%**

Authentication of coursework

The teacher responsible for internal standardisation of the coursework (see *Procedures for moderation of internal assessment*) must sign the bottom of the Optically-read Teacher-Examiner Mark Sheet (OPTEMS) to confirm that the work presented for assessment is, to the best of his/her knowledge, the candidate's own. Sufficient work should therefore take place under appropriate supervision to allow this confirmation to be given.

No credit should be given for work known to have been copied directly from textbooks or from any other sources or from other students. Edexcel must be notified if substantial amounts of copied work are submitted unacknowledged, and this may result in disciplinary action.

Return of coursework

The coursework inspected by Edexcel will be returned to each centre after the publication of results. All coursework still held at the centre should be kept available for inspection until the closing date for enquiries about results. After this time coursework may be returned to the students. Edexcel reserves the right to retain examples of coursework completed by students in a particular examination for grading and other purposes.

Completion of the Individual Candidate Record Sheet (ICRS)

In order to aid the moderation process, this form should be carefully completed in full. (Refer to *Appendix 1*.)

Centre name and number should be given.

Candidate name and number should be accurate.

The coursework title and its linkage to the specification content by code reference must be included.

Some indication of the reasons for the award of marks should be given either by highlighting the relevant words or phrases on the mark sheet or by adding appropriate comments in the space on the front of the ICRS.

It is particularly important that such indication is given where a candidate is on the borderline of the levels for the various criteria.

The nature of the coursework

All candidates must undertake a geographical investigation supported by fieldwork.

The coursework will involve a process of enquiry that demonstrates their understanding and skills within a geographical context.

Candidates are required to submit one item of coursework.

The coursework must have involved the individual candidate in primary data collection through direct fieldwork.

Secondary sources of data can also be used.

The coursework study should either relate to the specification content or an extension of the specific content through further investigation.

Teachers should give guidance as to the planning of the topic for study, the defining of the aim of the study and the planning of the data needed and its collection.

Teachers must not assist in the data refining or presentation and in the interpretation or analysis other than with general advice on the range of refining and presentation techniques available.

Where a common topic is taken for a group study, opportunities should be available for individual input, perhaps in the form of an individual extension or an individual approach to presentation, analysis or conclusion.

Candidates are advised that it should not exceed 2,000 words.

Completed coursework should be in the form of text supported by relevant maps, diagrams, tables, photographs and other illustrative material.

The submission of video tapes, audio tapes and other media should be regarded as extra material and not a substitute for text.

All coursework should be submitted on A4 paper, secured in a single, simple lightweight folder.

All pages should be clearly numbered with Centre and candidate names and numbers on the front cover.

Under no circumstances should multiple plastic wallets or ring binders be used.

All coursework will be internally assessed and externally moderated by Edexcel.

Internal standardisation of marks must take place.

An Individual Candidate Record Sheet (ICRS) should be completed for each candidate showing how the original marks were awarded under each assessment criterion.

A careful check should be made to ensure that the total mark is a correct addition and that this has been transferred onto the OPTEMS mark sheet or via EDI.

Assessing students' work

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of evidence.

Grade C

Candidates undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

Grade A

Candidates undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, effectively using relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively the outcomes, and critically evaluating the validity and limitations of evidence and conclusions.

In order to assess the completed coursework, the five criteria set out in the specification should be used with the marks awarded being transferred to the ICRS for each candidate. An indication as to why that particular mark was awarded should be given on the mark sheet.

Coursework assessment criteria

Assessment Criterion 1 – Introduction and aims (6 marks)

This section should:

- introduce the broad purpose of the study
- refer to the specific questions/problems/hypotheses being investigated
- identify the location of the investigation.

Level One	An **outline** of the purpose of the study and/or some of the aims. There is sufficient detail for the reader to know what the study is about, and where it is located.	1 – 2
Level Two	A **clear statement** of the broad purpose of the study, its aims and location.	3 – 4
Level Three	The broad purpose of the study, its aims and location are given in some **detail**, including evidence of the candidate's ability to identify questions and issues, and to establish effective sequences of investigation. (This is particularly important where the investigation is based on group work.)	5 – 6

Note the distinction between the levels –

For a level 3 mark, detail is required, not only for the aims and location, but also in the identification of the question or issue being considered. Also there needs to be an effective sequence of investigation.

To move beyond level 1, the aims and location have become clear with a definite identification of the sequence to be followed.

Assessment Criterion 2 – Data collection (15 marks)

This section should:

- state the nature of the information/data required
- describe, explain and justify the methods used to collect the data
- show evidence of the data collected in the form of tables, etc
- pass comment on any problems encountered and what attempts were made to overcome them.

Level One	The data required and the methods used to collect and record it are **described**. At the top of this mark range it is quite clear from the description how the data was collected. If secondary data is used, there should be an indication of the origin of that data. ICT: Within this mark range, the highest mark (5) can only be achieved by those candidates using ICT.	1 – 5
Level Two	In addition to description, there is some **explanation** of the methods used to collect and record the data. If secondary data is used, there is a comment on why that particular data was chosen or how it was obtained. ICT: Within this mark range, the highest marks (9-10) can only be achieved by those candidates using ICT.	6 – 10
Level Three	This level is characterised by clear explanation of the methods used to collect and record the data, and there should be some **justification** of the methods. There may be justification of the data required, in addition to a statement. If secondary data is used, there is a comment on why that particular data was chosen and how it was obtained. Where relevant, there is some reference to any **limitations** of the data, and/or problems encountered in its collection. ICT: Within this mark range, the highest marks (13-15) can only be achieved by those candidates using ICT.	11 – 15

Note the distinction between the levels –

Level 1 relates to description rather than any attempt to explain how the data was collected or recorded.

For a level 2 mark, there must be evidence of explanation.

In order to move into level 3, not only has the explanation become fuller and clearer, but some attempt is made to justify the choice of methods.

Candidates at level 3 may also make reference to the limitations of the chosen methods or refer to problems encountered during the collection of the data.

Note also that some assessment of the ICT component comes in here. At each level, the highest marks can only be awarded if some appropriate aspect of ICT has been used.

Assessment Criterion 3 – Data presentation (15 marks)

This section should:

- select data for presentation which is relevant to the stated aims of the study
- select a variety and range of appropriate presentation techniques for the data gathered and for the purpose of the enquiry. (The emphasis should be on 'appropriate' rather than variety for the sake of it, but this criterion carries a high mark weighting and students should be encouraged to attempt techniques beyond basic graphs and tables, and consider whether techniques such as sketch maps, density shading, annotated sketches/photographs, proportional symbols, composite and overlay diagrams, flow lines, isolines, etc would be appropriate.)
- demonstrate the skills of the candidate in neatly and accurately using the presentational techniques chosen.

Level One	Uses a **limited range** of **basic** methods (eg bar charts) to present the data. At the lower end of this mark range, some of the required information (eg scales, keys) may be incomplete and skills of construction/presentation weak. ICT: Within this mark range, the highest mark (5) can only be achieved by those candidates using ICT.	1 – 5
Level Two	Uses a **variety** of **appropriate** conventional methods to present the data. At the upper end of this mark range, diagrams should be neat and accurate, with titles, scales, keys etc in place. ICT: Within this mark range, the highest marks (9-10) can only be achieved by those candidates using ICT.	6 – 10
Level Three	Uses accurately a **wide variety** of appropriate methods to present the data. The candidate may have attempted some original methods of presentation. There may be some **justification** of the methods chosen. The methods chosen present the data in a particularly **clear and effective way**. ICT: Within this mark range, the highest marks (13-15) can only be achieved by those candidates using ICT.	11 – 15

Candidates need to select a variety and range of appropriate presentation techniques for the data gathered and for the purposes of the enquiry.

The key word is 'appropriate' and not simply variety.

Students need to be encouraged to go beyond just basic graphs and tables.

They should consider whether sketch maps, density shading, annotated photographs or sketches, proportional symbols, composite and overlay diagrams, flow lines or isolines would be more appropriate.

Neatness and accuracy also feature in this part of the assessment in terms of graphical constructions, annotations etc.

Note the distinction between the levels –

At level 1, only basic methods such as bar graphs are in evidence and, at the lower end of this mark range, keys, scales etc may be incomplete.

Within level 2, a range of appropriate presentation methods is in evidence.

Level 3 students will be using a wide range of appropriate methods of data presentation. There may also be some justification of the methods used.

Note also that some assessment of the ICT component comes in here. At each level, the

highest marks can only be awarded if some aspect of ICT has been used.

Assessment Criterion 4 – Analysis and conclusions (15 marks)

This section should:

- describe what the data shows
- include analytical comments that relate the data to the original aim(s)
- identify, where appropriate, any links or relationships between different data sets
- where relevant, consider the values and attitudes of people involved
- return to the original aim(s), and consider to what extent the question has been answered, the problem solved or the hypothesis proved
- show an appreciation of the limitations of the study and suggest how it could be improved or taken further.

Level One	Makes statements **describing** the data. If relevant, there is some **awareness** of the different attitudes of some of the individuals and groups involved. There are some **general concluding comments** which have a link with the original aim(s).	1 – 5
Level Two	The data is **described in detail**, and at the upper end of this mark range there is some **genuinely analytical** comment. If relevant, some links/relationships between data sets, and/or the different attitudes of many of the individuals or groups involved, are **identified**. Concluding comments **derive from the data collected**, and there may be some awareness of the inherent **limitations** of the study and/or suggestions for taking the study further.	6 – 10
Level Three	Data is **analysed** in detail, making links, where relevant, to **appropriate geographical theory**. If quantitative analysis is attempted, it is used accurately and appropriately. Identifies and **shows relevance** of any links/relationships between data sets and/or the attitudes and values of most of the parties involved. Draws sound conclusions, explicitly **supported by evidence**, clearly related to the objectives of the study. Shows an awareness that explanations may be **incomplete**, and suggests how the study could be improved/taken further.	11 – 15

Note the distinction between the levels –

Within level 1 the data is mainly described, but there will probably be some general concluding comments which link back to the original aim.

Level 2 looks for detailed descriptions, while those deserving the higher marks are making analytical comment. Conclusions are related to the actual findings of the study.

The level 3 students analyse the data in detail, making reference where appropriate to geographical theory.

Level 3 conclusions are explicitly supported by evidence and the student suggests how the findings may well be incomplete and what could be done to improve the study.

Assessment Criterion 5 – Planning and organisation (12 marks)

The candidate should:

- organise and integrate material in a logical order which aids understanding
- demonstrate an ability to present relevant information in a form that suits its purpose, including appropriate use of ICT, pagination, contents, titles, headings, cross-referencing and bibliography
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Level One	The study includes some relevant items, but they have not been organised into a logical sequence. It may be incomplete and lack particular sections. There may be page numbers and a contents page and some titles and headings. Candidates spell, punctuate and use the rules of grammar with some accuracy. ICT: For the highest mark at this level (4) some aspect of ICT must have been used as part of the investigation.	1 – 4
Level Two	The content is organised in a clear and logical way. Pagination and contents are likely to be complete. Appropriate use is made of titles, headings etc. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy. ICT: For the highest marks at this level (7-8) ICT must have been used appropriately to enhance the investigation.	5 – 8
Level Three	The organisation of the study makes it easy to read and use. Diagrams are well integrated into the text, and appropriate use is made of sub-headings and cross-references. Candidates spell and punctuate with considerable accuracy, and use a range of grammatical constructions. ICT: For the highest marks at this level (10-12) ICT must have been used appropriately to enhance the investigation, and have been well integrated into the study.	9 – 12

The emphasis here is on the organisation of the material in a logical order. It looks for evidence that the student has the ability to present the information in a form that suits its purpose. ICT use should be appropriate, and there should be pagination, a list of contents, titles, cross-referencing and a bibliography. Quality of written communication is also part of this assessment and the level of mark awarded should reflect this.

Note the distinction between the levels –

Level 1 candidates are characterised by a lack of logical sequencing with some lack of headings, page numbers etc.

Level 2 candidates organise their work in a clear and logical way.

Level 3 candidates have good linkage between text and illustrative material with good cross-referencing. Quality of written communication is high.

Note also that some assessment of ICT is built into the levels and, for the highest marks at each level, ICT is needed.

Procedures for moderation of internal assessment

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER

recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR

recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Coursework Record Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets**.

1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.

1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.

1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.

1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.

1.6 For each candidate, first ensure you have checked the arithmetic on the Coursework Record Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (Please see exemplar).

1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20 etc and the leading zero for single figures, as shown.

1.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.

1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box:

a 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work

b ABS in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested

c W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

EXEMPLAR

Encoded section

Candidate Name	Number	Marks											
NEW ALAN* SP	3200	0	~~(•0•)~~ ~~(•0•)~~	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
OTHER AMY* SP	3201	5	~~(•0•)~~ (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) ~~(•5•)~~	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
SMITH JOHN AW	3202	47	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	~~(•40•)~~ (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) ~~(•7•)~~	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WATTS MARK* SP	3203	ABS	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) ~~(•A•)~~	(•200•) (•W•)
JONES ANN* AW	3205	40	(•0•) ~~(•0•)~~	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	~~(•40•)~~ (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WEST SARA SP	3207	W	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) ~~(•W•)~~

1.10 Where more than one teacher has assessed the work, the teachers' initials should be put to the right of each candidate's name as illustrated.

1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out**.

Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**

b **second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately

c **third copy** to be retained by the centre.

2 Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

V – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation

S – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)

Z – zero mark recorded for work submitted

N – no work submitted but candidate **not** absent

A – absent for component

M – missing mark; no information available about the candidate's previous performance

F – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work are to be sampled, where this is pre-selected (see Section 4).

2.2 **Printout**

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

ABS – absent

W – withdrawn

* – sampled candidate

✓ – additional sampled candidates.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following authentication and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed . . . . . Date . . . .

Centres are advised to retain a copy of the annotated printout.

3 Coursework record sheets

A copy of the Individual Candidate Record Sheet (ICRS) is provided in *Appendix1* for centres to photocopy. The ICRS, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the total mark is transferred correctly onto the OPTEMS or via EDI
- the required authentication statement is signed by the teacher.

Where a candidate's work is included in the sample the ICRS should be attached to the work.

4 Sample of work for moderation

4.1 **The pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled. This work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated ICRS must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **In all cases**, please note that the moderator may request further samples of coursework, as required and the work of all candidates should be readily available in the event of such a request.

4.3 **Internal standardisation**

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Teaching key skills with geography

This section deals with the incorporation of key skills into the teaching of this specification. The specification document includes a section on key skills pages 37-55 that identifies where key skills are covered or can be covered within the specification. This section is a more practical guide to their incorporation. The schemes of work which have been produced also signpost the key skills wherever it is appropriate.

What are key skills?

Key skills are skills that are commonly needed for success in a range of activities in education and training, work and general life. The key skills units aim to develop and recognise candidates' ability to apply these skills in ways that are appropriate in order to improve the quality of learning and performance. The Key Skills qualification is made up of the three key skills of communication, application of number and information technology. Candidates need to produce a portfolio of evidence, which should occur naturally from their chosen subjects, and sit an external examination.

The key skills units set out what candidates need to know and what they must do to meet national standards of performance. Further information about key skills can be obtained from the following websites. www.qca.org.uk/keyskills, www.open.gov.uk/dfee/key, www.edexcel.org.uk.

Which key skills can be incorporated into this specification?

Key skills were signposted in the new A level specifications which began in September 2000. They are also signposted in the new GCSE specification and certain centres may expect candidates to complete portfolios at level 2. Key skills require candidates to prepare a portfolio of evidence and to sit an external examination. This specification could enable candidates to produce a substantial amount of their portfolio evidence and gain the skills necessary for the external examination.

Centres which have already started to look at key skills with their A level candidates will have realised that the incorporation of application of number and IT is not as simple as was first imagined. This specification will enable centres to offer evidence for separate points (as shown by the examples that follow) within the three areas of evidence. In addition, it will allow the centres to offer substantial activity in the form of the coursework requirement which if carefully planned can cover all the areas of evidence for application of number and possibly IT. Communication and the soft key skills of working with others, improving own learning and performance and problem solving are covered by many of the tasks which are suggested in the schemes of work.

Communication

This key skill requires candidates to:

C2.1a Contribute to a discussion about a straightforward subject.

The candidates have to:

- make clear and relevant contributions in a way that suits their purpose and situation
- listen and respond appropriately to what others say; and
- help to move the discussion forward.

C2.1b Give a short talk about a straightforward subject, using an image.

The candidates have to:

- speak clearly in a way that suits their subject, purpose and situation
- keep to the subject and structure their talk to help listeners follow what they are saying
- use an image to clearly illustrate their main points.

There are many opportunities for discussions in geography. The specification requires candidates to develop a sense of citizenship and an awareness of sustainable development issues. Both of these areas could be used for the discussion part of C2.1. There are many opportunities for the candidates to give a short talk. It should last for 5-6 minutes and be to two or three people who are familiar to the candidate – they do not have to perform in front of the class. One topic could be the sustainable development of rainforests.

C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.

Candidates have to:

- select and read relevant material
- identify accurately the lines of reasoning and main points from the text and images
- summarise the information to suit their purpose.

Candidates could be asked to use their textbooks to read a case study which should be more than three pages long and then use the Internet to discover more information. For example the case study on wet rice farming in the Philippines. This would involve them selecting and reading information, identifying the main points and summarising the information to suit their purpose.

C2.3 Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.

Candidates have to:

- present relevant information in an appropriate form
- use a structure and style of writing to suit their purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so their meaning is clear.

One of the documents should be more than three pages long and contain an image. The documents can take any form, for example, an assessment of the factors which affect the type of farming in an area. The image could be a plan of the farm and what the farmer has put into each field. The other document could be a case study on Hazard impact or any other relevant piece of work.

Application of number

This key skill requires candidates to:

N2.1 Interpret information from two different sources, including material containing a graph.

The candidates have to:

- choose how to obtain the information needed to meet the purpose of their activity
- obtain the relevant information
- select appropriate methods to get the results they need.

Therefore the candidates could be given an enquiry question but they would have to choose the techniques that were relevant to answer the question. They might come up with a questionnaire which would need a sample of at least 20 to fulfil the level 2 requirements (50 for level 3). The other technique could be a piece of secondary evidence but must be in the form of a graph. For example, utilising tourist statistics (if the coursework was related to tourism) or statistics for river variables over a number of years (if the coursework involved river changes).

N2.2 Carry out calculations to do with: a) amounts and sizes, b) scales and proportion, c) handling statistics, d) using formulae.

The candidates have to:

- carry out calculations, clearly showing their methods and levels of accuracy
- check their methods to identify and correct any errors, and make sure their results make sense.

Candidates will need to ensure that their questionnaire gathers information that will allow them to perform the tasks necessary for 2.2. For example they will need data that they can use to find a mean, median and mode to fulfil the requirements on statistics. They must show all the workings out and their calculations must have at least two stages.

N2.3 Interpret the results of your calculations and present your findings. You must use at least one graph, one chart, and one diagram.

The candidates have to:

- select effective ways to present their findings
- present their findings clearly and describe their methods
- explain how the results of their calculations meet the purpose of their activity.

Candidates will need to choose their own graphical techniques and explain why they have chosen them, and in doing this they will say why they are appropriate. They could use, for example, a line graph, a pie chart and a spider diagram of reasons for visitor usage.

Information technology

This key skill requires candidates to:

IT2.1 Search for and select information for two different purposes.

Candidates have to:

- identify the information they need and suitable sources
- carry out effective searches
- select information that is relevant to their purpose.

The candidates could search for relevant information on past studies done by the centre on a location like Lulworth Cove, all stored on floppy disc. For example, if candidates are completing coursework on the impact of tourism they could search for tourist numbers in past years. In their search for information on rice farming in the Philippines for Communication 2.2, they will need to identify information, carry out searches and select what is relevant. This will fulfil the second purpose for IT 2.1. They must keep records of their sources and searches and the information that they obtain.

IT2.2 Explore and develop information, and derive new information, for two different purposes.

Candidates have to:

- enter and bring together information using formats that help development
- explore information as needed for their purpose
- develop information and derive new information as appropriate.

Candidates could use the data that they have collected from their tourism questionnaires to input information into a spreadsheet to show tourist numbers for a number of different days. Some of the information could be from their search for IT2.1. The data must then be manipulated in order to calculate totals, and different types of averages. It could also be used for evidence for N2.2. This would provide one piece of evidence.

IT2.3 Present combined information for two different purposes. The work must contain at least one example of text, one of images and one example of numbers.

Candidates have to:

- select and use appropriate layouts for presenting combined information in a consistent way
- develop the presentation to suit their purpose and the types of information
- ensure their work is accurate, clear and saved appropriately.

The candidates could produce their coursework using IT. This would provide an opportunity for one piece of work which includes appropriately formatted text, images and tables of data. This would then provide the evidence for one part of this element of the key skill.

Teaching ICT with geography

The aim of this section is to consider the use of information communication technology (ICT) in Geography Specification A. It is not intended to be viewed as a definitive guide describing every possible opportunity for the introduction of ICT in the specification, but its purpose is to outline of the specification requirements for the use of ICT and offer teachers a few ideas worthy of further exploration and development. A brief guide to resources and further reading is also provided at the end of the section.

What is information communication technology?

Traditionally, the term 'Information Communication Technology' has become synonymous with computers. Although computers are very powerful tools for accessing, storing and manipulating data, the scope of ICT extends much further than this. Basically, ICT encompasses any form of information handling, storage, processing or transmission by electronic means. The key term is 'electronic means', because in addition to computers other devices such as fax, television (displaying text such as Ceefax/Teletext and interactive services on digital channels), the short message service on mobile phones (SMS) and digital photography all constitute ICT. This definition might be particularly reassuring to centres that have limited access to traditional computing facilities.

Why incorporate information communication technology in GCSE Geography?

The major motivation for incorporating ICT into GCSE Geography teaching schemes is educational in that it is a very powerful teaching and learning tool. Through the use of ICT, students are able to develop skills that not only contribute to their development as geographers but are also transferable across subjects and into the workplace. Additionally, ever since the introduction of the National Curriculum there has been a legislative requirement to incorporate ICT into schemes of work. At Key Stage Four, it is required that ICT skills be developed in a subject specific context. To this end, the QCA Common Criteria to which all GCSE Specifications have to conform state that *'candidates should make effective use of ICT in ways appropriate to the subject and that the scheme of assessment must indicate how credit will be given for the candidates effective use of ICT'*. Likewise, the QCA Geography Subject Criteria require students to *'acquire and apply the skills and techniques…including those of mapwork, fieldwork and ICT needed to conduct geographical study and enquiry.'*

These statements have in turn been translated into the aims of Specification A and also into the scheme of assessment. The appropriate use of ICT should, therefore, be built into any teaching programme developed to meet the requirements of the specification. Similarly, it is possible by integrating ICT into geography schemes for students to acquire much of the evidence needed for their Information technology key skills portfolio at level 2.

The candidate's use of ICT is formally assessed through the coursework element of the specification, which assumes the form of a geographical enquiry. The appropriate use of Information Communication Technology in coursework is developed later in this section under '*Information Communication Technology and Coursework.'*

Some possibilities for using ICT in Edexcel Geography Specification A

This section is intended to highlight some of the possible areas how and where ICT might be incorporated into teaching programmes developed for Specification A. Since the 'guidance' column within the specification highlights some specific suggestions and ideas for the incorporation of ICT, this section will concentrate on how the use of ICT can enhance the teaching and learning process and contribute to the development of geographical skills.

ICT can be used within Specification A – to gain access to a wide range of geographical knowledge and information sources

In the past, students have often used books, newspapers and magazines when researching geographical topics, but in recent years the 'Information Revolution' has greatly widened the scope of sources available.

Major newspapers are available in CR ROM format, and the great advantage is that they can be searched at great speed on relevant topics such as floods, volcanic eruptions, global warming etc.

A range of commercially produced CD ROMs are also available (examples of which are listed in the resources section) which provide a wealth of statistical and visual data often with sound and moving images. These are particularly useful for topics such as rivers, coasts, weather and natural hazards.

The Internet is also an invaluable source of geographical information and a list of useful sites relevant to Specification A are listed. When using Internet-based sources, students should be encouraged to interpret information with caution and be able to detect any forms of bias or individual perspectives.

E-mail enables first hand contacts to be made with other localities. Some good links have been set up between GCSE students in the UK (or indeed in overseas centres) and people in contrasting localities within Britain, Europe and the rest of the world. Similarly, many technical Internet sites such as Volcano World or the US Geological Survey have a 'write to an expert' facility, where students can mail questions and receive replies. The potential of e-mail as a geographical resource is explored further by Burn (1999) in a journal article listed below.

To deepen students' understanding of environmental and spatial relationships

ICT can provide an added dimension to learning that would otherwise be unavailable to students. This is through the use of commercially available modelling packages which enable *'What If?'* questions to be asked. Perhaps the drainage basin is the best example of this. Students can vary the amounts of rainfall, previous weather conditions etc and examine the effects on river flow. Similarly, the effects of deforestation in the river catchment can be simulated. This would be particularly useful when studying flooding as part of Option Unit B5, Key Idea 5.2. Another use of modelling includes examining the impact of changing birth and death rates on population structures (Unit A2, Key Idea 2.2).

To enable students to experience alternative images of people, place and environment

A key feature of Specification A is that it requires the geographical themes to be studied at a variety of scales from local to global. Whilst the local environment can be studied through fieldwork, global environments and distant places are more difficult to teach. In addition to video, which is a very powerful tool for teaching distant places, students can also access Internet sites with pictures, view live images from webcams and even interact by e-mail with people living in these localities.

To enhance skills of geographical enquiry

Many of the geographical skills outlined on Page 8 of Specification A can be developed through the use of ICT. These include:

- selecting appropriate information from CD ROM and Internet sources
- development of graphical and mapping skills by using computer based packages to generate maps, charts and tables. When producing these, important decisions have to be taken by the candidate on features such as scale, class intervals, axis labels and titles
- digital photography and scanning can assist in the production of visual images which can be integrated into text reports.

Many atlases are now produced in a computerised format either available on disc or CD ROM. These are one of the most valuable tools for use in GCSE Geography. They can be used in exactly the same way as a printed atlas but have the added advantage that students can select and display data on a range of geographical topics at a variety of scales from global to regional. Thematic maps of individual countries are available along with statistics on imports, exports, trade along with population pyramids etc. Although many uses of such a resource soon become apparent, a good example of their use can be seen with reference to Specification A Core Unit A2, Key Ideas 2.1 and 2.2 both of which relate to population changes over time and space. Population structures can be compared between MEDCs and LEDCs and also spatial variations in quality of life can be mapped. Traditionally, students have spent many hours drawing and colouring choropleth maps of various demographic features such as life expectancy and the impact of medical and economic factors without any clear patterns emerging. Using a computerised atlas, these can be created in a matter of seconds, group categories changed or combined and the map re-drawn.

To consider the wider impact of ICT on people place and environment

Throughout Specification A opportunities exist to make students aware of how ICT is used in an applied capacity. Examples of such uses include flood prediction and prevention via computerised early warning systems, modelling of population structures to plan future service provision such as increased education facilities following a ‘baby boom’ or appropriate healthcare services for an ageing population. Simulation models are used by industry to search for locations that will maximise profits, and in meteorology ICT and satellite images are an integral part of producing long and short-term forecasts.

ICT and coursework

The geographical enquiry presented as the coursework element of Specification A offers endless opportunities for the integration of information communication technology. ICT can be used both in a controlled manner by the teacher when setting up the enquiry and at an individual level by the candidates when analysing and presenting data and producing their final reports.

It is through the geographical enquiry that information communication technology is formally assessed within Specification A. Consequently, ICT must be used appropriately by the candidates to enhance their investigations and its use must constitute an integral part of the enquiry. Three out of the five assessment criteria for coursework include some marks for the use of information communication technology, and consequently, only the candidates that appropriately and effectively incorporate ICT into their studies will be able to achieve the highest Level Three marks. The three assessment criteria where ICT is formally assessed are C2: Data Collection, C3: Data Presentation and C5: Planning and Organisation. These three assessment criteria will now be considered in turn:

Data collection (Criterion 2)

Candidates are required to use information communication technology in some form as part of the overall data collection process. This can be either to research secondary sources to place the study in a wider theoretical context or for primary data collection.

Secondary sources

Although the geographical enquiry should involve the candidate in a direct fieldwork experience, secondary sources are useful for theoretical background work or to enable comparisons to be made, either over time or with different locations. Possible uses of information communication technology for secondary sources include:

- obtaining maps and background statistics for the locational setting of the study from the Internet, CD ROM or computerised atlas. Background theoretical information can be accessed from the Internet and CD ROM in a similar way to using books and magazines. The advantage of using ICT is that more up to date information is usually available and it can be accessed relatively quickly. Credit can be given for selecting appropriate information and evaluating its usefulness.

Data can be made available in database or spreadsheet format from previous years' fieldwork so that changes can be investigated over time. This is particularly useful in the case of weather statistics, traffic surveys, land-use and shopping patterns.

Live webcams are available and can be easily accessed via the Internet. Some good GCSE studies in previous years have used these to study shopping in centres such as Meadowhall (Sheffield) or tourist resorts around the world. Certainly comparisons can be made with local studies.

Primary sources

Often data for the geographical enquiry is collected by the whole GCSE group on a designated field day. Collation of the results in paper format from volumes of questionnaires and field measurements can be an onerous task. Databases and spreadsheets can be set up for students to enter their individual results. A complete set of results can then be issued, or students can search and interrogate the database for information relevant to their enquiry. This information can be summarised in tabular form for inclusion in the final report.

Sometimes, it is appropriate to use ICT directly in the data collection process. Possible uses include the continuous logging of weather data or river discharge. Similarly, portable computers have been successfully used in the field by GCSE students to record results directly rather than traditional written formats.

Digital cameras can be used to capture images. These can be stored on the computer in a library format for selection and use by the students in their final report. In the field, students should be encouraged to use the technology to take pictures, but the skill to be rewarded is in selecting appropriate photographs and annotating their geographical features. The use of a school digital camera eliminates the need for students to take personal cameras on fieldwork and incur processing costs. A possible equity problem is therefore resolved, because all candidates can have equal access to the digital images.

Data presentation (Criterion 3)

Whatever the nature of their individual enquiry, a full range of ICT based techniques will be available to students to assist in the presentation of data collected. Candidates should be able to incorporate some of the following suggested techniques:

Computer graphics can be used to present data in the form of pie charts, line graphs, bar charts, choropleth maps etc. Usually in the process of producing these, candidates have also to demonstrate their geographical skills by choosing the appropriate visual technique for the data to be presented and make decisions regarding axis, scales and class intervals. Accuracy in these areas should be rewarded within the criteria markscheme.

Images taken using a digital camera can be included with their geographical features appropriately annotated. Although this technique would often replace the traditional field sketch, it must be remembered that there will be occasions where a hand-drawn field sketch will be more effective to highlight geographical features.

Commercially produced software packages are available for plotting river channel cross-sections or beach profiles and urban transects from crude data collected in the field. Once again, however, it must be stressed that the candidates' understanding of the processes involved may be enhanced by attempting to draw at least one of the profiles by hand.

More able candidates may be able to employ simple geographical information systems for plotting census data etc.

Planning and organisation (Criterion 5)

Perhaps the most obvious use of ICT is in presenting and enhancing the quality of the final report. Word processing and Desk Top Publishing can be used for this purpose. It had been suggested that if students type their text directly into a word processor rather than merely typing up a neat version of a rough text, the quality of their written expression will improve through the facility of constantly re-editing the work. The coursework, as an extended piece of prose, could be used by the candidate to contribute to their level 2 key skills portfolio.

ICT can also be successfully used to assist with pagination and the compilation of bibliographies.

When assessing the contribution of information technology in coursework, 'appropriate' and 'integrated' are the key points. For level 3 marks to be awarded, candidates should have utilised aspects of ICT to enhance the study and because they were appropriate for the task in hand. ICT should also be integrated as part of an overall coherent study. Candidates who simply include some ICT to comply with the requirements of the specification and which is not integrated into the overall study can only reach a ceiling mark of level 2 on this criterion (possibly only level 1 if the ICT is not appropriate or relevant to the task).

Further support, reading and resources

The purpose of this section is to outline some of the further sources of support available for using ICT when delivering Specification A. This takes the form of a guide to INSET and training, a list of suggested resources and websites and suggestions for further reading related to issues and ideas discussed in this section of the Specification Guide.

INSET and training

Each year some of the training and support arranged by Edexcel is devoted to ICT in the geography specifications. The programme of training courses can be obtained from the INSET section at Edexcel or via the website: www.edexcel.org.uk.

Additionally, the Geographical Association, which is the subject association for geography teachers, publishes the journal *'Teaching Geography'* quarterly. This journal frequently contains articles and ideas for the use of ICT in geography teaching and also contains a software review page and many advertisements for new geographical computer software. The Geographical Association also organises an annual three-day conference during the Easter vacation. At the conference, workshops on various aspects of ICT are held and the large exhibition of geographical resources is the place to investigate and try out new computer software.

The Geographical Association can be contacted at:

160 Solly Street
Sheffield
S1 4BF

Telephone: 0114 296 0088
Website: www.geography.org.uk
E-Mail: ga@geography.org.uk

Resources

Listed below are some typical computer resources for conducting types of work suggested in this section. Inclusion of a resource is not necessarily a recommendation of its quality or suitability for this specification.

Title: *Encarta 2000*
Theme: Detailed Atlas, Photos, Video clips
Format: CD ROM
Publisher: Microsoft

Title: *British Coastlines From the Air*
Theme: Aerial Photos
Format: CD ROM
Publisher: Anglia Multimedia

Title: *Earthshaping: Glaciers*
Theme: Glaciation, Sound, Photos 3D
Format: CD ROM
Publisher: Hampshire Microtechnology

Title: *Amazonia*
Theme: Virtual Rainforest
Format: CD ROM
Publisher: Channel 4 Schools

Title: *Coastal Erosion KS4*
Theme: Coastal Erosion: Holderness
Format: CD ROM
Publisher: CDI Educational

Title: *Agriculture and the Rural Environment*
Theme: UK Farming Information/Stats
Format: CD ROM
Publisher: Scottish Farm and Countryside Educational Trust

Title: *SCAMP*
Theme: Census Data and Base Maps
Format: CD ROM
Publisher: Pebbleshore Ltd

Title: *Atmosphere, Climate and Environment*
Theme: UK related weather/Environment
Format: CD ROM
Publisher: ARIC Unit. Manchester Metropolitan University

A few useful websites for Specification A

These sites and addresses are all correct and working at the time of writing. Internet sites do, however, change constantly with new sites appearing or existing sites changing their URL (address).

General geography portal sites

These link to a variety of geography sites and resources and are a good starting place to be directed to Internet sites on all geographical topics.

www.georesources.co.uk

www.sln.org.uk/geography/

www.vtc.ngfl.gov.uk/resource/cits/geog/ideas.html

www.rgs.org

www.niss.ac.uk

www.camcentral.com (good link to various live webcams)

Organisations

www.nationalgeographic.com (USA based but very good)

www.un.org (United Nations)

www.greenpeace.com (environmental issues)

www.environment-agency.gov.uk (good for flooding and coastal erosion)

www.nfu.org.uk/education (good for farming case studies)

Current affairs

www.telegraph.co.uk

www.guardian.co.uk

www.teletext.co.uk

www.bbc.co.uk/news

Mapping and census data

www.ordsvy.gov.uk (Ordnance Survey)

www.upmystreet.com (good for comparisons between areas)

www.streetmap.co.uk (good for local maps for coursework but still limited postcode areas available)

www.census.ac.uk (UK Census Data)

www.odci.gov/cia/publications/factbook (Database of World Statistics)

Physical geography and natural hazards

www.volcano.und.nodak.edu (Volcano World: excellent site)

www.irn.org (river issues by area, topical issues etc)

www.globalwarming.org

www.eduweb.com/amazon.html (Amazon Interactive)

www.nhc.noaa.gov (USA National Hurricane Centre)

Aspects of human geography

www.facingthefuture.org (issues of overpopulation)

www.globalchange.org (global development issues)

www.british-industry.co.uk

www.settlement.com

www.virtualtourist.com

Further reading

Broad J – *Getting Started with GIS – Teaching Geography* (Volume 25, No 3) (July 2000)

Burn R – *e-Geography – Teaching Geography* (Volume 24, No 3) (July 1999)

Davis R and Harris M – *An Earthquake Enquiry Using The World Wide Web Teaching Geography* (Volume 25, No 3) (July 2000)

Hassell D – *Whole Class Computer Activities – Teaching Geography* (Volume 24, No 4) (October 1999)

Home P – *Geography and the Internet: Adding a Key Skills Dimension – Teaching Geography* (Volume 25, No 4) (October 2000)

Weedon P – *Using ICT to Enhance GCSE Geography Coursework – Teaching Geography* (Volume 25, No 4) (October 2000)

Teaching citizenship with geography

From August 2002, schools will have the statutory responsibility to teach the National Curriculum Programmes of Study on Citizenship.

Many schools will incorporate citizenship in to their PSHE courses, but there is a clear opportunity to incorporate some aspects of citizenship throughout the curriculum. Geography has a role to play in its delivery. This can give greater emphasis to the importance of the subject and may provide another strand or argument for maintaining or negotiating more teaching time for the subject. With the change of GCSEs in September 2001, there is an opportunity to develop some aspects of the *New Agenda* into the geography curriculum. This section concentrates upon the role of geography in trying to develop some of the themes included in the National Curriculum for Citizenship.

What is citizenship?

A difficult term to define, but the following sources help:

The National Curriculum document states that "Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions." [1]

There are three strands which run through education for citizenship:

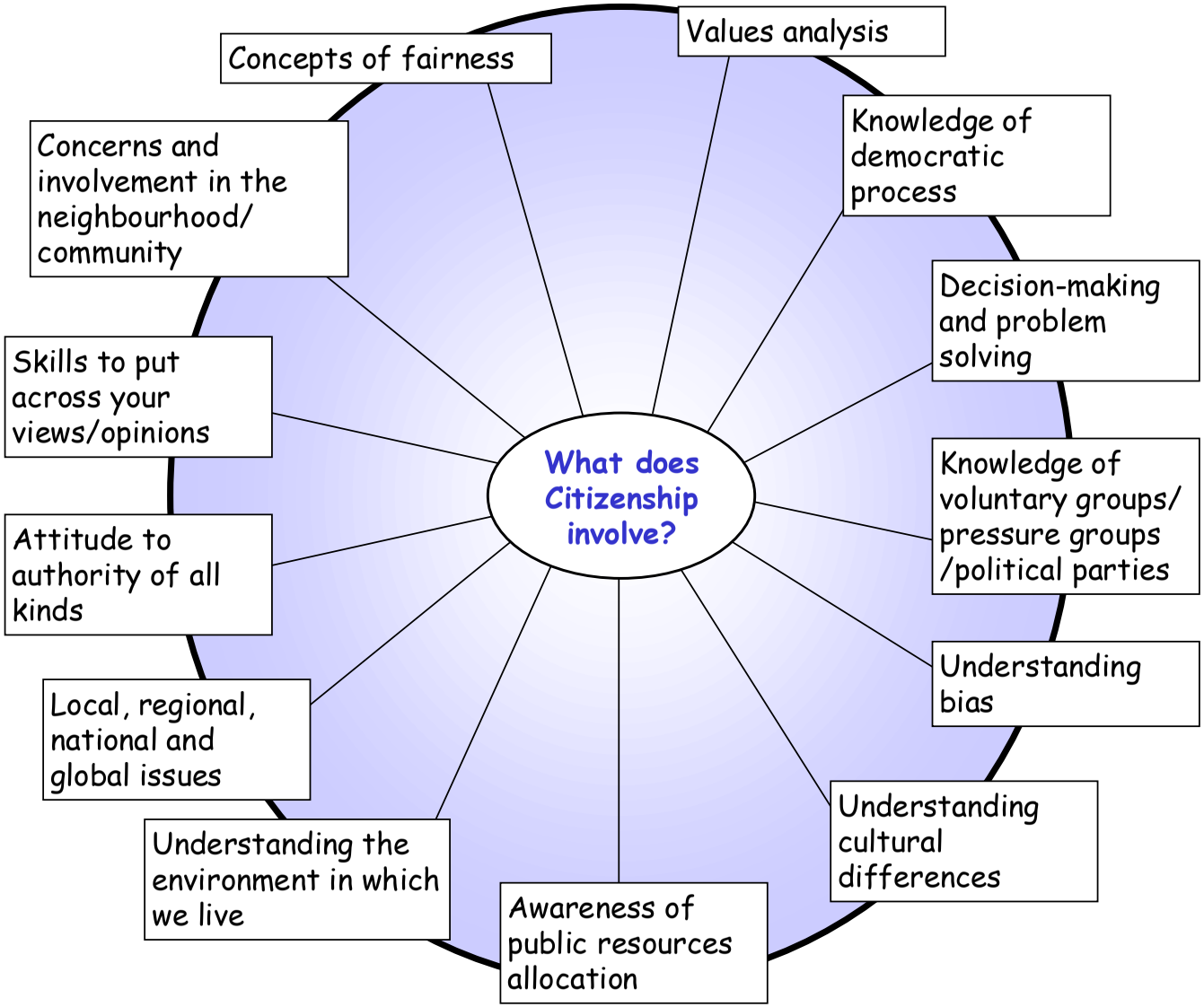
- **social and moral responsibility**: students learning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and towards each other
- **community involvement**: learning about and becoming helpfully involved in the life and concerns of their neighbourhood and communities
- **political literacy**: students learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge.[2]

The statutory order states that "Citizenship teaching is the knowledge, skills and values relevant to the nature and practices of participative democracy; the duties, responsibilities, rights and development of pupils into citizens; and the value to individuals, schools and society of involvement in the local and wider community…. Both national and local and an awareness of world affairs and global issues, and the economic realities of adult life."[3]

Figure 1 helps to place the key features of citizenship into the context of teaching it in geography.

[1] The National Curriculum for England: Citizenship published by the DfEE and QCA
[2] www.qca.org.uk/citizenship
[3] www.qca.org.uk/citizenship page 2

Figure 1: What does Citizenship involve?



How can GCSE Geography contribute to the teaching of citizenship?

Figure 1 only includes some key elements of citizenship. It can be clearly seen by some of the key words used above that geography has some role to play in the delivery of the National Curriculum for Citizenship. Prior to the development of your schemes of work, it may be helpful to know the school policy about how citizenship will be delivered in the curriculum. If geography is to play a key role, then from the outset, it would be useful to develop schemes of work where citizenship can be clearly incorporated and assessed.

There are certain statements of attainment in the National Curriculum for Citizenship to which GCSE Geography has a great deal to contribute. These include:

AT1 – Knowledge and understanding about becoming informed citizens

1a – The human rights and responsibilities underpinning society and how they relate to citizens.

1b – The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

1e – How the economy functions, including the role of business and financial services.

1f – The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.

1g – The importance of the free press, and the media's role in society, including the Internet, in providing information and affecting opinion.

1i- The United Kingdom's relations in Europe, including the EU, and the relations with the Commonwealth and United Nations.

1j – The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

All statements in **AT2, Developing skills of enquiry and communication** are covered in an enquiry approach to the subject.

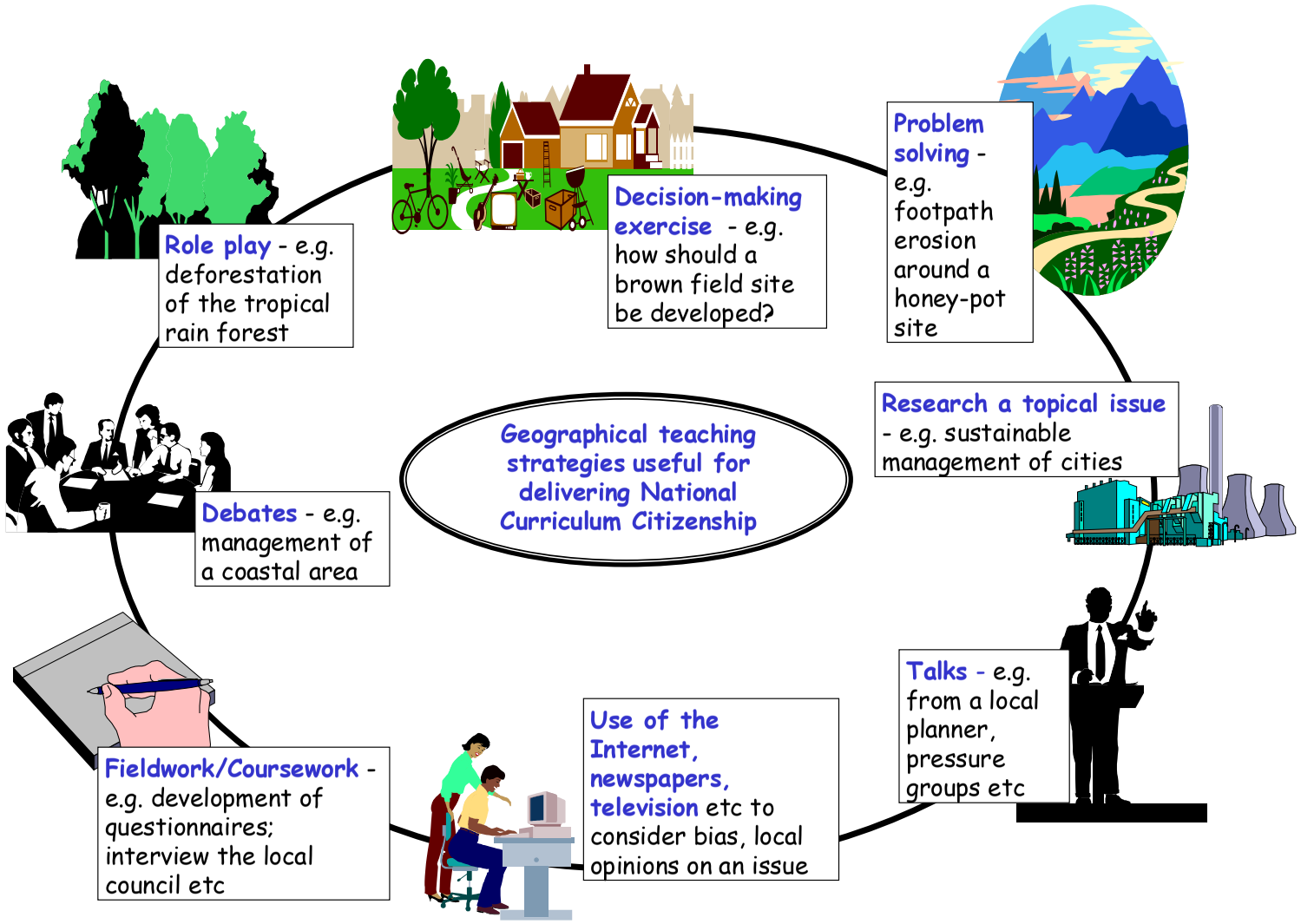
In **AT3, Developing skills of participation and responsible action**:

3a – Pupils should use their imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own.

Teaching strategies

Many of the aspects in AT2 and AT3 are already taught in geography where an enquiry approach to learning is already used. Geographers frequently use problem-solving activities and decision-making exercises in their teaching and assessment methodology. It is in the use of this enquiry approach to learning that many of the elements of the citizenship national curriculum can be covered. Figure 2 illustrates some of the teaching strategies used in geography which can contribute to the development of the pupil into a 'good' citizen.

Figure 2: Teaching strategies



Geography and the knowledge and understanding of citizenship

Knowledge and understanding about being an informed citizen (AT 1) needs to be developed within the geography scheme of work. There are two ways to match the geography and citizenship content. These are exemplified in Tables 1 and 2 (located in *Appendix 2*). Teaching strategies need to be considered for the effective delivery of geographical education and citizenship. The schemes of work used in this guide earlier on, may provide a useful template. An additional column for cross-curricular contribution could be added and then aspects of citizenship highlighted for teaching and assessment purposes.

Table 1 (refer to *Appendix 2*) outlines the key ideas and content in GCSE Geography Specification A and the possible statements of attainment for citizenship which could be developed from these. Please note that in a few cases, it may be necessary to extend the content of the specification a little in order to cover the citizenship aspect in sufficient detail (see key idea 3.3 on Table 1). However, this could give the department some further argument for either maintaining its proportion of teaching time or even extending it. Please note that the teaching strategies suggested are only basic ideas. The teaching strategy employed may be particularly useful for delivering the statements of attainment in AT2. Rather than focus upon all the statements listed, it may be sensible to concentrate on a few depending on the departments' resources.

Table 2 has not been completed for this specification (ie it has been left blank in *Appendix 2*). However, it could provide a useful template in order to audit the coverage of the geography scheme of work that you develop against the National Curriculum requirements for citizenship.

The full coverage of the knowledge, understanding and skills for Key Stage 4 Citizenship can be found in the appropriate National Curriculum document.

Other references

www.qca.org.uk/citizenship

Grimwade K (ed) – *Geography and the New Agenda* (Geographical Association)
ISBN 1899085858

Textbooks and resources

No doubt the geography department budget is feeling the strain of having to resource new A level courses, as well as changes to Key Stage 3. With changes to GCSE too, it may be that many departments cannot afford to purchase a full range of textbooks. Departments ought to consider carefully whether their current series of textbooks cover the new GCSE specification adequately. Other texts and/or resources may need to be explored to fill the 'gaps' which exist. Students should gain their knowledge and understanding and develop skills from using a variety of sources such as, atlases, OS maps, newspapers, magazines, CD ROMs, the Internet, video, slides, field trips and visiting speakers and so on. Over the next year, Hodder and Stoughton and Oxford University Press are publishing new textbooks that are explicitly written to cover the content of the new specifications for Edexcel.

This section aims to review a wide range of textbooks currently on the market. These are not necessarily specifically written for Edexcel syllabus A, but may be suitable for the new specification. A grid (table 3, located in *Appendix 2*) shows the areas covered in the new specification. It may be helpful to remember that Units A1 to A4 are compulsory and one unit from B5 and B6, and one unit from C7 and C8 are to be studied as options.

The textbooks and resources reviewed were provided by the publishers and are not the only texts that are either available or suitable for the new specification. It may be best to consider how your current text fits to the new specification, realise the gaps and develop new resources to cover these until the new books and editions are available.

New text

Tomorrow's Geography by Mike Harcourt and Steph Warren (Hodder and Stoughton, due June 2001) ISBN 0 340 7996 5

This has been written by the two principal examiners for the specification, Mike Harcourt and Steph Warren. The text is planned to cover all aspects of the specification. Therefore it is not included in the grid at the end of this section.

This text covers the whole of the specification. It contains 196 pages in full colour with many diagrams and photographs. There are also OS map extracts, satellite images and website references provided. This book has been written to enable pupils to read, understand and enjoy their geographical education. Each chapter is written based on the key ideas of the specification. The text of the book is aimed to be accessible to most candidates. Many of the activities are provided for both Higher and Foundation Tier candidates. On other occasions the activities are common with extension exercises. A key feature of the book is the sample of higher and foundation questions at the end of each chapter. The examiners' mark scheme is also provided to assist pupils to understand what is required of them both in skills and knowledge based questions. There is a glossary at the end of each chapter which also contains useful websites.

The core part of the specification containing the theoretical geography is fully covered with many diagrams and photographs. There are three OS maps and exercises based on these chapters. The activities in the first four chapters are based on skills and reflect the type of questions which could be asked on examination papers. The subsequent chapters of the book are based on the option modules. All options are covered with many new case studies dealing with topical issues.

The activities in these chapters require mainly the application of knowledge and understanding. They also require some values analysis and decision-making, for example a court case on the rights of loggers in the rainforest of Papua New Guinea. There is full coverage of sustainable development and citizenship. The book also provides a good coverage of key skills.

Texts intended for core use

Complete Geography by Simon Chapman, Philip Amor, Chris Drew, Rosemary Hector, Peter Simonds and Michael Yeabsley (Oxford, 1998) ISBN 019 913 3980

One of the more recent publications, this book covers a wide range of themes. Not all of these themes are required to be studied in the new specification. The book has a good range of relevant clear, colour photographs. The layout of the pages is appealing with a balance between text, diagrams, maps, graphs and photographs. The figures help to place the physical and human features being discussed into context. Statistics are up-to-date. Diagrams are clear and well labelled and help to clarify processes in operation. Key points are highlighted and definitions are often given in a separate table. There are some useful photocopiable masters at the back of the book. The less able may struggle with some of the language used, but the photographs and diagrams may assist their understanding. Students are asked to carry out a range of tasks in the textbook, from noting the key aspects of vegetation to writing a speech about an issue and considering people's attitudes to change. The tasks tend to require application of their understanding. Skills such as constructing graphs, using statistics, analysing maps, graphs, photographs and diagrams are required. There is a lot of information in the 247 pages of this book.

If you have already invested in large quantities of this textbook, it will not cover the specification in its entirety. Many of the key ideas in units one and two are covered, but elsewhere there is only partial coverage. The Physical World (A1) is well covered, especially glaciation and coastal processes, with clear photographs, diagrams and examples. Similarly key idea 7.2 in Managing Tourism is well covered, with a range of key concepts being introduced, such as ecotourism. Farming case studies in key idea 3.2 are useful, with relevant information on EU policies. For key idea 3.3, there is limited development of the role of TNCs. The text has no information on air masses and is limited on the characteristics of European climate types (key idea 4.2), but there is some information on the Eastern European continental climate. Tropical storms are not discussed at all (key idea 6.2). Many of the key ideas from Unit C8 are discussed (key ideas 8.1 and 8.2), with some elements mentioned for 8.3, which is missing from many texts (pages 210-213). There are gaps that need filling, but in many cases it is a need to extend the basic information given or develop further coverage of the case study to cover the all the points in the content section of the specification. Supplementary resources will be required, but these could be developed using a variety of videos, the Internet, worksheets, fieldwork and so on.

The New Wider World by David Waugh (Nelson Thornes, 1998) ISBN 017 434 3140

Clearly this has been a popular book in the past. It has been updated to take account of some of its previous inadequacies. Now there are case study sections incorporated into each chapter of the text. Looking at the coverage grid, it is quite clear that this text covers many aspects of the compulsory part of the course (papers 1F and 3H). There are some areas which are brief, such as the characteristics of a river and its valley and tropical storms. Many of the basic points in the specification are discussed in varying degrees of detail. Some aspects are not covered at all, such as air masses that affect the UK, the global distribution of forests, and eastern European continental climate. The case studies can be useful to place the theory into some context. Although there are case studies in the text, these are not always appropriate or covered in enough breadth for the key ideas, for example, the conflicts, attitudes and values of people are not really explored in many cases. Useful case studies include: oil in Alaska (key idea 5.3); Calcutta and Rio for LEDC urban areas for key idea 8.2; the Lower Ganges valley and farming in Denmark for key idea 3.2 and the Lake District for the option Unit, Managing Tourism. There is a useful section on the informal and formal sector (key idea 3.3) and the causes of the rapid growth in tourism in Unit 7.

The text is suitable for a range of pupils, especially those in the middle band (grades B-D). Less able candidates may not find the text very appealing. The exercises are not always very stimulating, although new situations and examples are used to test understanding of general principles. Some skills are required, such as the interpretation of maps, graphs and diagrams. Despite having revised the book, it is irritating for the students to have the text and exercises separated. This does little for making the book user-friendly. Key words are only highlighted in italics. Maps and statistics are updated to the mid-1990s. There is a lot of text, which could be daunting to a poor reader.

Overall, the book is a good general text which covers basic and general principles but needs supplementing.

Geography in Place – Books 1 and 2 by Michael Raw and Sue Raw (Collins Educational Book 1, 1996) ISBN 0 00 326692 3 (Collins Educational Book 2, 1997) ISBN 0 00 326693 1

Together, these two books cover a great deal of the content in the new specification. Therefore, if the department has invested in these texts they will be useful, but will need supplementing. If you do not possess class sets of this text and wish to purchase them, there is the extra cost of having to buy two volumes of the text instead of one.

These books are attractively laid out. The written sections, resources and exercises are well integrated. Photographs and maps are well labelled and clear. There are some extracts from OS maps and photographs, including aerial photos, to analyse. These skills are required for papers 1F and 3H. Some of the mapwork exercises will stretch the ability of all pupils. Many of the exercises are designed to test the understanding of concepts by the students. Throughout the books, there are exercises specifically designed for the more able candidate. Students are expected to use a wide range of skills from interpreting statistics, drawing sketch diagrams and labelling them, extracting key points from the text, drawing graphs to using the atlas. The language of the text tends to be aimed at the more able students. Key words are highlighted in bold type the first time they appear and their definitions can be found in a glossary at the end of the book. Each chapter has a summary of the key generalisations, but this is probably of little use for the students.

Geography in Place meets some of the requirements of the new specification which are not well developed in many other texts. There is a general introduction to the key idea and content required for key idea 8.3 (causes and consequences of environmental problems in an urban area), which covers traffic congestion, air pollution and recycling and conserving resources. There is also a section looking at the rural and urban differences in population pyramids in Peru (key idea 2.2). Tropical cyclones are discussed with a case study on Bangladesh, 1991 (6.2). There are many good case studies to cover some of the optional units. The Physical and Human

World units are largely covered by Book 2. As with all the other texts, there are areas which are dealt with inadequately. Book 1 does have some clear gaps, especially with regard to industry (The Economic World). The book tends to focus upon specific types of industry or the globalisation of industry which are not required by the new specification. An important area for high tech industry is developed rather than an example of the industry itself. There is no mention of the formal and informal sectors of employment. Like many other texts, there is no discussion of the influence of air masses on the British weather (key idea 4.1). For Unit B5, Managing the Environment, there is some discussion on soil erosion but nothing on desertification. A study is made on damage to the fragile environment by timber exploitation (probably already studied in 4.3) and the impact of resource exploitation is also discussed with a comparative study on oil and gas exploitation.

There are two supplementary resources which have been written specifically for the Geography in Place books:

Homework Copymasters by Michael Raw ISBN 0 00 326703 2

The Homework copymasters are designed to either build upon the lesson or develop other new case studies to extend the student's understanding. They do not require the textbook to be taken home. This is a useful resource to have and far more purposeful than the 'finishing off' type of homework. On each page, there is reference to the relevant book and pages that the homework sheet is designed to extend. The exercises can be demanding and do supplement or test understanding of concepts developed in the lesson. The less able may find some of the sheets too difficult, but the more able are stretched. Obviously the cost is a major consideration for departments on a tight budget! The exercises are wide ranging in their task, making use of a variety of skills. They could also be used for assessment purposes. Of 92 separate homework sheets, about 41 would be useful for this new specification. Some of these sheets do actually help to supplement some of the gaps in the text themselves, for example the coverage of tropical storms becomes complete with a study of Bangladesh in the book and the USA for homework. Comparison between an MEDC and LEDC can therefore take place.

Access Pack (again copymasters) by Anne Kelly ISBN 0 00 326704 0

The Access Pack is aimed at the less able students. This may be a useful investment for mixed ability schools. It aims to simplify difficult areas of the books. Newspaper articles are more readable; lists of definitions are developed to aid the understanding of new terms; more diagrams are added for ease of labelling and questions are broken down to highlight the key points for Foundation Tier candidates. Again, there is a cross reference on each page to the relevant book and page that the sheet is designed to simplify. Use of the resources in the text are still made. This is an excellent book to make Geography in Place more accessible to the less able. About 84 of the 152 sheets are useful for this new specification.

Key Geography for GCSE by David Waugh and Tony Bushell (Nelson Thornes, Book 1 1998) ISBN 0 7487 3603 4 (Nelson Thornes, Book 2 1998) ISBN 0 7487 3649 2

Key Geography for GCSE follows on from the books in the same series used for key stage 3. The design and format are essentially the same. The books are well laid out and appealing to read. There are many relevant, clear photographs and well sketched diagrams, which aid the understanding and recognition of the features and concepts being discussed. Maps are well used, giving context to places discussed in the text. Graphs and tables are appropriately placed. On each page, there is a useful summary which can be used to highlight the objective of the lesson. A few OS maps and exercises can be found in book 1, but are not available for each key idea for Unit 1, The Physical World. Some of the exercises in the books can be rather like a comprehension exercise (similar to The Wider World, also by this author). Students are, however, required to read and interpret statistics and graphs. These texts and exercises are accessible to the Foundation Tier students. However, they may not stretch the most able students who are likely to gain grades A or B.

The new specification is covered partially by these texts, but the regional approach in book 2 makes the coverage difficult to follow and tends to involve jumping from section to another. In fact, there is content in both books one and two often relevant to just one key idea. Swapping from book to book and different sections in the book would be a key characteristic if these books were used. There are some good case studies and reference to a range of areas in the world, including the EU. Overall, the units Managing the Environment (B5) and Managing Hazards (B6) are covered between the two books. Tropical Storms are well resourced, with a case study from Bangladesh and the USA. There is also a good case study looking at the damage to a fragile environment as a result of resource exploitation (Alaskan oil pipeline for key idea 5.3). Book 1 has a good case study of the eruption of Mt Pinatubo and Ruapehu, New Zealand, which are more unusual case studies. An area very well discussed is key idea 3.1, looking at the change in employment structure over time and according to a country's state of development.

In conclusion, these texts cover the course and include some good sections. A teacher's resource guide is available for both books. However, the syllabus matching guide will be out-of-date. The updated copy of the resource guide includes a unit plan for the texts. However, it may not tie in with the scheme of work that you intend to develop for the specification. In addition, a commentary is included. Activity copymasters are also available within these resource guides (see publisher's catalogue) and seem suitable for Foundation and Higher Tier pupils.

Teacher's Resource Guides Book 1, ISBN 07487 1672 6 and Book 2, ISBN 07487 3710 3

Geography for GCSE series editor Vincent Bunce (Longman, 1997) ISBN 0 582 29393 6

Geography for GCSE has a methodical lay out. At the beginning of each unit there is a large, often dramatic, photograph related to the unit. Each unit is colour coded, has a section largely based upon general principles of the subject matter (white section), followed by case studies (on coloured paper) and then the activities. At the end of each unit there is a useful review section summarising the key points. The more theoretical section tends to cover the basics and the range of examples is limited. Some of the statistics are becoming a little dated (the most recent are 1993). At times there are maps showing quantitative data but they have no dates. This book has a more traditional feel to it. The activities are suitable for the Foundation Tier candidates, but may not stretch the most able students. Most of the activities are straightforward. There are diagrams, photographs and graphs to interpret and use which help to simplify concepts. Some 3D diagrams are not always clear, for example those on pages 113 and 43.

This textbook partially covers this specification, but it would be necessary to supplement large sections of the content. The text does not contain enough detailed local scale case studies. Unit 5 (Managing the Environment) and Unit 7 (Managing Tourism) are barely covered. Unit A1, The Physical World, has most of the content covered by this text. However, only the basic processes leading to the development of these landforms are discussed. At times, there is limited reference to real places and the quality of some of the diagrams varies. Areas which have limited detail or case studies in other texts, but are well covered here, include: the role of a TNC (3.3) 'Nike is used'; air masses (4.1); urban microclimate (8.3); tropical storms (6.2) and some aspects of weathering processes on cliffs (1.3).

If you have this textbook, it will be necessary to purchase an alternative. You will be able to use the sets to supplement some of the areas suggested above.

People, Places and Themes by Alan Bilham-Boult, Heather Blades, John Hancock and Mike Ridout (Heinemann, 1999) ISBN 0 435 35273 3

People, Places and Themes was written specifically for the old syllabus C for OCR (Bristol Project). It will be useful for the new specification, but as with many other texts there is only partial coverage of the units. Much of the core units one to four is covered. In The Physical World (Unit 1), the development of caves, arches and stacks are not discussed in much detail, but the characteristics of the river and its valley, from the source to its mouth, are well covered with diagrams and examples. In Unit 2, the urban structure of LEDC cities is not dealt with, but

this is a minor element. There is a good section on the ageing population in France and also on the census. The Economic World (Unit 3), has a large gap with little coverage of the third key idea. There are some case studies of secondary industry, but the general factors of location are not dealt with. No one TNC or high tech industry is discussed in adequate detail, although the general background is present. In The Environmental World (Unit 4), there is an excellent section on the influence of air masses upon the UK weather, one of the best books discussing this aspect. The temperate coniferous forests are not mentioned at all. In the option units, key ideas 5.1 and 5.2, looking at the management of coasts and rivers, are very well exemplified. Managing hazards lacks the contrast of an LEDC and MEDC for earthquakes and volcanoes, but the case studies in the text are good. There are also a few pages on tropical storms, with a case study on Bangladesh (seen in the other texts reviewed). Unit C8, Managing Urban Areas, is partially covered. Only the LEDC case study is useful, a case study for an MEDC to illustrate the key idea is missing. There are some references for key idea 3. Managing Tourism is the only unit for which coverage of the key ideas is inadequate. This unit needs more or less completely resourcing. Included at the end of the book is a chapter called *Using Practical Skills*. This contains some useful pointers for collecting data for coursework and presenting and analysing it. For a small chapter a lot of techniques are usefully discussed.

As a core textbook, this seems suitable for more able pupils. The wide variety of diagrams, tables and photographs can make this text suitable for the foundation level. The diagrams and their labels do simplify some of the detailed processes and features. Photographs are suitably labelled to highlight their purpose. A variety of resources are used as stimulus material, which makes the textbook interesting and user-friendly. Questions appear upon each page in a highlighted blue area. These tend to be more suitable for Higher Tier candidates. There are also some decision-making exercises included, which makes for a more varied, interesting and enquiry-based approach to learning. At the end of each chapter, there is a glossary of geographical terms that have been introduced. The statistics and maps used are, on the whole, up to date (up to 1998). This text has a good range of case study material.

Although there is partial coverage of the specification, there is only a need to purchase one volume of this text to gain a fair degree of coverage of the content. Only Unit C7, Managing Tourism, is inadequately discussed. This is an optional unit anyway, or this may provide the opportunity to use a wider variety of teaching resources or learning techniques, such as research. There is a teacher's resource pack to accompany the book (not provided for this review), which helps with differentiation.

Understanding GCSE Geography by Ann Bowen and John Pallister (Heinemann)
ISBN 0 435 35178 8

Teacher's Resource Pack ISBN 0 435 35179 6

This textbook was written for SEG syllabus A, but good use can be made of this text for Edexcel specification A. The book is colourful, neatly laid out with an uncluttered combination of text, photographs, OS maps, diagrams and maps. Statistics and newspaper extracts are up to date, largely from 1995-1998. A good feature is the number of OS extracts used. These are scattered appropriately throughout the text for a variety of topics, not just the physical areas. With a large colour photograph, which is labelled to explain its purpose, at the beginning of each chapter, it looks inviting to use. Each chapter has a colour code. On the title page, there is a list of key ideas explored in the chapter. The textbook seems suitable for both foundation and Higher Tier candidates. The exercises are largely straightforward with a range of activities from skill-based questions, such as drawing sketch diagrams and labelling them, using OS maps in a variety of ways to answering questions showing the understanding of processes and features.

Understanding GCSE Geography covers many of the key ideas in the core part of the new specification. Most of the Physical World is discussed, with the exception of the build up of ice for glaciation and the development of bars on coasts. The geological importance for the development of coastal features is not dealt with adequately. However, the characteristics of a river and its valley from the source to the mouth are shown well by a diagram. On page 48,

there is also a good summary showing how a river changes as it flows downstream, complete with its long profile. Most of the basic ideas for population is covered, but the urban and rural differences in population structure are missing. In the Economic World, there is no real discussion of the formal and informal sectors, and no one high tech industry is used as a case study to highlight locational factors. However this is true for many other texts too. The general factors for the location of industry are well developed. On the whole, Unit 4 is well covered with a good section on forest ecosystems (key idea 4.3). There is nothing about air masses and their influence on the British weather. The option units are only partially covered. There is usually some background to the key idea, but the case studies may be inappropriate, missing or lacking in depth. Missing case studies include a hazard for key idea 6.3 in an LEDC (no clear cut example!). The study of tourism for a clear mountainous area and urban areas in both MEDC and LEDCs (Unit C8) are discussed in general, with reference to a variety of examples, rather than a case study of a few. The coverage of tropical storms is brief and so are the environmental problems in urban areas. There is a fairly detailed section on the management of coastal areas (Holderness Coast). For Unit C7, Managing Tourism, the case study of Kenya looks at sustainability too. Chapter 14 contains a section on examination technique, which is always useful to discuss with students. There is also a glossary of geographical terms, by chapter, at the end of the text. A teacher's resource pack is also available which helps with differentiation and includes exam questions (from the SEG A syllabus). This pack was not available for review.

World Geography by Andy Beaumont, Jane Herrington, Rob Wheatley (series editor) and David Lambert (Cambridge University Press, 1997) ISBN 0 521 45697 5

Noted as a core book on its cover, there are some useful case studies and content. There is a good section showing long profiles of the River Dee and associated OS map extracts taken from different sections of the river. Population pyramids are dealt with adequately. There is also a suitable section on air masses and weather patterns in Europe (4.1/4.2), not well covered elsewhere. Some useful case studies include the Kobe earthquake, the eruption of Mt. Pinotubo; Rondonia in the Amazon rain forest and the management of it (4.3/5.3); Holbeck Hall and the North Norfolk Coast (5.1), Paris, as a changing city (8.1), Cairo (growth, problems and solutions) (8.2) and Snowdonia (7.2). There is also a good section on soil erosion and desertification (5.3). There is no coverage of glaciation and coastal processes are only dealt with where management of the coast is discussed, hence limited for key idea 1.3. Key ideas 3.2 and 3.3 are also limited (farming systems and industrial location).The book has two interesting sections: at the beginning there is a double page spread on why study geography?, and at the end, there is a section called *Preparing for Exams*. Why study geography? may be useful to consider when the students begin their GCSE course, but is probably more relevant towards the end of key stage three, when the students are making their option choices. The last section dealing with examinations has some general advice and ideas about the command words used by examiners and some specimen questions. These specimen questions are divided up into Foundation and Higher Tiers. The former are perhaps a little more difficult for the lower end of this population.

The textbook is suitable for use with Foundation and Higher Tier students. It uses a range of techniques to show information, besides the use of text. There are a variety of graphs, diagrams , maps and photographs from which information can be extracted. Extracts from OS maps are suitably placed in relevant places. These are attractively presented and colourful. Activities are varied, again suitable for the less and more able candidates. Attitudes and values of different interest groups are explored in this text. Statistics are on the whole are up to date, but there are a few incidents of using outdated figures (for example, figures for population pyramids from 1985 and 1989, page 9).

Also available is **World Geography Teacher's Resource Book** ISBN 0 521 45700 9.

Other suitable book resources

The following texts are not intended for core use, but may contain some useful pages or sections for the new specification. They could be purchased as mini-sets, for extension, revision or foundation purposes. Alternatively, it may be useful for the department library for resource development.

Geography to GCSE by Tim Bayliss (Oxford University Press, 1998) ISBN 0 19 913397 2

Above the title of this text are the words 'summary book' and that is precisely the nature of this book. It covers parts of the new specification, but does merely summarise key points, processes and terms on a double page spread. This book may be useful for revision purposes, but would perhaps be of better use in the department library as a text for non-specialist teachers to use as a starting point if teaching GCSE Geography. Key geographical terms are highlighted in bold print. There is a 'test yourself section' suitable for Foundation Tier candidates and a 'stretch yourself' section for Higher Tier candidates. The answers are also in the back of the text.

Spec key idea	Page number	Case study or useful content
3.1	73	A large triangular graph showing employment structure with countries of differing levels of development.
3.2	45-47	Rice farming in the Ganges
3.3	74-75	General factors affecting the location of industry
5.3	56-57 60-61 158-9	HEP Aswan Dam Selby coalfield Desertification
6.1	134	Global distribution of tropical storms, earthquakes and volcanoes
6.2	136-9	Hurricane Gilbert, Caribbean and Mexico
8.3	80-1	Lower Swansea Valley

Issues and Debates in Geography by Keith Flinders and Emma Flinders (Hodder and Stoughton, 1998) ISBN 0 340 69731 8

This text is designed to provide a range of case studies but has limited use for this specification. There are some useful case studies and references, listed in the table below. The text does develop some themes just beyond the specification requirements so if you wished to supplement a particular section that the students were particularly interested in, then this book may be of

some use. The photographs are not all in colour, which is a pity! The tasks are perhaps more suitable to Higher Tier candidates, although the Foundation group could cope with some of the more basic questions. The tasks do consider conflicts, attitudes and values.

Spec key idea	Page number	Case study or useful content
3.3	41	Multinational into UK: Siemens
4.3	64-65	Amazon rain forest and exploitation of it
5.1	13-14	Managed coastal retreat of Hayling Island
6.3	2	Mt Etna: prediction
7.1	46-48	Impact of tourism on industry in Malta
7.3	68-69	Management strategies in National Parks
8.3	28-33	Problems of traffic: some ideas on solutions

World Geography: Case Studies by Vincent Bunce (Cambridge University Press, 1994) ISBN 0 521 45667 3

One of the older texts reviewed and it has very limited use for this specification. This is shown in the table below. It would be a useful textbook to buy as a library copy for the staff, since some of the case studies cover parts of the specification not well discussed in other texts. In particular, there are a few good case studies looking at trans-national companies (3.3) and farming in an EU area (3.2).

The book is colourful and attractively presented. A range of places are studied from the local scale to the EU, MEDCs and LEDCs. At the end of each case study, there is a page with two boxes: one considers the key terms used and the other highlights the key ideas developed from the case study. There are a variety of resources used including maps, graphs, statistics (up to about 1993, so a bit dated!), newspaper reports (altered to make them succinct) and photographs. Attitudes and values are clearly explored. Exercises are suitable for the Foundation and Higher Tier students. The activities vary from filling in missing words, interpreting graphs and statistics to explaining, researching information and writing reports.

Spec key idea	Page number	Case study or useful content
3.2	36-44	The Yorkshire Dales: marginal farming
	56-62	Farming in Languedoc: Rousillon farmers and the wine lake
	102-110	Irrigation for India
3.3	6-14	The Cambridge phenomenon: hi-tech industries
	46-54	Car production in Spain: GM/Ford
	131-140	Tate & Lyle: a multi-national company

The UK and Europe by David Waugh (Nelson, 1997) ISBN 0 17 434311 6

Considered a core text, however the nature of the title tends to suggest that the LEDCs will not be covered. This is the case. The book uses a thematic approach with specific case studies and references being taken from the UK and Europe. There is a variety of colour photographs, maps

and well-labelled diagrams. Two OS maps can be found in the back of the book. Statistics and case studies are up-to-date. Some of the case studies are lacking depth. There are some wonderful photographs, diagrams and graphs in the text. For instance, there is a large aerial photograph on page 155, with a commentary on the location of the Cambridge Science Park and the population pyramid on page 92 is eye-catching with very clear labelling of the reasons for some of its features. The exercises, like Waugh's other texts, are at the end of the chapter and are not integrated onto the actual page of reference. On its own, this textbook would not be a suitable core book, but for a supplementary text it is very useful and ensures coverage of EU areas, besides Great Britain. It may be useful to have a class set of this text because of the range of useful case studies/content. Some aspects not covered in other texts are discussed here, such as organic farming, waste materials, the use/abuse of water and resource management.

Places and Cases a book series published by Nelson Thornes.

Physical Geography and People by Peter Webber and Neil Punnett (1999)
ISBN 0 7487 4303 0

This is one title in a series of texts. One other is reviewed below. This book has some detailed case studies in it. It covers only four key ideas completely, but there is partial coverage elsewhere. As the title suggests there is no real discussion of pure human topics, such as the Human World and Economic World and the option Units, Managing Tourism and Managing Urban Areas. The case studies give detail and there are colour photographs, maps and diagrams to accompany them. Newspaper articles are also used for information extraction. Some general geographical background usually precedes each of the case studies. Case studies used are up to date, 1995-1998. Most sections have a highlighted key ideas, key questions and review box. This book would be very useful to give detail to case studies and to extend the more able pupils (Higher Tier). The activities are varied and an enquiry approach is often used. Students are expected to use a variety of skills from drawing and interpreting graphs, maps and sketches to interpreting text and decision-making. This text is very useful in terms of the extra material available to the teacher to use for the development of worksheets or pupil research purposes.

Spec key idea	Page number	Case study or useful content
4.3	40	Distribution of taiga and rain forests; Amazon rain forest
5.1	71-73	Mappleton and the Holderness coast
5.2	63-65; 66-67	River Oder; River Leam
6.2	25-26	Florida: Hurricane Andrew
6.3	14;15;16-20	Afghanistan earthquake '88; Italian earthquake '97; Montserrat volcanic eruption '95-98

Europe by John Edwards (1998) ISBN 0 7487 2916

This book also has a thematic approach. There are some interesting European examples used however, few are of direct use to this specification. Those that are can be found in the table below.

Spec key idea	Page number	Case study or useful content
2.1	84-86	Impact of migration on population pyramids
7.2	33-37 38-42	Tourism in the Camargue Mediterranean: Terremolinos, Spain

Decision Making Exercises for GCSE Geography by Peter and Carole Goddard (Nelson Thornes, 1998) ISBN 017 434315 9

This book, unlike the others reviewed, is based entirely upon decision-making exercises. It provides another useful teaching strategy based upon an enquiry approach to the subject. There are twelve chapters and themes investigated. Locations are largely UK based, but also include Spain, Australia and Israel. A variety of stimulus resource materials are used throughout the book. These include a range of maps (varying scales), photographs (including aerial), leaflets, values analysis, time tables, statistics, graphs and diagrams. A series of questions in boxes guide the pupil through the decision-making process until the final page of the chapter, when the pupil has a decision to reach with reasons! A glossary is provided in some chapters and an OS map key is provided at the back of the text. Exercises are differentiated into Foundation and Higher sections. The former include questions with fewer technical terms and the command words involve simpler activities, more suitable for Foundation candidates. At the end of each chapter, there is a summary which highlights some key points and states what happened in reality and in some cases suggests why an issue still exists.

Although a decision-making exercise is not one of the assessment strategies used by Specification A, it is an interesting way of teaching and learning and this book has some useful exercises which can be used to deliver some aspects of the content. The table below indicates some of the useful case studies for this specification. This would be a useful text to buy as an alternative strategy to teaching some of this GCSE. Please note this book appears last but one on the coverage grids.

Spec key idea	Page number	Case study or useful content
Spec. key idea	Page number	Case study or useful content
5.1	56-65	Replacing sea defences in Herne Bay
5.2	118-127	Flood alleviation in the Lavant Valley, Chicester
7.2/7.3	6-15 110-117	Kakadu: conflicts in park management Saving wetlands in Donana
8.1	24-33 88-97	How should riverside, Norwich be redeveloped? The development of Whitehills, Northampton

Decision Making Exercises for GCSE Geography: Teacher's Resource Book by Peter and Carole Goddard (Nelson, 1998) ISBN 0 17 434317 5

This teacher's resource book provides additional material to support and develop the issues and area studied in the main text. All resources can be photocopied and are useful for classroom and homework activities. Again, a range of resources is used. Students can annotate and complete maps, draw and interpret graphs, interpret statistics, news reports and text. A copy of this book may be useful for those wishing to develop decision making as a teaching strategy.

Geography Through Diagrams by Garrett Nagle (Oxford University Press, 1998) ISBN 0 19 913402 2

This is a revision guide. The book uses a thematic approach. All content in the book is in the form of tables, maps, graphs, statistics and diagrams. Some of these do not have dates or the names of relevant places (such as the climate graph on page 38). The book is rather bland since it uses no colour. There are no OS maps or photographs in the book. However, this text makes a useful revision aid since it partially covers many of the key ideas in the specification. It also has its uses as a teacher resource text in the preparation of lessons. There are some useful diagrams which help to simplify complex concepts and processes, especially in physical geography. There is a test section of questions at the back, which may be more useful for the teacher to develop exercises. A brief list of revision tips is located in the front of the text. Key terms are usually defined. This is a useful text for revision, a teacher's library text for the development of homework sheets and for the foundation candidate where diagrams can simplify features and processes.

Spec key idea	Page number	Case study or useful content
1.1	12-13	Diagrams of river features, especially levees
1.2	15-18	Diagrams of glacial features
1.3	21-23	Diagrams of coastal features
2.1	44	Impact of migration (rural-urban; international) pyramids
3.3	62	Hi-tech industries
4.3	39	Coniferous forests: distribution, vegetation, soils and climate
5.1	24-25	Coastal management techniques
6.1	2	Prediction of volcanic eruptions: Mt. Pinotubo
8.1	49	Glasgow Gear Project
8.2	52	Cairo

Mapwork Skills and Local Issues by Jack Gillett – 2nd Ed (Hodder and Stoughton, 1998) ISBN 0 340 67968 9

This was the only mapwork text available for review. Obviously, there is only likely to be partial coverage of the specification since some key ideas are more suitable to analysis using detailed maps than others. All the classic features and areas likely to be considered for mapwork are covered in this text. There are questions/exercises suitable for Foundation and Higher Tier candidates. Aerial photographs, synoptic charts, satellite images and of course, OS maps are all present.

The book is divided into essentially three sections:

Part one deals with the basic map skills which were largely taught in key stage three. There are commentaries to teach these skills and exercises to practice them. More progressive skills, such as taking cross-sections from a map; identifying landscape features (such as cliffs, knolls and valleys, showing what they look like on a photo and the relevant shape of the contours); how contours show the shape of slopes, and making sketch maps from OS maps are covered.

Part two is called natural environments and the areas covered that are relevant to this specification include river valleys, coasts and glaciated landscapes. Some of the diagrams showing the features are not the best seen, but hopefully your chosen core textbook is adequate.

Part three is called case studies and local issues. Some of this section is relevant with exercises based upon settlement patterns, urban landscapes, tourism, industrial location and farming. There is a good section on the location of Siemens high tech factory (pages 60-61).

This book is adequate to practice map skills and to identify features covered in the specification.

GCSE Geography: Questions and Skills by John Greenlees (Hodder and Stoughton, 1999) ISBN 0 340 72547 8

A book which is intended to provide exam-type of questions. They are grouped by topic. A list of key words and their definitions precedes each theme. There are two sets of questions per chapter: core and extension. The former are more straightforward to answer, hence are suitable for the foundation candidates. The extension set of questions have command words which are at a higher level, such as explain, assess, why, examine, consideration of benefits and conflicts. The questions practise analysis and interpretation of maps, diagrams, graphs, statistics, photographs and so on. They are useful for classroom exercises, homework assignments and as class tests. There is partial coverage of the specification. At the beginning of the book there is a section on how to draw, use and interpret information sources, such as photographs, graphs and diagrams and ways to represent information on a map. This book may be initially useful for the staff department library.

GCSE A-Z Geography Handbook by Steve Milner (Hodder and Stoughton, 1999) ISBN 0 340 72447 1

This is a geographical dictionary. It has detailed definitions of geographical terms with cross-references, maps and diagrams where appropriate. There are some extended points beyond the definition to show key characteristics/features. The terms are listed in alphabetical order. At the back of the book, there is a section which has parts of GCSE questions, where understanding of a geographical term is required. There is also a section on command words and researching and writing up a GCSE fieldwork report. This is a useful book for the school and department library. Perhaps with a generous budget it would be useful to have one copy per GCSE class. After all, the use of geographical terminology is a feature of successful Higher Tier candidates.

Tackling Geography Coursework by Ann Bowen and John Pallister (Hodder and Stoughton, 1997) ISBN 0 340 68389 9

All candidates have to complete a geographical investigation in this specification. Tackling Geography Coursework is an excellent book for students to use, with clear guidance through the stages on how to choose a topic to how it should be written up. There are four chapters: Choosing a topic, Collecting data, Presenting data and Writing up. In most sections there are checklists, tips, warnings (the don'ts of coursework), advice and comments from the moderator!

In the chapter *Choosing a topic*, there is a breakdown to show roughly how marks are allocated for coursework, using a colourful double page spread showing a diagram/sketch of an urban and rural area with comments and suggestions for possible topics to investigate. There is a significant emphasis on planning being a key to success with coursework. *The Collecting data* section looks at fieldwork techniques, covering a wide range of topics from land use surveys and questionnaires to pollution surveys and river studies. Most of the techniques that your

students are likely to use are discussed. There are ideas for booking sheets, comments on sampling and tips on safety. A variety of techniques for presenting data is given: maps of all kinds, tables, photos and sketches, all sorts of graphs, statistical analysis including Spearman, desire lines, star diagrams and so on. A huge range of ideas is covered with examples. Finally, the *Writing up* chapter deals with the layout of the investigation, a section on ICT and the do's and don'ts, how to analyse data, with some examples and finally, what the conclusion should include.

Overall, this is a book that has all the basics, and more, that would be required for a GCSE student to know. It would also be useful for students at AS level. A half class set would be a minimum for use with your GCSE candidates.

Skills Base Geography by Keith Grimwade and Greg Hart (Hodder and Stoughton, 1999) ISBN 0 340 67020 7

Resource book ISBN 0 340 67019 3

This book aims to develop specific skills relevant to this subject. It shows students how to draw and develop techniques to show geographical information. In addition, students are shown how these can be analysed. It perhaps has more direct relevance for developing methods of presenting data for GCSE coursework and the use of ICT for collecting data. The book also tries to show which geographical themes the technique links up with by using icons at the beginning of each section. The book is very well laid out and colourful. There is an excellent section containing satellite photographs and a chapter on the use of ICT, including how to use the Internet. This is an area often missing from current GCSE texts. The contents of the book include chapters on graphs, atlases and globes, map reading skills, maps in general, image interpretation and using ICT. All the chapters are very detailed and cover a large variety of skills. On each double page spread there is usually a worked example with working out and clear labels and an exercise and an outline for a graph or chart and so on is usually provided. The workshops (exercises) contain questions involving the use of the technique and interpretation, looking for trends and explanations. The text is suitable for all GCSE students, but more able key stage three pupils could use it and AS level students may find it a useful reference. This is a useful text to have in the department library and if your department budget is generous, then a half set for the class may be a useful supplementary extra.

A resource book accompanies this text. It contains a section on how to use the textbook to support the curriculum and provide opportunities for assessment. A double page spread can be found on pages 8 and 9 which divides up themes and ability levels and shows where a skill can be appropriately incorporated. A section of photocopiable outline sheets is included, followed by an assessment section and inclusive mark schemes (assessed according to national curriculum levels) using the skills developed in the book.

Magazines

Magazines are often useful as another way to fill the gaps where a core text is lacking. There are two main providers in this category:

Geoactive

Below, a grid provides details of coverage of the new specification by the Geoactive modules. This only applies to the last two series, 1998/1999 and 1999/2000. Geoactive is now exclusively online and the site can be accessed through the Nelson Thornes website (www.nelsonthornes.com) and networked allowing access to all students. There are three issues per year in September, January and April.

Geoactive units useful for Specification A

Spec key idea	Geoactive series and unit number	Case study or useful content
1.2	10-205	Features of highland glaciation: Easedale, Lake District
2.1	10-204	Population change in India: an update – looks at reasons for limited demographic transition, has comparisons with UK and China.
	11-218	Egypt – population: natural increase and reasons for it; demographic transition model.
2.2	11-228	Population issues in the 21st Century: looks at the impact of ageing and youthful populations.
4.1	11-229	Weather forecasting: a game including understanding of air masses, fronts and weather systems.
5.2	11-214	Managing the River Stour in Dorset.
	11-225	When the rains came: the Easter 1998 floods.
5.3	10-201	Extractive Industry in County Durham: economic versus the environmental argument of an opencast mine.
	11-212	Soil erosion: Nepal and the Himalayas – impact of extensive deforestation.
6.2	10-199	Tornadoes: formation discussed and case studies from the UK and USA.
	11-223	Living in the eye of the storm: Kukri Mukri, Bangladesh – the impact of tropical storms on this area, including short-term and long-term responses by the local people and ActionAid.
6.3	11-215	The Montserrat volcanic eruptions and the aftermath: causes, impact and aid.
7.2	10-203	Poole Harbour: impact management – contains a decision-making exercise looking at the conflicts in a coastal area subject to tourism.
	11-210	Scarborough: a tourist resort.
8.1	10-196	Urban redevelopment and the EU.
	11-211	Regenerating Birmingham: the Heartlands Development- focuses upon the consequences of decline and the role of the Development Corporation in regenerating the area.
	11-217	Land use pressure in south Manchester: explores the common pressures on the rural-urban fringe and green-belt land.
	11-226	Wilmington: the development of a commuter village.
8.2	10-193	Sao Paulo – life in Brazil's supercity: causes of growth of Sao Paulo and the problems of living there, possible solutions to the problems.

Spec key idea	Geoactive series and unit number	Case study or useful content
	11-209 11-218	Ziwa la Ng'ombe: an informal Settlement in Kenya – reasons for migration and problems in the settlement. Egypt: urban problems of Cairo – housing in particular.
8.3	10-198	Rag-picking and recycling in Bangalore: recycling and the issue of sustainability
Coursework	11-222	Completing a Personal Investigative Enquiry: a step-by-step approach for students

Wideworld

This is a magazine that the students may wish to purchase themselves. A department copy can always be useful too. It is colour throughout, has up to date articles, a fieldwork section, exam advice and case study material. There are four issues a year in September, November, February and April. No index of the recent issues was available.

Websites

Below is a list of websites that may be useful for this specification. This list represents a fraction of the sites available.

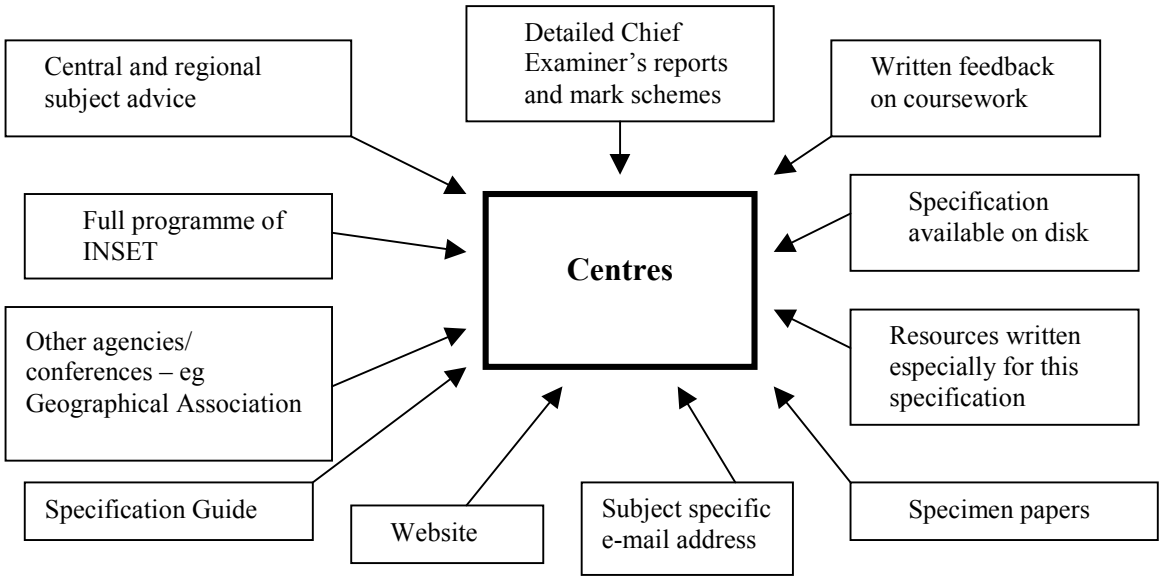
www.wda.co.uk	The Welsh Development Agency
www.ucar.edu/imagelibrary	National Center for Atmospheric Research – images only and an American site (8.3)
www.tornadoproject.com/intro.htm	An American site on tornadoes (6.2)
www.actionaid.org	
www.greenpeace.org	
www.foe.co.uk	
www.detr.gov.uk	Covers a range of topics including: statistics on waste (8.3); wildlife and the countryside; consultation papers; environmental protection; the EU; housing (8.1); integrated transport; local government; local transport; planning; regeneration(8.3)
www.dep.org.uk	Development Education Project – has sections on citizenship; sustainable development; earthquakes (6.1,6.3); worldwide waste (8.3); the global express back editions contains details on floods (5.2); hurricanes(6.2); volcanic eruptions(6.3)
www.unep.ch	United Nations Environment Programme – Agenda 21 some very useful titles
http://gfd.gly.bris.ac.uk	Montserrat volcanic eruption (6.3)
www.bgs.ac.uk	British Geological Survey (6.1,6.3)
http://sosig.ac.uk	Social science information gateway covers environmental issues and a range of topics
www.meto.gov.uk	Meteorological Office (4.1,4.2)
www.ecmwf.int/	European Centre for medium range weather forecasts – will show isobars for the European continent and elsewhere
ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/cyc/home.rxm/	Mid-latitude cyclone (US) and other useful weather information
www.sat.dundee.ac.uk	Satellite images of weather systems (4.1)
www.eumetsat.de/en/	Satellite images of weather systems
www.environment. agency.gov.ukv	

www.nfu.org.uk	National Farmers Union (3.2) – has some farm case studies
www.news.bbc.co.uk	Up-to-date news information (was excellent on the November 2000 storms and floods)
www.lake-district.gov.uk	
www.overpopulation.org/faq.html	Data sources on world populations
http://apps.fao.org	Food and Agriculture Organisation
http:/www.iisdl.iisd.ca/	International institute for sustainable development
www.ordsvy.gov.uk/educate.html	OS site
www.la21-uk.org.uk	Agenda 21 website
www.forestry.gov.uk	The Forestry Commission
www.connect.ie/users/essays/wwlct/index.htm	The Wyld Court Rainforest
www.doc.mmu/ac.uk.aric.data95.html	Atmospheric Research and Information Centre of Manchester Metropolitan University has case study material on urban air quality and pollution.
www.severnside.com	Severnside Recycling provide information on the services they offer to councils (8.3)
www.wastewatch.org.uk	Promotes community-based recycling schemes.
www.gn.Apc.org/tourismconcern	University of North London – contains useful information on tourism and recreation
www.oneworld.org/oxfam/	Oxfam UK

Support and training

Support

An extensive support network exists to provide guidance and training for teachers:



Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950/5951
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Especially to support teachers of geography, we have a dedicated E-mail address:

geo@edexcel.org.uk

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN

Tel: 01623 467 467
Fax: 01623 450 481
E-mail: publications@linneydirect.com

The following support materials are also available:

- Specimen papers.

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

Appendix 1 – Individual Candidate Record Sheet

Mark Sheet to be used in conjunction with detailed grade descriptors

ICRS/1312

Edexcel
Success through qualifications

GCSE Geography

Specification A (1312)

Individual Candidate Record Sheet

Summer 20…..

Centre number:	**Centre name:**
Candidate number:	**Candidate name:**
Name of teacher:	

Title of coursework:
Linkage to specification: *(eg Key idea 1.3)*

Mark awarded (63)		**Moderated mark (For Edexcel use only)**	

(Please complete the breakdown of marks by criterion on the second side of this form)

Teachers may use this box to highlight any issues they wish to bring to the attention of the moderator

Signature of teacher responsible for internal standardisation: ……

Date: ……..

Mark Sheet to be used in conjunction with detailed grade descriptors

Teacher examiners are invited to highlight relevant statements which justify the mark awarded. Please refer to the specification for the full wording of each descriptor. A candidate does not have to meet all aspects of the descriptor to be awarded a mark at a particular level, but should have met all relevant aspects, including any ICT requirements, to achieve the maximum mark at that level.

In all assessment criteria, a mark of 0 should be awarded if there is no evidence that any aspect of the Level 1 descriptor has been achieved.

Assessment Criterion 1: Introduction and aims (6 marks)

		Centre Mark	Moderator Mark
Level 1 1 – 2	Outline of purpose and/or some aims. Sufficient detail to know what the study is about and where it is located.		
Level 2 3 – 4	A clear statement of the broad purpose, aims and location.		
Level 3 5 – 6	Purpose, aims and location given in detail. Some independent input.		

Assessment Criterion 2: Data collection (15 marks)

Level 1 1 – 5	Description of data required and methods used to collect and record it. Source of secondary data indicated.		
Level 2 6 – 10	Some explanation of the methods used to collect and record data. Why secondary data chosen, or how obtained.		
Level 3 11 – 15	Clear explanation of methods used to collect and record data. Justification of methods. Justification of data chosen. Why secondary data chosen and how obtained. Limitations of data. Problems encountered in data collection.		

Assessment Criterion 3: Data presentation (15 marks)

Level 1 1 – 5	A limited range of basic methods.		
Level 2 6 – 10	A variety of appropriate conventional methods.		
Level 3 11 – 15	A wide variety of appropriate methods. Some original methods. Justification of methods chosen.		

Assessment Criterion 4: Analysis and conclusions (15 marks)

Level 1 1 – 5	Describes the data. Awareness of different attitudes. Some general concluding comments.		
Level 2 6 – 10	Data described in detail. Some genuinely analytical comment. Identification of links/relationships and/or different values/attitudes. Conclusions derived from data. Some evaluation of the study.		
Level 3 11 – 15	Data analysed in detail. Links made to geographical theory. Shows relevance of links/relationships/values/attitudes. Conclusions supported by evidence. Evaluation of the study.		

Assessment Criterion 5: Planning and organisation (12 marks)

Level 1 1 – 4	Some material relevant, but not organised into logical sequence. The investigation is incomplete. Page numbers/content page/headings. Spelling, punctuation and grammar used with some accuracy. Some use of ICT.		
Level 2 5 – 8	Content organised in clear and logical way. Page numbers/content page/titles all used appropriately. Spelling, punctuation, grammar used with reasonable accuracy. Some appropriate use of ICT.		
Level 3 9 – 12	Study well organised so it is easy to read. Diagrams integrated with text. Sub-headings and cross-references used appropriately. Spelling and punctuation used with considerable accuracy, with a range of grammatical constructions. ICT integrated and used appropriately to enhance the study.		

Total (63):		

Appendix 2 – Tables 1, 2, 3

Table 1: GCSE Geography Specification A and citizenship – matching content

Key idea	Content and relationship to citizenship	NC citizenship statement	Teaching strategy
2.1	Change due to migration – the impact and result of migration is the development of a diverse nation in terms of ethnic and religious identity; the increasing issues associated with refugees. Reasons for changing patterns of birth and death rates – influence of other cultures and their religious attitudes and values.	1b, 1f,1j	Analysis of population pyramids using the Internet. www.overpopulation.org/faq.html
2.2	The impact of youthful and ageing populations, and the dependency ratio – ideas relating to the economic and social impacts of an ageing and youthful population how the government and voluntary bodies respond.	1a, 1f,1j	Analysis of population pyramids; statistics for local services eg school roll, waiting list numbers for hospitals etc. Research and group work and report back to the class on possible impacts.
3.1	The relative importance of primary, secondary and tertiary industries and the changes over time within countries at different states of development.	1e	Construction and analysis of triangular graphs, divided bar graphs, statistics such as dependency ratios.
3.2	Political and economic factors influencing farming – EU policies on farming.	1e, 1i	
3.3	In LEDCs, the nature of the formal and informal sectors. In LEDCs, a study of the factors attracting one TNC to a particular country – possible impacts upon the chosen country.	1e,1f 1e,1h	Develop a report looking at the impacts of TNCs in the chosen country.
4.3	A study of a tropical rain forest system to show ideas of conservation, exploitation and sustainable development, and the roles of different interest groups and the conflicts between them.	1g,1j AT2 3a	Role play looking at all the users of the TRF and the conflicts/implications. Group projects and class feedback/ displays for each type of use. Research via the Internet, videos, books, newspapers etc.

Key idea	Content and relationship to citizenship	NC citizenship statement	Teaching strategy
5.1	Management of cliff recession – the conflict of interests involved.	1j, AT2	Role play; problem-solving. Research using a variety of sources considering bias.
5.2	Management of river flooding – the conflicts of interests involved.	1j, AT2	Role play; problem-solving. Research using a variety of sources considering bias.
5.3	Fragile environments – management issues and the attitudes of decision-makers.	1j, AT2	Role play; problem-solving. Research using a variety of sources considering bias.
6.3	Management of a hazard (volcano or earthquake) – evaluate the sources of help and aid and the role of the media.	1I,1j,2b,2c	Newspaper, Internet, books, video, voluntary agencies' appeal leaflets – analysis of these.
7.2	Impact of tourism on people and the environment – coastal and mountainous area (LEDC and MEDC).	1j, AT2	Role play; problem-solving. Research using a variety of sources considering bias.
7.3	Conservation of fragile environments and sustainable tourism. Attitudes of the decision-makers.	1j,AT2	Role play; problem-solving. Research using a variety of sources considering bias.
8.1	Management of inner city decline. Management of urban sprawl and threats to greenfield sites.	1b,1d,1e, 1j AT2	Maybe look at planning inquiry documents where appropriate. Invite the local council planner, member of an industrial, retail or residential development group to discuss the issues.
8.2	Management of rapid urban growth in LEDC urban areas.	1c,1d,1f,1j AT2	Research – textbook. Aspects of sustainability to be developed.

Key idea	Content and relationship to citizenship	NC citizenship statement	Teaching strategy
8.3	Causes and consequences of environmental problems in urban areas. Attitudes of decision-makers to these problems.	1c,1d,1g,1j AT2	Group research – report back to the class. Each group produce a display for the classroom. Aspects of sustainability to be developed.

Table 2: Template to audit geography schemes of work with National Curriculum for Citizenship

Citizenship statement of attainment	Content/teaching strategy used in Specification A GCSE Geography
1 Knowledge and understanding about becoming informed citizens Students should be taught:	
a The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.	
b The origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.	
c The work of parliament, the government and the courts in making and shaping the law.	
d The importance of playing an active role in democratic and electoral processes.	
e How the economy functions, including the role of business and financial services.	
f The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	
g The importance of free press, and the media's role in society, including the Internet, in providing information and affecting opinion.	
h The rights and responsibilities of consumers, employers and employees.	
i The United Kingdom's relations in Europe, including the EU, and relations with the Commonwealth and the United Nations.	
j The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	

Citizenship statement of attainment	Content/teaching strategy used in Specification A GCSE Geography
2 Developing skills of enquiry and communication.	
a Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics.	
b Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.	
c Contribute to group and exploratory class discussions, and take part in formal debates.	
3 Developing skills of participation and responsible action.	
a Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.	
b Negotiate, decide and take part responsibly in school and community-based activities.	
c Reflect on the process of participating.	

Table 3: GCSE Geography Specification A coverage grid

Key: ✓ **covers all content in key idea**

● **covers part of the content in the key idea**

X covers none of the content in the key idea

Unit name	**A1-The Physical World**			**A2-The Human World**			**A3- The Economic World**			**A4-The Natural World**			**B5-Managing the Environment**			**B6-Managing Hazards**			**C7-Managing Tourism**			**C8-Managing Urban Areas**		
Key idea	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**4.3**	**5.1**	**5.2**	**5.3**	**6.1**	**6.2**	**6.3**	**7.1**	**7.2**	**7.3**	**8.1**	**8.2**	**8.3**
Core texts Complete Geography (Chapman)	114-117 ●	41 46-49 ✓	24-34 ✓	140-144 152-153 ✓	144-149 ●	170-178 196-201 ●	214-215 ●	66-83 ✓	216-227 ●	98-103 ●	92-93 95 ●	54-57 86-87 ✓	27 38-39 ●	104-113 ●	62-65 84-85 ●	8-9 ●	 X	11-13 16-18 ●	232-234 ●	234-247 ✓	237 246-247 ●	170-171 184-189 ●	166-167 192-197 200-205 ●	206-207 210-213 ●
The New Wider World (Waugh)	262-265 ●	282-285 ✓	286-289 ✓	6-17 78-82 ✓	6-17 ✓	18-25 28-31 58 61 ✓	138-141 168-169 174 ✓	84-91 94-95 ✓	122 126-127 132-137 ✓	188-194 ●	188-189 199 ●	218-229 ✓	290-293 ●	258-261 266 270 ●	116-119 238-243 ✓	200 246-249 ✓	200-201 ●	250-255 ●	146-147 ●	148-153 157 160-163 ✓	156 163 ●	32-39 44 ●	54-63 66-69 ✓	40-41 ●

Unit name	A1-The Physical World			A2-The Human World			A3- The Economic World			A4-The Natural World			B5-Managing the Environment			B6-Managing Hazards			C7-Managing Tourism			C8-Managing Urban Areas		
Key idea	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**4.3**	**5.1**	**5.2**	**5.3**	**6.1**	**6.2**	**6.3**	**7.1**	**7.2**	**7.3**	**8.1**	**8.2**	**8.3**
Geography in Place Book 1	**X**	**X**	**X**	**X**	**X**	73-81 95-102 ✓	154-156 ●	123-125 131-134 144-149 ✓	167-169 173-178 ●	43-50 ●	39-41 ●	57 60-65 68-69 ✓	**X**	**X**	151-152 ●	5-10 15-17 ●	51-53 ●	11-13 17-18 ●	**X**	**X**	**X**	106 108 113-117 ●	89-93 117-120 ●	111-113 ●
Geography in Place Book 2	6-14 ✓	26-33 ✓	46-52 ✓	68-72 88-91 ✓	73-79 82-84 ✓	**X**	**X**	**X**	**X**	**X**	**X**	**X**	56-60 ✓	15-19 ✓	**X**	**X**	**X**	**X**	**X**	124-133 ✓	127-136 ✓	85-88 ●	81-84 ●	115-117 ●
Geography in Place (GiP) Access Pack	12A-F	13A-E	14B-E	15C-E 16ADE	15FG 16B	5A-E 6EF	10A	8AE 9B	10E	3A C-F	4G	4BC DE	14HI	3H 12G-J	9E	1ABG	3G	1CDE HIJK	18AB	13F-H 18CDE	18FG	6AD 7AE 11DE	6BC 7F	17K
GiP Homework Copymasters	12BC F	13AB C	14AC EG	15AB	5D 15C 16A	5B 6B 7A	11B	8B	10A	3A	**X**	4B	14DF	12GH	4E	1A	3D	1D	**X**	2A 18A	18BD	5F 7C	6CD 16B	17F

Unit name	A1-The Physical World			A2-The Human World			A3- The Economic World			A4-The Natural World			B5-Managing the Environment			B6-Managing Hazards			C7-Managing Tourism			C8-Managing Urban Areas		
Key idea	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**4.3**	**5.1**	**5.2**	**5.3**	**6.1**	**6.2**	**6.3**	**7.1**	**7.2**	**7.3**	**8.1**	**8.2**	**8.3**
Key Geography for GCSE Book 1	4-11 ●	38-43 ●	22-27 48-49 ✓	66-69 76-77 ●	70-75 ●	81 84-86 94-99 ●	116-119 ✓	120-125 ●	136-139 142-143 ●	X	X	X	160-163 ●	12-29 ●	126-127 130-131 134-135 ●	52-55 ●	X	50 56-61 164-167 ✓	X	150 152-157 ●	150 152-157 ●	98-103 ●	91-93 ●	110-113 ●
Key Geography for GCSE Book 2	X	X	X	60-63 66-67 ●	X	118-119 ●	X	116-117 ●	84-87 ●	10-17 ●	6-9 22-25 ●	18 32-33 38-43 ●	X	110-115 ✓	44-47 144-149 ✓	X	136-143 ✓	X	52-53 ●	54-57 ●	X	70-71 ●	118-121 ●	88-89 ●
Geography for GCSE	24-27 32-35 ✓	60-65 ●	42-47 ✓	96-98 107 ●	100-101 105-106 ●	113-115 126-127 ●	134-135 ●	15 27 160-163 167 ✓	136 140-141 144 147 ●	75-78 ✓	74-75 ●	84-85 88-89 ●	50-51 ●	28-30 36 ●	87 200 ●	6-7 10-11 ●	80 ●	11-15 ✓	X	X	X	116-118 ●	120-121 128-129 ●	81 ●

Unit name	A1-The Physical World			A2-The Human World			A3- The Economic World			A4-The Natural World			B5-Managing the Environment			B6-Managing Hazards			C7-Managing Tourism			C8-Managing Urban Areas		
Key idea	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**4.3**	**5.1**	**5.2**	**5.3**	**6.1**	**6.2**	**6.3**	**7.1**	**7.2**	**7.3**	**8.1**	**8.2**	**8.3**
People, Places and Themes	16-23 ✓	35-38 ✓	24-29 ✓	172-177 184-185 ✓	178-183 ✓	186-187 190-191 ●	107-109 136 ✓	111-112 114-117 ●	121 127 ●	42-47 ✓	 X	62-67 ●	30-33 ✓	90-95 ✓	98-99 ●	74-77 ✓	86-90 ●	79-83 ●	138 ●	 X	144 ●	196-197 200-201 ●	202-205 ●	41 58-59 61 193 ●
Understanding GCSE Geography	32-39 48 ✓	51-57 ✓	62-67 ✓	106-107 117 ●	108-110 113 ●	124-125 130-137 ✓	166-167 178-179 ✓	146-147 150-157 162-164 ✓	168-179 ●	76-77 80-85 ●	76-79 ✓	90-99 ✓	63 68-74 ✓	43-47 ✓	28-29 186-187 194 ●	6-8 12 ●	88 ●	14-19 ●	198-199 ●	203-205 ●	206-207 ●	133-135 138-139 ●	128-129 140-144 ●	133 208 ●
Other texts																								
Europe	 X	 X	 X	84-90	76-78	 X	68-70	 X	 X	 X	6 X	 X	 X	 X	 X	 X	 X	 X	 X	33-42	 X	 X	 X	 X

Unit name	A1-The Physical World			A2-The Human World			A3- The Economic World			A4-The Natural World			B5-Managing the Environment			B6-Managing Hazards			C7-Managing Tourism			C8-Managing Urban Areas		
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Geography to GCSE	116-117 ●	108-111 ●	112-114 ●	5 8-9 ●	10-11 ●	20-21 30-33 ●	72-73 ●	40-41 45-47 ●	74-75 86-87 ●	121-125 ●	X	128-129 ●	115 ●	140-143 ●	56-57 60-61 158-159 ●	134 148 ●	136-139 ●	149 152-155 ●	98-99 ●	100-101 ●	103 ●	36-37 76-77 ●	24-29 ●	38-39 80-81 ●
Issues and Debates in Geography	X	X	X	24-25 ●	X	X	X	51-53 ●	41-43 ●	X	X	64-65 ●	11-13 ●	6-7 ●	X	X	X	1-4 ●	45-48 ●	X	68-69 ●	22-23 ●	X	28-33 ●
UK and Europe	44-47 ✓	60-65 ✓	54-57 ✓	78-79 90-91 ●	92-95 ●	102-111 ●	194-195 ●	130-137 140-141 ●	146-147 153-154 156-157 ●	8-9 ●	4-7 10-11 ●	14 ●	74-76 ●	72-73 ●	184-185 ●	33-37 ●	X	X	164-167 ●	169-173 ●	176-179 ●	110 114-115 118-123 ●	X	112-113 124-125 ●

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Physical Geography and People	48-51 56-61 ●	78-86 ✓	68-70 ●	**X**	**X**	**X**	**X**	**X**	**X**	23-24 ●	46-47 ✓	40-45 ✓	71-73 ●	63-67 ●	**X**	12-13 ●	25-26 ●	14-20 ●	**X**	87 ●	**X**	**X**	**X**	35 ●
Geography Through Diagrams	12-13 ●	15-18 ✓	21-23 ●	42 ●	40-44 ●	45-49 ●	59 ●	53-57 ●	59-63 ●	26 ●	27-28 80-81 ●	35-36 39 ●	24-25 ●	11 14 29 ●	58 ●	1-3 ●	**X**	2 ●	76 ●	77-78 ●	77 ●	49-50 ●	52 ●	**X**
Mapwork Skills and Local Issues	34-36	26-29	37-39	**X**	**X**	50-53	**X**	40-43	58-61	24-25	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	49	**X**	**X**
Decision Making for GCSE Geog.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	56-65 ●	118-127 ●	**X**	**X**	**X**	**X**	**X**	6-15 110-117 ●	6-15 110-117 ●	24-33 88-97 ●	**X**	**X**
GCSE Geography and Skills	28 30-34 ●	42 ●	35-40 ●	80-83 87 ●	81-82 ●	55 58-64 ●	67 70 ●	73-79 ●	66-71 ●	47 50-53 ●	52 ●	**X**	39-40 ●	27-33 ●	**X**	19-21 24-26 ●	54 ●	22-23 24-26 ●	**X**	43 ●	43 ●	55 57 60-62 ●	64 91 ●	63 ●

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