

# teachers' handbook

Version 3 April 2010



## **GCSE** Geography A

J380 – Full Course

This handbook is designed to accompany the OCR GCSE Geography A specification for teaching from September 2009. This booklet contains the following support materials:

Subject specific guidance

Resource list

Publisher partner resources

Frequently asked questions

Other forms of support.

OCR GCSE  
**GEOGRAPHY**

[www.ocr.org.uk/geographya/newgcse](http://www.ocr.org.uk/geographya/newgcse)

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# Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects;
- The opportunity will be taken to bring course content up to date;
- Examinations should provide opportunity for extended writing and more varied question types;
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Geography A specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

# Resources

## Unit 1

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Possible websites and other resources

### General

<http://www.unlockingthearchives.rgs.org/themes/everest/default.aspx>

<http://www.unlockingthearchives.rgs.org/themes/everest/factsheets/default.aspx?id=120&idrepresentations=page>

<http://www.unlockingthearchives.rgs.org/resources/documents/Teachers%20notes%20with%20links.pdf>

[http://www.geog.le.ac.uk/staff/acm4/GY2204/2204%20Mountain%20environments\\_files/frame.htm](http://www.geog.le.ac.uk/staff/acm4/GY2204/2204%20Mountain%20environments_files/frame.htm)  
a useful staff resource

Michael Palin: "Himalaya" DVD

"Touching the void"

<http://geographical.ning.com/>

<http://ocrbgeog.ning.com/>

### The challenge of mountain environments

<http://uk.youtube.com/watch?v=CMp6h6DilyA>

<http://www.pbs.org/wgbh/nova/everest/history/>

<http://www.seracfilms.com/movies/40secreeeltrailer.html>

<http://www.geography.org.uk/download/PRGCSEextremehimalayas.doc>

[http://imagingeverest.rgs.org/Concepts/Imaging\\_Everest/-1.html](http://imagingeverest.rgs.org/Concepts/Imaging_Everest/-1.html)

### **Where are the main mountain environments?**

[http://www.ii.uib.no/~petter/mountains/World\\_pic/world50.jpg](http://www.ii.uib.no/~petter/mountains/World_pic/world50.jpg)

[http://www.ii.uib.no/~petter/mountains/world\\_finest.html](http://www.ii.uib.no/~petter/mountains/world_finest.html)

<http://www.viewfinderpanoramas.org/reascent/WORLD100.html>

<http://www.peaklist.org/WWlists/WorldTop50.html>

<http://www.europe-map.org/images/europe-landforms-map.gif>

[http://www.europemapofeurope.net/Europe\\_map\\_of\\_Europe\\_physical.htm](http://www.europemapofeurope.net/Europe_map_of_Europe_physical.htm)

### **What are the key climatic characteristics of mountain environments?**

[http://www.bbc.co.uk/weather/weatherwise/factfiles/basics/climate\\_cold.shtml](http://www.bbc.co.uk/weather/weatherwise/factfiles/basics/climate_cold.shtml)

<http://www.adventure-india-tour.com/about-himalayas/himalayas-climate.html>

<http://www.worldclimate.com/>

<http://www.geography.org.uk/download/PRGCSEclimate.doc>

### **What are the physical processes responsible for the formation of mountain environments?**

<http://magma.nationalgeographic.com/ngexplorer/0303/quickflicks/>

<http://www.pbs.org/wgbh/nova/everest/earth/birth.html>

<http://www.pbs.org/wgbh/aso/tryit/tectonics/intro.html>

<http://mapstor.com/articles/all-about-topographic-maps/mountain-formation.html>

[http://www.geography-site.co.uk/pages/physical/earth/fold\\_mountains.html](http://www.geography-site.co.uk/pages/physical/earth/fold_mountains.html)

<http://s-cool.co.uk/gcse/geography/tectonics/fold-mountains.html>

<http://s-cool.co.uk/gcse/geography/glaciers.html>

<http://www.mountainnature.com/geology/plate-tectonics.htm>

<http://www.mountainnature.com/geology/Erosion.htm>

<http://www.bennett.karoo.net/topics/glaciation.html>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/glaciation/glacialprocessesrev1.shtml>

Geography in Animation – BBC

### **How have plants and animals adapted to mountain environments?**

[http://www.panda.org/news\\_facts/education/middle\\_school/habitats/mountains/index.cfm](http://www.panda.org/news_facts/education/middle_school/habitats/mountains/index.cfm)

[http://www.panda.org/about\\_wwf/where\\_we\\_work/africa/where/uganda/wwf\\_uganda\\_our\\_solutions/rwenzori/](http://www.panda.org/about_wwf/where_we_work/africa/where/uganda/wwf_uganda_our_solutions/rwenzori/)

[http://biodiversityofnepal.icimod.org/Species\\_List/tree\\_Function.asp?treefile=Sagarmatha\\$\\$National\\$\\$Park](http://biodiversityofnepal.icimod.org/Species_List/tree_Function.asp?treefile=Sagarmatha$$National$$Park)

<http://www.dnpwc.gov.np/national-parks-sagarmatha.asp>

<http://www.vanoise.com/indexgb.htm>

<http://www.admwebstudios.co.uk/Biodiversity7.htm>

<http://rbg-web2.rbge.org.uk/nepal/>

<http://www.unep-wcmc.org/sites/wh/pdf/Sagarmatha.pdf> - for staff use

[http://www.greathimalayannationalpark.com/GHNP\\_home.htm](http://www.greathimalayannationalpark.com/GHNP_home.htm)

<http://www.asiarooms.com/travel-guide/india/national-parks-&-wildlife-sanctuaries-in-india/index.html>

<http://www.dnpwc.gov.np/index.asp>

<http://dolpo.info/phok-park.htm>

<http://www.everestjournal.com/category/nature/biodiversity/>

<http://www.nepalvista.com/features/nepal-parks/?parkname=MapOfParks>

<http://whc.unesco.org/en/list/284>

<http://whc.unesco.org/en/list/120>

[http://www.tolweb.org/treehouses/?treehouse\\_id=4725](http://www.tolweb.org/treehouses/?treehouse_id=4725)

### **How have/do/will people use mountain environments?**

<http://www.pbs.org/wgbh/nova/everest/exposure/>

<http://www.nationalgeographic.com/everest/index.html>

<http://www.seracfilms.com/movies/lohtrailer.html>

<http://www.geography.org.uk/download/PRGCSEtourism.doc>

<http://www.unlockingthearchives.rgs.org/themes/everest/online/>

<http://www.unlockingthearchives.rgs.org/resources/documents/tourism%20factsheet.pdf>

<http://www.vanoise.com/indexgb.htm>

<http://www.peopleandplanet.net/doc.php?id=985>

<http://www.camacdonald.com/birding/asianepal.htm>

<http://www.mountainvoices.org/> 300 interviews with people living in mountains worldwide

<http://www.virtualmontana.org/> programme looks at mountains in France, Romania & Wales

### **What challenges do mountain environments pose?**

<http://www.pbs.org/wgbh/nova/everest/history/>

<http://www.geography.org.uk/download/PRGCSEsaginfo.doc>

<http://www.geography.org.uk/download/PRGCSEsagfuture.doc>

<http://www.teachers.tv/video/24952>

<http://www.unlockingthearchives.rgs.org/resources/documents/nat%20park%20activity-%20final.pdf>

<http://news.bbc.co.uk/1/hi/sci/tech/4954546.stm>

<http://news.bbc.co.uk/1/hi/sci/tech/4762576.stm>

<http://news.bbc.co.uk/1/hi/sci/tech/4346211.stm>

<http://news.bbc.co.uk/1/hi/sci/tech/4682437.stm>

<http://www.sln.org.uk/geography/enquiry/we35a.htm>

<http://www.geographypages.co.uk/alps.htm>

<http://whc.unesco.org/en/activities/473/>

<http://www.newscientist.com/article/mg19025525.400-himalayan-forests-are-quietly-vanishing.html>

<http://www.peopleandplanet.net/doc.php?id=977>

[http://news.bbc.co.uk/1/shared/spl/hi/sci\\_nat/04/climate\\_change/html/greenhouse.stm](http://news.bbc.co.uk/1/shared/spl/hi/sci_nat/04/climate_change/html/greenhouse.stm)

<http://www.biodiversityhotspots.org/xp/hotspots/himalaya/Pages/impacts.aspx>

<http://atlas.aaas.org/pdf/184-85.pdf>

<http://uk.youtube.com/watch?v=FvwwEv527c>

<http://uk.youtube.com/watch?v=UHJBJI7T3E>

<http://uk.youtube.com/watch?v=wM9GUv8s8sE>

<http://uk.youtube.com/watch?v=VfVNAKIOamk>

### **Related to conquering Everest**

<http://news.bbc.co.uk/1/hi/uk/4768362.stm>

<http://news.bbc.co.uk/1/hi/uk/5008288.stm>

<http://news.bbc.co.uk/1/hi/england/4310831.stm>

[http://news.bbc.co.uk/1/hi/world/south\\_asia/2945690.stm](http://news.bbc.co.uk/1/hi/world/south_asia/2945690.stm)

[http://news.bbc.co.uk/1/shared/spl/hi/pop\\_ups/03/sci\\_nat\\_everest\\_anniversary/html/1.stm](http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/03/sci_nat_everest_anniversary/html/1.stm)

[http://news.bbc.co.uk/1/hi/world/south\\_asia/2938596.stm](http://news.bbc.co.uk/1/hi/world/south_asia/2938596.stm)

[http://news.bbc.co.uk/1/hi/world/south\\_asia/3034829.stm](http://news.bbc.co.uk/1/hi/world/south_asia/3034829.stm)

[http://news.bbc.co.uk/1/hi/world/south\\_asia/4672545.stm](http://news.bbc.co.uk/1/hi/world/south_asia/4672545.stm)

[http://news.bbc.co.uk/onthisday/hi/dates/stories/may/29/newsid\\_2492000/2492683.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/may/29/newsid_2492000/2492683.stm)

[http://news.bbc.co.uk/1/hi/talking\\_point/2932072.stm](http://news.bbc.co.uk/1/hi/talking_point/2932072.stm)

<http://www.outdoorsmagic.com/news/article/mps/uan/3856>

## Unit A673 Similarities and Differences

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Developments DFID. Magazine.

Food and farming – local and global TIDE.

Learning through enquiry Roberts GA.

Eclipse Ian Mack Heinemann

Using games in school geography Walford Chris Kington publishing.

Leat, D. (ed) (1998) 'Thinking through geography'. Cambridge: Chris Kington publishing.

New key geography for GCSE. Waugh and Bushell Nelson thornes.

Two KS 3 books which I have found useful are;

Think through geography 1 Hillary et al Longman

Geography @ work 1 Humphries Folens.

Other texts will depend on your choice of non UK region.

# Other forms of Support

In order to help you implement the new GCSE Geography A Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Publisher partners

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Heinemann is the publisher partner for OCR GCSE Geography A.



Heinemann is producing the following resources for OCR GCSE Geography A for first teaching in September 2009, which will be available in Spring 2009.

OCR GCSE Geography A Student Book  
Lesley Moule, Rob Clemens, Martin Crabbe  
ISBN 978 0 435353 865  
Published: April 2009

## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## OCR Training

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A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

### **Get Ready...**

An overview of new OCR specifications

### **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications

### **Get Ahead...**

For teachers wanting to improve delivery and assessment of a current OCR specification

### **Lead the way...**

To encourage creativity and innovation

View up-to-date event details and make online bookings at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) or view our new training e-books at [www.ocr.org.uk/training](http://www.ocr.org.uk/training). If you are unable to find what you are looking for contact us by e-mail [training@ocr.org.uk](mailto:training@ocr.org.uk) or telephone 02476 496398.

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## Unit 1

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### **Which should I choose; mountains or Polar Regions? And which desert/polar area/mountain area should I use as my case study area?**

The areas chosen are very much of the department's choosing. It is really a case of which options do they feel most happy with as a result of their enthusiasm and how well resourced they are for the units and areas of study available. Good quality, engaging resources are vitally important. The other thing you may want to consider is the possibility of field work. If studying mountains and seeking to supplement it with fieldwork may dictate using the Alps. Most British mountains would not give sufficient scope for the Unit but this would not eliminate the possibility of supplementing the work with field studies in the Cairngorms or Snowdonia. It is also worth considering a survey of student opinion about what they would like to cover and an end of Unit evaluation by students can help identify weak areas in a department's coverage of the work.

### **Does all of the work have to come from the same desert/polar/mountain area?**

It is not vital that all work should come from the same area but the vast majority of it should. Exam questions are more likely to ask students for knowledge and understanding of an area they have covered than to make reference to something relatively small which may not be evident in the chosen areas of study.

### **How is this Unit examined?**

#### **Are the exams modular; can it be sat at the end of year 10?**

#### **Does this Unit have pre-release materials?**

The work is examined by use of a Unit exam of one hour. It has 2 sections, one referring to deserts, the other to Polar regions and mountains. The exams are modular and can be sat at the end of Year 10. This has major advantages in taking some of the stress out of the exams in year 11. There are no pre-release materials.

#### **How should I prepare candidates for the exam?**

Make sure that all of the Unit specification is being covered by the departmental scheme of work. Use exam-like questions to assess understanding and practice exam technique whilst delivering the Unit. As a department develop a series of assessments like the one provided by the specimen paper.

#### **Should the Unit be taught as one long Unit or can it be split into 2 or more parts?**

This is entirely at the discretion of the department. Sitting the exam at the end of year 10 may mean that a department would wish to cover both sections together.

## Unit A673; Similarities and differences

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**I have students who have recently moved to the area. Can they study the area they have moved from?**

Yes but this might create problems of collection of data by the student and the teacher may have less readily available material on this second area. However this also might be useful in terms of discussion and comparison.

**I do not have a GIS in school.**

Google earth and maps allows layers of information to be added to maps of any area. This can be considered a GIS and is free.

**My school is in a rural area. Do I have to choose a non UK city?**

No a rural area can be chosen with a nearby city where higher order functions are available eg the Paris Basin or coastal Ghana and Accra.

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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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