

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN GEOGRAPHY C (BRISTOL PROJECT)**

**1988**

**TEACHER SUPPORT: TEACHERS' GUIDE INCORPORATING  
COURSEWORK ADMINISTRATION PACK**

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# 1 INTRODUCTION

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## 1.1 WHY PRODUCE A TEACHERS' GUIDE?

The first Teachers' Guide for Geography Specification C was written in 1998 by teachers to address the day-to-day questions and issues that occurred when devising and delivering schemes of work. In 1999 a second version retained much of what was in the first, but included revisions based on what had been learnt by teachers, Examiners and Moderators during the first few years of the specification.

This is a completely revised 'bumper' edition. Geography GCSE Specification C is the only GCSE in the country offering staged assessment. To some teachers this may appear an awesome prospect with yet more change. To other teachers it fulfils the potential offered by an early component, the Decision Making Exercise introduced in 1996, but never fully developed.

The original Teachers' Guide was the starting point in the development of this new one. Other considerations were the needs of teachers in Centres and the demands made upon them by Centre management, local inspection and advisory services and OFSTED. However, the overriding purpose of this Teachers' Guide is to assist teachers to develop exciting experiences of Geography while preparing candidates for a GCSE examination.

The structure of the Teachers' Guide is based on questions and a quick glance at the content pages should help you to find what you want to know. It is loose leaf to enable further updating to be done selectively and quickly. If you have an issue which is not dealt with here, there are a number of sources of advice and support. If it is to do with the planning internal assessment (coursework) or a scheme of work contact your Specification Adviser. If it is to do with specification interpretation, INSET meetings or comments on the examination papers please contact The Geography Subject Officer for Geography Specification C, OCR Qualifications Division, 1 Hills Road, Cambridge, CB1 2EU, telephone 01223 553998. If it is to do with making or amending entries, receipt of standard documents or examination results please contact the OCR Information Bureau on 01223 553998.

The page numbers referred to in the Teachers' Guide are references to pages in the specification. The specification is definitive and all the requirements are set out there. The specification has been approved by QCA and cannot be changed without their approval. This Teachers' Guide only has the status of guidance. There is nothing binding in it. There are no additional requirements to those in the specification.

There is a separate publication, *Student Handbook Materials*, designed to enable teachers to support their candidates during their GCSE course. These materials have been collected from practising teachers, specification advisers and Examiners in a similar loose-leaf format for enclosing in a ring binder. This allows allow teachers to use what is appropriate for their own Centre circumstances. It is hoped that Centres will produce and personalise their own student handbooks using some or all of the pages provided. **If there any updates to this Teachers' Guide and the Student Handbook Materials, these will be posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).**

## 1.2 THE BRISTOL PROJECT... WHAT IS IT?

The answer is simple - us! We are a group of teachers, Examiners, Moderators and Specification Advisers working with the Awarding Body, OCR, to improve the Geography curriculum and its assessment. The project is more than the specification. The specification is the means by which we aim to achieve our goals. In this respect, the Project has not changed since it was first established in 1970.

While the Project is essentially forward looking, it is worth considering briefly its development. In the early seventies Geography in Centres was in the doldrums. It was content loaded, and the introduction into Centres of new approaches in Geography to do with, for instance, models and statistical techniques was hindered by examination syllabuses.

The Project set out to change that. It took, and still takes the view that teachers are in the best position to develop the curriculum and that Geography can be defined by a few powerful ideas and the process of geographical investigation. This view was embedded in the first syllabus which included 50% coursework devised by individual Centres or groups working in consortia on content decided by them. They were supported by Consultant Moderators. The single terminal exam included very open ended, questions, often 'wacky' looking to the uninitiated, which tested the candidate's ability to apply his/her understanding to unfamiliar situations. The content took up one page of the syllabus document!

Over the years the Project has had to respond to changing external circumstances. These include the constraints imposed by National Subject Criteria and the codes of practice which govern the conduct and comparability of public examinations. Nevertheless the Project aims to offer 'added value' beyond what is required. Its traditional approach, far from being redundant, is still relevant today and will be tomorrow. That is why:

- the Specification Advisers are there to support Centres in their delivery of the course;
- the content is defined by questions for enquiry;
- innovative approaches to assessment are used; the DME and staged assessment;
- the Project runs an annual residential INSET course;
- an Advisory and Development Group meets regularly to monitor the work of the Project and to initiate new developments;
- there is a 'Project' text and support materials written by Project teachers and Examiners and published by Heinemann.

By the way, although it was published in 1977, the Project Handbook (Geography 14-18: a handbook for school-based curriculum development, by H. Tolley and J. B. Reynolds, Macmillan Education, 1997, ISBN 0 333 23616 5) still offers some extremely sound advice on classroom practice and assessment.

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## 2 SUPPORT AND PLANNING THE COURSE

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### 2.1 THE SUPPORT NETWORK

The Bristol Project has a long history of providing support for teachers. A network of advisers has been available to help with the design of internal assessment. Regular INSET meetings have provided valuable information, suggestions and feedback to teachers and given them direct access to the senior examining personnel who set the papers and moderate the internal assessment. This high level of support has been maintained and extended with the new Specification C.

#### 2.1.1 Your Specification Adviser

For each Centre there is a Specification Adviser to offer guidance and support on matters relating to the specification and, in particular, on the organisation and development of internal assessment tasks (pages 22–3, 39–51). The network of Specification Advisers is regionally based so there should be some one in your region who you can contact when questions arise regarding course planning, teaching and assessment. You can write, e-mail or pick up the telephone and discuss these matters with your Specification Adviser. If they cannot provide an answer to your question they can refer you to the Regional Specification Adviser or the OCR Subject Officer. The intention is that teachers in Centres should be able to gain rapid guidance and support on a range of issues related to the specification, as and when they arise. This should prove to be especially helpful when you first start planning and then teaching the specification.

It is a very good idea to send your Specification Adviser a copy of your two-year course outline (long term plan) as soon as you have completed it (there is a pro forma in Appendix A). This will establish contact with your Specification Adviser at the early planning stage, probably before you start teaching the specification for the first time. S/he will be able to comment on your course outline and possibly make suggestions regarding the integration of internal assessment and examination preparation into your teaching plan. S/he will also be able to ensure that you are on the Specification Advisers List of Centres and that you are aware of important information such as forthcoming DME titles, examination dates, INSET meeting dates, newsletters, and so forth.

The main role of the Specification Adviser, however, will be to consider your internal assessment proposals in order to comment upon them on behalf of OCR (pages 22–3, 39–51). If necessary s/he will advise on further development. Specification Advisers are busy people and you should always send them your suggested internal assessment activities **at least six weeks** before you intend your candidates to undertake these activities (page 39). The best approach is to submit your ideas at a very early stage. A rough draft on one side of A4 could be enough. Even better, you could contact your Specification Adviser by telephone to discuss your initial ideas. It is best if any problems are picked up at this stage as it can save a lot of wasted work later. Your Specification Adviser should be able to make useful suggestions, maybe putting you in touch with a Centre which is thinking along the same lines.

When considering your suggestions for internal assessment, your Specification Adviser will use the Guidance Criteria contained in the specification. This is a set of twenty-two questions, which are designed to ensure that your suggested internal assessment activities meet the requirements of the specification and exemplify good practice. They have been reproduced as a **Coursework Planning and Comment Form (CPC1988)**, which can be photocopied from Appendix K. (*Pages 1 to 4 of this form should be copied onto an A3 sheet to produce a folded, four-page booklet. The fifth page can simply be slotted into this booklet. Several 'fifth' pages may eventually be required.*) When submitting your internal assessment activities for comment, you should enclose one of these forms with the work, having first completed the relevant sections. This will help your Specification Adviser to understand your suggestions and will provide a record of all comments that both you and they have made.

At an appropriate point in each two-year examination, your candidates' internal assessment marks will be submitted for external moderation. The OCR Moderator who carries out this task will not normally be the same person as your Specification Adviser. The Moderator will provide feedback to you on the work of your candidates and on the standards of your marking. They will also, where appropriate, report to your Specification Adviser so that more detailed advice can be provided to you about ways in which your internal assessment could be revised in order to improve your candidates' performance (pages 47, 51).

Sometimes Centres in the same area work together in a local **consortium**. This provides informal support and shares the workload. Sometimes this can simply involve arranging a meeting to discuss issues such as evaluating a recent examination paper or preparing for a forthcoming DME. Some consortia use the same internal assessment activities, which they have developed together. By sharing resources you can save money and by sharing ideas you can save time and improve the quality of your teaching, learning and assessment. Your Specification Adviser will be able to put you in touch with any consortium working in your area and may be able to give the consortium some help and advice. LEA advisers are sometimes willing to help. The best consortia are those set up and run by the teachers concerned. If there is no consortium in your local area, perhaps you and your colleagues could start one.

Please remember the Specification Adviser is part of the service OCR provides to Centres. The Specification Advisers are each responsible for a number of Centres and keep copies of your course outline and investigation on file.

### **2.1.2 Who to Contact**

The list below gives you details of the Specification Adviser network and should enable you to get in touch with the appropriate Regional Specification Adviser. There is a map in Appendix B.

#### **West Midlands, North of England and North Wales**

Wayne Thomas  
24 Belvidere Avenue  
SHREWSBURY  
Shropshire  
SY3 5PF



Also:

Andy Compton, Bolton School (Boys Division), Chorley New Road, Bolton BL1 4PA; Peter Hughes, 65 Feckenham Road, Headless Cross, Redditch, B97 5AP; Alison Wilcock, 142 Main Street, Shadwell Village, Leeds, LS17 8JB.

### **South and West of England and South and Mid Wales**

John Hancock  
Greycarth  
LITTLEWORTH  
Gloucestershire  
GL54 5BT

Also:

Geoff Andrews, Kennel Cottage, Mead Lane, Wanstrow, Shepton Mallet, Somerset, BA4 4TF;  
Nick Badman, 3 Westway Lane, Shepton Mallet Somerset, BA4 5RA;  
Jon Murray, 19 Bronescombe Avenue, Bishopsteignton, Teignmouth, Devon, TQ14 9SR;  
Liz Undy, 12 Gurney Close, Torpoint, Cornwall, PL11 2PU.

### **East of England**

Alan Bilham Boulton  
18 Manor Close  
SIBSEY  
Lincolnshire  
PE22 0SL

Also:

Rob Lodge, Plumtree Cottage, 36 Park Lane, Helhoughton, Norfolk, NR21 7AE;  
Pat Wilson, Vine Cottages, 113 Village Road, Bromham, Bedford, MK43 8HU.

### **East Midlands**

Jon Gillespie  
8 Rochester Court  
Bulwell  
NOTTINGHAM  
NG6 8WL

Also:

Chris Brown, 33 Marlborough Road, Long Eaton, Nottingham, NG10 2BS;  
Frank Molyneux, The Old Forge, Glaisdale, North Yorkshire, YO21 2PF;  
Chris Robinson, 8B Brookside, East Leake, Loughborough, Leics, LE12 6PB.

### **South East of England**

Gordon Gaunt  
2 Gillett Road  
LYDD  
Romney Marsh  
Kent  
TN29 9LY

Also:

Mike Brown, 80 Quarry Hill Road, Tonbridge, Kent, TN9 2PE;

Rita Murray, 29 Yew Tree Court, Bridge Lane, London, NW11 0RA.

**If you are not sure then contact either:**

**The Principal Moderator**

John Nanson  
70 Sutton Road  
SHREWSBURY  
Shropshire  
SY2 6DT

**or:**

The Geography Subject Officer  
(GCSE Geography Specification C)  
OCR Qualifications Division  
1 Hills Road  
CAMBRIDGE  
CB1 2EU  
Telephone 01223 553998

### **2.1.3 The Specification C Advisory and Development Group**

The Specification C Advisory and Development Group (SCADG) was set up in Autumn 2000 to replace the Bristol Project National Advisory Committee. The new group's purpose is to be proactive, to initiate developments and ensure that the essential features of the 'Bristol Project' move with the times, keeping the specification at the forefront of teaching and learning, examining and assessment.

The group is composed of people directly involved with teaching and examining. At present it consists of:

Keith Orrell, the Project Director.

John Nanson, the Principal Moderator.

Wayne Thomas, Specification Adviser, Moderator and teacher of the specification.

Nick Badman, Specification Adviser, Examiner and teacher of the specification.

Wendy Keeling: co-opted member, formerly Secretary of the Bristol Project National Advisory Committee, an Examiner and teacher of the specification.

Terri Collins, the Subject Officer.

Dave Allen, the Principal Moderator for the Entry Level Certificate 3988 (formerly the COA).

The group meets twice a year in September and May to discuss teaching and learning and new initiatives. One of the purposes of the September meeting is to review and consider issues related to the June examination. The May meeting includes a review of issues related to the January examination session and the content of the Autumn INSET programme. The group forms the steering committee for the annual conference.

If you have a suggestion or an observation, please get in touch with one of the members. This can be done through your Specification Adviser, the feedback sheets in the INSET packs or via the Subject Officer. You may, if you wish, write to a named individual using the OCR Birmingham address. Your letter will be forwarded to their current address.

## 2.2 THE WEBSITE

### 2.2.1 What is the Website Address?

The OCR website address is [www.ocr.org.uk](http://www.ocr.org.uk).

### 2.2.2 What is the Structure of OCR's Website?

The website is divided into a number of sections and is continually updated. You will find a homepage with information updates, lists of the latest updates and a link to OCR interchange, the secure section of the website where Centres can examine data held on them and carry out some administrative procedures. **About OCR** contains general information about the organisation. **Newsdesk** contains current press releases and other important news. Other sections are **Qualifications**, **Training**, **Examination Support** and **Contacts**.

### 2.2.3 Why Does OCR Put Documents on the Website in .pdf Format?

OCR uses .pdf as the format for providing documents which people will want to print out or save to their hard drives because it is the best format available – it is a platform-independent format (i.e. can be viewed on a Mac or PC and will look almost identical) which applies a large amount of compression to the files, thus saving on download times.

The reason OCR does not provide documents in Word usually is that the files are MUCH larger and, if people aren't using Word but Word Perfect, they cannot read it at all. Also, there are some quirky technical issues related to putting Word documents on to websites – for some reason, some people just get binary versions of the file in their browser window. Fonts are also an issue in that if you don't have the right font on your system, there is no control over how it displays.

Contrary to popular belief it is entirely possible to copy, cut and paste from a .pdf document into any other application (see below for explanation of how to do it). Some formatting may be lost, but on the whole it's fine.

Virtually all websites use .pdf format as the format of choice for providing downloadable and printable documents.

#### **2.2.4 How Do I View and Print .pdf Documents?**

You need to have Adobe Acrobat Reader version 3.0 or above installed on your PC (or Mac) in order to view .pdf documents.

Acrobat Reader can be downloaded free of charge over the Internet – there are many links on the OCR site to the Adobe site (<http://www.adobe.co.uk/products/acrobat/readstep.html>) to do this. The installation process is very simple and usually takes about 10 minutes. Alternatively, Acrobat Reader is available on the cover-discs, which come with many PC and Internet magazines.

Once you have installed Acrobat Reader you will be able to view the .pdf documents on the OCR site and any other website – i.e. it is a one-off process.

When you have installed Acrobat Reader, clicking on a link to a .pdf document will normally open Acrobat Reader within the browser window and display the document. To the user it is a pretty seamless experience.

#### **2.2.5 How Do I Save .pdf Documents to a Computer's Hard Drive?**

To save documents on to their hard drive, you need to either to:

do a right mouse click on the link to the document and choose Save link as.../Save document as... (depending on the browser you are using) then choose where to save it (this works for PCs only since Macs do not have 2 buttons on their mice);

OR

open Acrobat Reader via the Start Menu (assuming Win 9x/NT) and choose File, Preferences, General... At the bottom of the dialog box that opens there is a panel entitled Options. In that, uncheck 'Web Browser Integration'. This will ensure that every time you click on a .pdf link whilst on the web you will be prompted to save the file to your hard drive.

Once a file is downloaded to your hard drive, you can either:

double-click on the filename from Windows Explorer and Acrobat Reader will be launched automatically;

OR

open Acrobat Reader via the Start Menu (assuming Win 9x/NT) and choose File, Open... and find the downloaded file.

**If you have problems consult the Acrobat Reader help file which is comprehensive and straightforward.**

## 2.2.6 Can I Copy and Paste from .pdf Documents?

Yes, you do it in this way:

- You need to save the .pdf document to your hard drive by RIGHT clicking on the link to the document and choosing 'Save Target As...' or 'Save Link As...' depending on which browser you are using. (If using a Mac see section above on saving to hard drive.)
- You then choose where to save it.
- Once the download is complete (you will get a message), you need to open the file in Acrobat Reader – the most foolproof way is to open Acrobat Reader from the Start Menu (assuming Win 9x/NT) and then open the document as you would in Word (i.e. File, Open...).
- To get all of the text out you need to make sure you are in Continuous mode by choosing View, Continuous. Then choose Edit, Select All and then Edit, Copy. This will highlight and then copy all of the text in the document.
- To select text, click the 'abc' button or 'T' button on the toolbar (depending on which version of Acrobat Reader you have) and then highlight and copy as necessary.
- To select and copy images, click the images button on the toolbar, highlight the image and copy.
- Then open Word or whatever else it is you want to put copied text and images into and just do a Paste.

The crucial thing is that if the document is opened in the browser window by just clicking the link normally, you don't get those copying options so the file MUST be saved to the user's hard drive and Acrobat Reader must be launched independently.

## 2.2.7 Do I Need a Password to Access the OCR Site?

The main part of the OCR website is open access, i.e. anyone with Internet access can look at it.

## 2.2.8 Website Support: The Title of the DME

A section of the OCR website supports Geography GCSE Specification C. The title of the DME will be available on the website at least eighteen months prior to the examination session to which it relates (page 20).

## 2.3 IN SERVICE TRAINING

During the second half of each autumn term, a full day's In Service Training (INSET) will be held in each major region. The emphasis will be on feedback on the previous summer's examination with a specific focus on one or more aspects of the specification in order to help teachers to get the most out of their candidates. In addition, teachers will normally be invited by their Specification Adviser to a half-day meeting each year.

## 2.4 ANNUAL CONFERENCE

For many years weekend conferences have been held to discuss current issues arising from the specification and wider ones to do with geographical education, the National Curriculum, and assessment. Recently a series of workshops on A levels, notably the OCR specifications, have been part of the programme.

This annual conference is currently held at Burwalls and organised by OCR. Burwalls is the University of Bristol's Residential Centre for Continuing Education. It is an elegant Victorian house beside the Clifton Suspension Bridge and is an easy 10-minute drive from the M5 or M4 motorways. It is situated in five acres of pleasant grounds with ample car parking. If travelling by train, an alternative to a taxi is a frequent bus service to Christchurch Green in Clifton, Burwalls is a 5 to 10 minute walk across Clifton Suspension Bridge. The facilities at Burwalls include lecture rooms, bar and television lounge. Accommodation is in single study bedrooms.

For details please contact the OCR Training and Customer Support Division (telephone 01223 552950).

## 2.5 PLANNING YOUR COURSE

Here we are about to plan our course. You know – getting to grips with all those important issues to do with number of teaching weeks, timing of coursework, is there a video? command words, which places to study, and so on and so on. In fact, the course planning challenge is multi-dimensional and rather like trying to complete a Rubik's Cube. It is like painting the Forth Road Bridge – you never finish. There is a time line to help with all this in Appendix C, so let's look first at the content and the scheme of assessment. But wait – what about the aims?

The aims appear on page 14 of the specification. As you read them, they may remind you of the idealistic vision you had of your future role on the day you made the commitment to become a Geography teacher. And here you are about to prepare the course that, for many of your candidates, will be their last formal experience of Geography. This may be your last chance!

The opening paragraph is encouraging. It refers to educational purposes not to narrow subject outcomes, and acknowledges that your course may be bigger than a list of assessment objectives. You are almost being encouraged to be adventurous and to take a few risks.

The first in the list of aims was put at the top deliberately. Geography teachers have a wonderful opportunity to help young people to understand the things that are happening around them and which influence their lives. And then the Earth and all those places and environments of which it is composed is a wonderful planet. We can make it exciting for our candidates, but we can also help them appreciate the need for sustainable use of its resources if it is to survive.

In turn this requires us to help them see their role as citizens both of this country and the world. The particular role for Geography here is to help candidates see that the way they conduct their lives and the involvement they have in future, on a range of issues, can have a bearing on places and environments.

And let's not forget that Geography is forever changing because places grow, evolve and even decline. We must be up to date, but we need not worry. A rapidly changing world keeps us well supplied with fresh material and ways of studying it.

And finally, if most of our candidates are to have all these benefits, and if some are to outrun us, they will need not only the skills to do the job, but more importantly the curiosity about the world that makes us all geographers.

Now back to the task.

The first part of this section of your Teachers' Guide considers some of the general issues to take into account when planning your course, in addition to achieving the aims. The second part provides a background to some course outlines which appear in Appendix C. These outlines show how the building blocks of your course, the teaching modules and assessment units, can be assembled to create a two-year framework. Your outline will provide the basis of a useful discussion with your Specification Adviser.

### 2.5.1 The Course Outline

The specification organises the subject content into five main themes and sixteen sub-themes, each of which is based on several questions for enquiry (pages 29 to 37). The specification also permits Centres to choose from a wide range of places to exemplify these themes but requires the chosen places to cover a range of scales and stages of development. As a result, courses can be structured in a variety of ways:

- mainly around the five **themes**;
- mainly around the Centre's chosen **places**;
- by combining **themes and places**.

If all or part of your course outline is based on themes, you must ensure adequate place coverage so that your candidates will be able to tackle the first section of the terminal examination. The minimum place and scale requirements are presented as a table in the specification and this table highlights the need to study contrasting regions (page 30). The Scale, Place, and Example columns in the specification's content section (pages 29 to 37) will guide the choice of case studies used to illustrate the thematic work.

If all or part of your course outline is based on places, you must ensure that the content taught for each place reflects the coverage required by the specification. The Scale, Place, and Example columns in the specification's content section will help with this task. It is essential, however, to carry out an audit of content coverage once schemes of work are completed in order to ensure that your candidates will be able to answer the questions in the 'themes' sections of the terminal examination.

The sample course outlines included in this Teachers' Guide (Appendix C) show several ways in which a two-year course can be organised. They are simply long term plans, however, and Centres will have to devise their own medium and short term plans in order to facilitate their detailed planning, teaching and assessment. It is worth remembering that, in the terminal examination, two out of the four questions are based on places.

Resources are an important (and expensive) consideration when planning your GCSE course. Channel 4 and the BBC produce many video programmes which can enhance your teaching and the candidates' learning. Textbooks have become less fashionable in some quarters these days but it is worth considering the available textbook resources when planning your course.

Heinemann publish a textbook 'People, Places and Themes' which has been written specifically to support this GCSE specification. It is structured thematically but the case studies are highlighted in such a way that it would also be appropriate to use this textbook in a course structured around places. The related Teachers' Resource Pack contains tables and planning matrices, which are very useful when deciding how to structure your course. **Appendix E** is a copy of the content grid from the specification with all the examples removed so that you can add your own.

It is worth remembering that the only fixed point is the terminal examination. Specification C allows staged (i.e. modular) assessment so there is more than one opportunity to take the DME or submit internal assessment for moderation. The DME and the internal assessment can, therefore, be organised at times to suit the Centre. When planning your course outline you will, of course, have to take note of Centre-specific activities such as school examinations, work experience, reports and fieldwork opportunities. Once again, it is worth pointing out that the course outlines included in this Teachers' Guide highlight many of these issues and show ways in which they can be resolved.

**It is a very good idea to send your Specification Adviser a copy of your two-year course outline or long term plan (see Appendix A) as soon as you have completed it.** This will establish contact with your Specification Adviser at an early stage, probably before you start teaching the specification for the first time. S/he will be able to comment on your course outline and possibly make suggestions regarding the integration of internal assessment and examination preparation into your teaching plan.

## 2.5.2 The Sample Course Outlines

The new specification provides an opportunity for existing Centres to revise course outlines. However, these are busy times and many teachers will want to continue with only minimal change. The sample course outlines in Appendix C are an attempt to show that the teaching of the content can remain much the same as with the old syllabus, even though the nature and timing of the assessment have changed.

### Course Outline One

This is based on themes rather than places and it is typical of the courses many Centres have been teaching with the old syllabus. The Economic Systems and Development theme is to be delivered with a strong emphasis on places. The DME is to be taken in June of Year 10, mainly because the Year 11 mocks come after Christmas and this makes DME preparation a little more difficult at this time. DME re-sit candidates could be timetabled for Geography lessons during the mock exam period – not perfect but certainly feasible. The internal assessment is an individual investigation where titles are agreed late in the spring term of Year 10. The candidates work on their investigations over the next few months, mainly in their own time, with a deadline date in September of Year 11. This strategy is probably best suited to a Centre with more able candidates.



### **Course Outline Two**

The teaching scheme is almost identical to Outline One but the assessment is different and the places are different. The DME is to be taken in January of Year 11. This is easy to do as the Year 11 mocks are before Christmas. There is the possibility of a DME re-sit in June of Year 11, but the re-sit candidates will have to attend Geography lessons right up until the May half term break. The internal assessment consists of an urban investigation which starts with a teacher directed section, at the end of the spring term in Year 10, and concludes with an individual extension (urban/planning based) which is set up in the summer term and completed over the summer break. Many Centres currently operate this style of investigation and the extra weighting given to the investigation (20% as opposed to 15%) makes a substantial and well-organised individual extension more feasible.

### **Course Outline Three**

The teaching schedule acknowledges the heavy content load of the combined Economic Systems/Places Unit and gives it more than one term. All the assessment is in Year 11, taking advantage of the candidates' greater intellectual maturity. The problem this risks is that some candidates may have become disaffected by now and some may not be able to cope with the heavy coursework load from other subjects. Internal assessment is based on a field visit and focuses on physical Geography and landscape management. All candidates tackle the same unit so it will have to be designed carefully to allow candidates to show initiative and imagination and make their own decisions. The DME is taken at the end of the course because the Centre is able to keep the candidates in school right up to the May half term in Year 11. There is no opportunity for re-sits but the advantage is that it removes any problems that might exist with alternative times.

### **Course Outline Four**

This is based mainly on places. The places chosen and the emphasis on regional contrasts show that the place and scale requirements of the specification are being met. As in Course Outline Three, all the assessment is in Year 11, taking advantage of the candidates' greater intellectual maturity. The problem this risks is that some candidates may have become disaffected by now and some may not be able to cope with the heavy coursework load from other subjects. Internal assessment is based on a field visit and focuses on physical Geography and people/environment issues. All the candidates tackle the same unit so it will have to be designed carefully to allow candidates to show initiative and imagination and make their own decisions. The DME is taken at the end of the course because the Centre is able to keep the candidates in school right up to the May half term in Year 11. There is no opportunity for re-sits but the advantage is that it removes any problems that might exist with alternative times.

## 2.6 WHAT ARE THE ENTRY OPTIONS, LEVEL AND TIMING?

This specification offers staged assessment using a modular model. The Terminal Examination is taken in June at the end of the course and accounts for 50% of the marks. When candidates are entered for the Terminal Examination they are also entered for certification. This is the entry which decides what grades are available to candidates.

Candidates entered for the Foundation Tier Terminal Examination (2402) will be eligible for grades G to C. Candidates entered for the Higher Tier Terminal Examination (2403) will be eligible for grades D to A\*. Under no circumstances will a candidate entered for certification with the Foundation Tier Terminal Examination be awarded a grade higher than a grade C. Candidates entered for certification with the Higher Tier Terminal Examination who achieve an overall uniform mark below that which is required for a grade D will be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

The Decision Making Exercise also has tiered papers but either paper can be taken as the mark for the tier of examination is converted to a uniform mark. This is added to the marks for Internal Assessment and the Terminal Examination to give the candidate's total mark for the specification.

The Foundation Tier of the Decision Making Exercise (2401/F) assesses grades G to C and the Higher Tier (2401/H) grades D to A. It is important to consider the ability of each candidate to successfully tackle the different styles of the two papers. In the old syllabus this issue was discussed with the candidates in a one to one situation in a number of Centres. The tier of entry was the result of a dialogue between the teacher and candidate, sometimes with parental input too. With staged assessment there is the opportunity for a candidate to have two attempts at the Decision Making Exercise, possibly at different tiers.

Where a candidate takes the Decision Making Exercise a second time, the higher uniform mark achieved will be used to decide the final grade. Where a candidate submits a second investigation for internal assessment, again the higher uniform mark achieved will be used for aggregation.

The uniform mark thresholds for each of the units are shown below:

Units	2402	2403	2401/F	2401/H	2404
	Found. Terminal Exam	Higher Terminal Exam	Found. DME	Higher DME	Internal Assessment
<b>Max. mark available</b>	139	200	83	120	80
<b>A</b>	N/A	160	N/A	96	64
<b>B</b>	N/A	140	N/A	84	56
<b>C</b>	120	120	72	72	48
<b>D</b>	100	100	60	60	40
<b>E</b>	80	N/A	48	N/A	32
<b>F</b>	60	N/A	36	N/A	24
<b>G</b>	40	N/A	24	N/A	16

It is important for candidates and parents to understand that the units are weighted to give a mark out of 400.

A candidate's overall grade will be determined by the total mark on a Uniform Mark Scale out of 400 shown below:

<b>Tier</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
Foundation				240	200	160	120	80	0
Higher	360	320	280	240	200	180			0

As this specification offers opportunities for staged assessment it is important that teachers, candidates and parents understand what the marks achieved mean.

## 2.7 SAMPLE SCHEMES OF WORK

You will have your own approach to planning your teaching programme. In Appendix D, there are some examples of more detailed planning of schemes of work. These will be added to as more examples become available from Centres. The ones provided here are:

**Settlement:** a plan based on approaches used in KS3 National Curriculum Geography and designed using similar headings to match the QCA Schemes of Work at Key Stage Three. This is a sample unit for a particular Centre and some of the case studies are unique. There is limited space under the teaching activities heading but the investigative approach is inherent.

**The European Union:** a plan based on the EU requirements of the specification which covers the relevant aspects of the themes.

**Natural hazards:** a plan based on a thematic approach which covers theme 2 of the specification.

**Brazil:** a plan based on the LEDC requirements of the specification which covers relevant aspects of the themes.

**A Midland Centre's Course Outline and Scheme of Work:** the teaching programme for Syllabus C has been revised to take full advantage of the opportunities for staged assessment. This has involved little change in the first two terms of Year 10. Most of Theme 4 has been moved from the Summer Term in Year 10 to the Autumn Term in Year 11. Theme 5 has been moved from being split between the second half of the autumn and Spring Terms of Year 11 to the Spring Term in Year 11.

The DME is taken in June of Year 10. Coursework is submitted in January of Year 11. The new course is thought to have a much better structure. In the past having the DME and coursework in Year 11 meant most of the teaching had to be completed in Year 10. Theme 5, Sustainable Development, and revision for the Terminal examination have half a term each. It is anticipated that there will be some re-sits of the DME and some re-submissions of coursework, strategies for managing these will be devised when the need arises.

Notice that all but the first example use as a starting point questions for enquiry based on those generic ones which are the starting point for the thematic content in the syllabus document. Perhaps if we keep our eye on an enquiry or investigative approach we may succeed in arousing that geographers' curiosity in our candidates. Appendix I tabulates the grade descriptions and assessment objectives to help with the task of developing candidates' potential. There is a candidate friendly version in the Student Handbook Materials.

## **2.8 FREQUENTLY ASKED QUESTIONS ABOUT THE SPECIFICATION**

**Does each content statement link in with a key question for enquiry?**

*No, but the content statements, collectively, underlie the questions for enquiry.*

**Do candidates have to study the EU as a whole?**

*Not necessarily, but it is a good idea to look at some issues in the context of the EU as a whole looking at links and interrelationships. The scale/place column on pages 32–37 of the specification makes it clear where studies within the EU should be undertaken. Candidates should have local and regional case studies within the EU other than the UK, as well as the whole of the EU including the UK (page 29). The examination may well include maps of the whole of Europe.*

**How do we know what topics could come up in the 'places' section of the exam?**

*Look carefully at pages 10, 21 and 29–30 of the specification and also at the detailed information on pages 23–27. You could try to colour code each of the main 'places' on pages 33–37. Wherever EU, LEDC and MEDC are mentioned in the fourth column on pages 3–36, these topics could come up in the relevant question in Section A of the terminal examination paper.*

**Can I teach the Entry Level Certificate (ELC) alongside the GCSE specification?**

*Yes. The content for the ELC is drawn from the content for the GCSE. Coursework used for the GCSE can be submitted as part of the ELC coursework. A DME will be set on the same topic. Some Centres, however, identify an ELC group at the start of year 10 and this can also be a successful strategy. The ELC also offers possibilities for staged assessment (see Section 4).*

**When do I have to decide about entering candidates for the ELC?**

*Although some Centres identify an ELC group at the start of Year 10, the final decision can be made when final examination entries are made in February of Year 11 for the June session.*

*However, remember that the DME mark can be carried over from the previous January and June sessions.*

### **When do I have to decide the tier of entry for Specification C GCSE candidate?**

*When you enter your candidates for a unit you automatically enter them for a tier. For instance for the DME the entry codes are 2401/F for the Foundation Tier (grades G to C) and 2401/H for the Higher Tier (grades D to A). Either paper can be taken as the mark for the tier of examination is converted to a uniform mark. The uniform mark achieved will be used to decide the final grade. Where candidates take the Decision Making Exercise a second time, the two attempts do not have to be at the same tier, one attempt could be at Foundation tier the other at the Higher tier, the higher uniform mark will count.*

*But remember when candidates are entered for the Terminal Examination they are also entered for certification. This means that Terminal Examination Foundation Tier, 2402, will only be eligible for grades G to C. Those who entered for the Higher Tier Terminal Examination, 2403, will be only be eligible for grades D to A\*. Under no circumstances will a candidate entered for certification at the Foundation Tier be awarded a grade higher than a grade C. Candidates entered for certification at the Higher Tier who achieve an overall uniform mark below that which is required for a grade D will be ungraded. However, there is provision for those who narrowly fail to achieve this mark to be awarded a grade E.*

### **Will the content covered in the Investigation also be assessed in the Terminal Examination?**

*Possibly. Now that Internal Assessment can be based on any part of the specification what candidates learn in coursework can be used in the Terminal Examination if appropriate.*

### **What happens if candidates are ill during the three weeks leading up to the DME?**

*If you consider that performance in the DME is likely to be affected by illness, then it is advisable to seek advice from the OCR Special Requirements team (telephone 01223 552505).*

### **What happens if my candidates are on work experience during the three weeks before the DME?**

*You are allowed up to three working weeks to use the DME resources with your candidates. Your Head Teacher and Leadership Team should be aware of this and not organise events during these three weeks which will impact upon your candidates' preparation time. The person responsible for Key Stage Four Geography in your Centre should ensure that the Curriculum Co-ordinator and the person responsible for the School Calendar are aware of the existence and implications of the DME. If there are problems seek advice from the OCR Special Requirements team (telephone 01223 552505).*

### **What is the status of the scale and place references in the specification?**

*Very important. The Examiner will only set place knowledge questions based on these.*

### **Do all the skills listed in the specification have to be covered?**

*The key references are 'It is important that all these skills and related techniques are taught' on page 31 and 'Internal Assessment should include opportunities for drawing upon a range of geographical skills' on page 21. On page 31 the introductions to each of the bullet points indicate what should be taught and what follows each of the introductory statements are examples of how this could be done.*

### **What does 'local' scale mean?**

*It means a small area, not necessarily where the candidate lives or studies.*

### **How do I know what the examination questions will be like?**

*The Examiners have to ensure that the questions match the specification. The 'questions for enquiry' are especially important. There is a lot of useful advice and a list of command words in a glossary in Section 5.*

### **What does SCALE and PLACE mean in the third and fourth columns on pages 33–36?**

*The entries in the SCALE and PLACE columns indicate the scale and the place context in which the content should be studied:*

- *'National' and 'LEDC' means that the content should be studied at the national scale in an LEDC.*
- *'Local' and 'LEDC and EU' means that the content should be studied at the local scale in an LEDC and in the EU.*
- *'Regional' on its own means that the content should be studied at the regional scale but the place context can be chosen by the Centre.*

### **Why do we have to consider a range of scales?**

*The national criteria for GCSE Geography demand it. All GCSE Geography specifications have to meet this requirement.*

## What does 'Regional' scale mean?

*The national criteria for GCSE Geography specify a range of scales, which include 'local, regional, national, international and global.' The regional scale, therefore, lies between the local and national scales. A region, so defined, is a substantial and distinctive area, larger than a locality but smaller than a country.*

## Is there a recommended textbook?

*Teachers should purchase and/or produce teaching resources which are suitable for the candidates that they teach. Heinemann publish a textbook and a Teacher Resource Pack 'People, Places and Themes'. These were written specifically for the Syllabus C Bristol Project GCSE course.*

*The Development Team who worked on this specification were mindful of the large number of Centres who have invested in these publications. Heinemann are updating both publications. As with all resources, both publications should be inspected before purchase, taking into account the candidates' needs.*

## 2.9 WORKING TOGETHER... FROM CONSORTIUM TO FEDERATION?

### 2.9.1 A Norfolk Consortium

Rob Lodge of Hammond's High School in Norfolk writes...

We have worked together in this region for over 21 years. It started after Keith Orrell spoke to Heads of Geography and initially six High Schools regularly met together to design the teaching course and materials for 'O' level and Mode 3 CSE. There are now ten Centres involved and we meet a maximum of twice per term for a twilight session. Over fifty geographers have been actively involved over this period. There are a few of us still involved after all these years.

What are the benefits for us all?

- Sharing good practice and resources for teaching with candidates in our respective Centres.
- Several members of the Consortium have gained experience as Examiners for the Terminal and DME papers, as Consultant or End of Course Moderators and this has been distilled amongst the group.
- Some of the Heads of Department are working essentially on their own, with other colleagues making contributions, so working with other professional geographers has proved immensely beneficial.
- Coursework, investigation and curriculum planning; design and implementation; marking and evaluation have been shared amongst a team of geographers. The professional dialogue has proved challenging, exciting and good-humoured and, more importantly, it has saved time.
- We have worked closely with the University of East Anglia School of Education PGCE course. The candidates are often placed in our respective Centres and have gained good

professional experience. The PGCE course has supported individual Centres on coursework and Decision Making activities outside the classroom. Also for several years they have led a Decision Making Conference for Year 11 candidates as part of the preparation for the DME examination.

- The Consortium has worked very closely in the planning and preparation for the teaching of the DME. It has proved an immensely tight schedule, but again the results are splendid.
- The wider planning of the Key Stage 4 course has obviously had benefits at both Key Stage 3 and AS/A level in our respective Centres.
- Discussions about the terminal and DME papers after the examination have proved most useful.
- New colleagues joining Departments have found the professional dialogue a useful perspective to a wider geographical thinking.
- Members of the Consortium have worked in smaller groups on task related activities and then shared their work with the rest of the group.

The Consortium has provided many benefits for Centres, candidates and staff. Where would we be without it?

## 2.9.2 Getting Organised

Liz Undy of the Plymouth Consortium writes...

There has been a 'Bristol Project' MEG D / MEG 3 / MEG C / OCR Syllabus C for as long as I have been teaching in Plymouth and it will continue with the new specification if I have anything to do with it! Why am I so keen to see it continue?

- Firstly, it is for purely selfish reasons. Mine is a small Centre with a Department of one (me) with part-timers from time to time. Being a member of this Consortium helps me to share ideas, curriculum planning and developing coursework as well as keeping in touch with other teachers in the Plymouth area.
- Secondly, we all have very busy lives. It is impossible to keep abreast of all the new ideas, resources and textbooks which become available. It's useful to have recommendations from colleagues who have tried and tested some of this flood of material. At every meeting someone will say 'Have you seen this website?' or 'Did you see that article?' If you haven't, then they will send you a copy. Everyone benefits.
- The third reason for maintaining the Consortium is to share coursework and fieldwork planning. How convenient it is when a candidate misses a crucial piece of fieldwork and you can ring up another Centre and ask if they can provide a place on their fieldtrip. There is no escape for the faint-hearted in Plymouth!
- If you are considering your plans for the new specification and don't belong to a group already, ask your Specification Adviser if other Centres in the vicinity are involved. Names of the Specification Advisers are included in this Teachers' Guide and they can be contacted quite easily. If you already know that there are Centres near you following this specification and there is no Consortium, why not get together with your Specification Adviser and set one up? Here are some useful tips:



- Always have a brief Agenda.
- Don't hold a meeting unless it has a specific focus. Teachers are too busy to attend unless they feel that they are going to come away having achieved something positive.
- Always arrange the next meeting at the end of the current one. This keeps up the momentum.
- Choose a centrally placed school for meetings. Some locations are better than others. The Exeter group always has very good cream buns, for example, when they meet at Priory School!

I would not say that the Plymouth group is as well organised as Rob Lodge's, but we get on very well together and provide a support network which has proved its worth. We all have different ideas and come from very different types of establishment (independent, comprehensive, grammar) but we all have one thing in common and that is to teach Geography as well as we possibly can.

### **2.9.3 A Federation?**

Perhaps you cannot see your Centre working in a consortium sharing a single piece of coursework or fieldwork planning. Is this a sign that a looser structure is required? Would it be worth setting up a federation in your area, perhaps initially to share the workload involved in preparing for the three DMEs that will be available for each cohort of candidates? This could include developing supported self study units for candidates having a second attempt at the DME, maybe in the June of Year 11 when they are on exam leave. Why not discuss forming a federation in your area with your Specification Adviser?

## **2.10 SUSTAINABLE DEVELOPMENT AND THE DME**

### **2.10.1 The DME within Your Course**

The Subject Specific Criteria for Geography require specifications to incorporate both sustainable development and decision making. When planning your course you will need to ensure that candidates become familiar with both of these concepts and also acquire the skills they will need to complete the DME.

The Criteria refer to decision making and decision makers in both the aims section and the subject content section.

Aim 2.1.ii of the Criteria states that all candidates should have opportunities to:

‘acquire knowledge and understanding of places, environments and geographical patterns at a range of scales from local to global as well as an understanding of the physical and human processes, including decision making, which affect their development.’

Subject content 3.1.vii states that specifications must require:

‘study of the significance of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments and resources.’

### **2.10.2 What is Decision Making?**

Decision making is about both the process by which decisions are made and about the decision makers themselves.

Of course most human activity is an outcome of a decision making process. Much of what we study as geographers, land use, location of human activities, environmental change, is a result of decision making. They can only be properly understood if we know about the real decisions that were made. At some levels decisions are made by individuals and organisations with incomplete information and are not always made with rational outcomes in mind. The actual process may be informal, irrational and intuitive. In others it may be carefully mapped out and protracted, and at the highest levels may be embedded in legislation as in planning procedures. GCSE specifications should recognise this wide spectrum of the decision making process.

### **2.10.3 What is Sustainable Development?**

Sustainability is a current buzzword. It crops up everywhere from government policy statements to conservationist publicity materials. But what does it involve? A few definitions from the WWF booklet ‘Sustainability – A Matter of Choice’ are a good starting point:

- Sustainable use of resources, means using natural resources, such as forests, rivers and fisheries, for food, medicine, firewood, building and so on, while remaining within the limits of environmental capacity.
- Sustainable development means improving the quality of human life while living within the carrying capacity of the earth’s finite resources. It means meeting the needs of the present generation, particularly the poor, without compromising the ability of future generations to meet their own needs.
- A sustainable economy is the product of sustainable development. It maintains the overall stock and productivity of human capital, man-made capital, and natural capital.

Put another way, a sustainable way of life is rather like having a bank account and living off the interest. If we can live off the interest, or better still, just some of the interest, the future should be secure. If we live off the capital there are problems ahead.

We have looked at these kinds of issues in the Geography classroom for many years, perhaps in topics about the rain forest or renewable and non-renewable resources. Now the concepts are being applied to a widening range of issues whether they are environmental, social, economic or political.

It should be mentioned here that there are ‘sustainability’ sceptics, mostly academics, who argue that sustainable development is a contradiction in terms. It may well be that given the pressures on resources, a sustainable world is a Utopian dream. That is no reason for not considering

sustainability objectives along with economic and social ones when making decisions about development.

Issues in Sustainable Development are all around us. Many of them do with topics that are commonplace in the Geography classroom. They provide an ideal basis for helping candidates to understand the decision making process and the world around them.

### 2.10.4 What is the Decision Making Exercise?

Within the scheme of assessment the Decision Making Exercise (DME) examines candidates on the content of Theme 5, Sustainable Development. The foundation and higher tier papers both last 1 hour 45 min and have a weighting of 30%. The increase in weighting and time within the revised specification reflects the success of earlier DMEs and the importance that the Project gives to studies of Sustainable Development.

The exercise is based on a common resource booklet, but higher tier candidates will be expected to make more use of extended prose. Because the DME is a staged assessment, the tier of entry does not affect the grades candidates have access to.

A DME will be available every January and June. The DME can be taken by year 10 or 11 candidates, who can have one re-sit with the better result (the higher number of uniform marks) counting.

The pre-released titles will be available 18 months in advance, which means that many candidates will know the topic they will be studying if they opt for Geography at GCSE. The resource booklets will be available in Centres well in advance of the date of the exam so that Centres will be able to plan their preparation time around other commitments. Centres should make the booklets available to candidates for up to three weeks of normal teaching time. The teachers' copy can be opened one week ahead of the candidates using them.

The Bristol Project takes the view that candidates should not only know about how decisions are made, but that they should also be capable of reaching informed decisions of their own on issues in a geographical context. They are after all decision makers themselves in everyday life. This should involve them in:

- understanding the background to the issue including the relevant physical and human processes;
- being aware of the options available for a resolution of the issue;
- reaching a justified and supportable resolution to the issue.

The Key Skill of problem solving is also underpinned by decision making skills.

These principles underlie the structure of the Decision Making Exercise within the scheme of assessment, while the content of Theme Five, Sustainable Development, provides lots of good examples of decision making in practice. The DME itself has three sections:

**The Background** which explores the candidate's knowledge and understanding of the background to the chosen issue in sustainable development.

**Options** in which the candidate is expected to show an appreciation of the different ways in which an issue may be resolved and how the values and attitudes of the stakeholders may shape them.

**The Decision** in which the candidate is expected to select or propose a solution or approach to sustainable development and justify their decision. The type of task which the candidate is set will vary from year to year. They may for instance be asked to choose between a small number of alternatives or suggest a solution of their own.

### **Why are the titles available eighteen months in advance?**

Our goal is to use the DME to ensure that we are teaching about relevant issues. By not listing these issues in the theme content, we are able to introduce issues as they become topical. Previous DMEs have looked at drought and housing needs when both topics were hitting the headlines. The first two DMEs of the new specification will be concerned with waste management as local councils are having to submit new plans, and pollution in the North Sea as fish stocks are reaching crisis point. Thus the DME encourages Centres to freshen up their teaching. The 30% weighting of the DME should make the effort worthwhile.

### **Why do the candidates have access to a resource booklet?**

A good reason is that the Centres get to keep a valuable set of resources for classroom use.

Another reason is that the candidates are tested on their handling of fairly sophisticated data to a depth which could not be expected in a standard examination situation. The booklet also ensures that revision for the DME is very focused for three weeks before the DME. Indeed many teachers report that the preparation for the DME is the most effective and motivating teaching they do!

When planning your course you will need to ensure and check well in advance how your preparation time can be fitted in to school timetables.

### **When should I enter my candidates?**

When planning your course, this will be a crucial decision. The decision when to enter candidates for the DME will depend on:

- circumstances in your Centre;
- when you want to complete your coursework;
- the extent to which you want to make use of re-sit opportunities;
- the maturity of your candidates;
- the extent to which you can use year 9 as a lead-in to your GCSE course;
- the advantages to be gained from spreading the assessment load over years 10 and 11.

You can enter them at four points during the course:

### **January Year 10**

This option is technically possible but not very feasible. It is not available in January 2002, the first year of the course.

### **June Year 10**

This may be a very popular choice. It gives candidates a target for the year and would take the pressure off year 11. With results being published in the following August, there would be plenty of time to prepare some candidates for a re-sit. It would mean that your teaching programme would have to be modified from year to year to ensure that candidates had got the right background for the DME topic. However, you might decide to use Sustainable Development as an underpinning to all your course or as an introductory teaching unit early in year 10.

### **January Year 11**

This should also be a popular time for the DME. Candidates would be that bit more mature and the early date leaves you with a long 'run in' to the terminal exam. However, if you choose this date, there may be implications for when you complete your coursework. You would also have to consider carefully other events in your school calendar. Bear in mind that other subjects may have staged assessment so that GCSE exams in January may become commonplace.

### **June Year 11**

This date has the advantage of being at the end of the course when the candidates will be most mature, but it may be the most difficult time to build in the three weeks preparation time. It is the most obvious time to enter candidates for a re-sit. If you decide to first enter yours in June Year 10, it may be possible to prepare re-sit candidates alongside Year 10.

Remember that, although the administration may be complex, you can enter Year 10 and Year 11 candidates at the same sitting! Also your decision can be changed from year to year, depending on your teaching programme.

## **DME Titles**

### **Previous titles**

The titles used for the DMEs in the previous syllabus were:

The Impact of Leisure Activities on a Rural Environment: balancing demands from leisure activities on a rural environment in a mountainous area (March 1996).

The Impact of Road Transport on Urban Areas (March 1997)

Tropical Rainforests – The Development Dilemma (March 1998)

Water – A Renewable Resource? (March 1999)

4 ½ Million New Homes – But Where To Put Them? (March 2000)

National Parks – Sanctuaries, Museums, or Playgrounds? (March 2001)

Alternative Energy – Or When The Pumps Run Dry (March 2002)

### Future titles

June 2002 – Waste Management – Reduce, Recycle or What?

January 2003 – The North Sea – Fishing Pond or Cess Pool?

June 2003 – Global Warming – Facing up to the Future

January 2004 – Cities in the Twenty First Century – Planning for People

June 2004 – Dam the River – Damn the People

January 2005 – Feast or Famine? Feeding the World

June 2005 – Quarrying – environmental blight or economic necessity?

January 2006 – Ecotourism – Wish You Weren't Here?

June 2006 – Why do we continue to build on floodplains?

Thereafter the titles will be based on topics selected from the following issues:

Atmospheric Pollution

City Centres

Coastal Management

Countryside in Crisis

Disappearing Wilderness

Effects of an Environmental Change

Food supplies

Forest Futures

Living in Uplands

The Development of Energy Sources

The Oceans

Threatened Environments

Transport Management

This list will be continuously updated.

### **2.10.5 Preparing for the Specimen DME: Water – A Renewable Resource?**

The DMEs are accompanied by teacher's notes available to teachers for up to FOUR working weeks prior to the day the candidates take the DME. The booklets can be used with candidates for up to three working weeks before the date of the DME.

Remember that the resource booklets must be available on the day of examination for the DME and must not be annotated. Teachers are therefore advised to get their candidates to fill in the boxes for candidate name and number on the cover of the resource booklets and collect them each time they are used.

Candidates should be reminded that:

- they should use information in the resources to support their answers;
- they may be able to use knowledge of their own case studies (marks are allocated in the scheme of assessment to knowledge);
- the DME has three sections, Background, Options and The Decision, each with a different purpose as outlined in the specification on page 19;
- the three sections have approximately equal weight;
- Unit 2401/F has a combined question and answer booklet while Unit 2401/H is to be answered on answer paper/booklet.

The marking of continuous prose answers will take into account the quality of written communication.

### **Guidance notes on the use of the Specimen Resource Booklet with candidates**

It is likely that Centres will have already studied some topics which could contribute to this issue. For instance, candidates will have already encountered systems diagrams of the water cycle similar to those used in the booklet. They may have already studied water supply issues in LEDCs but they may be less familiar with how the UK water industry works.

The preparation time could be devoted to filling in gaps in the candidates' knowledge and understanding of the water industry and familiarisation with the resources. Given that some marks are available for knowledge, some information about water supply in the local region and in your chosen countries might be helpful.

**Resource 1** provides some basic information for considering the efficiency of different appliances. In looking at the data some consideration is needed of how often they are used and what each one costs to use. The graphs suggest some degree of correlation between the data, but drought orders are not merely the outcome of low precipitation.

**Resource 2** includes a variety of information on the physical conditions which have a bearing on the availability of water in the UK and the spatial pattern of demand. The data could provide the basis for comparing and explaining these patterns and their implications for water supplies in the future.

**Resource 3** shows how the water industry operates and how it is linked to the water cycle. This idealised diagram could be compared with your local situation.

**Resource 4** provides a more stylised systems diagram of the industry and a basis for comparing the water industry in different parts of the country.

**Resource 5** raises the issue of how demand might be affected by climatic change. This may have implications for future management of both supply and demand.

**Resource 6** draws attention to water supply in LEDCs where both the problems and possible solutions are different from those in the UK. The solutions shown here are examples of the use of aid and investment in low cost, intermediate technology.

**Resource 7** consists of two lists of options for sustainable development of our water resources. The distinction between supply management and demand management is an important one.

**Resource 8** focuses on the concerns of different stakeholders and is perhaps best used in conjunction with Resource 7.

**Resources 9 and 10** provide information about a hypothetical region, not unlike several of the regions served by the water companies shown in Resource 2, map G. The two Resources offer opportunities for considering many of the ideas and issues raised in the other Resources.

The preparation time should focus on:

- analysing patterns and distributions shown on the graphs and maps;
- extracting ideas and issues from the text;
- using the resources to learn more about how the water industry operates;
- assessing the merits of different approaches to managing and developing our water resources and especially how sustainable they are;
- discussing the attitudes of different stakeholders towards different options for developing our resources;
- increasing the candidates' knowledge of actual examples.

Where this is the candidates' first Geography examination, examination techniques should be emphasised, especially good use of time and the need to respond to the command words used. They should be encouraged to use appropriate vocabulary from the Resource Booklet and from the specification glossary of terms. They should also be reminded to use the mark allocation as a guide to timing and to write balanced answers to sub-sections of questions.



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## 3 MAKING INTERNAL ASSESSMENT EFFECTIVE

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### 3.1 PLANNING AN INVESTIGATION

For each Centre there is a Specification Adviser to offer guidance and support on matters relating to the specification and, in particular, on the organisation and development of internal assessment (coursework) activities. The Specification Adviser will consider a Centre's internal assessment proposals in order to comment on them on behalf of OCR. If necessary the Specification Adviser will advise on further development. Details of any proposed internal assessment activities should be submitted to a Specification Adviser for comment **at least six weeks** before it is intended that they are undertaken by the candidates.

Although the Specification Adviser can give a great deal of help and support, most Centres will want to develop their own internal assessment activities. This section is designed to help Centres devise investigations which:

- reflect the needs and abilities of their candidates;
- make the most of the opportunities available to them in the local area/region;
- meet the requirements of the specification.

### 3.2 WHAT DOES THE SPECIFICATION ASK FOR?

Sections 6 and 7 of the specification provide considerable guidance for teachers planning their investigation. In addition the Coursework Administration Pack contains a number of forms which are relevant to the organisation of internal assessment.

Compared to previous Bristol Project syllabuses, the new specification has very simple and straightforward requirements. Candidates should complete one investigation worth 20% of the total GCSE award. The investigation may be based on any part of the specification content. When considering what content they will base their internal assessment activities on, teachers should be guided by the questions for enquiry listed in the content tables in Section C of the specification. This gives a very wide range of topics and Section 6 of the specification lists a number of possible investigation activities. If a Centre decides to adapt an existing Bristol Project investigation they should remember that internal assessment is now worth 20% of the total GCSE award and not 15% as previously.

Internal assessment should include opportunities for drawing upon a range of geographical skills. Although other geographical skills may be involved, the work should include opportunities, as appropriate, for the following to be demonstrated:

- fieldwork skills;
- the use of maps at appropriate scales;
- the use of photographs and/or satellite images;
- the mapping and graphical representation of data;
- selection and use of data from a wide range of primary and secondary sources;
- the use of ICT.

Other primary and secondary sources should be used to supplement data collected in the field. In the specification, primary data is defined as unprocessed data. This may include, for example, census and remotely sensed data. Secondary data is defined as data that has been analysed and/or interpreted.

More detailed information on appropriate skills is given in Section 5 of the specification.

Investigations should follow the ‘route to enquiry’ approach. The marking criteria have been written to reflect this approach. Opportunities must be provided for candidates to:

- identify relevant geographical questions;
- implement effective sequences of investigation;
- collect a range of appropriate evidence from a variety of primary and secondary sources;
- use relevant skills and techniques to present and analyse this evidence;
- draw selectively on geographical ideas to interpret evidence and draw conclusions;
- evaluate their work, its usefulness and the evidence on which it is based.

### **3.3 WHAT FACTORS NEED TO BE CONSIDERED WHEN PLANNING AN INVESTIGATION?**

When designing your investigation various important decisions have to be made. Many of them are inter-linked and will depend on your own preferences and interests and the opportunities available to you and your candidates. These choices are summarised on the Coursework Planning and Comment Form (in Appendix K) which you should use when designing your unit and which should be sent to your Specification Adviser together with your internal assessment suggestions. The sections on the form are based on the guidance criteria in the specification and form a useful planning checklist.

#### **3.3.1 Subject Content**

When deciding on the topic for your investigation you can choose from any of the five themes outlined in the specification. Themes can be combined where appropriate, e.g.

- A landscape-based investigation could include physical geography and landscape management issues.
- An urban investigation could look at land use, retailing, population and planning issues.
- An investigation into sustainable lifestyles could look at energy use, the causes and consequences of climate change and the implications of these issues for urban and regional planning.

Content could be influenced by when you decide to do the investigation, the nature of your course outline, opportunities for fieldwork, the ability and motivation of the candidates, the nature of available resources, and so on. Although content can be drawn from a number of themes, the investigation as a whole should be a coherent and sensible piece of geography.

### 3.3.2 Assessment

This is always one of the most difficult aspects of investigation design. The Assessment Objectives to be covered are as follows:

- AO2 Understanding (10 marks);
- AO3 Application of knowledge and understanding (10 marks);
- AO4 Skills (20 marks).

Investigations should be designed to include activities that reflect all three of these Assessment Objectives in roughly the proportion indicated by the mark allocation. This does not mean that an investigation should be broken down into a large number of small tasks which each test either understanding, or application, or skills. What it does mean is that investigations should allow candidates to show their understanding of the relevant issues, their application of their knowledge/understanding to those issues, and their skills in implementing an effective and relevant enquiry. Skills should take up about half the investigation.

Once you have a clear idea of what you want your candidates to do, test your idea against the marking criteria in the specification. If your idea would not allow your best candidates to meet the Level Three criteria, then you need to develop your idea until it does. There is nothing wrong with including tasks and instructions that give your candidates a clear indication of the type of activity they need to engage in to get high marks. The marking criteria are generic and, even though they don't provide any specific 'answers', they provide clear guidance on how to get high marks. Use them to enhance your candidates' achievements.

### 3.3.3 Does the Investigation Take Advantage of Opportunities outside the Context of a Written, Timed Examination?

This does not necessarily refer to the wording of the tasks but the nature of the activity they encourage. In an investigation there should be more time for thinking, selecting, planning, deciding and reflecting, than in an exam. Equally important, there is the opportunity to gather information from a range of sources, present the information graphically and cartographically, analyse it, draw conclusions and evaluate what has been done. A well-designed investigation should encourage all of these things and the marking criteria reflect this.

The investigation should encourage candidates to use a wide range of skills, particularly mapwork and the use of ICT. Maps are the distinctively geographical way of communicating information and both map reading and map drawing have a place in a well designed investigation. ICT is becoming increasingly useful in the production of a geographical investigation. It can be used in a range of ways:

- word processing and desk-top-publishing;
- data logging while in the field;
- researching information from CD-ROMs, the Internet, and databases;
- presenting information in graphical forms;
- analysing information e.g. when the teacher sets up a spreadsheet to allow candidates to test data using simple statistics such as Spearman's Rank Correlation Co-efficient;
- using digital images, either scanned or produced by a digital camera;
- combining several applications e.g. annotating digital images or doing a Spearman's test on data-logged information.

Candidates can be directed into a particular application in certain parts of the investigation and encouraged to use other applications elsewhere. ICT should be used at least once in every investigation and the marking criteria include reference to ICT.

Fieldwork is another compulsory element of the investigation. Not all of the investigation needs to be fieldwork based, and if the 'class fieldwork trip' is not feasible then it is acceptable to get candidates to do their own fieldwork, perhaps as part of an 'individual extension' or as a full individual investigation.

Investigations should follow the 'route to enquiry' as defined in the previous section. This encourages thinking and decision making and allows access to more of the Level Three criteria than in an investigation which is project based or totally teacher directed.

The word limit is 2500 words and this suggests, correctly, that conciseness is to be encouraged. However, some extended prose is required from the candidates and the marking criteria reflect the need to assess written communication, which does require accuracy and legibility. Specific 'SPaG' (Spelling, Punctuation and Grammar) marking is no longer required.

It is essential that both primary and secondary data are used. As fieldwork is a requirement, primary data should not be a problem but you should ensure that secondary data are also used. A range of sources is desirable for both types of data.

The use of photos and sketches should also be encouraged. Candidates should be reminded that they are only an aid to communication and that a small number of well annotated photos is worth much more than a large number of untitled and unlabelled photos which communicate very little on their own.

Much the same can be said about the use of graphs. Only Level One marks are given for drawing graphs but if you 'communicate relevant geographical information in a range of appropriate forms' you can reach Level Three. Pages of bar charts are worth less than a few relevant but varied graphs. Complex computer drawn graphs that communicate little about the Geography of the issue are almost worthless.

### **3.3.4 Structure and Differentiation**

Investigations need to be coherent and not just an unrelated set of 'skills opportunities'. Ensuring that they are firmly based on the 'route-to-enquiry' approach to the investigation of a geographical issue or theme should ensure that they have a coherent and sensible structure. Investigations can be divided into sections but the sections should be substantial. A structure which begins with a teacher-directed section and then leads naturally into an 'individual extension' is a popular and acceptable way of structuring a GCSE investigation. The two parts can be marked at different times to provide formative feedback to the candidate but, overall, the marking criteria in the specification must be applied to the whole investigation.

Most investigations are based on differentiation by outcome. In this approach all the candidates are presented with an identical challenge. However, many teachers introduce an incline of difficulty either across the investigation as a whole or within the different sections. All candidates should be able to access the earlier, easier sections but only the more able will be able to score high marks on the later, more difficult, sections. The 'route-to-enquiry' itself

imposes this sort of structure on an investigation. Most candidates can gather data and present them in a simple way. It is more difficult to present them in a way which shows variety and which communicates clear information. Analysis and evaluation are more difficult activities still and not all candidates will complete the process effectively. The tactic of beginning an investigation with a teacher directed section which leads into sections which require more and more decision making by the candidate is another way of structuring an investigation so that it contains an incline of difficulty and is suitably differentiated.

Different candidates can be presented with different investigation tasks but they must all be marked using the same criteria. If this ‘tiering’ approach is adopted as a differentiation strategy, markers must be aware of the ceiling this imposes on lower tier investigations e.g. it may not be possible to reach Level Three in an investigation that consists of simple tasks totally directed by the teacher.

Once the first draft of an investigation has been completed it is worthwhile testing it against the following question: ‘Will these tasks allow my best candidates reach all the Level Three criteria?’ To do this you need to read through all the Level Three criteria and check that the investigation tasks will produce outcomes that match all of these criteria. The key criteria here are the ones that refer to initiative, imagination, independence of judgement, complexity, evaluation, analysis, range and variety, synthesis, identifying questions and implementing effective sequences of enquiry. Very few candidates will be able to do all of these things, but to gain full marks all these criteria have to be met. The opportunity to meet them must, therefore, be available.

### **3.3.5 Is Positive Achievement Encouraged?**

Candidates work best when they are given activities which are relevant and interesting. Local issues are popular because the candidates are often familiar with them. Planning issues involving shopping, sport or entertainment are related to teenagers’ interests and activities. Current issues are better than historical ones because young people feel they are more relevant. Globalisation, for example, can best be approached via TNCs such as Nike. Environmental issues and natural hazards are motivating topics because they impinge upon the future which many young people regard as ‘theirs’.

The other great motivator is being presented with work that contains a challenge but which is seen as a realistic challenge. This is why tasks should be appropriate to the candidates’ abilities and why including some sort of choice works well.

### **3.3.6 Does the Investigation Make Reasonable Demands upon the Candidates?**

This will vary from Centre to Centre and you know your candidates’ abilities better than your Specification Adviser does. This is why it is important to write about this on the planning and comment form. A unit that is too long and too difficult will act as a de-motivator and will not encourage positive achievement.

The 2500-word limit is important as it suggests that investigations should be slim and purposeful. Try to design activities which boost the thinking processes and reduce the bulk.

Ten hours of curriculum time is the suggestion for an investigation but this is a guideline only. Candidates need plenty of guidance but we must stay within the dictates of the code of practice. It is also important to remember that time will be needed for fieldwork and a lot of the work will need to be done in candidates' own time.

Resource materials need to be varied and appropriate to the needs of the candidates. They do have plenty of time to read and consider these resources, however, so don't apply the same criteria that you would use for examination resources.

If investigations are to be slim and purposeful then it is not a good idea to get candidates to engage in the same activity several times, unless it is part of the differentiation process and some sort of learning-curve is involved, or if comparisons are to be made.

### **3.3.7 Is the Presentation of any Documentation Satisfactory?**

This is self-explanatory but very important. Badly presented materials can be a real demotivator and encourage the candidates to produce similarly shoddy work.

### **3.3.8 When Should You Do Your Investigation?**

Specification C offers staged assessment. The only fixed point is the terminal exam. For all components, the standards of assessment are those expected of 16 year olds at the end of their GCSE course. These standards must be applied even if the work is undertaken in Year 10, term one. This suggests leaving the investigation as late as possible but there is also the question of achieving a balance between intellectual maturity and enthusiasm. Year 11 candidates are often very busy with coursework from a number of subjects and may be disaffected with school. Younger candidates are more likely to be full of enthusiasm and motivation towards the novel experience of GCSE coursework.

Another consideration is the weather. Fieldwork is often best carried out during the summer months. Going into the hills is safer in autumn than in spring.

Finally you need to consider the structure of your course. Candidates need to have done the relevant subject content before they tackle the investigation but perhaps the investigation should be done when the content is still fresh in their minds.

### **3.3.9 What About a Real Context?**

There is no requirement on this. Choose a place context which is appropriate to the topic, candidates and the circumstances of your Centre.

### **3.3.10 When Should You Contact Your Specification Adviser?**

The best answer is 'as early as possible'. You should make contact by sending your Specification Adviser a copy of your two-year course outline for teaching and assessment

(Appendix A). S/he is in an excellent position to comment on your course outline and point out any problems or omissions.

You can then go on to planning your investigation. The best approach is to submit your ideas at an early stage. This could be in the form of a telephone call to discuss your ideas or a single sheet of A4 outlining your proposals. Any problems picked up at this stage will save a lot of time and effort later. Your Specification Adviser may be able to suggest further ideas, or resources, or put you in touch with colleagues that are thinking along the same lines.

**Remember to read the guidance criteria published in the specification and printed on the Coursework Planning and Comment form.** A detailed commentary on the guidance criteria is given earlier in this section of the Teachers' Guide. You can then move forward with confidence, fleshing out your basic idea into a full investigation.

### 3.3.11 How Do I Use the Planning and Comment Form?

At this point you need to complete the teachers' section of the Coursework Planning and Comment Form (Appendix K) and if you are satisfied with the results, you should send the investigation and the form to your Specification Adviser. **You should do this at least six weeks before you intend to use the investigation with your candidates.** The Specification Adviser will consider your proposals and comment on them, using the planning/comment form to do so. The investigation and the comment form will then be sent back to you and you will probably need to make some changes. Having made the changes, comment upon them (either upon the form or on the general comment sheet enclosed with it) and send the investigation and the forms back to your Specification Adviser. They will comment and reply, and so on. The sheet, and the loose-leaf forms enclosed with it, therefore becomes a record of the development process and is helpful to both teachers, Specification Advisers and OCR Moderators.

Appendix J has example investigations. For each there is a detailed commentary written by the Principal Moderator.

## 3.4 FREQUENTLY ASKED QUESTIONS ABOUT INTERNAL ASSESSMENT (COURSEWORK)

**What are the links between internal assessment and the subject content in the specification?**

*Internal assessment can be based on any part of the specification content. When considering what content they will base their internal assessment activities on, teachers should be guided by the questions for enquiry listed in the content tables in Section C. Internal assessment should include opportunities for drawing upon a range of geographical skills, so content should be chosen which allows this.*

### **Can all my candidates do the same investigation?**

*This is what many Centres will do and it is a sensible strategy if you have a large number of candidates. You must ensure that your best candidates can meet all the marking criteria printed in the specification, however, and this means that there must be opportunities for them to make decisions, select a question, show individuality and imagination, and exercise their judgement. The best way to do this is probably with an investigation that has a common core and some sort of individual extension.*

### **Can my candidates do individual studies?**

*This is perfectly acceptable but you must ask yourself if this approach is appropriate to all of your candidates. You must also remember that managing a large number of individual investigations can be very time consuming. You will need to send any support materials and an outline of your management strategies to your Specification Adviser. Your Specification Adviser will also require a list of the investigation titles that your candidates have proposed.*

### **Can my candidates do a mixture of investigations?**

*Some Centres may want to run teacher directed investigations with some candidates and individual investigations with others. There is nothing to prevent this approach but there are some obvious pitfalls to avoid. It is acceptable because all investigations have to be marked using the marking criteria in the specification and these criteria provide the common element necessary in any form of assessment. However, teachers in Centres will need to be confident that they can apply the criteria equally to all types of investigation and internal moderation will need to be especially rigorous.*

### **Does Internal Assessment need to be based on fieldwork?**

*Yes. The specification is based on the National Criteria for GCSE Geography published by QCA. These state that fieldwork is an essential part of a GCSE course and the specification requires some fieldwork to be carried out as part of the investigation. This can be group fieldwork or individual fieldwork. It can be done during school time or in the candidate's own time. Candidates can gather data as part of a group but they must do all the writing up of the work themselves.*

### **Why is mapwork a requirement?**

*Candidates must either use maps or draw maps as part of their investigation. Maps are the distinctively geographical way of communicating information. By using maps rather than long sections of prose, investigations can be made slimmer and more purposeful. They also ensure a wider range of skills is used in the investigation.*



### **Does ICT need to be used in an investigation?**

*Yes. ICT is an entitlement for KS3 and KS4 and is specified by the National Criteria for GCSE Geography. Candidates should be provided with at least one opportunity to use ICT in their investigation and they should be encouraged to use ICT throughout their investigation. The marking criteria include reference to its use.*

### **Can ICT be used for the whole of a candidate's Investigation?**

*Yes, but it is important that the Geography drives the use of ICT, rather than vice versa. Candidates should not limit themselves to graphics or summaries that happen to be available in a software package. They need to remember that it is the communication of geographical information that is important and techniques should be chosen to enhance this communication. CD Roms and the Internet are exciting and colourful sources of information but candidates should credit these sources in the same way that they have to credit their use of a textbook. Huge sections of downloaded material are unlikely to gain much credit, but careful editing of the material to make it fit for the candidates purpose is a high level skill which we should encourage.*

### **Can I use an existing Investigation for the new specification?**

*As long as it meets the requirements of the new specification, there is no reason why you can't use it. You will need to submit it to your Specification Adviser for comment and they will point out any problems that may exist with it. You will need to ensure that you can apply the new marking criteria to the old unit and as the marking criteria have changed it is unlikely that the old unit will meet them in full. Most Centres will want to take the opportunity to revise and update an existing unit, removing sections that have not worked too well in the past and replacing them with new ideas. Don't forget that an old investigation counted 15% towards the final award, but in the new specification it will count for 20%.*

### **Can I use an existing coursework unit or portfolio item for the new specification?**

*This is unlikely as coursework units did not have to be investigative in nature. A coursework unit only counted 10% towards the final GCSE award and a portfolio item counted for even less. It is unlikely that they will provide sufficient opportunity for candidates to meet all the assessment criteria required for a 20% investigation.*

### **What level of supervision should I exercise for Internal Assessment?**

*Enough to make sure it is the candidates' own work. The GCSE Mandatory Code of Practice states that you must be able 'to authenticate the work with confidence.' It is a matter of professional judgement and you should log and acknowledge any extra help that you give to a candidate. Good internal assessment should involve both the teacher and the candidate.*

**What support can OCR give to Internal Assessment? What examples have you got?**

*Your Specification Adviser should be able to help. This Teachers' Guide includes some example investigations in Appendix J. In addition, examples of units are often provided at INSET sessions.*

**Are there any examples of assessed work we can see to illustrate the levels?**

*This should be available at INSET meetings.*

**What detail of marks will OCR need for my candidates?**

*As there is now only one investigation, the recording is much simpler than for previous Bristol Project syllabuses. You will be expected to complete an MSI, mark sheets and cover sheets. The Coursework Administration Pack at the back of this Teachers' Guide provides the details.*

**Can candidates use case studies from Internal Assessment in an exam paper answer?**

*Yes, as long as they are appropriate to the question.*

**What are the links between the three levels and the exam grades?**

*There is no direct link between the three levels and the exam grades. The three levels contain levels descriptors (marking criteria) which are designed to help each Centre produce a valid rank order of their candidates. Grade threshold marks are set at the Award Meeting based on the grade descriptions in the specification (these are tabulated in Appendix I) and on the inspection of candidates' work. Once these grade threshold marks are set there should usually be no change from year to year. The grade threshold marks are published each year in the Examiners' Report.*

## **3.5 MARKING AND MODERATION**

### **3.5.1 How Should the Levels Mark Scheme be Used?**

In the past teachers have found that one of the most difficult parts of designing internal assessment was writing the mark scheme. This is no longer a problem as the mark scheme has been written for you and is published in the Specification. These marking criteria must be used to mark the investigation. Marks must be recorded on the mark sheet, see the details provided in the Coursework Administration Pack in the back of this Teachers' Guide.

Levels marking, not point marking should be used. **Mark the investigation as a whole, or in two or three large sections if you prefer.** The best way to do this is probably to annotate the margins of the work as you go along with indications such as *Sk3* (Skills level three) or *Un2* (Understanding level two). This will also help the OCR Moderator and facilitate internal standardisation where a Centre's work is marked by more than one teacher. Another useful idea is to photocopy the marking criteria and tick them off as you annotate. This sort of levels marking takes a little time to get used to but it is much faster than point marking once you do get used to it.

There is no reason why your candidates should not be given a copy of the mark scheme. The marking criteria are generic and even though they don't provide any specific "answers" they provide clear guidance on how to get high marks. Use them to enhance your candidates' achievements. Some teachers may want to re-write the marking criteria in candidate-friendly language. This is to be encouraged but remember that it is the criteria in the specification which must be used when marking the candidates' work.

### 3.5.2 How Should the Coursework Individual Mark Sheet (Coursework Administration Pack) be Used?

The optional mark recording grid is fundamentally a simple document and it should be used with all investigations. The 'stars' are the marks available and their distribution reflects the correct balance of marks between the three Assessment Objectives and across the three Levels. Notice that the marks are not evenly distributed across the Levels, they reflect the target mark thresholds for un-tiered components recommended by OCR. More marks are available at lower Levels than at higher Levels.

The stars can be ticked to show the marks that have been awarded. The ticks in each column can be totalled to give the marks gained at that Level. (If desired, it is possible to total the ticks in each row to give the marks gained for each Assessment Objective). Adding together the marks from each of the three columns will give a total investigation mark out of 40.

Although the marks are closely related to Levels, it is not possible to relate marks to grades in such a precise way. Target mark thresholds are published in the specification as follows:

Grade	A	C	F
Target Mark %	80%	60%	30%
Target Mark /40	32	24	12

However, it is important to remember that these are simply *target* marks, set to allow the marking criteria to be related to the nationally agreed grade descriptions. At the grade award meeting at the end of the two year examination cycle the nationally agreed grade descriptions will be used to set grade threshold marks using examples of candidates' work that have been marked and moderated. This is why the mark recording grid does not have a space to record the grade that the candidate has reached.

Centres may wish to adapt the sheet layout so that formative comments can be made for the benefit of the candidate. Partial mark sheets can be used to mark an investigation divided into sections, but once all the sections have been marked, the marks for the investigation as a whole must be recorded on a mark sheet like the one published in Coursework Administration Pack.

### 3.5.3 Internal Standardisation and External Moderation

Once the teachers in a Centre have completed their marking, internal standardisation should be carried out to ensure that marking standards have been applied consistently across all the candidates in the Centre. If, however, only one teacher does the marking, internal standardisation is not necessary.

Once it has been decided to submit the Internal Assessment for external moderation, the relevant entries should be made and the Centre will be given the name and address of an external Moderator. Marks should be entered on the MS1 but a copy of the optional Coursework Summary Form in Coursework Administration Pack may be helpful. The Moderator copies of the MS1 forms must be sent to the external Moderator together with any other relevant documentation, such as a copy of the information given to candidates. The Moderator will then request a sample of work for moderation. A completed Coursework Cover Sheet (which can be found in the Coursework Administration Pack) **must** be attached to the work of each candidate. This is an onerous task but the Code of Practice requires this information and the Moderator finds it very useful. These sheets should be issued to the candidates when they start their investigations as they should complete much of it themselves. The specification also requires that Centres must annotate the work where it is not clear, by other means, how the marks have been awarded. It is important to let your Moderator know how any internal standardisation was carried out.

The Centre will receive a report from the external Moderator on their standards of marking and other relevant matters. This report is normally included in the despatch of examination results to Centres. Your Specification Adviser will be available to discuss this report if necessary

## 3.6 USING ICT IN AN INVESTIGATION

ICT has to be used in either the planning or the production of the 20% Geographical Investigation. This is because ICT is becoming an increasingly useful tool in the conduct of a geographical investigation. It can be used in a range of ways, for example:

- word processing and desk-top-publishing;
- data logging;
- researching information;
- presenting information in graphical forms;
- analysing information;
- using digital images, either scanned or produced by a digital camera;
- combining several applications to produce a coherent whole.

Candidates can be directed into a particular application in certain parts of the investigation and encouraged to use other applications elsewhere. ICT should be used at least once in every investigation and the marking criteria include reference to ICT.

Some of the subject specific ways that ICT can be used in a geographical investigation include the following:

- for an investigation into hydrology, ICT can be used for data logging the various fieldwork measurements;
- if a candidate has collected weather statistics or perhaps temperature figures in an urban heat island study, databases or spreadsheets can be used to manipulate the data;
- when gathering secondary information for an investigation into hazards, candidates could gather current information from the Internet. Desktop publishing could then be used to present the information in the form of a newspaper report;
- if economic information is required about a region or country, then CD Roms and the Internet could be used to get up to date statistics on wage rates and standards of living; the NFU website includes a range of comparative farm studies;
- census data is easy to access, handle and graph when it is available to the candidates in a database or on a spreadsheets; utilising the searching and sorting functions of a database or spreadsheet can be very helpful in making sense of questionnaire data;
- when studying shopping hierarchies and service provision in settlements, Internet directories are a cheap and readily available source of information;
- investigations into planning issues can benefit from information available on local authority websites;
- excellent flood risk maps are to be found on the Environment Agency website;
- other environmental issues are dealt with on websites run by organisations such as Greenpeace, Friends of the Earth, the Environment Agency, CPRE, and so on;
- spreadsheets can be set up by the teacher to calculate simple statistical tests such as Spearman's rank correlation coefficient; candidates will need to enter the data correctly;
- digital cameras can be used in the field and the images downloaded onto the Centre's computer network so that all the candidates have access to a variety of relevant pictorial information;
- ordinary photos can be scanned into the Centre's computer network so that all the candidates have access to them;
- E-mail can be used to contact people who may have information or opinions relevant to the investigation.

In more general terms, ICT can enhance an investigation by improving the presentation of written work and of graphs. When work is word-processed it is much easier to draft and re-draft and this encourages candidates to think carefully about what they have written.

Graphs produced by computer are perfectly acceptable for a GCSE investigation but they must convey clear and useful information about the issue being studied. Candidates must also ensure that the graphs used are an appropriate way of representing the data.

Maps, drawings, and diagrams can be scanned into a document and then annotated in a very attractive and effective way. Sources should always be acknowledged, however. Digital images can be used in a similar way.

Spellcheckers are a suitable alternative to a dictionary when attempting to reach the highest marks for written communication.

CD Roms and Internet sites are a suitable alternative to books when gathering secondary information. Candidates should be encouraged to select and edit the information in order to ensure it is directly relevant to the topic being studied. Digital images can be customised by adding the candidate's own title, labels and annotations. As with books, the sources must be acknowledged. Internet information has the advantage that it is often up-to-date.

Using ICT also has its pitfalls and these need to be appreciated:

- much word-processed work is badly laid out with no use made of paragraphs or subheadings; fancy fonts can detract from the work rather than enhance it, especially when inappropriate font sizes are used;
- spellcheckers can lull the unwary into a false sense of security and words such as their/there, to/too/two, plane/plain, see/sea, often appear in the wrong context;
- inappropriate graphs are drawn because the software package includes them, not because they are the best way of representing the data; graphs often lack titles and labels and therefore convey very little useful information;
- investigations are often devoid of maps because these are hard to draw on a computer;
- Internet sites are only as good as the person who devised them and some of the information should be treated with scepticism; some organisations present information which is biased to reflect their aims and objectives;
- Internet sites appear, disappear and the content can change.

Very often the candidates will come up with their own good ideas when given the opportunity to use ICT. This is one of the main ways in which the use of ICT can enhance learning.

## **3.7 KEY SKILLS**

### **3.7.1 Key Skills and Internal Assessment**

The recognition of Key Skills is becoming more important in KS4 and each GCSE specification has a section about Key Skills.

Perhaps your Centre already asks your department to record Key Skills for use in the Record of Achievement/Progress File or identify skills towards GNVQ assessment. Departments should have a system that enhances the GCSE schemes of work and clearly defines the criteria for the candidate without causing unnecessary workload for the teaching staff.

The most successful system is the 'integrated' approach in which the Key Skills delivery and assessment is part of the planned coursework activities, including the investigation, which can be planned to give access to many Key Skills. If the Key Skills evidence that your department produces is to be assessed evidence to meet the criteria for the internally assessed Key Skills portfolio, then liaison will be needed with the Key Skills Assessor so that the required standard can be achieved.

### What are the Key Skills?

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving

### 3.7.2 How Can We Integrate these into our Internal Assessment Activities?

The following are Key Skills which most Centres will be identifying in KS4:

**Communication** – although communication includes the written word, set tasks must give the required evidence of speaking and listening, reading and extracting information as well as writing.

- Take part in discussions, e.g. talking about the findings of a local study. If you use role-play in your schemes such as ‘the planning committee for a new by-pass’ the contributions that are made in discussion could be used as evidence.
- Produce written material; write a letter of complaint to the Highways Agency over the building of a new by-pass, write up the investigation.
- Use images; the use of maps or sketches. The inclusion and interpretation of photographs in the investigation is suitable evidence.
- Read and respond to written material; the use of secondary resources such as timetables, maps, a community magazine, to gather information which could be used to write a summary or a report. Again this can be an activity from the investigation.

**Application of number** – most candidates think of Mathematics but if we look at the criteria we can see that we already do it in the investigation element of our coursework.

- Interpret straightforward information from two different sources; one could be a completed questionnaire from a local shopping habits survey, the other should be from a table, chart or graph, for example when using a secondary source.
- Carry out straightforward calculations, for example the proportion of people of different age, the average distance travelled, the range of distance travelled.
- Interpret and present data; draw simple graphs or statistical diagrams. Use words to describe the relationships in the data/graphs. Again this could be the next activity after the candidates have completed their questionnaire.

**Information Technology** – The National Curriculum requires that the candidates develop and apply their IT capability in their study of Geography and ‘use IT to gain access to additional information sources and to assist in handling, presenting and analysing geographical evidence’. Key Skills asks no more and can build on the skills attained in KS3.

More and more candidates have computers at home and it is becoming more natural to accept word processing, spreadsheets, computer-annotated graphs in projects and the use of the Internet. Likewise Centres are giving departments more opportunity to include IT in their schemes. Evidence would usually be a mixture of print outs etc. but also observation of the candidates working at the computer by an assessor.

- Find, explore and develop information; the need to be able to select information from a database or a research source.
- Process information; use the information, select and sort information to prepare tables and graphs.
- Present information; evidence could include printouts in a piece of coursework or the use of IT to analyse a database.

Fieldwork readily gives itself to the use of IT. Collected data can easily be entered on to a spreadsheet. This may be a whole group activity with the data collection and the recording planned by the teacher but the candidates in KS4 should be able to set up their own questionnaires and spreadsheets. You only need one computer system for a whole group data collection activity; candidates producing their own databases will need time and individual workstations. One, carefully planned, activity in the GCSE schemes can help the candidates achieve their IT Key Skill.

**Working with others** – In Geography this can be seen as collaborative target setting/action planning. This may be a written method of how the candidates completed their survey but can be used more importantly to negotiate tasks in enquiries or individual studies to allow a dialogue between the tutor and the candidate in planning progression.

- Identify collective goals and responsibilities; can include a candidate investigation planning sheet setting out processes and individual targets.
- Work to collective goals; this can be when candidate and teacher negotiate tasks and goals perhaps when reviewing a project.

**Improving own learning and performance** – This may be the method you use to help candidates plan their work to achieve the required outcome.

- Identify targets; the use of short-term targets and the agreed dates for completion of the targets e.g. coursework completion dates and strategies. Evidence of the review of targets and if the candidate has acted on the review. Many staff do this as part of their normal workload of marking and assessment.
- Follow schedule to meet targets; the candidate follows a clearly defined action plan to reach targets/deadlines.

**Problem Solving** – A key element in most Geography schemes. The candidate has the opportunity to identify problems and through process and decision reach an outcome.

- The DME examination has all the elements of Key Skills in problem solving, from identifying the problem to selecting and evaluating the solution. A suitable past paper can give candidates DME practice and Key Skills evidence.

Although the above gives an overview of Key Skills, it is important to work with the full Key Skills Specifications when planning, tracking, assessing and recording Key Skills.



### **How do we record the required Key Skills evidence?**

Every Centre will have its own system for collecting Key Skills. It may be through a GNVQ portfolio or Key Skills insertions into candidate planners (homework diaries). It is not unusual for Centres to develop Key Skills evidence booklets, which the candidates own and for which they collect opportunities evidence through their course. With pre-planning in the schemes both the teacher and candidate will be able to identify the Key Skills easily.

Most skills can be identified as being involved in the completion of the geographical investigation.

### **What is your action plan?**

Design a cover sheet or booklet to identify the Key Skills in the investigation and how these can be achieved. It could take the form of an action plan with targets and can be signed by the candidate and the teacher as the investigation progresses. There are opportunities for review and negotiation here (see Student Handbook Materials). On completion of the investigation, the detail can be transferred to the relevant file, for example Record of Achievement, Progress File, specific Key Skills portfolio.

## **3.7.2 Planning for Key Skills Identification**

Appendix F contains discrete examples of opportunities for collecting Key Skills evidence. These show how 'normal' class teaching can generate evidence of Key Skills attainment. It should be noted, however, that a more complete view of Key Skills competence can be achieved in the preparation for, progress in, and completion of the investigation. This allows candidates to acquire naturally occurring evidence for a significant proportion of the Key Skills at levels 1 and 2.

### **How to use the Key Skills Identification and Evidence Sheets**

Most teachers wonder when they and the candidates have the time to instigate and collect Key Skills evidence. It should be the candidates' responsibility to collect and record the evidence as well as being part and parcel of the teaching methodology in the classroom.

Some candidates are highly motivated and will complete all with interest and enthusiasm. The average candidate may be at a loss basically because there is too much information and they cannot sequence the events that are needed to achieve success.

It is important for the teacher to plan the Key Skills within the content of the course and make this plan available to the candidate.

Most individual investigations are planned with close guidance from the teacher through tutorials and action planning. We've been helping the candidates to achieve high quality Key Skills evidence for years but we have not had a system of identification or record keeping.

### What can be done?

When planning an investigation, make sure that you include the collection of evidence for Key Skills. This could be tricky with the different levels of criteria but the teacher could ensure that evidence could be found in each one of the six Key Skills.

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving Learning and Performance
- Problem Solving.

Use a Key Skills Identification and Evidence sheet from Appendix F to pre-plan what evidence you want the candidates to collect and input the criteria into the first column. Get the candidates to recognise their own criteria/level and then action plan how that evidence might be achieved. In some cases the candidate may have achieved some of the Key Skill evidence in another subject and there is no need for repetition, but the opportunity can still be offered for all. This is the basis for a good study and Key Skills identification may well improve the outcome and be part of a major piece of work instead of lots of pieces of paper flying round in every lesson.

If you brainstorm enquiry activities for each Key Skill you are spoilt for choice.

Give enough information to the candidates so that they can plan and collect the evidence for themselves. To some teachers this might seem a dream, but with more emphasis on the recognition of Key Skills it could become a reality.

Centres and teachers will have different methods but try to avoid getting swamped in paper. Give the responsibility to the candidates; help them to help themselves.

A variety of Key Skill sheets have been provided in Appendix F and G and in the Student Handbook Materials. Some are written as examples. The recognition and collection of Key Skills evidence will be further developed through INSET. Your Specification Adviser will be able to help you, or put you in touch with someone who has expertise in the area you wish to develop.

### 3.8 RISK ASSESSMENT

There are risks associated with any fieldwork and out of classroom activities. It is essential that teachers adhere to the most recent guidance provided by their Centre.

The articles on 'Fieldwork and Risk Management' in Teaching Geography Volume 25, Number 2, April 2000 and 'Risky Work' in Geography Review Volume 12, Number 4, March 1999 are well worth reading. Candidates undertaking individual fieldwork should be given up to date guidance on risk assessment, check out your Centre's policy documents.

There is an exercise on Risk management in the Student Handbook Materials. This has been based on the articles mentioned above and can easily be extended using other materials in them to meet the risk assessment needs of a variety of investigative work.

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## 4 ENHANCING CLASSROOM TEACHING

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### 4.1 FAVOURITE RESOURCES

#### 4.1.1 People, Places and Themes

*People, Places and Themes* is a popular resource amongst Centres following the Bristol Project GCSE course. Carefully designed to follow the structure of the Bristol Project, the book covers all the requirements of each theme. Together with the Teacher's Resource Pack, it offers plenty of material to support candidates preparing for the decision-making exercise and the final exam. Heinemann Educational Publishers have recently announced the publication of an updated edition of the book to meet the requirements of the revised GCSE specification OCR C (Bristol Project).

The changes to the book are minimal, although necessary to make sure that it continues to support the specification fully. These changes include reworking the test question marks to match the exam question structure of the new specification, changing some of the headings and the wording of case studies to match the revised content detail, etc. The page numbers and chapter contents have not changed. We are aware that many Centres have already invested significantly in the first edition, and recognise that many Centres will want to continue to use these books. Heinemann will provide a free Matching Chart to make sure that you can continue to use your existing copies of the book with the new specification. This will also make it clear what changes have been made in the new edition so that you can use the old and the new editions together in the classroom, if you wish.

The changes to the Teacher's Resource Pack pages are also minimal and will be made available free on the Heinemann website. For those teachers who are new to the course, or who have not yet purchased the Teacher's Resource Pack, the new edition will contain the updated pages.

In addition Heinemann will be offering an extra discount to existing users for a limited period to take into account the recent publication of the second edition. Please contact your Heinemann representative for details.

#### 4.1.2 OS Maps

OS map extracts are an attractive resource and it is not necessary to purchase a class set of full sheets. However, you need to be aware of the copyright implications of using them.

#### **Copyright made simple for local education authority Centres**

This includes foundation, community and voluntary Centres.

- Crown copyright applies to all Ordnance Survey maps or OS based mapping from the publication date to the end of that calendar year and then for a further 50 years.
- Ordnance Survey maps older than this may be copied without restriction.

Copyright rules for reproducing other Ordnance Survey mapping depend on your type of Centre.

Local authority funded, aided or financially supported Centres are regarded as departments of their local authority and are covered by the copyright licence held by the local authority with Ordnance Survey. This enables LEA Centres to:

- acquire paper maps from any local authority;
- acquire digital mapping supplied to any local authority by Ordnance Survey under their Service Level Agreement. The Service Level Agreement includes:
  - Land-Line(c) data
  - 1:10 000 Scale Raster data
  - OSCAR(c) data
  - ADDRESS-POINTTM
  - Boundary-LineTM
  - Land-Form PanoramaTM;
- acquire other digital data, purchased by your own local authority from Ordnance Survey in addition to the Service Level Agreement;
- use digital data acquired in a computer system;
- copy any mapping the Centre has purchased, or acquired from any local authority, for all internal requirements (a maximum size of A4 applies for colour copies of maps at 1:25 000 scale or smaller).

Individual candidates may request a copy of a map directly from the local authority for a Centre project provided that:

- a letter of authority from the Centre is presented with the request;
- the copy remains the property of the Centre and not the candidate.

Maps included in a prospectus or magazine sold or distributed outside the Centre require an additional licence.

Maps for the Internet require advance permission and a licence.

Individual candidates may obtain extracts of Ordnance Survey mapping from libraries.

Under the 'fair dealing' rules individual candidates may copy a small quantity of any Ordnance Survey mapping less than 50 years old for their private study, research, criticism or review purposes;

Individual candidates may make up to four copies of the same piece of map at a maximum size of A4 for these purposes.

Further details about supply and use of Ordnance Survey mapping can be obtained from the Ordnance Survey Liaison Officer (OSLO) at your local authority.

Further details about copyright or, who your OSLO is, can all be obtained from the Ordnance Survey Local Authority Copyright Team on 01703 792706.

### Copyright made simple for independent Centres

- Crown copyright applies to all Ordnance Survey maps or based mapping from the publication date to the end of that calendar year and then for a further 50 years.
- Ordnance Survey maps older than this may be copied without restriction.

Copyright rules for reproducing other Ordnance Survey mapping depend on your type of Centre.

You will need to purchase an educational licence. This licence runs in line with the academic year and is automatically renewed each year. The licence fee is payable each year and you will receive an invoice in October.

- With an educational licence you can:
  - copy mapping for educational, research or teaching purposes;
  - use digital mapping and produce paper copies for educational, research or teaching purposes;
  - copy the whole large scale map sheet that is, 1:1250 scale, 1:2500 scale and 1:10 000 scale;
  - make copies larger than A4 (625 cm<sup>2</sup>) size of small-scale mapping if the copies are black & white or the map has been redrawn.
- An educational licence will not allow you to:
  - copy mapping as a location map in a prospectus or any other publication;
  - use mapping for any purpose other than educational, teaching or research purposes, for example estates management, publications or Internet.

Different sorts of licence are available to cover this use of mapping.

In addition, individual candidates may obtain extracts of Ordnance Survey mapping from libraries.

Under the 'fair dealing' rules individual candidates may copy a small quantity of any Ordnance Survey mapping less than 50 years old for their private study, research, criticism or review purposes;

Individual candidates may make up to four copies of the same piece of map at a maximum size of A4 or these purposes.

Further details about copyright can be obtained from the Ordnance Survey Professional and Education Copyright Team on 01703 792303.

### 4.1.3 Europe in the Round

Europe in the Round is a CD-ROM with over 10000 screens on the EU, its member states and regions, and the rest of Europe. It combines text, graphics, maps, tables, charts and colour photographs. Information is up to date and detailed and covers over 120 subject categories.

Europe in the Round includes a site licence, allowing unlimited use across a local area network. There are relevant worksheets and assignments in Teachers' Corner as well as quizzes and introductory activities. It supports KS3 including the new QCA schemes of work and the new GCSE and A Level Geography specifications. It supports teaching through ICT by enabling candidates to access, manipulate and output information in a range of formats and media, encouraging them to reflect on the work they have produced and on the process.

For £60 you will the CD-ROM including a site licence. It is supplied on annual subscription which includes two editions during a twelve-month period. It is very impressive, simple to use, good for lots of things but really great for comparing regions in Europe. Candidates can tabulate information about a region in the UK and one in the rest of the EU. Contact Vocational Technologies Ltd. Tel: 01252 337055 email: [blue@gesvt.com](mailto:blue@gesvt.com)

You can get it on free one-month trial, return within 30 days or keep the disc and be invoiced.

## 4.1.4 Useful Geography Websites

### General Sites

[www.multimap.com](http://www.multimap.com)

National O.S. cover to 1:25 000 or larger scale. World cover at 1:100 000.

[www.uk2.multimap.com](http://www.uk2.multimap.com)

Aerial photographs of UK using post codes and grid references.

[www.bbc.co.uk](http://www.bbc.co.uk)

With a suffix of '/weather', '/education' etc this gives links to many useful pages.

<http://www.geography.org.uk/>

Home page of the Geographical Association which also links to a range of relevant websites.

<http://www.georesources.co.uk/>

It calls itself 'The UK's number 1 Geography portal'. Quite a boast, but also quite a site, with outline maps, virtual fieldwork, quizzes and Internet links.

<http://www.educationunlimited.co.uk/netclass/>

An excellent general education site linking to a range of education topics. The Geography page opens up a wide range of well-designed websites.

<http://www.internetgeographer.co.uk/>

A portal site with a range of recommended Internet sites, quizzes, searches and e-mail links.

<http://www.icom.org/vlmp/world.html>

Super virtual library site linking to libraries around the world.

<http://europa.eu.int>

Portal site for the European Union and its institutions.

<http://www.nfu.org.uk/education/farmstud.shtml>

A range of farming case studies for the UK with full details, maps and aerial photographs.

<http://gallery.in-tch.com/~earthhistory/images%20index.html>

A clumsy address but a fascinating site of images from our geological past.

<http://www.lib.utexas.edu/Libs/PCL/News.html>

University of Texas portal site. Opens a gateway to news sites all over the world.

<http://www.usgs.gov/>

United States Geological Survey site with multiple links to assorted hazard sites.

<http://volcano.und.nodak.edu/>

One of the best volcano sites with lots of teacher and pupil friendly pages.

### **Weather sites**

[www.metoffice.gov.uk/](http://www.metoffice.gov.uk/)

Met Office with associated links.

[www.bbc.co.uk](http://www.bbc.co.uk)

Even though the BBC's forecasts are provided by the Met office, this site offers additional features: five day forecasts, weather related games and weather at holiday destinations and more than 5000 global forecasts.

[www.onlineweather.com](http://www.onlineweather.com)

This site offers closely targeted information to special interest groups e.g. sailors and climbers. There are weather charts that look up to 15 days ahead.

[www.pressweathercentre.com](http://www.pressweathercentre.com)

This is the Press Association's site. The news agency employs its own forecasters, and the three-day reports for the British Isles and Europe are regularly updated. This site connects the Press Association's vast news archives to its weather pages. If you want pictures of the latest weather hazard look no further. Look for evidence that the world's climate is changing in the international news stories.

[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

This site claims that almost 5 million people and 2 million homes and businesses are at risk from flooding. Type in your post-code and find out if you are at risk and how to prepare for flooding if you are. There is background information on climate change.

[www.intellicastuk.com](http://www.intellicastuk.com)

This is an American site. There is a five day national forecast and in depth four day forecasts for the largest UK towns. There are up to date satellite images.

[www.weather.com](http://www.weather.com)

This is the Weather Channel's site. There is interesting stuff if you are prepared to explore. It is worth using for planning trip to America or looking for information on storms (storm-watch section is reputed to be scary!).



[www.nottingham.ac.uk/meteosat/](http://www.nottingham.ac.uk/meteosat/)

Various satellite images.

[www.meteo.fr/temps](http://www.meteo.fr/temps)

Meteo France – French Met Office with good satellite imagery.

<http://earth1.esrin.esa.it/ew/>

Earth Watching. A superb environmental site with hot links to news agencies such as CNN and various natural hazard reports.

[http://ww2010.atmos.uiuc.edu/\(Gh\)/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/home.rxml)

A messy address but this ‘Weather World 2010’ project by the University of Illinois is very powerful with some excellent weather links and strong training material.

[www.underground.org.hk](http://www.underground.org.hk)

Hong Kong weather site.

<http://www.sam.usace.army.mil/op/opr/hurr.htm>

Gulf Coast Hurricanes site with full background teaching coverage.

<http://www.tropicsweather.com/tropicft.html>

America’s weather.

#### **Development and regional sites**

<http://library.thinkquest.org/16645/contents.html>

Thinkquest site: ‘The Living Africa’.

<http://www.virtualtourist.com>

Virtual Tourist has a worldwide database on different countries.

<http://www.odci.gov/cia/publications/pubs.html>

Who else but the Central Intelligence Agency would have so much data on all countries in the world!!

<http://www.oneworld.org>

Strong environmental and issues-based site.

<http://www.ran.org/ran/>

The Rainforest Action Network with extensive environmental links.

<http://www.who.int>

A bit specialised, but if you want detail on disease eradication campaigns this World Health Organisation might help.

<http://www.globaleye.org.uk/>

An excellent development site. Has clear theme structure and case study material.

## 4.2 THE NATIONAL ENTRY LEVEL CERTIFICATE

The Entry Level Certificate (ELC, previously COA) has been operating for three years. It is a specification aimed at providing a means of assessment ‘for those 16 year olds for whom no other suitable examination exists’. This award targets achievement below GCSE grade G, although not all of the entries to date have been academically weak. Many are from candidates who have for various reasons had breaks of attendance and have not been able to complete the GCSE course fully enough to attempt the examination. Some candidates are dual entered with the Centre using the ELC as an insurance against a no result at GCSE or as a means of boosting candidates confidence before the more rigorous GCSE examinations.

This section is designed as an introductory ‘taster’ to the features of the Entry Level Specification. Candidates must follow the course set out in the specification document available from OCR Publications. The specification gives details of the support available to teachers.

The Certificate is awarded at three levels: Entry Level 1, 2 and 3.

As indicated, it is likely that the ELC will provide an assessment for two groups of candidates. The first group consists of candidates who, despite their best efforts and hard work still find the demands of GCSE beyond them. They may well work too slowly (even in completing coursework) to cope with the demands of the GCSE course and would be better served by a less academic view of Geography. Such candidates may well have a low self esteem and not wish to be entered for the GCSE examination.

The second group may well have the abilities to succeed at GCSE level but for a variety of reasons do not have the motivation or attendance to ensure such success. The ELC may provide at least some means of allowing these candidates a chance to gain some accreditation for the time they have spent studying Geography. The flexibility of the coursework component means that it is likely that Centres will be able to find some work completed by such candidates for each theme of the specification, even if it isn’t specifically planned as such.

There will obviously be candidates who do not fall into either of these two categories and some Centres may wish to enter some of their candidates for both the GCSE and the ELC examination.

### The Course

The specification is assessed by:

- Written Test 30%
- Internally assessed coursework 40%
- Oral Decision Making exercise 30%

The coursework component is set and marked by Centres and externally moderated, in a similar manner to the GCSE specification. The coursework must comprise four units covering the first four themes of the specification. These are:

- Physical Environments (Land, Climate and People)
- Natural Hazards and People (People and Hazardous Places)
- Economic Systems and Development (People and Work)
- Population and Settlement (People and Places)

Each unit is separately marked out of 40 (Knowledge 10 marks, Understanding 10 marks and Skills/Applications 20 marks). The four marks are totalled and divided by four to give the overall coursework mark of 40. To assist Centres familiar with the three levels of attainment in coursework at GCSE a mark sheet has been produced to help to mark the coursework (Appendix H). This is based on the Assessment Criteria and Grade/Level Descriptors in the Entry Level specification. Hopefully, this table will help Centres in the preparation and marking of units of coursework.

There is no requirement to seek approval from the Centre's Specification Adviser before using a particular unit, but Centres may wish to seek guidance if they are unsure about the suitability of a particular piece of work. This guidance can come from the Specification Adviser or the Principal Moderator for the ELC.

## The Assessment

In preparing work for assessment, Centres are able to submit work originally presented for GCSE, although this work must be assessed using the ELC guidelines. Centres' attention is drawn to the anomaly between the differing weightings for knowledge, understanding and skills for the two specifications and the fact that coursework for GCSE will be pitched at a higher ability level than expected of ELC candidates.

The Decision Making Exercise materials are released to Centres for use prior to the assessment. These materials are a simplified version of the GCSE materials. The oral assessment is carried out as a taped interview between candidate and teacher with the teacher being able to select questions from those provided. The taped interviews are marked and sent with the coursework for external moderation.

Another change in assessment from the previous CoA examination is the opportunity for the internal assessment to be completed and moderated for the January and June examination sessions. This is an excellent opportunity for Centres to complete the coursework element early in year 11 where there is a risk of candidates not attending on a regular basis as the year progresses, or where candidates may be placed on external study programmes/work related studies in the second half of the year.

The external test is planned for early in the Summer examination session. This allows candidates to be dual entered as the test does not clash with the GCSE examination. The test lasts for one hour with compulsory questions based on resources included in the test booklet. Candidates answer in a combined question and answer booklet.

The flexible nature of the ELC allows candidates to be entered from a variety of backgrounds. Again, two major groups are likely to exist. In some Centres candidates with learning difficulties may be taught in separate groups to the mainstream GCSE classes. The ELC is an excellent vehicle for geographical education with such groups. There is scope to teach at a

slower pace exploring the themes in a more creative manner and even crossing 'subject boundaries' in the creation of coursework tasks. Coursework tasks may be set around visits and fieldwork in a different manner to GCSE.

The second group might be drawn from the less successful section of a mixed ability GCSE class. These candidates could easily be dual entered to ensure success. They could follow the normal Geography C (Bristol Project) course and work can be taken from the four themes to provide the coursework component. This may be drawn from homework or classwork tasks or based on pieces of work completed as part of the GCSE coursework. Such work may be used for both examinations in which case it should be sent to the ELC Moderator for initial moderation rather than to the GCSE Moderator. (In such instances there is no need to photocopy work for two Moderators as the GCSE Moderator can call on the work from the ELC Moderator if necessary.)

The flexible nature of the ELC and the Geographer's use of a wide range of skills and resources make the ELC an ideal vehicle for delivery of basic skills to weaker candidates.

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## 5 IMPROVING PERFORMANCE

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### 5.1 GEOGRAPHICAL TERMINOLOGY

#### Command Words

Command words are the most important words in an examination question. They tell candidates what to do. Things to remember about command words:

- it is a good idea to pick out the command words when reading a question with candidates;
- they tell candidates exactly what the Examiners want them to do and what marks will be given for;
- candidates will get very few marks if they do something else;
- writing all that is known about something could waste time.

The command words listed below are the ones that the Geography Examiners will use in the questions. With each word is an explanation of what it means and some of the ways in which it may be used in a question.

#### Annotate

Add notes to something to describe it or explain it.

*Annotate* a sketch to describe the site of the factory.

*Annotate* a map of supermarket to explain why it was built in what place.

Suggest reasons for changes in population by *annotating* a graph.

#### Comment

Write what you think about something, using your own knowledge and understanding.

*Comment* on what a cartoon shows.

*Comment* on the views expressed in a newspaper article.

#### Compare

Write about what is similar **and** different about two things. (Remember that two separate descriptions do not make a comparison.)

*Compare* the photographs taken in 1988 and 2001.

*Compare* the climate at A and B.

*Compare* the distribution of population in two regions that you have studied.

## **Contrast**

Write about the differences between two things.

*Contrast* the climate at A and B.

*Contrast* land use to the east and west of the river shown on the map.

## **Describe**

Write about what something is like.

*Describe* where things are on a map.

*Describe* what you can see on a photograph.

*Describe* what a graph shows.

*Describe* what something you have studied in class is like.

## **Draw**

Make a freehand sketch of something.

*Draw* a sketch map of something such as the site of a new building.

*Draw* an annotated sketch of a view in a photograph.

## **Explain**

Write about why or how something happens.

*Explain* why something happens in a certain place, such as earthquakes or heavy rain.

*Explain* how one thing can affect another such as weather and tourism.

## **Give reasons for**

Write about why or how something happens. (Try to give at least two points.)

*Give reasons* why something such as a factory or a village is found in a certain place.

*Give reasons for* a pattern on a map.

*Give reasons for* a pattern on a graph.

*Give reasons for* what has happened in a place you have studied.

## **Identify**

A brief answer is required. This may involve picking something out from some information you have been given.

*Identify* the highest/lowest figures from a graph or table.

*Identify* an example of something from a map.

*Identify* a named example of something you have studied.

*Identify* a question or hypothesis suitable for an investigation.

## **Justify**

Say why you chose something or why you think in a certain way.

*Justify* why you chose a site for something on a map.

*Justify* your views on rain forest destruction / out-of-town shopping centres.

## **Label**

Write a word against something on a map or diagram.

*Label* an example of something on a sketch.

*Label* a sketch map you have drawn with the names of the places shown on it.

## **List**

Write a number of pieces of information in a column.

*List* cities with more than 10 million people from a table of statistics.

*List* reasons for something in order of importance (rank order).

## **Locate**

Write about where something is or mark it accurately on a map.

*Locate* an example of something you have studied.

*Locate* something on a map and describe where it is or give its grid reference.

## **Predict**

Use your own knowledge or some information you have been given to suggest what might happen next.

*Predict* how the population of a place might change.

*Predict* how a settlement shown on a map might grow.

## **Select**

Choose something from what you have studied or from information given to you.

*Select* an example of a factory or farm you have studied.

*Select* one of the people listed below.

## **State**

Write a short clear answer.

*State* one reason for something.

*State* the name of something.



## Study

Look carefully at a piece of information given to you before answering a question.

*Study* Fig. 1.

*Study* the Ordnance Survey map.

*Study* the satellite image.

## Suggest

Write down **possible** reasons for something, using some information given to you or your own knowledge. (You can gain marks here for something which may not be correct as long as your suggestions are reasonable.)

*Suggest* reasons why something was built at a particular place on a map.

*Suggest* why some people may have a particular view on something.

## Summarise

Write a few words on the main points, without details or examples.

*Summarise* the reasons for the route of the by-pass.

*Summarise* the different views of people about the by-pass.

## Use

Get the information you need to answer the question from a particular place.

*Use* the information in Fig. 1 to .....

*Use* photograph A **and** your own knowledge to .....

*Use* **only** the graph in Fig. 2 to .....

## Multiple Command Words

Sometimes a question will have two command words in it. Here are examples.

Describe **and** explain.

State your own views **and** justify them.

Draw a sketch map of .....**and** annotate it.

## 5.2 DEVELOPING GLOSSARIES

Many Geography textbooks, such as *People, Places and Themes*, have glossaries to enable candidates to look up a word and check the meaning. Candidates should be encouraged to create their own glossaries of key words and terms.

Candidates need to know what key Geography words mean so they can give the correct response in an examination answer. One way of learning things is by writing them out, but just copying or word processing even the list of command words will not achieve much, other than produce a re-worked list.

Candidates can be encouraged to turn their glossaries into games. Glossary words can be written or word-processed on to cards. This can be done with the list of command words, separating the command words from their meanings. The cards can then be cut up and candidates can test themselves individually or in groups by matching each command word to its meaning. The command word can also be written on one side of a small card and the meaning on the other side. Candidates can use the cards to test themselves.

Candidates can make their own glossaries of key words and terms linked with each theme. These can be word processed, sorted into alphabetical order and then used to make the different cards suggested above. Activities can be invented based on traditional card games that involve working with the words in order to improve understanding.

## 5.3 HOW CAN I IMPROVE MY CANDIDATES' PERFORMANCE IN THE DME?

During Key Stage Three, if Geography in your Centre is based on the investigative approach recommended in the National Curriculum, your candidates will be well prepared for the DME before they even start their GCSE course. That is they will be accustomed to formulating questions for enquiry, seeking answers to those questions and coming to well informed and justified conclusions. They could use previous DMEs suitably adapted as part of their Key Stage Three studies. Candidates will do better on the DME if they are familiar with its approach throughout their Geography studies.

During the GCSE course you could emphasise the way in which decisions are made about:

- land use on a farm;
- the siting of industrial developments;
- how to manage natural hazards;
- how to redevelop derelict land;
- how to manage a tourist honeypot.

### 5.3.1 What Can be Learned from the 1996–2000 DME Experience?

#### Teacher preparation time

Experience of the first DMEs suggests that:

Exam officers need to be reassured that you can open your copy of the resource booklet one week before the candidates and that they can have access to it for up to three working weeks of normal Geography timetabled time.

Work with the candidates needs to concentrate on:

- interpreting and explaining the data;
- discussing the explicit and implicit issues in the data;
- looking at the command words in past questions;
- referring to and using the data to support answers without copying out extracts;
- improving background knowledge of the issue and its place context without trying to predict the decision;
- rehearsing the different approaches needed to answer the different sections of the DME;
- considering the different kinds of decisions they may be asked to make, e.g.
  - choosing between alternatives;
  - prioritising options available;
  - devising a strategy based on given criteria.

#### During the DME

Candidates should:

- look carefully at the various commands, which tend to be more extended than in the terminal examination;
- make sure that they are aware of the three sections;
- allocate their time equally between the sections;
- make sure that, if they run out of time, they meet all the basic requirements of Section 3 in brief, rather than leave some aspects of the question untouched;
- refer to the resources, but should not waste time with lengthy quotes or by writing about things not relevant to the issue.

### 5.3.2 How Can I Use the Teachers' Preparation Time?

During the week allowed for preparation, teachers should:

- arrange a departmental or school consortia meeting to pool ideas and resources;
- make lists of the key ideas and concepts inherent in the resources;
- produce an appropriate glossary of terms;
- modify selected resources to match the range of abilities;
- use GCSE and ELC resources flexibly with candidates of different abilities;
- develop effective strategies for reading any textual resources;
- devise exercises to familiarise candidates with the resources;
- find additional information relevant to the context of the resources.

### 5.3.3 How Can I Use the Resources with the Candidates?

Here are some ideas:

- analyse and explain the data (graphs, maps, pictures etc.) provided;
- interpret text/reading exercises;
- discuss issues;
- practise decision making strategies;
- introduce writing frames for decision making tasks;
- practice adding their decisions onto maps and plans with annotations/drawings;
- give ELC practice in responding orally.

### 5.3.4 Approaches to Answering the Different Sections

#### Section 1 The Background

Questions in this section will usually be similar to data response questions in the terminal paper in which candidates are asked to interpret data and comment on it. Depending on the context, their understanding of the other themes, **but especially Theme 5**, will be helpful here.

#### Section 2 Options

In this section candidates may need to consider both the pros and cons of ways of resolving issues and in particular the views of different groups.

### Section 3 The Decision

This section in both papers will normally require extended writing from candidates about a specified decision. However, it could also ask them to add information to outline maps or diagrams. Candidates could:

- 1 give their decision in the first paragraph with a brief reason, and brief reasons for rejecting alternatives; they could go on to develop their reasons; this approach ensures that the main requirements of the mark scheme are likely to be met;
- 2 describe and discuss the pros and cons of the alternatives and then reach a decision; this approach ensures that the decision is based on a systematic consideration of the options.

Whichever approach is taken the best answers will be developed with:

- a clear description of the decision;
- additional reasons;
- supporting evidence from the data;
- reference to other examples;
- a recognition of other views;
- reservations about the choice.

ELC candidates will be aware of the decision to be made in advance and will be asked to explain their decision and use the resources to illustrate it.



## APPENDIX A: A TWO-YEAR COURSE OUTLINE FOR TEACHING AND ASSESSMENT

Centre Name _____ Centre No _____ Contact Name _____			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 10	Teaching:		
YEAR 10	Assessment:		
YEAR 11	Teaching:		
YEAR 11	Assessment:		
Planning Principles and Issues:			





# APPENDIX B: MAP OF SPECIFICATION ADVISER NETWORK

Details of how to use Specification Advisers are given in Section 2.1.

## SPECIFICATION ADVISERS – SEPTEMBER 2001





# APPENDIX C: TIME CHART AND FOUR SAMPLE COURSE OUTLINES

## Geography Specification C Time Chart

Assessment Opportunities	Dates	Centre Plan
First cohort begins GCSE	<b>September 2001</b>	
	Oct	
	Nov	
	Dec	
	<b>January 2002</b>	
	Feb	
	<b>March 2002</b>	
	Apr	
	May	
<ul style="list-style-type: none"> <li>• <b>DME exam</b></li> <li>• <b>Internal assessment</b></li> </ul>	<b>June 2002</b>	
	Jul	
June results issued	<b>Aug 2002</b>	
First cohort into Yr.11 Second cohort begins course	<b>September 2002</b>	
	Oct	
	Nov	
	Dec	
<ul style="list-style-type: none"> <li>• <b>DME exam</b></li> <li>• <b>Internal assessment</b></li> </ul>	<b>January 2003</b>	
	Feb	
January results issued	<b>March 2003</b>	
	Apr	
	May	
<ul style="list-style-type: none"> <li>• <b>DME exam</b></li> <li>• <b>Internal assessment</b></li> <li>• <b>Terminal exam</b></li> </ul>	<b>June 2003</b>	
	July	
June results issued	<b>Aug 2003</b>	

## A Two-Year Course Outline for Teaching and Assessment

### Sample Course Outline One

	AUTUMN TERM	SPRING TERM		SUMMER TERM	
Year 10	<p><b>Teaching:</b> ECONOMIC SYSTEMS AND DEVELOPMENT. Taught via selected aspects of the Geography of:</p> <ul style="list-style-type: none"> <li>• GERMANY</li> <li>• USA</li> <li>• INDIA</li> </ul> <p>Contrast two regions within each country. Also EU and UK case studies</p>	POPULATION (Especially at national, EU and global scales).	SETTLEMENTS (Especially local, UK and LEDC).	DME Preparation	Work Experience
Year 10	<b>Assessment:</b>	Start Individual Investigation 20%		DME exam 30% Yr.10 exams	
Year 11	<p><b>Teaching:</b> PHYSICAL SYSTEMS AND ENVIRONMENTS</p> <p>Includes N. Wales field visit.</p>	NATURAL HAZARDS AND PEOPLE		REVISION AND TERMINAL EXAMS	
Year 11	<b>Assessment:</b> Hand in Individual Investigation.	Mock exams.		Terminal Exam 50%	
<p><b>Planning Principles and Issues:</b> Sustainable development taught via the other themes as appropriate. Possible opportunity for DME re-sit in January of Year 11. Year 9 course included module on economic development.</p>					

## A Two-Year Course Outline for Teaching and Assessment

### Sample Course Outline Two

	AUTUMN TERM	SPRING TERM		SUMMER TERM
Year 10	<p><b>Teaching:</b> ECONOMIC SYSTEMS AND DEVELOPMENT. Taught via selected aspects of the Geography of:</p> <ul style="list-style-type: none"> <li>• ITALY</li> <li>• UK</li> <li>• BRAZIL</li> <li>• JAPAN</li> </ul> <p>Contrast two regions within each country. Also EU case studies</p>	POPULATION (Especially at national, EU and global scales).	SETTLEMENTS (Especially Local, UK and LEDC).	Work Experience Fortnight
Year 10	<b>Assessment:</b>		Urban Investigation Hand in Teacher Planned section. Set up individual extension to investigation.	Yr.10 exams
Year 11	<p><b>Teaching:</b> PHYSICAL SYSTEMS AND ENVIRONMENTS. Includes Holderness field visit.</p>	DME Preparation	NATURAL HAZARDS AND PEOPLE.	REVISION AND TERMINAL EXAMS
Year 11	<p><b>Assessment:</b> Mock exams. Hand in Individual Extension to Urban Investigation 20%.</p>	DME Exam 30%		Terminal Exam 50%
<p><b>Planning Principles and Issues:</b> Sustainable development taught via the other themes as appropriate. Possible opportunity for DME re-sit in June of Year 11. Year 9 course included module on economic development.</p>				

<b>A Two-Year Course Outline for Teaching and Assessment</b>				
<b>Sample Course Outline Three</b>				
	AUTUMN TERM	SPRING TERM		SUMMER TERM
<b>Year 10</b>	<b>Teaching:</b> SETTLEMENTS (Especially, Local, UK and LEDC).	POPULATION (Especially at national, EU and global scales).	ECONOMIC SYSTEMS AND DEVELOPMENT Taught via selected aspects of the Geography of: <ul style="list-style-type: none"> <li>• FRANCE</li> <li>• UK</li> <li>• KENYA</li> <li>• AUSTRALIA</li> </ul> Contrast two regions within each country. Also EU case studies.	Work experience fortnight
<b>Year 10</b>	<b>Assessment:</b>		Yr.10 exams	
<b>Year 11</b>	<b>Teaching:</b> PHYSICAL SYSTEMS AND ENVIRONMENTS Includes Malvern Hills field visit.	NATURAL HAZARDS AND PEOPLE		DME REPARATION, REVISION AND TERMINAL EXAMS
<b>Year 11</b>	<b>Assessment:</b> Mock exams. Physical Investigation based on field visit 20%.			Terminal Exam 50% DME Exam 30%
<b>Planning Principles and Issues:</b> Sustainable development taught via the other themes as appropriate. Year 9 course included module on economic development.				

<b>A Two-Year Course Outline for Teaching and Assessment</b>				
<b>Sample Course Outline Four – Based Mostly on Places</b>				
	AUTUMN TERM	SPRING TERM		SUMMER TERM
Year 10	<p><b>Teaching:</b> BRAZIL Aspects of themes 1, 2, 3, and 4 at the national, regional and local scales. Theme 5 if appropriate to DME title. Regional contrasts: NE, SE, Amazonia.</p>	<p>JAPAN Aspects of themes 1, 2, 3, and 4 at the national, regional and local scales. Theme 5 if appropriate to DME title. Regional contrasts: Hokkaido, S. Honshu</p>		<p>THE UK Aspects of themes 1, 2, 3, and 4 at the national, regional and local scales Theme 5 if appropriate to DME title. Regional contrasts: North Wales and South Wales.</p>
Year 10	<p><b>Assessment:</b></p>			Yr.10 exams
Year 11	<p><b>Teaching:</b> PHYSICAL SYSTEMS AND ENVIRONMENTS. Most examples chosen from the UK. Includes N. Norfolk coastline field visit.</p>	<p>EU / ITALY EU themes inc. tourism, migration and trade.  Italy at the national scale and contrasts between North and South Italy.</p>	<p>GLOBAL ISSUES Population Issues. Development Issues. Trade and inequality.</p>	<p>DME PREPARATION, REVISION AND TERMINAL EXAMS</p>
Year 11	<p><b>Assessment:</b> Mock exams. Physical Investigation based on field visit 20%.</p>			<p>Terminal Exam 50% DME Exam 30%</p>
<p><b>Planning Principles and Issues:</b> Sustainable development issues taught as appropriate to the places being studied. Natural Hazards taught as part of Year 9 course.</p>				





# APPENDIX D1: SCHEMES OF WORK: SAMPLE PLANS FOR UNITS

## SETTLEMENT

### About the unit

In this unit pupils learn about the reasons for the location of settlements, the provision of goods and services by settlements of different sizes, the reasons for land use patterns within a selected settlement (Bristol), the effects of changes in transport, economic activity and ways of life on land use within Bristol, the social and cultural patterns within the city, reasons for the growth and decline of population, activities and area of Bristol and Sao Paulo, the benefits, problems and issues associated with growth and decline, together with their effect on the quality of life and how to make settlements more sustainable.

This unit is expected to take 12 weeks.

#### Key aspects Knowledge (AO1)

Pupils will:

- Recall specific facts and demonstrate location knowledge at a range of scales.

#### Understanding (AO2)

Pupils will:

- Show an understanding of human processes which contribute to the characteristics of places.
- Show recognition and understanding of the patterns and relationships within and between places.
- Demonstrate an understanding of the various ways in which societies with different technologies, economic and political systems and cultural values have responded to their environments.
- Demonstrate an understanding of the various ways in which societies with different technologies, economic and political systems and cultural values have responded to their environments.

#### Applications

Pupils will:

- Use appropriate geographical terminology.
- Apply their understanding of ideas in a human context at a range of scales.
- Reach informed decisions about geographical issues through application of knowledge and understanding.
- Apply knowledge and understanding to investigate and explain geographical situations.

#### Skills (AO4)

Pupils will:

- Use maps at a variety of scales.
- Use other primary and secondary sources of information including photographs.
- Use a range of practical, fieldwork and ICT techniques and procedures.
- Draw maps and sketches.

### EXPECTATIONS

#### At the end of this unit

**Most pupils will:** understand geographical ideas appropriate to the settlements being studied, show an understanding of a range of processes and how they contribute to the development of settlement patterns; show an understanding of relationships and of causes and effects within them; understand the importance of the values and attitudes of people involved in geographical issues; have a detailed and accurate knowledge of the settlement and locations used, apply personal, local knowledge to support studies; show an understanding of the importance of the values and attitudes of decision makers when reaching conclusions about the management for settlement growth and decline; select relevant information from a variety of secondary sources, use a range of appropriate skills and techniques including map and graphic forms; reach plausible conclusions using mostly accurate written commentary which incorporates some depth and detail and uses specialist terms correctly.

**Some pupils will not have made so much progress and will:** show some understanding of settlement ideas, processes and patterns, describe relationships with some attempt at cause and effect, show some awareness of the values and attitudes of people involved in settlement issues and write mainly in descriptive form; have a basic knowledge of settlement and of the chosen locations, be able to apply some personal knowledge and some simple geographical ideas to the topic; select information from a limited number of secondary sources, draw simple maps and diagrams, annotate structured materials; write with basic accuracy and legibility and use a limited range of specialist terms.

**Some pupils will have progressed further and will:** show a thorough understanding of relevant settlement ideas and of a wide range of relevant processes and how they react to produce complex patterns of settlement; understand complex settlement relationships and have a logical understanding of causes and effects within them; evaluate the significance and the effects of the values and attitudes people involved in complex settlement issues; produce written commentary which is logical and progressive with settlement themes carefully developed with thoughtful conclusions; have detailed and accurate knowledge of settlement topics and apply it in an imaginative way, drawing selectively upon personal knowledge; apply geographical ideas in a wide range of settlement contexts, both familiar and unfamiliar; understand complex situations and patterns so that conclusions can be reached about settlements and how they can be managed in sustainable ways; collect appropriate evidence from a wide variety of primary and secondary sources, producing a synthesis of information; use a variety of skills to communicate relevant information in a range of ways, including maps, diagrams, graphs and other forms, use effective analytical techniques; use written communication almost faultlessly using extended prose incorporating depth and detail with a wide range of specialist terms.

#### PRIOR LEARNING

Pupils will already have in Key Stage 3:

- Drawn maps and plans at a variety of scales.
- Knowledge of the location of major world cities.
- Used an atlas effectively.

- Carried out research using a range of sources.
- Used OS maps frequently.
- Made informed decisions using relevant geographical evidence.
- Good knowledge of the local area.
- Some knowledge of countries with different levels of economic development.

## SETTLEMENT – CONTINUED

<p><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• The location and functions of settlements, e.g. site, situation, route centre, bridging point, ribbon development, nucleated, deurbanisation, hierarchy, sphere of influence, threshold, central place theory.</li> <li>• Land use within settlements, e.g. CBD, urban fringe, economic rent, urban renewal infilling, greenfield, brownfield, trading estate, business park, light transit system.</li> <li>• The growth and decline of settlements, e.g. quality of life, reurbanisation, millionaire cities, favelas, periferia, satellite towns.</li> </ul> <p>Speaking and listening – identifying main points from a narrative or video.          Reading – the activities lead to the following of a sequence of actions, processes or ideas.          Writing – develop writing skills appropriately with a clear structure.</p>	<p><b>Future learning</b></p> <p>This unit ensures that pupils are introduced to physical Geography early in year 7. It is followed by subsequent studies in year 8 in Unit 7 ‘Rivers – a fieldwork approach’, Unit 8 ‘Coastal environments’ and Unit 13 ‘Limestone landscapes of England’, where more detailed work on processes occurs. While there is some overlap with Unit 21. Virtual volcanoes and internet earthquakes’, the pitch of this later unit is more appropriate for pupils’ cognitive development and their ability to understand more complex information. Other aspects of this unit lead on to more work on population distribution in Unit 3 ‘People everywhere’ and Unit 16 ‘What is development?’. Opportunities for pupils to practice and consolidate their literacy skills are identified in most other units which follow.</p>
<p><b>Resources</b></p> <p>Resources include;</p> <ul style="list-style-type: none"> <li>• People, Places and Themes (PPT) – Bilham-Boult, Blades, Hancock and Ridout</li> <li>• Key Geography, book one – Waugh</li> <li>• Wider World – Waugh</li> <li>• Local 1:50 000 OS maps</li> <li>• Yellow Pages</li> <li>• Photographs of housing areas in Bristol</li> <li>• Wide World Geography Review</li> <li>• QCA assessment on Bradley Stoke</li> <li>• BBC video on Sao Paulo.</li> </ul>	<p><b>Links</b></p> <p>Activities in this unit link with:</p> <ul style="list-style-type: none"> <li>• Natural Hazards and People – floods, landslides, etc. in the favelas.</li> <li>• Economic Systems and Development – quality of live, changes in economic activity, developments in transport.</li> <li>• Population – growth on a global scale, migration.</li> <li>• Sustainable Development – the impact of developments in transport and technology, making settlements sustainable, LEDC economic development.</li> <li>• Citizenship – global community.</li> <li>• Mathematics – handling data and representation.</li> <li>• History – development of settlements over time.</li> <li>• Religious Education – cultural differences between countries and within cities.</li> <li>• Key skills – working with others, improving own learning and performance.</li> </ul>

## SETTLEMENT – CONTINUED

Learning Objectives Pupils should learn:	Possible Teaching Activities	Learning Outcomes	Points to Note
<b>What do we already know about settlement?</b> <ul style="list-style-type: none"> <li>• basic settlement types</li> <li>• to pull existing knowledge about settlements.</li> </ul>	<ul style="list-style-type: none"> <li>• reminders of settlements already studied in the local area, EU and LEDCs.</li> </ul>	<ul style="list-style-type: none"> <li>• basic terminology</li> <li>• display existing knowledge about settlements.</li> </ul>	
<b>What affects the local location of individual settlements?</b> <ul style="list-style-type: none"> <li>• reasons for the location of settlements</li> <li>• suitable use of OS maps</li> <li>• effective use of textbooks</li> <li>• recognition of settlement forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Geography exercises on settlements location</li> <li>• Carlisle case study</li> <li>• local OS map study</li> <li>• recognition of basic settlement patterns</li> <li>• PPT exercise on Littleton, Gloucs.</li> </ul>	<ul style="list-style-type: none"> <li>• map evidence of settlement location</li> <li>• different forms of settlement shape</li> <li>• reasons for patterns of settlement.</li> </ul>	<ul style="list-style-type: none"> <li>• individual and paired activities</li> <li>• local OS map extracts available</li> <li>• Key Geography and People, Places and Themes textbooks.</li> </ul>
<b>Is there a link between the size and location of a settlement and its functions?</b> <ul style="list-style-type: none"> <li>• to understand a settlement hierarchy</li> <li>• to examine settlement functions</li> <li>• to draw conclusions regarding the provision of services in settlements of different sizes</li> <li>• to use local resources e.g. Yellow Pages</li> <li>• to evaluate evidence and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• hierarchy diagram in Key Geography</li> <li>• Carlisle area exercise</li> <li>• PPT – Central Place Theory</li> <li>• Cambridge case study</li> <li>• local area examples</li> <li>• PPT revision exercise</li> <li>• Winchcombe practice DME from PPT.</li> </ul>	<ul style="list-style-type: none"> <li>• models of settlement hierarchy</li> <li>• ideas applied to local area</li> <li>• successfully find and use local information</li> <li>• distinguish between high and low order services</li> <li>• settlement growth conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• local population figures from Council</li> <li>• textbooks</li> <li>• information from Yellow Pages.</li> </ul>
Where are different activities located within settlements? <ul style="list-style-type: none"> <li>• distribution and reasons for land use patterns within Bristol.</li> </ul>	<ul style="list-style-type: none"> <li>• Bristol fieldwork exercises</li> <li>• seven different sites across the city</li> <li>• Case studies of some sites.</li> </ul>	<ul style="list-style-type: none"> <li>• land use patterns in Bristol compared with models</li> <li>• fieldwork techniques</li> <li>• primary data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• a day’s fieldwork in Bristol plus follow-up exercises</li> <li>• variety of different locations chosen</li> <li>• follow-up exercises in class and for homework</li> <li>• links with Maths, History and Economics.</li> </ul>

## SETTLEMENT – CONTINUED

Learning Objectives Pupils should learn:	Possible Teaching Activities	Learning Outcomes	Points to Note
<p><b>How and why is land use within settlements changing?</b></p> <ul style="list-style-type: none"> <li>• evidence of changes</li> <li>• the effects of changes in transport, economic activity and way of life on land use in Bristol.</li> </ul>	<ul style="list-style-type: none"> <li>• Bristol fieldwork exercises</li> <li>• seven different sites across the city</li> <li>• case studies of some sites.</li> </ul>	<ul style="list-style-type: none"> <li>• land use changes in Bristol</li> <li>• fieldwork techniques</li> <li>• data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• a day’s fieldwork in Bristol plus follow-up exercises</li> <li>• variety of different locations chosen</li> <li>• follow-up exercises in class and for homework</li> <li>• links with Maths, History and Economics.</li> </ul>
<p><b>Why are some settlements growing while others are declining?</b></p> <ul style="list-style-type: none"> <li>• reasons for growth and decline of population, activities and area of two selected settlements</li> <li>• the benefits, problems and issues associated with growth and decline of settlements</li> <li>• their effects on the quality of life</li> <li>• social and cultural patterns within cities</li> <li>• making settlements sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>• types of urban growth</li> <li>• simulation of UK city growth</li> <li>• model of growth and decline</li> <li>• case study of Bristol, housing, industry, retail and quality of life</li> <li>• settlement change on the EU, Randstad</li> <li>• growth of LEDC cities</li> <li>• push and pull factors</li> <li>• case study of Sao Paulo, differences between inner and outer city</li> <li>• LEDC cities – the way forward?</li> <li>• LEDC cities – an enquiry (Cairo, Rio de Janeiro or Mexico City).</li> </ul>	<ul style="list-style-type: none"> <li>• identify forms of urban growth</li> <li>• consider reasons for growth</li> <li>• identify land use changes in Bristol</li> <li>• to widen the scope into the EU</li> <li>• produce an account of LEDC city differences</li> <li>• consider the future of LEDC cities</li> <li>• complete a poster discouraging people from moving into LEDC cities.</li> </ul>	<ul style="list-style-type: none"> <li>• some exercises in conjunction with Bristol fieldwork</li> <li>• links with History, Citizenship and English</li> <li>• world map analysis</li> <li>• video showing differences within Sao Paulo</li> <li>• links with English – report writing</li> <li>• links with Art and Graphics – poster exercise.</li> </ul>

## THE EUROPEAN UNION

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills	Attitudes and Values
3	What measures of development are there? How do levels of development vary between European countries?	UK and Europe <ul style="list-style-type: none"> <li>• Hypothesis sheets</li> <li>• Data sheets</li> <li>• Mark Scheme</li> <li>• Europe maps</li> <li>• Blank enquiry tables</li> <li>• Atlas.</li> </ul>	Defining key terms. Hypothesis testing. Read instructions for the task. Read and explain the Mark Scheme.	As necessary to complete the task.	Defining terms. Ranking data. Mapping data. Using an atlas. Interpreting data to reach a conclusion. Producing a written report.	Not all European countries are considered to be developed.
3	Which countries are members of the European Union? What are the advantages of being a member? How does being a member effect us?	Atlas. Europe Map. Information sheet about the European Union. Newspaper cuttings about the EU. Sugar paper. Felt pens. Passport to the EU. What does the EU mean to me?	Shading and labelling a map of EU countries. EU Timeline. Read information sheets as a class. Discuss key terms and issues. Answer questions. Group activity – read questions given in newspaper cuttings. Brainstorm other questions they would like to ask about the EU. Outside speaker.	Exam Question.	Atlas and map skills. Working as a group. Presentation.	
2–3	What have been the most recent patterns of migration in Europe? Why have people moved from Portugal to France?	Key Geography 2 Simple activity sheets for Sets 2/3.	Discussion and summary of recent trends. Either individual or group enquiries into the two case studies to produce two written case studies using key questions. Or structured questions to produce two case studies. Worksheets available for Set 2/3.	Individual research. Exam Question.	Interpreting maps and population pyramids. Finding information from a variety of texts. Presenting and organising information.	Some people choose to migrate whilst others are forced to due to wars, persecution or other horrific circumstances.

## THE EUROPEAN UNION – CONTINUED

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills	Attitudes and Values
2	What is a refugee and why did people leave Kosovo?	www.refuge.amnesty.org Selected information about the Kosovo crisis.	Use the Amnesty website to gain an understanding of what a refugee is. Use the printed resources to complete a fact file about why people were forced to leave Kosovo, where they went, what it was like and what happened when they returned. See lesson plans in Master File.	As required to complete factfile.	Using the Internet. Reading a variety of texts.	Some people choose to migrate whilst others are forced to due to wars, persecution or other horrific circumstances.
2	What are the main physical characteristics of Italy?	Student Atlas P. Task Sheet. Italy map.	Shade and label map of Italy. Skills question using maps and graphs in the atlas and interactions.	None.	Shading and labelling a map using an atlas. Interpreting a variety of maps and graphs.	Lifestyles vary within countries. Patterns of settlement and industry are effected by physical factors.
1	Why has industry located in the North of Italy?	Key Geography Places.	Activities from the text book.	None.		
1	How has Genoa changed over recent years and why?	C4 Video.	Watch video and then complete structured questions.	Exam question – same for all groups.	Extracting information from a video.	
1–2	How does the farming system in Sicily work? Case Study	C4 Video.	Watch video. Complete systems diagram to show how the house plant farm work, advantages and disadvantages of this location and links to EU Aid.			
2–3	What problems are there on the Mezzogiorno? How did the Cassa aim to help?	Aliano video. Wider World.	Notes listing problems for farming and industry. Notes on the Cassa per il Mezzogiorno.			

## THE EUROPEAN UNION – CONTINUED

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills	Attitudes and Values
1	Why has the Fiat factory had more success in the South?	C4 Video.	Watch video then answer structured questions. Draw conclusion about failure of Cassa per il Mezzogiorno.			
1	Why do people migrate from the South to the North of Italy?	Italy map. Wider World.	Shade choropleth map showing internal migration. (Optional compare population pyramids for Aliano 1950 and 1980). Written notes on push pull factors.	Revision ladders or memory maps in preparation for test.	Describing and explaining patterns on a map.	
1	Test		Test – all pupils answer 1996 Paper 2 – Question A1.			

## NATURAL HAZARDS

No of Lessons	Questions for Enquiry	Resources	Classwork	Homework	Skills	Attitudes & Values
1	What are natural hazards and how do they effect people?	Internet: www.discover.com Prompt sheet.	Using the Earth Alert page pupils should find out what different hazards there are and find examples of hazards which have happened in the last week.	1998 Q.B5 Section (a) and (b). Available on an adapted Homework Sheet.	Reading a graph. Using ICT to gain extra information.	Hazards happen at a variety of scales with differing effects on people.
1	Where do Earthquakes and Volcanoes happen? Why?	Set 1 – New Wider World. Also – Atlas. Set 2–3 Key Geog 1 or Interactions.	Mapping the earth’s plates. Describing the location of volcanic areas. Activity Sheets optional.		Using maps.	
1	What happens at plate boundaries?	Set 1 – New Wider World. Set 2–3 Key Geog 1 – both groups need blank diagrams.	All groups should produce labelled diagrams of different plate boundaries and written explanations. (Set 2 – Closed text.)		Labelling diagrams.	
1	What were the causes, effects and human responses to the eruption of Mt. Etna in 1983?	Interactions: People and Environments. Internet: www.volcano.und.nodak.edu	Reading, making notes. Writing a newspaper article.	Newspaper article to finish at home.	Presentation. Organisation of information.	People cannot prevent volcanic eruptions but the effects can be controlled.
1	<u>Revision</u> What happened during the Kobe EQ?	Year 9 Fact file.	Show the class how to produce a memory map or revision ladder.	Finish revision notes.	Revision.	
1–2	Why are the effects of natural hazards often worse in LEDC’s?	Set 1 India EQ articles and question sheet.	Reading and discussion comparing the effects of the Kobe and India EQ’s.	Only if needed to finish class work. (Mt Etna revision notes).		People are effected in different ways by natural hazards depending on where they live.



## NATURAL HAZARDS - CONTINUED

No of Lessons	Questions for Enquiry	Resources	Classwork	Homework	Skills	Attitudes and Values
1	How does a hurricane form?	New Wider World. Closed texts for Set 2/3.	Draw a labelled diagram of a hurricane. Written description of how a hurricane forms.		Annotating a diagram.	Natural processes are difficult to explain even for scientists.
2	How can hurricanes be predicted? What weather conditions occur in a hurricane? Where do hurricanes happen?	Foundation Atlas P. Map to show track of Hurricane Mitch. Worksheet. World Map showing source areas.	1. Discussion/short written questions about the pattern of hurricanes in the Gulf of Mexico and areas at risk. 2. Shade and label map. Describe the track of Hurricane Mitch. 3. Annotate satellite photo to show weather conditions. 4. Shade and label World Map and describe the location of hurricanes.	As required to complete these activities. Glossary – learning key terms.	Interpreting a variety of maps using latitude and longitude. Interpreting and annotating satellite photos. Atlas skills. Describing maps.	
2–3	What were the effects of Hurricane Mitch? What were the responses to the hazard? How can people prepare themselves for Hurricanes? Prompt Sheet.	www.met-office.gov.uk If access to ICT room is not possible for all lessons Hurricane Mitch fact sheet and selected articles about effects and responses have been printed.	<u>Set 1</u> Should investigate: <ul style="list-style-type: none"> <li>weather conditions</li> <li>human effects</li> <li>responses/help given by different organisations.</li> </ul> <u>Set 2</u> Should use printed copies of fact sheet for one lesson. Use the Internet to find out advice given to people for preparing for Hurricanes.	<u>Either</u> Make notes under headings then make group presentations e.g. a TV news report. <u>OR</u> A series of pieces of writing e.g. <ul style="list-style-type: none"> <li>A weather report</li> <li>An eye witness report</li> <li>A fax summarising help given and help that's needed.</li> </ul>	Using ICT to gain extra information. Interpreting charts and satellite photos. Selecting relevant information.	Hurricanes cannot be prevented but the effects can be reduced through prediction and population.
1	How do we use satellite photos to describe land use?	Satellite photo 1998 – Bay of Naples. Two different levels of worksheet.	Discuss photo and practice identifying land-use as a group. Discuss the overall shape of the land. Complete activity sheets.	<u>Exam Question</u> Why do people choose to live in areas affected by natural hazards?	Using a satellite photo. Applying information to an exam question.	Hazards can be a threat but also a benefit.
3	What makes a good GCSE Case Study answer?	Past responses to hazards case study. 1999 Question B6 Marked scripts. Y.10 Progress Sheets.	Working in groups of four they should discuss how many marks they would give each answer out of 8. Feedback. 50 minutes to complete the question. Go through questions. Do corrections. Complete progress sheet.	Revision for test.	Revision. Working as a group. Identifying strengths and weaknesses of work.	

## BRAZIL

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills
1-2	How do we measure the development of countries?	People, places and themes Key Geog 2 activity sheets.	Revision of key terms using activity sheet. Discussion + notes on advantages / disadvantages of GNP. Definition of HDI. Scatter graph and questions.	A2 1997 c & d.	Interpreting and comparing data. Constructing and describing a scattergraph.
1	What is the standard of living in Brazil?	Key Geog 2 or SCAA activity sheet.	Practice written comparisons using data.		Interpreting and comparing data.
1	Why have some areas experienced more rapid economic growth than others?	P, P and T.  Key Geog places (set 2).	Set 1 – two spider diagrams Reasons for growth of industry. Characteristics of the South East. Set 2 – Activities in text book.	Summarising key points in diagram.	Summarising key points in diagram form.
1	How have MNCs effected economic growth in Brazil?	New Wider World Brazil 2000 video.	Case Study – how MNCs have effected Sao Paulo.		
2	THEME 4 How are people distributed in Brazil?  Why do more people live in some places than others?	SCAA Distribution Map. Key Geog 2 P, P and themes.	What makes a good description? Brainstorm statements about SCAA map. Feedback and collate ideas. Using various texts, produce a table summarising main factors effecting pop density in SE, Centre, NW.	A2 2000 e.	Interpreting a choropleth map.  Interpreting a variety of maps, graphs and texts to summarise key points.
1	How is the population changing?  What is the population structure like?	People, Places and Themes. New Wider World. Pop Structure worksheet.	Analysis of the population change in each region. Constructing population pyramid and annotating. Graphs to show changing br, dr and total population. Notes on birth rate and life expectancy in LEDC's – then on factors which are changing this in Brazil.		Analysis of data. Constructing a population pyramid. Constructing line graphs.

## BRAZIL – CONTINUED

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills
4	<p>Why are people moving from rural to urban areas?</p> <p>Why are some settlements in LEDC's growing quickly?</p> <p>What effect has this had on the quality of people's lives?</p>	<ul style="list-style-type: none"> <li>• Wider World P, P and T.</li> <li>• New Wider World.</li> <li>• Brazil 2000 video.</li> </ul>	<p>Case Study – Rio de Janeiro</p> <ul style="list-style-type: none"> <li>• Summary of push/pull factors</li> <li>• 1998 photo – brainstorm what, who, where and why? (see sep. lesson plan.</li> </ul>	B7 1997 e.	<p>Extracting and applying information from text and video 'Thinking skills'.</p> <p>Group discussion and presentation.</p>
2	THEME 1 What are the Amazon climate and vegetation like and why?	<p>A3 blank outline Ch 4. Amazonia.</p> <p>How the forest works.</p>	<p>Brainstorm what they know already. Feedback.</p> <p>Watch video and add notes to second layer of diagram.</p> <p>Feedback one fact each they have learnt. One lesson to add further detail using texts.</p>		<p>Extracting information from video.</p> <p>Interpreting climate graphs.</p> <p>Individual research.</p>
1–2	<p>Optional according to time.</p> <p>What different farming has taken place?</p> <p>What effect has this had on the ecosystem?</p>	<p>New Wider World.</p> <p>Satellite Photo.</p> <p>Investigation Sheets.</p>	<p>Enquiry approach – completing tables to compare 3 types of farming.</p> <p>Discussion of advantages and disadvantages of each.</p>	B4 1998 e.	
1–2	THEME 3 What links exist between Brazil and other countries in terms of aid trade and investment?	<p>Student Atlas Key Geog 2.</p>	<p>Skills questions describing trade links and exports and imports.</p> <p>Notes about types of aid and the effect of aid on the Brazilian economy.</p>		<p>Describing a variety of graphs.</p>
2–3	<p><u>Either</u> What is the Carajas project?</p> <p>How have different groups of people been effected by the project?</p> <p>How has it effected Brazils relationship with other countries?</p> <p>Then What is a sustainable development?</p> <p>How sustainable is the Carajas project?</p> <p>What examples are there of appropriate aid in Brazil?</p>	<p>Brazil 2000 video SCAA</p> <p>Leaflets</p> <p>Various resource sheets</p> <p>OXFAM</p> <p>Coolplanet for kids</p> <p>Website</p> <p>Investigation sheets.</p>	<p>Summary of the main features of the project – annotated map.</p> <p>Table to summarise advantages and disadvantages at different scales.</p> <p>Group work to describe the effect on quality of life for different people.</p> <p>Class discussion – is it a sustainable development?</p> <p>Then investigation about appropriate development and fair trade in the Amazon using the Internet.</p>	A2 1999 e.	

## BRAZIL – CONTINUED

No of Lessons	Question for Enquiry	Resources	Activities	Homework	Skills
2-3	<p><u>OR</u> Decision Making Exercise.</p> <p>Which developments are most appropriate for the Amazon rainforest?</p>	<p>People, Places and Themes.</p> <p>Outline summary sheets for each development.</p>	<p>Pupils to consider main features of each development and the impact on people and the environment.</p> <p>Class discussion.</p> <p>Individual piece of writing to present decision.</p>	A2 1999 e.	
1	<p>What are the main differences between the Amazon and the South East and why did the South East develop more quickly?</p>	<p>Pupil's own notes.</p> <p>People, Places and Themes.</p>	<p>Revision summary under headings.</p>	A2 1997 e.	<p>Revision.</p> <p>Identifying key ideas.</p>

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## Appendix D2: Schemes of Work: A Complete Two Year Plan

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### COMMENTARY ON A MIDLAND SCHOOLS COURSE OUTLINE AND SCHEME OF WORK

The Centre is a large 11–18 mixed comprehensive of 1500 candidates. GCSE examination results are above the national average. Geography is a popular option taught in mixed ability groups. Candidates have two seventy-minute Geography lessons per week and one sixty-minute homework. Most of the candidates take part in a three-day residential field course to North Wales in the Spring Term of Year 10. The four teachers plan their own individual teaching programmes using the course outline and schemes of work.

This Centre has chosen to start the course with Economic Systems and Development as the Autumn Term is a long one and there is a lot to cover in this theme. Some of the concepts were covered in Year 8 and the candidates may be able to remember some of the key ideas. The term starts with a ‘fun aspect’, chocolate wrappers to introduce the idea of the interdependent systems of economic activity which produce goods and services. The rather old video ‘Primary Products’ is used as a stimulus to enable candidates to understand the economics of chocolate production. At the end of the term the chocolate bar theme is returned to via the Chocolate Game.

In the Spring Term of Year 10 the theme is Physical Systems and Environments. The Winter/Spring weather supports the Atmospheric Processes topic which is taught first. The Physical Environments and Systems topic usually coincides with reports of flooding. Towards the end of term a three-day residential field course is used to cover Geomorphic Processes and Landforms. This experience provided the context for the 10% Coursework Unit for Syllabus C and was popular with staff and candidates. It is being retained and as well as covering the four bullet points in the specification content will be used to introduce techniques for field investigation and to collect Key Skills evidence. All six Key Skills are achievable via Specification C. If appropriate evidence is collected and assessed and meets the requirements, it should be possible for candidates to work towards the new Key Skills qualification through Geography alone to Level 3.

The DME will be taken by all candidates in Year 10. Candidates will be able to concentrate on preparing for this with few other subjects in the Centre offering staged assessment. The preparation period is uninterrupted by Christmas and Year 11 Mock examinations. It is anticipated that the year 10 candidates’ enthusiasm will outweigh any staff concerns about immaturity. The changing position of Easter will have to be monitored to ensure preparation starts before the Easter Holiday if necessary.

After the DME local aspects of settlement in Theme 4, Population and Settlement will be covered. This is essentially the enquiry work from syllabus C which is being re-worked as the 20% coursework. It has three sections; the first explores population, social and culture patterns in Coventry using census data, the second looks at how and why land use is changing in two areas of the city and involves group fieldwork exercises, the third is an individual piece of investigation looking at how planning can help to resolve land use issues. The structure is similar to the Leicester investigation in this Teachers’ Guide. In the third section candidates choose from about six current issues, a basic information pack is provided on each using

materials obtained from the local planning department. The first two sections are completed and marked before the Summer holiday. Information for the third section is collected over the summer and written up in the first few weeks of the Autumn Term. Candidates will be given the opportunity to carry out, if they so wish, an individual investigation of their own choice on any aspect of the specification. This was the option chosen by the Centre in the Syllabus D days. The individual investigation may be started after the first two sections of the teacher-planned investigation have been completed. This strategy gives a fall back position if the individual work does not go as planned. All coursework is handed in before the Autumn Half Term, marking is finished and the marks are standardised by the end of term ready for submission in the January session.

The remainder of the Autumn Term of Year 11 is spent on the remaining aspects of Theme 4, Population and Settlement. This fits in well with mock examinations in December. Theme 2, Natural Hazards and People is studied in the Spring Term. The actual hazards studied and teaching and learning experiences will be decided by the each teaching group and the teacher. Candidates have an intrinsic interest and amazing factual recall with hazards, so candidate-centred work that is also targeted at completing Key Skills portfolios is planned.

The final term will be devoted to revision and understanding the requirements of the terminal papers. The course is theme based so it is vital that the candidates review the places and regions they have studied. The strategies used will include group work and paired work, matching card exercises and case study cards as well as the use of key videos using the 'bite size' techniques.

## Resources

Existing resources include class sets of:

Collins Longman	Student Atlas	Collins Longman (1996) ISBN [0-00-360347-4]
Bilham-Boult, Alan, Blades, Heather, Hancock, John & Ridout, Mike	People, Places and Themes	Heinemann (1999) ISBN [0-43-535273-3]

Other resources include:

Bilham-Boult, Alan, Blades, Heather Hancock, John & Ridout, Mike	People, Places and Themes Teachers' Resource Pack	Heinemann (2000) ISBN [0-43-535274-1]
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Teacher produced worksheets, single copies of various GCSE textbooks, videos, Geo Actives, computer software e.g. World Development Database, local census data, Water Excel and the other NCET software packages, CD-ROMs and access to the Internet.

<b>SAMPLE COURSE OUTLINE – A MIDLAND CENTRE</b>						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 10	<p><b>Theme 3</b> ECONOMIC SYSTEMS AND DEVELOPMENT</p> <p>Case studies will focus on:</p> <ul style="list-style-type: none"> <li>• UK</li> <li>• Italy</li> <li>• Japan</li> <li>• Brazil</li> </ul> <p>And include some work on two contrasting regions within EU, Japan and Brazil</p>		<p><b>Theme 1</b> PHYSICAL SYSTEMS AND ENVIRONMENTS</p> <p>Contrasting climates:</p> <ul style="list-style-type: none"> <li>• Japan</li> <li>• Equatorial rainforest</li> </ul>		<p><b>Theme 5</b> SUSTAINABLE DEVELOPMENT</p> <p>Will focus on specific issue for session</p>	<p><b>Theme 4</b> POPULATION AND SETTLEMENT</p> <p>(b) and (c) and Investigation (20%)</p>
			Fieldwork in North Wales 2/3 days focussing on techniques for Investigation and Key Skills		DME exam 30%	Start Theme 4 and Investigation after DME in June ↑
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 10	<p><b>Theme 4</b> POPULATION AND SETTLEMENT</p> <p>Case studies will focus on:</p> <ul style="list-style-type: none"> <li>• UK</li> <li>• EU (Italy)</li> <li>• Brazil</li> <li>• Japan</li> </ul> <p>And include some work on two contrasting regions within EU, Japan and Brazil</p>		<p><b>Theme 2</b> NATURAL HAZARDS AND PEOPLE</p> <p>Case studies will focus on:</p> <ul style="list-style-type: none"> <li>• Italy</li> <li>• USA</li> <li>• Japan</li> <li>• India</li> <li>• Bangladesh</li> </ul>		<p><b>Revision</b></p> <p>This will focus on Place requirements, case studies and the contrasting regions:</p> <ul style="list-style-type: none"> <li>• EU: Midlands in UK and North/South Italy</li> <li>• MEDC: Honshu (S) and Hokkaido in Japan</li> <li>• LEDC: Amazonia and South East in Brazil</li> </ul>	
	Work experience Weeks 6/7	Investigation marked and moderated by end of term	Coursework 20% ↑		Terminal Exam 50% ↑	
<p><b>Planning Principles and Issues:</b> KS3 supports the KS4 content. Sustainable Development to be enhanced as part of the Development Unit in Year 9. Fieldwork (3days) in Spring Term of Year 10 will develop skills for investigation and Key Skills for portfolio evidence. Teacher planned investigations will have a Theme 4 focus but individual investigations are an option candidates may choose.</p>						

**YEAR 10 Autumn Term Theme 3: Economic Systems and Development  
10 Weeks (20 x 70 minute lessons plus 10 x 60 minute homeworks)**

**Introduction to course:** issue folders (best work), jotters (rough notes), selected Student Handbook Materials sheets from Section 1 and website and disaster record sheets from Section 2. Possibly introduce/issue Key Skills sheets at Half Term

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE
<b>(a) Economic systems</b>			
<ul style="list-style-type: none"> <li>How can systems ideas help the study of economic activity?</li> </ul>	Economic activity as inputs, outputs and processes and the study of at least <b>one</b> selected example.	Local	
<ul style="list-style-type: none"> <li>Where are economic activities located and why?</li> </ul>	The general factors affecting the location of economic activity and at least <b>one</b> selected example.		
<b>(b) Economic activity, growth and change</b>			
<ul style="list-style-type: none"> <li>How and why is economic activity changing? #</li> </ul>	Changes in economic activity resulting from developments in transport and technology.	Regional International	MEDC EU
<ul style="list-style-type: none"> <li>Why do some places experience growth while others decline? #</li> </ul>	Regional economic change.	Regional	EU
<ul style="list-style-type: none"> <li>What are the effects of economic change on the quality of life in different places? #</li> </ul>	LEDC economic development, including the roles of tourism, multinational/transnational corporations and development projects.	Regional and National	LEDC
<b>(c) International disparities, trade and interdependence</b>			
<ul style="list-style-type: none"> <li>What variations in levels of development exist between countries? #</li> </ul>	Contrasts in living standards and GDP.	Global	World
<ul style="list-style-type: none"> <li>How and why do living standards vary? #</li> </ul>	Improvements in the quality of life in LEDCs through both investment <b>and</b> aid programmes.	National	LEDC
<ul style="list-style-type: none"> <li>What links exist between states in terms of trade, investment and aid? #</li> </ul>	Global and EU trade patterns and trends.	Global and International	World and EU




**End of Term Review:** issue I Can Do, review website use and disasters sheet, complete and sign review sheet.



TIME	EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
2	Cocoa farm in Ghana Chocolate Factory e.g. Cadbury's Bournville A Supermarket selling chocolate	The story of a chocolate bar is traced to give an introductory overview of world economic systems. Mapping Systems diagrams Tabulation.	Chocolate wrapper Video: Primary Products Atlas People, Places and Themes pp.108–9, 120–1 Ws 3.1
2	Bosch and Lucky Goldstar in South Wales	Sketch maps, star diagrams, designing advertisements, cost/benefit analysis, group work/role play.	Video: Geography Collection Globalisation People, Places and Themes pp.128–9 Ws 3.6, 3.7, 3.8
2	Osaka/Kobe, Japan Lille, France	Reminder Japan was studied on Year 9 Interpretation of text, photos, graphs, maps, statistics.  Drawing sketch maps, star diagrams.	Video: Japan 2000 Against All The Odds; The Hi Tech Road (and worksheets) Video: Investigating Europe Lille and TVG People, Places and Themes pp.132–3
2	North and South Italy	Interpretation of text, photos, graphs, maps, statistics. Choropleth and annotated maps ICT: Interrogation of Database.	People, Places and Themes pp.130–5 Ws 3.12, 3.13 Video: Lombardy and Aliano ICT: EU Database
4	Brazil	Interpretation of satellite images, Decision Making Exercise. Research skills.	Video: Brazil 2000 Carajas Video: Manaus, City in the Forest People, Places and Themes pp.140–5, 3.20
2	Selected countries	Interpretation of text, photos, maps, statistics. Drawing a scattergraph. Spearman Correlation. ICT: database and spreadsheets.	People, Places and Themes pp.146–9 ICT: World Development Database
2	Brazil Bangladesh	Interpretation of text, graphs, statistics, cartoons, advertisements. Role play.	People, Places and Themes pp.150–155 Ws 3.14, 3.16
4	World trading groups EU trade	Interpretation of text, maps, statistics, graphs. The Chocolate Game, group discussion/role play with Key Skills opportunities.	People, Places and Themes pp.156–161 Ws 3.17 Video: Comic Relief or Alexei Sayle Chocolate Game (Oxfam)

## YEAR 10 Spring Term Theme 1: Physical Systems and Environments 10 Weeks (20 x 70 minute lessons plus 10 x 60 minute homeworks)





**Beginning of Term:** discuss Key Skills and the residential fieldwork opportunity. Issue Command Words if this was not done during the autumn term. Improve your answers should be issued this term if not before.

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE
<p><b>(a) Geomorphic processes and landforms</b></p> <ul style="list-style-type: none"> <li>What are the landforms that make up a selected landscape like? #</li> <li>What geomorphic processes are operating on the selected landscape? #</li> <li>What evidence is there of how the landforms are influenced by geology, past and present processes? #</li> <li>How are they being influenced by human activity? # </li> </ul>	<p>The description of <b>one</b> selected landscape using appropriate skills e.g. map and photograph interpretation.</p> <p>The geomorphic processes (including weathering, erosion, transport and deposition) associated with <b>one</b> selected landscape.</p> <p>The contribution of structure and past and present geomorphic processes towards the development of <b>one</b> selected landscape.</p> <p>The effect of human activity on geomorphic processes within the <b>one</b> selected landscape.</p>	<p>Local or Regional</p> <p>Local or Regional</p> <p>Local or Regional</p> <p>Local or Regional</p>	<p>EU</p> <p>EU</p> <p>EU</p> <p>EU</p>
<p><b>(b) Atmospheric processes and climate</b></p> <ul style="list-style-type: none"> <li>How do weather conditions reflect processes in the atmosphere at the local scale? #</li> <li>What influences the patterns of climate at the regional scale? #</li> <li>How does the global atmospheric system affect the climate in particular places? #</li> <li>Is the climate changing?  #</li> </ul>	<p>The influence of local conditions including aspect, exposure, relief and surfaces on microclimates and weather.</p> <p>The factors responsible for spatial and seasonal patterns of temperature and rainfall in the British Isles (latitude, land and sea, relief and ocean currents) depressions and anticyclones.</p> <p>The climate of the British Isles and two other contrasting types of climate.</p> <p>Climatic change; possible reasons and consequences for human activity.</p>	<p>Local</p> <p>National</p> <p>National</p> <p>Local and Global</p>	<p>EU</p> <p>UK</p> <p>UK LEDC and MEDC</p> <p>World</p>
<p><b>(c) Physical environments and systems</b></p> <ul style="list-style-type: none"> <li>How can systems ideas help the study of: <ul style="list-style-type: none"> <li>river basins;</li> <li>water in the atmosphere; #</li> <li>habitats, including their soil and vegetation?  #</li> </ul> </li> </ul>	<p>The main units and links in the hydrological cycle.</p> <p>The river basin as a system of inputs, flows, stores and outputs.</p> <p>The storm hydrograph.</p> <p>The links between climate, soils, vegetation and human activity in <b>one</b> chosen environment.</p>	<p>Regional</p> <p>Regional</p> <p>Local or Regional</p> <p>Regional</p>	<p>EU</p> <p>LEDC</p>

**End of Term Review:** discuss I Can Do, review website use, complete and sign review sheet

TIME	EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
2 Field course Field course Field course	Coastal landscape at Criccieth, North Wales an example of a complex and dynamic environment	Fieldwork Coastal Enquiry; risk assessment, observation, field sketching.  Construction of beach profiles, pebble measurement, wave analysis, problem spotting/solving.  Fieldwork Follow Up: glossary work, annotated field sketches/photographs, annotated maps using OS maps and geology maps. Role Play: Public Enquiry 'Should Criccieth be saved?' Key Skills opportunities.	Video: Snowdonia Risk Assessment Criccieth Coastal Unit  Video: Severn People, Places and Themes pp.8–10
3 3 4 2	School grounds  British Isles  North West European Climate Equatorial Climate Climate of Japan  Global warming Acid rain	Fieldwork Microclimate Enquiry. (Development of work done in Year 7.)  Interpretation of text, climate graphs, weather maps, satellite images, statistics and diagrams. Comprehension of atmospheric circulation model.  Interpretation of text and climate graphs. ICT: Use of database and Internet Application of factors affecting climate and atmospheric circulation model. ICT: Production of A4 or A3 summary climate information sheets Key Skills opportunities.  Interpretation of text, maps, diagrams. Exploration of values/attitudes; economic development or environmental protection?	Worksheets School Grounds Unit Video: Mapping the Weather People, Places and Themes pp.40–1 Ws1.10 Atlas People, Places and Themes pp.42–51, Ws1.11, 1.12, 1.14, 1.15 Video: Up in the Clouds; Maritime Climate  Atlas ICT: Weather Database ICT: Internet People, Places and Themes pp.52–3 Ws1.16, 1.18 Video: Climates of Europe: Video Letter from Japan, Seasons and Festivities; Decade of Destruction into Japan Resource Pack Atlas Video: Greenhouse Effect People, Places and Themes pp.54–61 Ws1.19, 1.20, 1.21
1 1 2 2	River Severn River Severn River Severn River Lymn, Lincolnshire  Amazon rainforest	Interpretation of flow and systems diagrams, flood hydrographs, river regimes data  ICT: Water Excel modelling and problem solving. Key Skills opportunities.  Mapping, flow and systems diagrams. Economic development or environmental protection? (exploration of values/attitudes).	People, Places and Themes pp.12–13 Ws1.4, 1.5 Video: Water Goes to Ground  People, Places and Themes pp.14–5 Ws1.6, 1.7 Video: Severn (and worksheets) ICT: Water Excel People, Places and Themes pp.62–7, Ws1.22, 1.23, 1.24 Video: Brazil 2000; Amazonia (select from programmes) and worksheets

**YEAR 10 Summer Term Theme 5 Sustainable Development**  
**4–6 Weeks will depend on whether Easter is early or late 10–12 x 70 minute lessons plus 60 minute homeworks)**

QUESTIONS FOR ENQUIRY	CONTENT	TIME
<b>(a) The Earth's resources</b>		
<ul style="list-style-type: none"> <li>How can resources be defined? #</li> </ul>	Classification of resources as renewable and non-renewable.	1
<ul style="list-style-type: none"> <li>How is the demand for resources changing?  #</li> </ul>	The effects of economic and population growth on the demand for natural resources and their sustainability.	2
<b>(b) Exploitation and management of natural resources</b>		
<ul style="list-style-type: none"> <li>What are the consequences of people's use of resources? #</li> </ul>	Pressure on scarce resources and environments. The reasons for environmental degradation.	1
<ul style="list-style-type: none"> <li>What effects might the growth of demand for goods and services have on environments? #</li> </ul>	Causes and possible effects of environmental change at different scales.	1
<ul style="list-style-type: none"> <li>How can the use of resources and environments best be developed and managed?  #</li> </ul>	Different ways of managing environments and resources including approaches for stewardship, conservation and sustainable development.	1
<b>(c) Resolving Issues</b>		
<ul style="list-style-type: none"> <li>What causes pressure on land and resources? #</li> </ul>	The reasons for conflict over the use of land and resources.	1
<ul style="list-style-type: none"> <li>What priorities about the future use of land and resources do different people have?  #</li> </ul>	The differing values and attitudes of those associated with environmental issues.	1
<ul style="list-style-type: none"> <li>How can planning help to resolve issues about the use of land and resources?  #</li> </ul>	Planning for an improved quality of environment.	1

**NOTES:** Detailed planning will be needed. The actual scheme of work will depend on the time available, the topic and resources collected in the time period since the DME title was released. The plan is to have a file for the issues and to collect resources for use in planning the scheme of work. The candidates will be given details and encouraged to collect newspaper articles and explore Internet websites from the beginning of the course. DME sheets from Student Handbook Materials should be issued at an appropriate point.

EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
Hi Tec Industry in Japan MNCs in Brazil	Review Hi Tec Industry and Carajas Project	Video: Global Environment; Our Future World
} } As required by DME title }	} } As appropriate to DME title }	} } As appropriate to DME title }
} } As required by DME title }	} } As appropriate to DME title }	} } As appropriate to DME title }

**YEAR 10 Summer Term Theme 4: Population and Settlement**  
**6 Weeks after DME (12 x 70 minute lessons plus 6 x 60 minute homeworks)**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE
<b>(b) The location and function of settlements</b>			
<ul style="list-style-type: none"> <li>• What affects the location of individual settlements? #</li> </ul>	Reasons for the location of settlements.	Local and Regional	EU
<ul style="list-style-type: none"> <li>• Is there a link between the size and location of a settlement and its functions? #</li> </ul>	Provision of goods and services by settlements of different sizes.	Local and Regional	EU
<b>(c) Land use within settlements</b>			
<ul style="list-style-type: none"> <li>• Where are different activities located within settlements? #</li> </ul>	Reasons for land use patterns within a selected settlement.	Local	
<ul style="list-style-type: none"> <li>• How and why is land use within settlements changing? #</li> </ul>	The effect of changes in transport, economic activity and ways of life on land use within a selected settlement.	Local	
<ul style="list-style-type: none"> <li>• What factors influence social and cultural patterns in towns and cities? #</li> </ul>	Social and cultural patterns within cities.	Local	

**End of Term Review:** review Key Skills evidence, complete and sign review sheet

TIME	EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
2	Coventry West Midlands	OS map skills Annotated sketch maps Opportunity for Key Skills portfolio	Local 1:50 000 OS extracts People, Places and Themes pp. 186–7 Ws 4.11
2	Coventry West Midlands	Analysis of chosen shops and services for selected settlements using yellow pages. Kendall's correlation.	People, Places and Themes pp. 188–9 Ws 4.12, 4.13
2	Coventry	Colour code land use map and annotate to explain the land use pattern	People, Places and Themes pp. 190–1 Video: Pastures New
3	Coventry	Fieldwork and Research Teacher Planned Investigation	People, Places and Themes pp. 192–9 Ws 4.18
3	Coventry	Teacher Planned Investigation ICT: Interrogation of census data, choropleth mapping, scattergraphs, Spearman correlation	ICT: Local Census Data: Scamp CD

**YEAR 11 Autumn Term Theme 4: Population and Settlement**  
**10 Weeks (20 x 70 minute lessons plus 10 x 60 minute homework)**

**Beginning of Term:** discuss DME results, review progress with investigations, agree deadline and organise surgeries. Issue case study and scale and place information in preparation for mock exams at the end of the term.

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE
<b>(d) The growth and decline of settlements</b>			
<ul style="list-style-type: none"> <li>Why are some settlements growing while others are declining? #</li> </ul>	Reasons for the growth <b>and</b> decline of population, activities and area of <b>two</b> selected settlements.	Local	EU and LEDC
<ul style="list-style-type: none"> <li>How are these changes affecting the quality of life?  #</li> </ul>	The benefits, problems and issues associated with growth and decline of settlements, together with their effect on the quality of life. Making settlements sustainable.	Local  Local	EU and LEDC
<b>(a) Population distribution, structure and change</b>			
<ul style="list-style-type: none"> <li>Where do people live? #</li> </ul>	The distribution of population at a global scale.	Global	World
<ul style="list-style-type: none"> <li>Why do more people live in some places than in others? #</li> </ul>	Factors affecting the distribution of population.	National	MEDC and LEDC
<ul style="list-style-type: none"> <li>How and why is the population of places changing?  #</li> </ul>	The growth in population at a global scale. Factors affecting birth and death rates, and their impact on population totals.	Global Local and National	World MEDC and LEDC
<ul style="list-style-type: none"> <li>How and why does the age structure of populations vary?  #</li> </ul>	Population structure and its change over time.	National and International	MEDC and LEDC
<ul style="list-style-type: none"> <li>Why is the balance between the numbers of people living in rural and urban areas changing?  #</li> </ul>	Migration: causes and effects.	National and International	LEDC EU

**End of Term Review:** review Investigation and Key Skills evidence, complete and sign review sheet



TIME	EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
4	Coventry Cairo	Interpretation of text, maps, graphs Processing data into different types of graphs and charts	People, Places and Themes pp. 190–1 Ws 4.19 Coventry resources Video: Cairo, Mother of the Megacities People/Place worksheets
4	Coventry	Summarising information in a variety of forms	Resources for Cairo and Coventry
2	Coventry and Cairo	Designing a blueprint for a sustainable city	Resources for Cairo and Coventry
1		Interpretation of text, photos, maps GIS/overlay uninhabitable areas ICT: Designing a survey/questionnaire and processing the results ICT: Writing a newspaper report	Atlas People, Places and Themes pp.166–7
2	Japan Brazil	Interpretation of text, maps, graphs Processing data into different types of graphs and charts Choropleth mapping	Atlas People, Places and Themes pp.168–171 Ws 4.3
2	Japan Sweden Brazil Mauritius	Interpretation of text, maps, graphs and statistics Discussion Applying models Writing a TV news item	People, Places and Themes pp.172–7 Ws 4.2, Ws 4.4, Ws 4.5, Ws 4.6 Video: Geography Collection, Baby Boom
3	Japan Brazil	Reading a population pyramid Drawing and annotating a pyramid Calculating a dependency ratio Sampling	People, Places and Themes pp.180–3 Ws 4.8, Ws 4.9 Video: Japan 2000 Changing Lifestyles
2	Brazil EU	Interpretation of text, and flow lines on maps Collecting and analysing newspaper articles	People, Places and Themes pp.184–5, Ws 4.2

**YEAR 11 Spring Term Theme 2: Natural Hazards and People**  
**10 Weeks (20 x 70 minute lessons plus 10 x 60 minute homeworks)**

**Beginning of Term:** review disaster records

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE
<b>(a) The nature and distribution of natural hazards</b>			
<ul style="list-style-type: none"> <li>What different kinds of natural hazards are there? #</li> </ul>	The severity, frequency and duration of tectonic, atmospheric and terrestrial hazards from short term local hazards, such as fog; medium term ones such as forest fire, to long term hazards such as global warming.	Local to Global	
<ul style="list-style-type: none"> <li>Where do different kinds of hazards occur?</li> </ul>	The distribution of different kinds of hazard.	Global	World
<b>(b) The processes responsible for natural hazards</b>			
<ul style="list-style-type: none"> <li>What physical processes are responsible for natural hazards? #</li> </ul>	The processes that result in volcanoes, earthquakes, tropical storms, floods and droughts.	Local, Regional and Global	EU, LEDC and MEDC
<ul style="list-style-type: none"> <li>How do people's activities affect them? #</li> </ul>	The impact of human activities such as deforestation, over grazing, and urbanisation.	Regional	EU, LEDC and MEDC
<b>(c) The effects of natural hazards on people</b>			
<ul style="list-style-type: none"> <li>How do natural hazards affect people in parts of the world at different levels of development? #</li> </ul>	The different effects of natural hazards on rural/urban areas, densely and sparsely populated areas in LEDCs and MEDCs.	Regional	LEDCs and MEDCs
<ul style="list-style-type: none"> <li>How can people be protected from natural hazards? #</li> </ul>	Emergency planning, building and development controls.	Regional	
<ul style="list-style-type: none"> <li>Can natural hazards be predicted and controlled? #</li> </ul>	Predicting and controlling natural hazards using methods such as remote sensing, earthquake monitoring, afforestation and flood control schemes.	Regional	

**End of Term Review:** review coursework and Key Skills evidence, complete and sign review sheet. Issue any remaining sheets on maximising performance that will help with revision over the Easter holiday.



TIME	EXAMPLES	LEARNING EXPERIENCES	CORE RESOURCES
3	Storms, fire, flood etc.	Brainstorm, research, classification and tabulation, scattergraphs	Extracts from SOS 1987 (storms) Atlas ICT: Internet
1		Mapping	People, Places and Themes pp.70–3, 77, 100 WS 2.1, 2.2, Atlas ICT: Hazards Database
4	Rhine Floods 1995 Hurricane Mitch Kobe earthquake 1995 (revision Y9) Montserrat 1995–7	Concept mapping	People, Places and Themes pp.78 Ws 2.5, 2.6, 2.12, 2.13, 2.14, 2.15 Videos: Rhine, Kobe, Montserrat, Physical Geography Landforms
3	Amazon Sahel	Flow and systems diagrams ICT: Water Excel, modelling and problem solving	People, Places and Themes pp.96–9 WS 2.20, 2.21 Video: Amazon, Life on the Edge ICT: Water Excel
3	Rhine Floods 1995 or more recent e.g. Hurricane Georges or more recent e.g. Kobe earthquake 1995 (revision Y9) Montserrat 1995–7 or more recent e.g.	Concept mapping Scattergraphs Case study cards	People, Places and Themes pp.78–80, 88–95, 102–4 WS 2.8, 2.16, 2.17
3	Rhine Floods 1995 or more recent e.g. Hurricane Mitch or more recent e.g. Kobe earthquake 1995 (revision Y9) Montserrat 1995–7 or more recent e.g.	This section (c) provides opportunities for candidate-centred work and for collection of Key Skills evidence	People, Places and Themes pp.81, 91, 92–3 ICT Ws 2.7
3	Rhine Floods 1995 or more recent e.g. Hurricane Mitch or more recent e.g. Kobe earthquake 1995 (revision Y9) Montserrat 1995–7 or more recent e.g.	Videos: wealth of material available from Centres and mainstream TV programmes to news footage and Internet.	People, Places and Themes pp.81, 85, 87, 91, 99 Ws 2.23 Video: QED Earthquake Prediction for Japan






## APPENDIX E: CONTENT COVERAGE AND EXAMPLES

### THEME 1 CONTENT

### Physical Systems and Environments



  C1.1–1.3; N1.1–1.3; N2.1–2.3

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	EXAMPLES
<b>(b) Geomorphic processes and landforms</b>				
• What are the landforms that make up a selected landscape like? #	The description of <b>one</b> selected landscape using appropriate skills e.g. map and photograph interpretation.	Local or Regional	EU	
• What geomorphic processes are operating on the selected landscape? #	The geomorphic processes (including weathering, erosion, transport and deposition) associated with <b>one</b> selected landscape.	Local or Regional	EU	
• What evidence is there of how the landforms are influenced by geology, past and present processes? #	The contribution of structure and past and present geomorphic processes towards the development of <b>one</b> selected landscape.	Local or Regional	EU	
• How are they being influenced by human activity? # 	The effect of human activity on geomorphic processes within the <b>one</b> selected landscape.	Local or Regional	EU	
<b>(b) Atmospheric processes and climate</b>				
• How do weather conditions reflect processes in the atmosphere at the local scale? #	The influence of local conditions including aspect, exposure, relief and surfaces on microclimates and weather.	Local	EU	
• What influences the patterns of climate at the regional scale? #	The factors responsible for spatial and seasonal patterns of temperature and rainfall in the British Isles (latitude, land and sea, relief and ocean currents) depressions and anticyclones.	National	UK	
• How does the global atmospheric system affect the climate in particular places? #	The climate of the British Isles and two other contrasting types of climate.	National	UK LEDC and MEDC	
• Is the climate changing?  #	Climatic change; possible reasons and consequences for human activity.	Local and Global	World	
<b>(c) Physical environments and systems</b>				
• How can systems ideas help the study of:	The main units and links in the hydrological cycle.	Regional		
river basins;	The river basin as a system of inputs, flows, stores and outputs.	Regional		
water in the atmosphere; #	The storm hydrograph.	Local or Regional	EU	
habitats, including their soil and vegetation?  #	The links between climate, soils, vegetation and human activity in <b>one</b> chosen environment.	Regional	LEDC	

### NOTES






**THEME 2 CONTENT**

**Natural Hazards and People**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	EXAMPLES
<p><b>(a) The nature and distribution of natural hazards</b></p> <ul style="list-style-type: none"> <li>• What different kinds of natural hazards are there? #</li> </ul>	The severity, frequency and duration of tectonic, atmospheric and terrestrial hazards from short term local hazards, such as fog; medium term ones such as forest fire, to long term hazards such as global warming.	Local to Global		
<ul style="list-style-type: none"> <li>• Where do different kinds of hazards occur?</li> </ul>	The distribution of different kinds of hazard.	Global	World	
<p><b>(b) The processes responsible for natural hazards</b></p> <ul style="list-style-type: none"> <li>• What physical processes are responsible for natural hazards? #</li> </ul>	The processes that result in volcanoes, earthquakes, tropical storms, floods and droughts.	Local, Regional and Global	EU, LEDC and MEDC	
<ul style="list-style-type: none"> <li>• How do people's activities affect them?  #</li> </ul>	The impact of human activities such as deforestation, over grazing, and urbanisation.	Regional	EU, LEDC and MEDC	
<p><b>(c) The effects of natural hazards on people</b></p> <ul style="list-style-type: none"> <li>• How do natural hazards affect people in parts of the world at different levels of development? #</li> </ul>	The different effects of natural hazards on rural/urban areas, densely and sparsely populated areas in LEDCs and MEDCs.	Regional	LEDCs and MEDCs	
<ul style="list-style-type: none"> <li>• How can people be protected from natural hazards?  #</li> </ul>	Emergency planning, building and development controls.	Regional		
<ul style="list-style-type: none"> <li>• Can natural hazards be predicted and controlled? #</li> </ul>	Predicting and controlling natural hazards using methods such as remote sensing, earthquake monitoring, afforestation and flood control schemes.	Regional		

**NOTES**


**THEME 3 CONTENT**
**Economic Systems and Development**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	EXAMPLES
<b>(a) Economic systems</b> <ul style="list-style-type: none"> <li>How can systems ideas help the study of economic activity?</li> </ul>	Economic activity as inputs, outputs and processes and the study of at least <b>one</b> selected example.	Local		
<ul style="list-style-type: none"> <li>Where are economic activities located and why?</li> </ul>	The general factors affecting the location of economic activity and at least <b>one</b> selected example.			
<b>(b) Economic activity, growth and change</b> <ul style="list-style-type: none"> <li>How and why is economic activity changing? #</li> </ul>	Changes in economic activity resulting from developments in transport and technology.	Regional International	MEDC EU	
<ul style="list-style-type: none"> <li>Why do some places experience growth while others decline?  #</li> </ul>	Regional economic change.	Regional	EU	
<ul style="list-style-type: none"> <li>What are the effects of economic change on the quality of life in different places?  #</li> </ul>	LEDC economic development, including the roles of tourism, multinational/transnational corporations and development projects.	Regional and National	LEDC	
<b>(c) International disparities, trade and interdependence</b>				
<ul style="list-style-type: none"> <li>What variations in levels of development exist between countries?  #</li> </ul>	Contrasts in living standards and GDP.	Global	World	
<ul style="list-style-type: none"> <li>How and why do living standards vary?  #</li> </ul>	Improvements in the quality of life in LEDCs through both investment <b>and</b> aid programmes.	National	LEDC	
<ul style="list-style-type: none"> <li>What links exist between states in terms of trade, investment and aid?  #</li> </ul>	Global and EU trade patterns and trends.	Global and International	World and EU	

**NOTES**

**THEME 4 CONTENT**

**Population and Settlement**

  C2.1; IT1.1–1.2; IT2.2



QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	EXAMPLES
<b>(a) Population distribution, structure and change</b>				
• Where do people live? #	The distribution of population at a global scale.	Global	World	
• Why do more people live in some places than in others? #	Factors affecting the distribution of population.	National	MEDC and LEDC	
• How and why is the population of places changing? #	The growth in population at a global scale. Factors affecting birth and death rates, and their impact on population totals.	Global Local and National	World MEDC and LEDC	
• How and why does the age structure of populations vary? #	Population structure and its change over time.	National and International	MEDC and LEDC	
• Why is the balance between the numbers of people living in rural and urban areas changing? #	Migration: causes and effects.	National and International	LEDC EU	
<b>(b) The location and function of settlements</b>				
• What affects the location of individual settlements? #	Reasons for the location of settlements.	Local and Regional	EU	
• Is there a link between the size and location of a settlement and its functions? #	Provision of goods and services by settlements of different sizes.	Local and Regional	EU	
<b>(c) Land use within settlements</b>				
• Where are different activities located within settlements? #	Reasons for land use patterns within a selected settlement.	Local		
• How and why is land use within settlements changing? #	The effect of changes in transport, economic activity and ways of life on land use within a selected settlement.	Local		
• What factors influence social and cultural patterns in towns and cities? #	Social and cultural patterns within cities.	Local		
<b>(d) The growth and decline of settlements</b>				
• Why are some settlements growing while others are declining? #	Reasons for the growth <b>and</b> decline of population, activities and area of <b>two</b> selected settlements.	Local	EU and LEDC	
• How are these changes affecting the quality of life? #	The benefits, problems and issues associated with growth and decline of settlements, together with their effect on the quality of life. Making settlements sustainable.	Local	EU and LEDC	






**NOTES**



**THEME 5 CONTENT**

**Sustainable Development**

  **C1.1–1.3; C2.1–2.3; N1.1–1.3; N2.1–2.3; IT1.1–1.2; IT2.1–2.3**

QUESTIONS FOR ENQUIRY	CONTENT	EXAMPLES
<p><b>(a) The Earth's resources</b></p> <ul style="list-style-type: none"> <li>How can resources be defined? #</li> </ul>	<p>Classification of resources as renewable and non-renewable.</p>	
<ul style="list-style-type: none"> <li>How is the demand for resources changing?  #</li> </ul>	<p>The effects of economic and population growth on the demand for natural resources and their sustainability.</p>	
<p><b>(b) Exploitation and management of natural resources</b></p> <ul style="list-style-type: none"> <li>What are the consequences of people's use of resources? #</li> </ul>	<p>Pressure on scarce resources and environments. The reasons for environmental degradation.</p>	
<ul style="list-style-type: none"> <li>What effects might the growth of demand for goods and services have on environments? #</li> </ul>	<p>Causes and possible effects of environmental change at different scales.</p>	
<ul style="list-style-type: none"> <li>How can the use of resources and environments best be developed and managed?  #</li> </ul>	<p>Different ways of managing environments and resources including approaches for stewardship, conservation and sustainable development.</p>	
<p><b>(c) Resolving Issues</b></p> <ul style="list-style-type: none"> <li>What causes pressure on land and resources? #</li> </ul>	<p>The reasons for conflict over the use of land and resources.</p>	
<ul style="list-style-type: none"> <li>What priorities about the future use of land and resources do different people have?  #</li> </ul>	<p>The differing values and attitudes of those associated with environmental issues.</p>	
<ul style="list-style-type: none"> <li>How can planning help to resolve issues about the use of land and resources?  #</li> </ul>	<p>Planning for an improved quality of environment.</p>	
<ul style="list-style-type: none"> <li>Can sustainable development be achieved?  #</li> </ul>	<p>The role of individual citizens, groups and decision makers.</p>	

**NOTES**



## APPENDIX F: EXAMPLES OF OPPORTUNITIES FOR COLLECTING KEY SKILLS EVIDENCE

### COMMUNICATION

COMMUNICATION: LEVEL 1			
C1.1 TAKE PART IN A DISCUSSION			
C1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	<ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion;</li> <li>• Speak clearly in a way that suits the situation;</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	<p>Theme 1 Questions for Enquiry (a) What are the landforms that make up a selected landscape like? One to <b>one</b> and group discussions about the landforms that can be seen in a landscape using resources such as air photos, maps, video clips etc.</p> <p><b>Preparation for the DME:</b> Role play of stakeholders involved in the selected issue.</p>	Group discussion in preparation for the collection of fieldwork data for the geographical investigation.
C1.2 READ AND OBTAIN INFORMATION			
C1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Read relevant material;</li> <li>• Identify accurately the main points and ideas in material;</li> <li>• Use the information to suit the purpose.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) What influences the patterns of climate at a regional scale?</p> <p>Information about the weather in two different forms is provided. One could be all text such as the transcript of a radio bulletin, the other an extract from a tabloid newspaper, with an illustration such as a map or cartoon, for the same day. The information is used for a discussion (C1.1) or a document such as a letter describing the weather (C1.3).</p> <p><b>Preparation for the DME</b></p> <p>Activities using text passages in the Resource Booklet e.g. creating subtitles, concept mapping, tabulation, annotation (of map, sketch etc.). The information is used for a discussion (C1.1) or as a document to be used for revision (C1.3).</p>	Using secondary sources for the geographical investigation e.g. a newspaper, a chapter in a book, an article in a geographical journal, council leaflets, a report. The information would be used in the geographical investigation (C1.3) or presented as notes.

C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT			
C1.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Write <b>two</b> different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> <li>• Present relevant information in a form that suits the purpose;</li> <li>• Ensure text is legible; make sure that spelling, punctuation and grammar are accurate so the meaning is clear.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) What influences the patterns of climate at a regional scale?</p> <p>A storyboard for a TV weather report and an email or a letter describing the weather would be suitable extensions from C1.2.</p> <p>Preparation for the DME: The activities suggested in C1.2 creating subtitles, concept mapping, tabulation, annotation would be in the form of class notes. The candidates would need to tidy these up as revision notes. There is three weeks preparation time for the DME. The resource book cannot be taken out of the classroom. There are many opportunities for the candidate to write-up the information in classroom notes into neater documents for revision purposes.</p>	<p>This could include two from an e-mail asking for information, a letter appropriate to the investigation, a storyboard illustrating the enquiry process, a diary recording the action plan.</p>

<b>COMMUNICATION: LEVEL 2</b>			
<b>C2.1a CONTRIBUTE TO A DISCUSSION</b>			
<b>C2.1a Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits the purpose and situation;</li> <li>• Listen and respond appropriately to what others say;</li> <li>• Help to move the discussion forward.</li> </ul>	<p>Theme 4 Questions for Enquiry (a) Why is the balance between the numbers of people living in rural and urban areas changing?</p> <p>Discussion about the relative importance of push and pull factors contributing to a case study of migration in the EU or an LEDC.</p> <p>Preparation for the DME: Discussion about sustainability related to the DME issue.</p>	Contributions to a de-briefing discussion about the success of data collection activities for the geographical investigation(s).
<b>C2.1b GIVE A SHORT TALK</b>			
<b>C2.1b Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits the subject, purpose and situation;</li> <li>• Keep to the subject and structure the talk to help listeners follow what the candidate says;</li> <li>• Use an image to illustrate clearly the main points.</li> </ul>	<p>Theme 4 Questions for Enquiry (b) What affects the location of individual settlements?</p> <p>Presentation using a map, photograph, satellite image or slide of a settlement giving the reasons for its location. The preparation for this could be a homework task, with the presentation a rolling programme towards the end of lessons devoted to Theme 4.</p>	<p>This form of presentation could be used for a topical Geography activity 'Geography in the News'.</p> <p>Candidates would be encouraged to use TV, radio, newspapers and the Internet as sources for information. This could be linked to Theme 5 Sustainable Development and preparation for the DME and/or preparation for the internally assessed geographical investigation.</p>

<b>C2.2 READ AND SUMMARISE INFORMATION</b>			
<b>C2.2 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
<p>Read and summarise information from <b>two</b> extended documents about a straightforward subject. One of the documents should include at least <b>one</b> image.</p>	<ul style="list-style-type: none"> <li>• Select and read relevant material;</li> <li>• Identify accurately the lines of reasoning and main points from text and images;</li> <li>• Summarise the information to suit the purpose.</li> </ul>	<p>Theme 2 Questions for Enquiry (b) What physical processes are responsible for natural hazards? Summary of points of view of two articles/viewpoints from geographical magazines, newspapers, reports etc. about the causes of flooding along the Mississippi River in the 1990's. One could claim the weather caused the floods. The other could claim people building in the floodplains caused the floods. Preparation for the DME: Summaries of two of the resources in the DME Resource Booklet.</p>	<p>Summary of secondary source materials consulted as part of work for the geographical investigation(s). These could be from geographical magazines, newspapers, reports, encyclopaedias, CD ROMS etc.</p>
<b>C2.3 WRITE DIFFERENT TYPES OF DOCUMENT</b>			
<b>C2.3 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
<p>Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p>	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form;</li> <li>• Use a structure and style of writing to suit the purpose;</li> <li>• Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</li> </ul>	<p>Theme 3 Questions for Enquiry (b) What are the effects of economic change on the quality of life in different places? The two documents might be chosen from notes, a report, an essay or a letter. The starting point could be notes on the roles of tourism, multinational corporations and development projects in improving the quality of life in Brazil. The candidate could then choose to develop one topic by writing an essay or a report focusing on Greater Carajas Project, the development of tourism in the Iguacu region of Parana or the development of Brazil's car industry. Preparation for the DME: As part of their preparation for the DME many teachers give candidates a mock decision making task to prepare the candidates for Section 3: The Decision. This type of task could provide evidence.</p>	<p>The write up of the geographical investigation(s) could provide evidence. An essay on developing a second topic could provide the second document. Alternatively notes or a letter could be used as evidence.</p>

## APPLICATION OF NUMBER

APPLICATION OF NUMBER: LEVEL 1			
N1.1 INTERPRET STRAIGHTFORWARD INFORMATION			
N1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
<p>Interpret straightforward information from two different sources.</p> <p>At least one source should be a table, chart, diagram or line graph.</p>	<ul style="list-style-type: none"> <li>Obtain the information needed to meet the purpose of the task;</li> <li>Identify suitable calculations to get the results needed.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places?</p> <p>A comparison could be planned of the climate of the British Isles and a contrasting type of climate in an LEDC or MEDC. The starting point could be information in the form of tables, graphs, charts etc. from a local weather station. Similar information obtained for part of an LEDC e.g. Brazil or MEDC e.g. Japan. Suitable calculations could be identified in order to compare the data.</p> <p>Preparation for the DME: One of the Resources in the DME Resource Booklet is usually a table, chart, diagram or line graph and will therefore offer this opportunity.</p>	<p>The processing of information collected for the geographical enquiry is likely to offer this opportunity.</p> <p>The investigation completed for internal assessment will usually involve gathering and interpreting data. The raw data could include environmental surveys, questionnaires, river flow characteristics, pollution measures.</p>
N1.2 CARRY OUT STRAIGHTFORWARD CALCULATIONS			
N1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
<p>Carry out straightforward calculations to do with:</p> <ul style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy the candidate has been given;</li> <li>Check the results make sense.</li> </ul>	<p>The information interpreted for N1.1 could be used to produce calculations in order to compare the climate of the British Isles and a contrasting type of climate in an LEDC or MEDC. The calculations could include warmest, wettest, driest and coldest months, annual temperature range, annual rainfall.</p>	<p>Statistical calculations could be used to establish averages or means such as when comparing two shopping centres or two streams, the proportion of crops on a land use map.</p>

**N1.3 INTERPRET THE RESULTS OF CALCULATIONS**

<b>N1.3 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
<p>Interpret the results of the calculations and present her/his findings. The candidate must use <b>one</b> chart and <b>one</b> diagram.</p>	<ul style="list-style-type: none"> <li>• Choose suitable ways to present findings;</li> <li>• Present findings clearly;</li> <li>• Describe how the results of the calculations meet the purpose of the task.</li> </ul>	<p>The data could be represented and interpreted as, for instance a poster or a newspaper article, including a chart and diagram, comparing the two climates.</p> <p>Preparation for the DME: The calculations from data from the DME Resource Booklet could be re-presented as chart and /or diagram as appropriate.</p>	<p>Results from calculations carried out in N1.2 can be presented using at least one chart and one diagram.</p> <p>An explanation of what the results of the calculation mean, for example the calculations show that the majority of people doing their shopping at both supermarkets were female and travelled by car. The highest percentage who walked went to Tesco's. The most popular time for shopping was during school hours for women with school age children. The average amount of money spent was £40.</p>



## APPLICATION OF NUMBER: LEVEL 2

The candidate must carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3.

### N2.1 INTERPRET INFORMATION

N2.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> <li>Choose how to obtain the information needed to meet the purpose of the activity;</li> <li>Obtain the relevant information;</li> <li>Select appropriate methods to get the results needed.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places? Information could be produced about weather using the school weather station or the local meteorological station and material from the local newspaper. Candidates would obtain and record it.</p> <p>Preparation for the DME An exercise related to the resources in the DME Resource Booklet may offer this opportunity.</p>	Gathering and interpreting information for use in a geographical investigation may provide the required evidence.

### N2.2 CARRY OUT CALCULATIONS

N2.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Carry out calculations to do with: <ul style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics;</li> <li>using formulae.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out calculations, clearly showing methods and levels of accuracy;</li> <li>Check methods to identify and correct any errors, and making sure the results make sense.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places? The information obtained about the weather in the local area could be processed by plotting, mapping, graphing. Analytical techniques such as means and correlations could be used to fulfil all the requirements.</p> <p>Preparation for the DME: An exercise related to the resources in the DME Resource Booklet may provide the required evidence.</p>	Carrying out calculations as part of a geographical investigation may provide the required evidence.

### N2.3 INTERPRETING THE RESULTS OF CALCULATIONS

N2.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Interpret the results of calculations and present findings. The candidate must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> <li>Select effective ways of presenting findings;</li> <li>Present findings clearly and describing methods;</li> <li>Explain how the results of the calculations meet the purpose of the study.</li> </ul>	<p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places? The enquiry into the local weather could be written up to fulfil the evidence requirements listed above.</p> <p>Preparation for the DME: An exercise related to the resources in the DME Resource Booklet may offer this opportunity.</p>	The results in a completed geographical investigation may provide the required evidence.

## INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1			
IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION			
IT1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> <li>Find and select relevant information;</li> <li>Enter and bring in information, using formats that help development;</li> <li>Explore and develop information to meet the purpose.</li> </ul>	<p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain information related to selected towns and cities. The two different purposes could be producing a newspaper report about the quality of life in a town or city and a presentation using information sheets comparing two wards in a city.</p> <p>Preparation for the DME: Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain relevant information.</p>	Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain and update relevant information.
IT1.2 PRESENTING INFORMATION			
IT1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
<p>Present information for two different purposes.</p> <p>The candidate's work must include at least one example of text, one example of images, and one example of numbers.</p>	<ul style="list-style-type: none"> <li>Use appropriate layouts for presenting information in a consistent way;</li> <li>Develop the presentation so it is accurate, clear and meets the purpose;</li> <li>Save information so it can be found easily.</li> </ul>	<p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? Presentation of information related to selected towns and cities for example a table of census indicators, clip art illustrating the indicators and text describing the factors influencing social and cultural patterns. The information could be presented as a report and/or a newspaper article.</p> <p>Preparation for the DME: A presentation of a case study related to the DME issue or the resources in the DME Resource Booklet may offer this opportunity.</p>	The completed geographical investigation(s) may provide the required evidence, supported where necessary by printouts, assessor observations and drafts.

<b>INFORMATION TECHNOLOGY: LEVEL 2</b>			
<b>IT2.1 SEARCHING FOR AND SELECTING INFORMATION</b>			
<b>IT2.1 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
Search for and select information for two different purposes.	<ul style="list-style-type: none"> <li>Identify the information needed and suitable sources;</li> <li>Carry out effective searches;</li> <li>Select information that is relevant to the purpose.</li> </ul>	Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain information related to selected towns and cities. Preparation for the DME: Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain relevant information.	Use of CD ROM, electronic databases, the Internet or a Geographical Information System such as Aegis 2 to obtain relevant information.
<b>IT2.2 EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT2.2 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> <li>Enter and bring together information using formats that help developments;</li> <li>Explore information as needed for the purpose;</li> <li>Develop information and derive new information as appropriate.</li> </ul>	Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? Use tables, databases and spreadsheets to explore, analyse and develop census information. Use subsets of data and calculations to look for social and cultural patterns in selected towns and cities. Preparation for the DME: Use tables, databases and spreadsheets to explore, analyse and develop relevant information.	Use tables, databases and spreadsheets to explore, analyse and develop relevant information.
<b>IT2.3 PRESENT COMBINED INFORMATION</b>			
<b>IT2.3 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities</b>	<b>Internal Assessment</b>
Present combined information for two different purposes. The candidate's work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way;</li> <li>Develop the presentation to suit the purpose and the types of information;</li> <li>Ensure the work is accurate, clear and saved appropriately.</li> </ul>	Theme 3 Questions for Enquiry (b) what are the effects of economic change on the quality of life in different places? The evidence for Communications Level 2 could double count. Candidates could be encouraged to use World Development Databases and the World Wide Web to examine questions or hypotheses linking economic development and quality of life. This could be presented as a report or a PowerPoint presentation for an organisation such as the World Bank. Preparation for the DME: The context evidence would depend on the issue.	The completed geographical investigation could provide the required evidence supported where necessary by printouts, assessor observations and drafts.

## WORKING WITH OTHERS

### WORKING WITH OTHERS: LEVEL 1

The candidates must provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show the candidate can work in one-to-one situations and one example must show the candidate can work in group situations).

#### WO1.1 CONFIRM WHAT TO DO

WO1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Confirm what needs to be done to achieve given objectives, including their responsibilities and working arrangements.	<ul style="list-style-type: none"> <li>Check that they clearly understand the objectives they have been given for working together;</li> <li>Identify what needs to be done to achieve these objectives and suggest ways they could help;</li> <li>Make sure that they are clear about their responsibilities and working arrangements.</li> </ul>	<p>Teacher directed pairs/group work collecting information for case studies from Internet, CD ROMS, books etc.</p> <p>Preparation for the DME: Teacher directed pairs/group work researching information as background for the DME issue from Internet, CD ROMS, books etc.</p>	Teacher directed pairs/group work involving planning for local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits.

#### WO1.2 WORK TOWARDS OBJECTIVES

WO1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Work with others towards achieving given objectives, carrying out tasks to meet their responsibilities.	<ul style="list-style-type: none"> <li>Carry out tasks to meet their responsibilities;</li> <li>Work safely, and accurately follow the working methods they have been given;</li> <li>Ask for help and offer support to others, when appropriate.</li> </ul>	<p>Collecting information for case studies from Internet, CD ROMS, books etc. to complete the task for the group.</p> <p>Preparation for the DME: Researching information as background for the DME issue from Internet, CD ROMS, books etc.</p>	Local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits.

#### WO1.3 IDENTIFY PROGRESS

WO1.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Identify progress and suggest ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> <li>Identify what has gone well in working with others;</li> <li>Report any difficulties in meeting their responsibilities and say what they did about them;</li> <li>Suggest ways of improving work with others to help achieve the objectives.</li> </ul>	<p>Monitoring progress made collecting information for case studies from Internet, CD ROMS, books etc. Reflecting on ways collaborative working could be improved.</p> <p>Preparation for the DME: Monitoring progress made researching information as background for the DME issue from Internet, CD ROMS, books etc. Reflecting on ways collaborative working could be improved.</p>	Monitoring progress made with local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits. Reflecting on ways collaborative working could be improved.

## WORKING WITH OTHERS: LEVEL 2

**Candidates must provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show that they can work in one to one situations and one example must show that they can work in group situations).**

### WO2.1 PLAN WORK

WO2.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	<ul style="list-style-type: none"> <li>• Identify the objectives of working together and what needs to be done to achieve these objectives;</li> <li>• Exchange relevant information to clarify responsibilities;</li> <li>• Confirm working arrangements with those involved.</li> </ul>	Group work involving planning a piece of research for a case study for one of the themes. Preparation for the DME: Group work involving planning a piece of research for the DME issue.	Group work involving planning collection of data for the geographical investigation.

### WO2.2 WORK TOWARDS OBJECTIVES

WO2.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<ul style="list-style-type: none"> <li>• Organise their own tasks so they can be effective in meeting their responsibilities;</li> <li>• Carry out tasks accurately and safely, using appropriate working methods;</li> <li>• Support co-operative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	Researching a case study for one of the themes. Preparation for the DME: Researching the DME issue.	Collecting data for the geographical investigation.

### WO2.3 EXCHANGE INFORMATION ON PROGRESS

WO2.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities	Internal Assessment
Exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> <li>• Provide relevant information on what has gone well and what has gone less well in working with others, including quality of their work;</li> <li>• Listen and respond appropriately to progress reports from others;</li> <li>• Agree ways of improving work with others to help achieve the objectives.</li> </ul>	Monitoring progress made researching a case study for one of the themes. Reflecting on ways collaborative working could be improved. Preparation for the DME: Monitoring progress made researching the DME issue. Reflecting on ways collaborative working could be improved.	Monitoring progress made with collecting data for the geographical investigation. Reflecting on ways collaborative working could be improved.

## IMPROVING OWN LEARNING AND PERFORMANCE

### IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 1

Candidates must provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.

LP1.1 CONFIRM TARGETS		
LP1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Confirm understanding of their short-term targets, and plan how these will be met, with the person setting them.	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what they want to achieve;</li> <li>• Identify clear action points and deadlines for each target;</li> <li>• Identify how to get the support they need and the arrangements for reviewing their progress.</li> </ul>	Establish and understand targets with teacher/mentor/buddy related to e.g. Internal Assessment, homework, classwork, end of unit tests, revision tests, using a computer. Record as an action plan.
LP1.2 FOLLOW PLAN		
LP1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Follow their plan, using support given by others to help meet targets.  Improve your performance by: <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Work through your action points to complete tasks on time;</li> <li>• Use support given by others to help them meet targets;</li> <li>• Use different ways of learning suggested by their supervisor, and make changes, when needed, to improve their performance.</li> </ul>	Follow plans and evaluate personal planning. This could be related to Internal Assessment, homework, classwork, end of unit tests, revision tests or practical skills such as using a computer. Details should be recorded on action plan.
LP1.2 REVIEW PROGRESS AND ACHIEVEMENTS		
LP1.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Review their progress and achievements in meeting targets, with an appropriate person.	<ul style="list-style-type: none"> <li>• Say what they learned and how they learned, including what has gone well and what has gone less well;</li> <li>• Identify targets they have met and their achievements;</li> <li>• Check what they need to do to improve their performance.</li> </ul>	Review plans and effectiveness of personal planning, related to Internal Assessment, homework, classwork, end of unit tests, revision tests or practical skills using a computer using action plan.

## IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 2

**Candidates must provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.**

### LP2.1 SET TARGETS

LP2.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Help set short-term targets with an appropriate person and plan how these will be met.	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for what they want to achieve;</li> <li>• Identify clear action points for each target;</li> <li>• Plan how they will use their time well to meet targets, including use of support and arrangements for reviewing their progress.</li> </ul>	Establish with teacher/mentor through discussion targets for Internal Assessment, homework, classwork, end of unit tests, revision tests, using a computer etc. Record as an action plan.

### LP2.2 USE PLAN

LP2.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Take responsibility for some decisions about their learning, using their plan and support from others to help meet targets. <ul style="list-style-type: none"> <li>• Improve their performance by:</li> <li>• Studying a straightforward subject;</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their action points to help manage their time well and complete tasks, revising their plan when needed;</li> <li>• Identify when they need support and use this effectively to help them meet targets;</li> <li>• Select and use different ways of learning to improve their performance, working for short periods without close supervision.</li> </ul>	Use plans and support related to e.g. Internal Assessment, homework, classwork, end of unit tests, revision tests, using a computer, when needed to meet targets. (An example of studying a straightforward subject might be lessons on urban models or stream dynamics. An example of learning through a straightforward practical activity might be making a land use survey of a local settlement or measuring a local stream).

### LP2.3 REVIEW PROGRESS AND ACHIEVEMENTS

LP2.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities (including Internal Assessment)
Review progress with an appropriate person and provide evidence of your achievements, including how they have used learning from one task to meet the demands of a new task	<ul style="list-style-type: none"> <li>• Identify what and how they learned, including what has gone well and what has gone less well;</li> <li>• Identify targets they have met and evidence of their achievements;</li> <li>• Identify ways to further improve their performance.</li> </ul>	Review progress and effectiveness of personal planning related to details of learning activities e.g. Internal Assessment, homework, classwork, end of unit tests, revision tests, using a computer outlined on action plan.

## PROBLEM SOLVING

### PROBLEM SOLVING: LEVEL 1

Candidates must provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.

PS1.1 CONFIRM PROBLEMS AND IDENTIFY OPTIONS		
PS1.1 Candidates must:	Evidence must show candidates can:	Possible Opportunities (Including Internal Assessment)
Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.	<ul style="list-style-type: none"> <li>Check that they are clear about the problem they have been given and how to show success in solving it;</li> <li>Identify different ways of tackling the problem;</li> <li>Decide, with help, which options are most likely to be successful.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively. For example in studying the discharge of a stream the candidates would consider the various equipment available, from electronic flow-meter to home-made floats and decide which would be the most effective.
PS1.2 PLAN AND TRY OUT OPTIONS		
PS1.2 Candidates must:	Evidence must show candidates can:	Possible Opportunities (Including Internal Assessment)
Plan and try out at least one option for solving the problem, using advice and support given by others.	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option they will try for solving the problem;</li> <li>Plan how to carry out this option;</li> <li>Follow through their plan, making use of advice and support given by others.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively. For example the candidates measure the stream using their selected method.
PS1.3 CHECK AND DESCRIBE RESULTS		
PS1.3 Candidates must:	Evidence must show candidates can:	Possible Opportunities (Including Internal Assessment)
Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.	<ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately following the methods they have been given;</li> <li>Describe clearly the results of tackling the problem;</li> <li>Identify ways of improving their approach to problem solving.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively. For example the candidates evaluate the accuracy of their measurements and the decisions taken in terms of choice of equipment.



<b>PROBLEM SOLVING: LEVEL 2</b>		
<b>Candidates must provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.</b>		
<b>PS2.1 IDENTIFY PROBLEMS AND OPTIONS</b>		
<b>PS2.1 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities (Including Internal Assessment)</b>
Identify a problem and come up with two options for solving it	<ul style="list-style-type: none"> <li>Identify the problem, accurately describing its main features, and how to show success in solving it;</li> <li>Come up with different ways of tackling the problem;</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively.
<b>PS2.2 PLAN AND TRY OUT OPTIONS</b>		
<b>PS2.2 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities (Including Internal Assessment)</b>
Plan and try out at least one option for solving the problem, obtaining support and making changes to their plan when needed.	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option they will try for solving the problem, and plan how to carry it out;</li> <li>Use their plan, organising the relevant tasks and making changes to their plan when needed;</li> <li>Obtain and effectively use any support needed.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively.
<b>PS2.3 CHECK AND DESCRIBE RESULTS</b>		
<b>PS2.3 Candidates must:</b>	<b>Evidence must show candidates can:</b>	<b>Possible Opportunities (Including Internal Assessment)</b>
Check if the problem has been solved by applying given methods, describe results and explain their approach to problem solving.	<ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately applying the methods they have been given;</li> <li>Describe clearly the results, and explain the decisions they took at each stage of tackling the problem;</li> <li>Identify the strengths and weaknesses of their approach to problem solving, and describe what they would do differently if they met a similar problem.</li> </ul>	The evidence requirements could be applied to completing any situation defined as a problem e.g. completing the investigation, writing essays, working collaboratively.



# APPENDIX G: KEY SKILLS IDENTIFICATION AND EVIDENCE SHEETS

## GEOGRAPHY INVESTIGATION EXAMPLE (PLEASE SEE CENTRE SUPPORT PACK FOR DETAILS)

<b>Name</b>		<b>Class/group</b>	
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<b>Title of Investigation:</b>
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Key Skill and Level	What To Do	Evidence	Signed/Date
<b>C1.1 Candidates must:</b> Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	Discuss with group and make an action plan on how to do the traffic survey.		
<b>N1.1 Candidates must:</b> Interpret straightforward information from two different sources.  At least one source should be a table, chart, diagram or line graph.	Use the data from the traffic survey to make a table and draw graphs.		
<b>IT1.1 Candidates must:</b> Find, explore and develop information for <b>two</b> different purposes.	Use the following website: <a href="http://www.uk2.multimap.co.uk">www.uk2.multimap.co.uk</a> to 1. Print an aerial photograph of the traffic survey site. 2. Input data to collect data on the route from school to the fieldwork site		
<b>WO1.1 Candidates must:</b> Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.	Draw map of road junction and after the planning session plot each team members position on the map and write a method		
<b>LP1.1 Candidates must:</b> Confirm understanding of targets and how these will be met, with the person setting them.	Complete Enquiry Action Plan		
<b>PS1.1 Candidates must:</b> Confirm understanding of the given problem and identify at least <b>two</b> options for solving it, with help from an appropriate person.	Complete the Enquiry on time		

I confirm the evidence supplied belongs to me  Candidate signature:
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# KEY SKILLS IDENTIFICATION AND EVIDENCE SHEET

## GEOGRAPHY INVESTIGATION

<b>Name</b>		<b>Class/group</b>	
-------------	--	--------------------	--

<b>Title of Investigation:</b>
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<b>Key Skill and Level</b>	<b>What To Do</b>	<b>Evidence</b>	<b>Signed/Date</b>

I confirm the evidence supplied belongs to me  Candidate signature:
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## APPENDIX H: ENTRY LEVEL CERTIFICATE

These criteria are supplied for the convenience of those jointly teaching the ELC and GCSE. You should ensure that these are the latest version of the ELC criteria before use.

### COURSEWORK MARKING CRITERIA

	<b>Knowledge (10 marks)</b>	<b>Understanding (10 marks)</b>	<b>Skills and Applications (20 marks)</b>
<b>Lowest Level</b>  1–14	Recalls some information about places, environments and themes.	Recognises and makes observations about the effects of some physical and human processes and features. Recognises simple interrelationships between people and the environment. Shows some awareness of attitudes and values of people involved in geographical issues.	Collects and records simple geographical data. Draws simple maps, sketches and diagrams. Extracts information from simple maps, sketches and diagrams.
<b>Middle Level</b>  15–27	Recalls basic information about places, environments and themes. Displays elementary knowledge of location. Recognises features that give places character. Uses some geographical terminology.	Understands some geographical ideas in context. Understands the effects of simple human and physical processes. Understands simple interrelationships between people and the environment. Shows basic awareness of the values and attitudes of people involved in geographical issues. Expresses own views on environments.	Selects geographical evidence from various sources. Constructs and interprets simple maps, sketches and diagrams. Communicates information by brief statements.
<b>Higher Level</b>  28–40	Recalls basic information about places, environments and themes at more than one scale. Displays an elementary knowledge of location and some geographical terminology.	Understands some geographical ideas in context. Understands the effects of basic human and physical processes and the resultant features. Understands interrelationships between people and environments. Shows awareness of the values and attitudes of people involved in geographical issues and decision making. Expresses, with reasons, own views on environments. Make comparisons between different localities.	Selects geographical evidence from various sources in response to questions. Constructs and interprets simple maps, sketches and diagrams. Communicates information by brief statements and recognises some of the limitations of the evidence.



## APPENDIX I: GRADE DESCRIPTIONS AND ASSESSMENT OBJECTIVES

Assessment Objectives	Grade F	Grade C	Grade A
AO1 Show knowledge of places, environments and themes at a range of scales from local to global	Recall basic information about places, environments and themes, at more than one scale.	Recall accurately information about places, environments and themes, at a range of scales	Recall accurately detailed information about places, environments and themes, across all scales
AO2 Show understanding of the specified content	<p>Understand some simple geographical ideas from the specification content in a particular context.</p> <p>Show an elementary level of knowledge of location and geographical terminology.</p> <p>Understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments.</p> <p>Understand some simple interrelationships between people and the environment.</p> <p>Understand the idea of sustainable development.</p> <p>Show some awareness of the attitudes and values of people involved in geographical issues and in decision-making about the use and management of environments.</p>	<p>Understand geographical ideas from the specification content in a variety of physical and human contexts.</p> <p>Show a broad knowledge of location and geographical terminology.</p> <p>Understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.</p> <p>Understand interrelationships between people and the environment.</p> <p>Appreciate that considerations of sustainable development affect the planning and management of environments and resources.</p> <p>Show some awareness of the attitudes and values of people involved in geographical issues and in decision-making about the use and management of environments.</p>	<p>Understand thoroughly geographical ideas from the specification content</p> <p>Show detailed knowledge of location and geographical terminology.</p> <p>Understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.</p> <p>Understand complex interrelationships between people and the environment.</p> <p>Understand how considerations of sustainable development affect the planning and management of environments and resources.</p> <p>Evaluate the significance and effects of attitudes and values of those involved in geographical issues and in decision-making about the use and management of environments.</p>
AO3 Apply knowledge and understanding in a variety of physical and human contexts	Apply their understanding to analyses of unfamiliar contexts.	Apply their understanding to analyses of unfamiliar contexts.	Apply their understanding to analyses of unfamiliar contexts.
AO4 Select and use a variety of skills and techniques appropriate to geographical studies and enquiry.	<p>Undertake geographical enquiry, collect and record geographical evidence from primary and secondary sources.</p> <p>Draw simple maps and diagrams.</p> <p>Communicate information and outcomes by brief statements.</p> <p>Recognise some of the limitations of evidence.</p>	<p>Undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources.</p> <p>Use a range of relevant skills and techniques.</p> <p>Reach plausible conclusions, communicating outcomes.</p> <p>Appreciate some of the limitations of evidence and conclusions.</p>	<p>Undertake geographical enquiry, identifying relevant geographical questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources.</p> <p>Use effectively relevant skills and techniques.</p> <p>Draw selectively on geographical ideas to interpret evidence, reaching substantiated conclusions.</p> <p>Communicate clearly and effectively outcomes.</p> <p>Evaluate the validity and limitations of evidence and conclusions.</p>





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# APPENDIX J: EXAMPLE INVESTIGATIONS

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## 1 'INVESTIGATING LEICESTER'

This is an Urban Investigation based on the City of Leicester. It could easily be adapted to other settlements. The subject content is based on the following themes:

- Population and Settlement
- Sustainable Development

At first sight it looks quite a lot for a 20% investigation unit but most of the tasks in Section A are designed so that the outcomes are maps or graphs. The opportunities for written work are fairly limited and they arise out of the “skills based” activities. This should help to reduce the bulk and ensure that the candidates have to think carefully about what they produce.

Apart from the tasks themselves, the following resources were provided by the teacher:

- An outline map of England and Wales.
- An Atlas.
- The booklet “A Brief History of Leicester” produced by Leicester City Council which includes a table of population figures from 1801 to 1991.
- Census data for the wards of Leicester placed onto a Microsoft Access datafile. The following data was included: % Detached Housing, % Terraced Housing, % Owner Occupied, % Private Rented, % Council Rented, % Overcrowded, % With No Central heating, % Unemployed, % Single Parents, % No Car, % Asian Head of Household.
- An outline map showing the wards of Leicester.
- Access to an Internet directory such as [www.scoot.com](http://www.scoot.com)
- A Leicester outline map.
- Street maps of Leicester.
- Writing frames “How to describe a map distribution pattern” and “How to describe a scatter-graph”.
- Briefing sheets on using Microsoft Access and using the Internet website.

These resources have not been provided here because this is a generic example unit which Centres may wish to customise to fit their own situation. It is designed to illustrate principles of investigation design and not as an “off-the-shelf” unit.

## GENERAL INSTRUCTIONS

- This investigation counts for 20% of your final GCSE mark. You will do it in two stages, each stage taking about two weeks to complete. You will work on it in lessons and in your own time. Much of the information for the final section may have to be collected during the Easter holidays or during the Summer holidays.
- You can collect information in pairs but the writing up of the tasks must be done on your own.
- Your unit should have a title sheet on which you must put:
  - the title of the unit;
  - your name;
  - the name of your Centre.
- You must number the pages of the unit and put your name on each page. Make sure you number or label each task clearly.
- Present all your work neatly and with care.
- Remember the importance of your written communication, this includes good spelling, punctuation and grammar. Remember to use geographical terms correctly.
- Read all the instructions and the briefing sheets very carefully. Listen closely to the advice that your teacher gives you.
- Use only A4 sized paper, i.e. the same size as this booklet. (Folded A3 paper is acceptable, however). Do not use plastic sleeves or plastic pockets. Use a manila folder, not a ring-binder. One treasury tag to fasten your work together is better than staples or paper clips.
- You are encouraged to use ICT to produce part or all of this investigation. In Section A you will have to use ICT to obtain the necessary data for some tasks. However, its use elsewhere is not compulsory, and you may prefer to use other methods of presentation or analysis.
- You should acknowledge the secondary sources that you have used. These could be books, maps, newspaper extracts, and such like. You should do this in an 'Acknowledgements' section at the end of your work. Work simply copied from secondary sources should be placed in inverted commas and you must make it clear that it has been copied.
- Make sure you know when the deadline dates are. Plan your work accordingly and make full use of the class time made available to you. Do not leave everything to the last minute!
- Remember that cheating in any way, especially copying from another candidate, is strictly forbidden. The penalties are severe. Make sure you complete and sign the Coursework Cover Sheet. The word limit is 2500 words for the entire investigation.

## SECTION A

### Where is Leicester?

1. On an outline map of England and Wales, mark and name:
  - Leicester;
  - six other major urban settlements.

Don't forget a title, north arrow, and scale.

2. Produce your own outline of Leicestershire and mark on it:
  - Leicester;
  - the M1 and M69 motorways;
  - Loughborough, Melton Mowbray, Market Harborough, Lutterworth, Hinkley and Coalville.

### How has Leicester's Population been Changing?

3. Use the table on page 5 of the booklet "A Brief History of Leicester" to produce a line graph to show how Leicester's population changed between 1801 and 1991. Ensure your graph is fully titled and labelled and be careful that on the horizontal axis, distance is exactly proportional to time.
4. Study the time periods 1871–1881 and 1981–1991. For *each* of these two ten year periods.
  - (a) Describe how Leicester's population changed.
  - (b) Try to give as many reasons as possible for these changes. Use your own notes and the secondary information available to you. Make sure your answer refers specifically to Leicester.

Don't forget to use the correct geographical terms where appropriate. (Word limit = 200 words).

### Are there any Socio-economic Patterns within Leicester?

You must use the socio-economic data tables for Leicester in this section. They are based on census data and are available on the Centre's computer network as a Microsoft Access Database. Your teacher will give you the filename. It is much easier to sort the data and draw scattergraphs using IT than it is to do it by hand.

5. Choose one of the categories on the data table. On a Leicester Ward Map, shade the wards to show the information you have chosen. You will have to decide on the key for yourself. Try to divide the number of wards (28) *roughly* equally between the five classes. You should use five colours (red, orange, yellow, green and blue) or five increasingly dark shades of grey. If you wish to use ICT you could scan the outline map into a programme

- such as paintbrush and colour or shade the wards in as appropriate. Don't forget a title and a key.
6. Describe and try to explain the pattern you have produced. Does it remind you of any of the urban theories that you have studied? (Word limit = 200 words).
  7. Draw a scattergraph to show the relationship between the statistic that you mapped in Task 5 and one of the other categories on the data table. You may do this on graph paper or on the computer.
  8. Describe and attempt to explain any relationship that the graph shows. Don't forget to mention any anomalies. (Word limit = 100 words).

### What are the Distributions of Different Shops and Services within Leicester?

In this section, you must choose **one** of the shops or services from **each** of the two columns.

#### Column A

Newsagents

Barbers or Hairdressers

Off-licences

Video shops

Chip shops or Take-Aways

#### Column B

Solicitors

Architects

Accountants

Estate agents

Men's or Women's clothes shops

9. For the shop or service that you have chosen from Column A.
  - (a) Use the Internet site *www.scoot.com* to produce a list of all the relevant businesses in Leicester (e.g. all of the newsagents).
  - (b) Use a sampling technique to select 24 businesses from your list.
  - (c) Write a brief description of your data collection and sampling method. Justify the sampling method that you used. (Include at least one *scoot.com* printout at this point. Highlight the businesses you included in your sample).
  - (d) Plot each of the 24 businesses on a "Leicester Outline" map. Don't forget title, key, etc.
  - (e) Draw a median distance circle, based on distance from the CBD, and work out the median distance value. Do this on your map.
  - (f) Describe and attempt to explain the distribution of dots.
10. Repeat Task 9 for the shop or service you have chosen from Column B. Use a new map outline.

11. *Compare* the two median distances. Why are they different? Try to use *theories* to help you with this. [This is not just a repeat of Sections 9(f) and 10(f), although you will be basing your answer on the same information. The key words are “compare” and “theories”].
12. Evaluate the techniques that you have used in Section A of the investigation. Why might some of your answers be a little unreliable? Who might be interested in your results?

(Word Limit for tasks 9 – 12 inc. = 500 words).

## SECTION B

### How can Planning help to Resolve Issues about the Use of Land?

Your task is to choose a local planning issue and investigate it. It could be a new development which has been suggested for a place near where you live, or some other issue regarding the use of land.

Some of the issues that you might choose are listed below.

- Reducing or restricting traffic flows.
- Suggestions for new business parks or retail parks.
- Re-developing a run-down area.
- Re-locating a major feature e.g. a football club, hospital or a business.
- Extending or developing park-and-ride provision.
- Revitalising the city centre.
- Building new houses in a local village.
- Building a new by-pass or relief road.

When gathering information you must do at least **two** of the following.

EITHER Gather written information from places such as the Local Studies Library

OR Produce a short questionnaire and interview about 30 people

OR Interview a key person such as a councillor or planner

OR Visit the suggested site or sites to collect appropriate information such as sketch maps, photos, diagrams, etc.

Remember, you can collect information with other people but the writing up of the tasks must be done on your own. You must carry out a ‘risk assessment’ before you start and discuss the results with your teacher.

Your word limit for Section B is 1500 words. This does not include maps, graphs, diagrams or tables of data. It does not include annotations on photos, sketches, graphs or maps.

## THE INDIVIDUAL INVESTIGATION EXTENSION

### Title

- What is the question you have selected to investigate for this extension?

### Setting the Scene

- What is the issue behind your question?
- Where is it happening? What site or sites are involved?
- Why have changes been suggested?
- What alternatives have been put forward?

### How was your Information Collected?

- Don't forget you should include both primary and secondary information.

### Presentation of Results

- Tables, maps, graphs, etc.
- Some of your information e.g. photos will need to be used in "Setting the Scene".

### Analysis of Results

- What do your results show?
- How do different people or groups feel about the proposals?

### Conclusions

- How should the issue be resolved?
- What is the answer to your question?

### Evaluation

- What went well and what went badly?
- How appropriate was your risk assessment?
- What would you change if you did it again?
- How valid and unbiased were the sources that you used?
- What alternative conclusions can be drawn?
- How could your investigation be extended?
- Who might be interested in reading your report?

## **Appendix**

- List the secondary sources you used.
- Acknowledge any help that you received.
- Include any information that would make the rest of the investigation too bulky.

## **INVESTIGATING LEICESTER – COMMENTARY**

In order to provide a guide to Centres for both planning their investigations and completing the planning form, the following commentary has been structured using the headings from the planning form and taking note of the questions posed on that form. These are also identical to the Guidance Criteria included in the Specification.

### **Subject Content**

This is an Urban Investigation based on the City of Leicester. The subject content is based on the following themes and questions for enquiry:

#### **Population and Settlement Theme**

- Why is the balance between the numbers of people living in rural and urban areas changing?
- What factors influence social and cultural patterns within towns and cities?
- Where are different activities located within settlements?
- How and why is land use within settlements changing?

#### **Sustainable Development Theme**

- How can planning help to resolve issues about the use of land?

### **Assessment**

Opportunities to assess all three Assessment Objectives (Understanding, Application and Skills) are contained within the investigation. The balance looks about right. There are certainly a lot more skills opportunities than for the other two Assessment Objectives and skills will take more time than the other two.

All the marking criteria can be applied to the investigation. For example:

## **Understanding**

Several tasks ask for a thorough understanding of geographical ideas and processes. Urban patterns and relationships are complex by their very nature, and the values and attitudes of people are specifically required in Section B. There are opportunities for extended writing, and the enquiry structure (especially in Section B) ensures there is an opportunity to develop the commentary in a logical and progressive way. Guided analysis is required in Section A, and the candidate is expected to analyse his/her own data in Section B. Evaluation is required in both sections.

## **Application**

Subject knowledge, personal knowledge, and geographical ideas are all required at various stages. The candidates are given practice in tackling the different stages of an enquiry in Section A, and then in Section B they are given broad guidance to enable them to establish and undertake a sequence of enquiry on a topic of their own. Decisions have to be made and this ensures that the candidate has to use initiative, imagination, and independence of judgement.

## **Skills**

A range of secondary data is provided and fieldwork is required for Section B. Census data counts as a primary source. Candidates are encouraged to evaluate the nature of their sources. A variety of graphs, maps and techniques are required in Section A, and this provides a stimulus for candidates to use a variety of techniques in Section B. Strategies have to be devised for data collection and presentation. Guided analysis is required in Section A, and the candidate is expected to analyse his/her own data in Section B. Conclusions and evaluations are clearly asked for. ICT is compulsory in Section A and is encouraged elsewhere. Extended prose is also expected.

Work will be annotated during marking to allow the Moderator to see where different levels have been reached.

## **Does the Investigation Take Advantage of Opportunities outside the Context of a Written Timed Examination?**

Candidates have to use an atlas and a street map. They have to draw maps on prepared outlines and from scratch. Choropleth and dot maps are required. A line graph and a scatter-graph are specified. They must access information from a computer datafile and from the Internet and use a sampling technique. Section B allows them to choose their own range of skills.

Section B requires individual fieldwork and is based on the “route-to-enquiry”. Candidates have to answer in extended prose on several occasions and both primary and secondary data need to be used. They should be encouraged to produce a risk assessment before they begin this section.



## Structure and Differentiation

Differentiation is by outcome in that all candidates are provided with the same set of tasks. The unit itself contains an incline of difficulty in that Section A is teacher directed while Section B requires an individual extension enquiry. As candidates progress through Section A the activities become more complex and there is more opportunity for them to make their own decisions. In Section A each part contains a level of difficulty in that each one starts with a simple, guided skills task and progresses onto tasks which require higher level cognitive activity. In Section B the enquiry sequence imposes its own incline of difficulty.

The section on assessment (above) clearly indicates that all the Level Three criteria can be met and that there are opportunities for candidates to use initiative, imagination, and independence of judgement. Section B asks them to identify a relevant geographical question and implement an effective sequence of enquiry.

## Is Positive Achievement Encouraged?

This is always a difficult question to answer. The work is relevant and fairly current and based in the candidates' local area. Planning issues are often in the local press and many developments impinge on their lives. There is an opportunity to develop a piece of work which they have control over. The differentiation strategy means that all candidates should be able to start each part but they may not be able to tackle all of the tasks equally well. Some of the least able candidates may not be able to complete every task in every part. The unit should, therefore produce a range of marks, with something for everyone and opportunities for the most able to gain full marks.

## Does the Investigation Make Reasonable Demands upon the Candidates?

This is another difficult question to answer. As a rule of thumb, an investigation should take about 10 hours of curriculum time to complete. It will, of course, be based on subject content that has already been taught and consequently will build upon work that has taken much more than the recommended 10 hours.

This unit looks about right and the first section should be possible in five hours of curriculum time which is about two week's work in many Centres. Section B is an "open" section and candidates are required to gather the information for themselves. Five hours of curriculum time is allocated for guidance and for writing up the work but much of the writing up will probably be done in the candidates' own time. The 2500 word limit is a sensible guide and is included in the general instructions. Word limits have been included in each part to give the candidates clear guidelines. This should stop Section B becoming too long. Section B is an individual extension enquiry and should be shorter than a true individual study. This is an area where the teacher needs to give a good deal of guidance if the units are not to become too bulky.

### **Is the Presentation of any Documentation Satisfactory?**

The unit itself is clear and well written, if a little less than exiting in terms of its presentation. Desktop publishing, larger fonts, etc. should be used to produce a format which will appeal to the candidates and help to motivate them. Some pictures or cartoons could also be added to brighten it up even more. A lot of other materials are mentioned on the first page and these would need to sent to the Specification Adviser for comment.

### **Overall and General Comments**

The unit is typical of many currently being used by Bristol Project Centres, i.e. it starts with a teacher directed section and develops into an individual extension section. It indicates ways in which current units can be adapted and it builds on the good practice established over the last few years.

## 2 'AN INDIVIDUAL INVESTIGATION'

The 'Individual Study' was a popular coursework strategy in older versions of the Bristol Project but more recently it became difficult to use this approach because of the constraints on subject content that Syllabus C imposed. The new Specification C has removed those constraints and this strategy is, once again, feasible and relatively easy to organise. The new marking criteria are written to reflect the 'Route to Enquiry' approach and to gain the highest marks candidates need to show initiative, imagination and judgement. The individual investigation is ideally suited to meeting these criteria.

Staff in Centres do need to be aware, however, that managing individual investigations can be very demanding, especially if they have a large number of candidates. Titles need to be discussed and approved and strategies of investigation need careful monitoring to ensure that the candidates keep on track. Not all candidates are capable of organising a major piece of investigative work for themselves and some will struggle to bring it to a successful conclusion. It may be that this approach is only suitable for some candidates within a centre and others will need to follow a more teacher directed route. This 'split' approach is acceptable as all investigations, however they are organised, are to be marked using the same mark scheme, i.e. the criteria printed in the specification.

The big advantage of this approach, however, is that it allows a well motivated candidate to run with an idea and in bringing it to a successful conclusion, geographical learning is undoubtedly enhanced. As a preparation for A/S and A level, the individual investigation is ideal.

When choosing titles, teachers could give candidates copies of pages 42 – 44 of the specification. For help with collecting, selecting, presenting and analysing data, chapter five of the 'People, Places and Themes' textbook is invaluable. To keep candidates on track for a high mark, copies of the marking criteria could be made from pages 48 – 50 of the specification. They are generic and in the public domain so there is no reason why candidates should not see them. They may, however, need a little explanation to ensure candidates understand them.

The unit that follows is an attempt to provide the sort of general, generic guidance that candidates need when planning and conducting an individual investigation.

### GENERAL INSTRUCTIONS

- This investigation counts for 20% of your final GCSE mark. You will work on it in lessons and in your own time. Much of the information may have to be collected during weekends and holidays.
- You must discuss the title of your investigation with your teacher. Do not start the work until your title has been approved.
- Your unit should have a title sheet on which you must put: the title of the unit, your name, and the name of your Centre.
- Use only A4 sized paper, i.e. the same size as this booklet. (Folded A3 paper is acceptable, however).
- Present all your work neatly and with care.

- Remember the importance of written communication, this includes good spelling, punctuation and grammar. Remember to use geographical terms correctly.
- The word limit is 2500 words for the investigation but this does not include information in tables or annotations on maps, graphs or photos.
- You must use ICT to produce part or all of this investigation. ICT could be used to gather data, or to present it, or for word-processing the text. The use of ICT is encouraged wherever it is appropriate.
- You must also use maps and your own fieldwork data.
- You should acknowledge the secondary sources that you have used. These could be books, maps, newspaper extracts, and such like. You should do this in an ‘Acknowledgements’ section at the end of your work. Work simply copied from secondary sources should be placed in inverted commas and you must make it clear that it has been copied.
- You must number the pages of the unit and put your name on each page. Make sure you number or label each task clearly.
- Use a manila folder to present your work, not a ring-binder. Plastic sleeves and plastic pockets are banned. One treasury tag to fasten your work together is better than staples or paper clips.
- Make sure you know the deadline date. Plan your work accordingly and make full use of the class time made available to you. Do not leave everything to the last minute!
- Remember that cheating in any way, especially copying from another candidate, is strictly forbidden. The penalties are severe. Make sure you complete and sign the Coursework Cover Sheet.

## THE INDIVIDUAL INVESTIGATION

Your work should be structured as follows:

### Title

The title of your unit should be in the form of a question. As you carry out your investigation you should try to find at least one answer to your question. Your question should be geographical and it should be drawn from the subject matter listed in the specification. The syllabus contains a lot of ideas for investigations and your teacher will make this information available to you. You should choose to investigate a topic that you are interested in. You should also make sure that you are able to gather enough relevant information. You need to discuss the title with your teacher and make sure that it has been approved before you start any major work. Make sure you do a full risk assessment before you begin and don’t forget that you should also have someone else with you when doing any sort of fieldwork.

## Setting the Scene

This is the section where you will introduce the topic or issue that you are investigating. You might like to break your main question down into a small number of key questions. It is important that you give the person reading your investigation a good idea of the background to the issue. Maps can be used to locate the places involved and some photos would help to give a visual impression of these places. Make sure you explain why the issue is important and how it fits into Geography. Are there any theories or ideas that you might be able to prove or disprove? Are there any other places where this issue is important and what has happened there? What do you expect to find?

## How was your Information Collected?

Don't forget you should include a range of both primary and secondary information. Primary information is unprocessed data that you have collected yourself such as fieldwork readings, photos, and questionnaire surveys. Census data counts as primary data. Secondary information is taken from books, the Internet, newspapers, and so on. Most maps count as secondary information. Chapter five of the textbook 'People, Places and Themes' includes a lot of advice on ways in which information can be collected. Write an account of your data collection programme, outlining what you did, why you did it, and the difficulties that you faced. You can include examples of your data collection sheets, maps of where you collected the data, and photos of the fieldwork sites.

## Presentation of Results

Tables, maps, and graphs are the usual ways of presenting your results. You must present information in a variety of ways. Try not to use the same technique over and over again. Remember that you are trying to communicate geographical information to the person reading your investigation. You need to keep it simple and straightforward but you also need to ensure that every item is titled, labelled and annotated as appropriate. Chapter five of the textbook 'People, Places and Themes' includes a lot of advice on ways in which information can be presented. There is some more general advice on presenting information at the end of this unit. Make sure you read it. If you are not sure what to do, discuss the work with your teacher.

## Analysis of Results

What do your results show? By drawing graphs you have already begun to analyse your information. You can produce averages and work out percentages. Maps showing distributions or median distance circles can be drawn. Scattergraphs are the first step towards simple statistical tests such as Spearman's R. Desire lines, flow lines and proportional circles are ways of presenting results that also help to analyse the data.

How do different people or groups feel about the issue? A good way of analysing results is to break your sample down into different groups such as young and old, male and female. You might find that different groups have very different ideas and preferences.

## Conclusions

What is the answer to your question? How should the issue be resolved? Did you prove or disprove any ideas or theories? Were there any alternative answers or conclusions and were they worth considering? Why did you reject these alternative conclusions?

## Evaluation

What went well and what went badly? How appropriate was your risk assessment? What would you change if you did it again? How valid and unbiased were the sources that you used? What alternative conclusions can be drawn? How could your investigation be extended? Who might be interested in reading your report?

## Appendix

List the secondary sources that you used. Acknowledge any help that you received. Include any information that would make the rest of the investigation too bulky.

## GCSE GEOGRAPHY COURSEWORK: ADVICE ON THE PRESENTATION OF YOUR WORK

When writing up your investigation it is a good idea to remember the following points.

### General Points

- It is a good idea to use Information Technology to present some or all of your work.

### Text

- Word processing often improves the quality and clarity of your presentation.
- Select a sensible typeface (font) and stick to it. Font size can be varied to make titles, etc. stand out, but for most of your writing you should use font size 12. **Bold**, underlining and the use of *italics* can help to highlight important words and phrases.
- Use the spell checker and if you are uncertain about geographical vocabulary, look it up in a textbook or dictionary.
- Always print out a hard copy, on paper, at the end of each session of work. Save your work on the hard drive but always save a copy onto a floppy disc as well. This means you will have three copies of your work. It is difficult to lose all three!
- Always proof-read your work.

## Layout and Organisation of your Work

- Do not try to use both sides of the paper.
- Don't try to cram too much onto one side. A crowded page is not always a good page.
- Diagrams, maps, photos and graphs all need titles. The most useful ones are given a fig. no. and referred to in your written text.
- The whole point of producing graphs, maps, and diagrams is to communicate information. It is often the labels, titles, and annotations which help to do this most effectively.
- Pages and pages of raw data and/or raw questionnaires are unhelpful in the main project itself. Put in an example to show what you have done but the bulk of them can be left out completely or added at the end in an Appendix. A paragraph, outlining your methods, is a good idea, however.
- Data can usefully be summarised in a 'table of results'. This is the first stage of analysis. A spreadsheet or database is a good way of doing this.

## Graphs and Diagrams

- ICT can be used to handle data and draw graphs.
- Do not create pages of pie charts or pages of bar charts. A few well chosen and *varied* graphs is the best approach.
- Never use 3D for your graphs. It adds an unnecessary level of confusion. 3D line graphs just look like a lot of flying ribbons.
- The chart wizard does not always create the best graphs for communicating geographical information.
- Very often, the whole reason for including graphs is to illustrate a comparison. If this is the case, put them on the same page so that the reader can see them together and compare them easily. *It is meaningless to create graphs for comparison if their scales differ.*
- Scattergraphs are useful to show relationships between variables but be careful when discussing cause and effect.

## Using Photographs

- Plan your page layout carefully. Do not bunch all the photos together in one section. Spread them out and link them to the work that they apply to best.
- Never use page after page of photos, even if they have each got a title. Annotations are usually essential on photos.
- Always ask yourself the question 'What will this photo add to the overall project?' If the answer is 'Nothing', then don't use it.
- Photos, when used sparingly, can be very good. The very best ones have clear annotations that *explain* something rather than just describe it.
- If you are going to annotate photos properly, you will find you can't really get more than one to a page. Why not try 'landscape' pages for landscape photos.
- Digital images (scanned or from a digital camera) can enhance your work when they are correctly titled, labelled and annotated.
- Scanned or digital images can be very good but sometimes the quality is poor. Use your judgement.

## **Finishing Touches**

- Number the pages and create a good ‘Contents’ page.
- Make sure that maps, photos, graphs and diagrams are linked into your text.
- A fancy cover is nice but does not get you any more marks.
- Bulky ring binders and plastic sleeves should be avoided at all costs.

## **EXAMPLE INVESTIGATION 2 – AN INDIVIDUAL INVESTIGATION COMMENTARY**

In order to provide a guide to Centres for both planning their investigations and completing the planning form, the following commentary has been structured using the headings from the planning form and taking note of the questions posed on that form. These are also identical to the Guidance Criteria included in the Specification.

### **Subject Content**

The subject content is to be chosen by the candidate. It is up to the teacher to ensure that it is appropriate. Teachers should submit a list of titles to their Specification Adviser for comment.

### **Assessment**

Opportunities to assess all three Assessment Objectives (Understanding, Application and Skills) are contained within the individual investigation. The assessment criteria have been written to reflect the ‘Route to Enquiry’ approach and the individual investigation has been designed in the same way. Candidates need to be given clear guidance to ensure that they meet the Level Three criteria. Teachers will need to monitor their progress carefully.

Work will be annotated during marking to allow the Moderator to see where different levels have been reached.

### **Does the Investigation Take Advantage of Opportunities outside the Context of a Written Timed Examination?**

It is quite clear that this is the case. The investigation emphasises the importance of mapwork, fieldwork and the use of ICT. Extended prose is required at a number of points.

### **Structure and Differentiation**

Differentiation is by outcome in that candidates are provided with the same guidance. The enquiry sequence imposes its own incline of difficulty. It may be that only the more able candidates are provided with the opportunity to do an individual investigation. If all the candidates are presented with this approach the teacher will need to justify that decision to their Specification Adviser.



All the Level Three criteria can be met and there are opportunities for candidates to use initiative, imagination, and independence of judgement. They have to identify a relevant geographical question and implement an effective sequence of enquiry.

### **Is Positive Achievement Encouraged?**

This is always a difficult question to answer. The individual approach gives considerable responsibility to the candidate and should enhance motivation and learning. They have chosen their own topic and have to decide how to proceed. This usually leads to good results. However, if the candidate feels that the challenge is too great then they are not likely to reach a successful outcome. The teacher must take these factors into account when deciding on what approach to adopt.

### **Does the Investigation Make Reasonable Demands upon the Candidates?**

This is another difficult question to answer. As a rule of thumb, an investigation should take about 10 hours of curriculum time to complete. It should, of course, be based on subject content that has already been taught and consequently will build upon work that has taken much more than the recommended 10 hours. Much of the data collection will have to be done in the candidate's own time, however, and this means it could become very time consuming. The 2500 word limit is a sensible guide and is included in the general instructions. The teacher needs to give a good deal of guidance if the investigations are not to become too bulky.

### **Is the Presentation of any Documentation Satisfactory?**

The unit itself is clear and well written, if a little less than exciting in terms of its presentation. Desktop publishing, larger fonts, etc. should be used to produce a format which will appeal to the candidates and help to motivate them. Some pictures or cartoons could also be added to brighten it up even more.

### **Overall and General Comments**

The unit is an attempt to return to successful strategies used in the past. It is only suited to some candidates in some Centres. It is up to teachers to decide if it is appropriate to their candidates and if they have the time to organise and manage it. It is an approach which could lead able candidates to achieve very high marks.



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## APPENDIX K: COURSEWORK ADMINISTRATION PACK

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This Coursework Administration Pack is designed to accompany the OCR GCSE Geography Specification C for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **Geography C (1988)**

Guidance on the assessment of coursework will be found in Section 7 of the specification.

A master copy of all OCR GCSE Administration Packs will be sent to Examination Officers during 2001.

Centres are permitted to copy material from this booklet for their own internal use.

Contents:

### **Compulsory Recording Materials**

Coursework Cover Sheet

Coursework Planning and Comment Form

### **Optional Recording Materials**

Coursework Individual Mark Sheet

Coursework Summary Form

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## COMPULSORY RECORDING MATERIALS

**Coursework Cover Sheet:** One of these forms should be completed for each candidate in a sample required by the Moderator and must be attached to the work before it is sent to the Moderator.

**Coursework Planning and Comment Form:** Pages 1–4 of this form should be copied on to an A3 sheet to produce a folded, four-page booklet. The fifth page should be put inside. The appropriate section of the form should be filled in and sent to your Specification Adviser with a copy of your proposed internal assessment activities at least six weeks before your candidates undertake these activities.

## OPTIONAL RECORDING MATERIALS

**Coursework Individual Mark Sheet:** This is an example of the mark recording grid that should be used with coursework investigations. The stars are marks available. The stars can be ticked to show marks awarded. The ticks in each column will then give the marks awarded for each of the three levels. The marks from each of the three columns will give a total out of 40. The following points need to be considered:

- the grid reflects the criteria in Section 7.3 of the specification;
- it implies, correctly, that Internal Assessment activities should be marked using levels marking rather than point marking;
- the same marking criteria must be applied to all coursework investigations, whatever their internal structure.

**Coursework Summary Form:** This records the total marks for each candidate entered by your Centre. This is an optional form to assist Centres with the management of coursework. The Moderator copy of the MS1 provides the same information. The Moderator will use the Moderator copy of the MS1 to select samples of candidates' work. Centres will undertake coursework at different types and this form can assist with the marking and management of coursework prior to entries being made.

## INTERNAL STANDARDISATION

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## SUBMISSION OF MARKS

OCR will send Centres mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

## **MODERATION**

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 11 or fewer candidates entered for the internally assessed coursework unit all the candidates' work should be sent to the Moderator. Where there are more than 11 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## **GENERAL COURSEWORK REGULATIONS AND PROCEDURES**

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the *OCR Handbook for Centres*.

## **COURSEWORK ENQUIRIES**

Coursework enquiries for Geography C should be sent to OCR at the following address:

Administrative Officer (Social Sciences Team)

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry'.



**Coursework Cover Sheet**

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

Session: January  June

Year	2	0	0	
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<b>Centre Name</b>	
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<b>Centre Number</b>					
----------------------	--	--	--	--	--

<b>Candidate Name</b>		<b>Candidate Number</b>				
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<b>Investigation Title</b>	<b>Assessment Criteria</b>			
	<b>AO2 Understanding (max 10)</b>			
	<b>AO3 Application (max 10)</b>			
	<b>AO4 Skills (max 20)</b>			
<b>Theme(s):</b>	<b>Total Mark (max 40)</b>			
<b>Start Date</b>		<b>End Date</b>		<b>Total Words</b>

**Declaration of Authenticity**

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned.  
I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment

**Teacher Signature** \_\_\_\_\_

**Re-submission.**

Work for this unit was submitted in January / June 20 \_\_\_\_\_. I confirm that this is a new investigation and have provided my original investigation for comparison (Specification page 8).

**Candidate Signature** \_\_\_\_\_

## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

- 1 One cover sheet should be used for each candidate in the sample sent to the Moderator.
- 2 Please ensure that all the appropriate boxes are completed.



**GEOGRAPHY C (1988)**

**GCSE**



**Coursework Planning and Comment Form**

**NAME OF CENTRE** \_\_\_\_\_ **CENTRE NUMBER** \_\_\_\_\_ **CONTACT NAME** \_\_\_\_\_

**NAME OF SPECIFICATION ADVISER** \_\_\_\_\_ **TWO-YEAR COURSE OUTLINE RECEIVED?** Yes / No

**INVESTIGATION TYPE:** (Individual / Common / Mixed) **TITLE** \_\_\_\_\_ **CYCLE** \_\_\_\_\_

**FIRST SUBMISSION:** Date Received \_\_\_\_\_ Date Replied \_\_\_\_\_

**SECOND SUBMISSION:** Date Received \_\_\_\_\_ Date Replied \_\_\_\_\_

**SUBSEQUENT SUBMISSION:** Date Received \_\_\_\_\_ Date Replied \_\_\_\_\_

Date copy sent to Regional Specification Adviser \_\_\_\_\_ Date copy sent to OCR \_\_\_\_\_

<b>Guidance Criteria</b>	<b>The Centre's Comments</b>	<b>Specification Adviser's Comments</b>
<b>1. Subject Content</b> Does the investigation address content drawn from the specification?		

Guidance Criteria	The Centre's Comments	Specification Adviser's Comments
<p><b>2. Assessment</b></p> <p>Has the investigation been designed to cover the relevant assessment objectives and have the correct weightings been applied?</p> <p>Can the marking criteria printed in the specification be readily applied to the investigation?</p> <p>Has a <u>strategy</u> been devised for showing the Moderator how marks have been awarded?</p>		
<p><b>3. Does the investigation take advantage of opportunities outside the context of a written timed examination?</b></p> <p>Do the activities provide opportunities for candidates to cover a range of skills, including mapwork and the use of ICT?</p> <p>Are the activities supported by fieldwork?</p> <p>Are the activities investigative in nature?</p> <p>Are the candidates given opportunities to write in extended prose?</p> <p>Are the activities based on the use of both primary and secondary data?</p>		

Guidance Criteria	The Centre's Comments	Specification Adviser's Comments
<p><b>4. Structure and Differentiation</b></p> <p>Is there a strategy for differentiation?</p> <p>Will the investigation enable candidates to demonstrate their best possible level of achievement and, especially, is it possible to reach Level 3?</p> <p>Are there opportunities for candidates to reach Level 3 by showing initiative, identifying geographical questions and implementing effective sequences of enquiry?</p>		
<p><b>5. Is positive achievement encouraged?</b></p> <p>Is the investigation likely to interest and motivate the candidates?</p> <p>Are candidates able to undertake activities at levels which are appropriate to their abilities?</p>		

Guidance Criteria	The Centre's Comments	Specification Adviser's Comments
<p><b>6. Does the investigation make reasonable demands upon the candidates?</b></p> <p>Can the investigation be completed within 10 hours of curriculum time?</p> <p>Is the investigation feasible within the 2500 word limit?</p> <p>Are any resource materials provided, appropriate in volume and style for the candidates?</p> <p>Are resource materials as up-to-date as possible?</p> <p>Are there any areas of overlap that could be eliminated?</p>		
<p><b>7. Is the presentation of any documentation satisfactory?</b></p> <p>Is the layout clear and helpful to the candidates?</p> <p>Does the design and layout of the material reflect good practice?</p> <p>Is the documentation free of spelling, punctuation and grammatical errors?</p>		

**Note:** General and summary comments should be written on the separate sheet provided.

**GEOGRAPHY C (1988)**

**GCSE**



**Coursework Planning and Comment Form: General  
Comments and Summary (Overview)**

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**NAME OF CENTRE** \_\_\_\_\_ **CENTRE NUMBER** \_\_\_\_\_

**INVESTIGATION TITLE** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**GEOGRAPHY C (1988)**

**GCSE**



**Coursework Individual Mark Sheet**

Please read the instructions printed overleaf before completing this form.

Session: January

June

Year	2	0	0	
------	---	---	---	--

Centre Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Centre Name	<input type="text"/>
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Title of the Investigation \_\_\_\_\_  
 \_\_\_\_\_

Mark Recording Grid	Level One 1–18	Level Two 19–28	Level Three 29–40
Understanding	* * * *	* * *	* * *
Application	* * * * *	* *	* * *
Skills	* * * * * * * * *	* * * * *	* * * * * *
Total marks awarded	/18	/10	/12

Total Understanding =	/10
Total Applications =	/10
Total Skills =	/20

GRAND TOTAL	=	/40
Signature of Teacher	_____	

## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

This form is an example of the mark recording grid that should be used with internal assessment investigations. The stars are marks available. The stars can be ticked to show marks awarded. The ticks in each column will then give the marks awarded for each of the three levels. The marks from each of the three columns will give a total out of 40. The following points need to be considered:

- The grid reflects the Internal Assessment (coursework) criteria
- It implies, correctly, that Internal Assessment activities should be marked using levels marking rather than point marking
- The same marking criteria must be applied to all Internal Assessment investigations, whatever their internal structure





## INSTRUCTIONS FOR COMPLETION OF THIS FORM

### Marking and Internal Standardisation

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.
- 2 This form should only be used for recording coursework marks for 1988. A print out from a suitable software package is an acceptable alternative to this form if the same information is given.
- 3 Complete the information at the head of the form.
- 4 The candidate number, gender and the teaching group/set should be shown.
- 5 Carry out internal standardisation to ensure that the total marks awarded to the candidates reflect a single valid and reliable order of merit for the component.
- 6 Enter the total mark out of 40.
- 7 Ensure that all mark transcriptions and additions are independently checked.
- 8 You are advised to keep a copy of this form for reference.

### Authentication by the teacher

I declare that, to the best of my knowledge, the marks submitted represent the unaided work of the candidates concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_

Date \_\_\_\_\_