

IGCSE Natural Economy (0670) and Environmental Management (0680)

What is the relationship between Natural Economy and Environmental Management?

CIE has offered a successful IGCSE syllabus called Natural Economy for several years. Unfortunately the name has been something not fully understood by Centres, students, parents, universities and employers. So, when the syllabus was due for updating, the decision was taken to maintain most of the strengths of the Natural Economy syllabus but shift the emphasis more towards the management of environments and resources for sustainable development. That would have been a rather lengthy title so it has been abbreviated to Environmental Management. Natural Economy will be examined for the last time in 2003; Environmental Management will be examined from June 2004 onwards.

Will Environmental Management be available in both June and November?

Yes.

Can students go on to take a more advanced qualification?

The current AS Environmental Science syllabus is being completely revamped and will be available as AS Environmental Management for first examination in June 2005. This is being designed to build on the achievements of students at IGCSE level.

How do the 'old' and 'new' syllabuses differ?

There has been some reduction in content in producing the Environmental Management syllabus, but the same themes still exist. The syllabus matrix is still at the heart of how the syllabus is organised with the four 'spheres' and the four aspects of resources, development, impact and management. One essential difference is that there will be more emphasis on managing environments in the final examination, particularly Paper 2. It is essential that students have been exposed to real case studies of managing environments and will be able to apply the principles to other situations.

Are specimen papers available for 0680?

As the syllabus is so similar to 0670 no specimen papers have been produced. However, past papers and mark schemes from the past four exam sessions of 0670 are available from our Publications Department.

Have the coursework requirements changed?

Coursework is essentially the same for 0680 as it was for 0670. The only major change is in the assessment where for 0680 the work is to be marked out of 60, compared to out of 30 on 0670. This gives greater flexibility in the marking and brings it into line with the Alternative to Coursework paper which has a maximum mark of 60.

What resources are available?

The CIE website, www.cie.org.uk has a list of resources, including textbooks and websites. However, it must be stressed that teachers should use a variety of sources. The cross-curricular nature of the subject means that useful materials can be gained from biology, geography, geology and general science books and periodicals. Whenever possible local examples should be studied. This does not necessarily mean first hand exploration by the students, though this is highly desirable, but by using local and national newspapers and magazines, TV and radio programmes, videos, etc. National branches of environmental pressure groups such as Greenpeace, WWF and Friends of the Earth can also be very useful. The

websites listed in the resources section of our website is by no means exhaustive. Many provide further links to useful websites and there will be many that we have not found or listed, but which will be useful to people in particular countries.

How much time should I spend on each part of the syllabus?

This is a difficult question to answer as it depends so much on the time available each week for teaching. However, there are certain guidelines. Firstly Biosphere should be regarded as the largest content area. As a rough guide this should occupy about 40% of the time, with 20% on each of the others. Secondly the importance of the aspects increases from Resources through to Management, such that maybe 15% of the time should be spent on the basic knowledge element of Resources, through to 35% of the time on Management issues. This makes it sound as though the syllabus can be split into 'compartments'. This is not ideal. The various aspects and spheres overlap and so teaching should be integrated. Find a suitable path that you are happy with; it does not have to be a rigid structure of studying each of the four aspects of lithosphere first, followed by the four aspects of hydrosphere.