

O Level Environmental Management (5014)

What is Environmental Management?

CIE has offered a successful IGCSE syllabus called Natural Economy for several years. Unfortunately the name has not always been fully understood by Centres, students, parents, universities and employers. Therefore when the syllabus was due for updating, the decision was taken to maintain most of the strengths of the Natural Economy (0670) 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. O level 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 has been completely revised and will be available as AS Level Environmental Management for first examination in June 2005. This is being designed to build on the achievements of students at IGCSE level.

Are specimen papers available for 5014?

Yes. Teachers may also find it useful to look at copies of past question papers for IGCSE Natural Economy, as the syllabus is similar to 0670. Past papers and mark schemes from the past four exam sessions of 0670 are available from our Publications Department, however there will of course be some differences.

In terms of types of questions there will be more emphasis on case studies of managed environments in 5014. The assessment structure is also different, but:

- questions from 0670/1 will provide useful guidance as to the sort of questions that will be asked in 5014/1 Section A;
- questions from 0670/2 will provide useful guidance as to the sort of questions that will be asked in 5014/1 Section B;
- questions from 0670/4 2 will provide useful guidance as to the sort of questions that will be asked in 5014/2.

What resources are available?

The CIE website, <http://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. The most useful book for students is *Natural Economy*; Jacque Tarr; Gamsberg Macmillan Publishers; ISBN 99916 0 146 0. The book is published in Namibia and has many case studies from that country and the surrounding region. Case studies from other parts of the world are included.

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.