

# Geography 7209

*This subject may be taken at the May/June examination only.*

Two documents to provide further guidance are available on the International web site ([www.edexcel-international.org](http://www.edexcel-international.org)):

1. 7209 Geography Teacher Guidance Notes
2. Common Misconceptions of Energy Use and Sources: A Student and Teacher Guide.

If you cannot access this documentation on our web site, please contact our International Customer Services for a copy.

## **Scheme of Assessment**

The examination will consist of two papers both 2¼ hours in length and equally weighted. Paper 1 will be based largely on themes a, b, c, and g of the syllabus, and Paper 2 largely on themes d, e, f and g. Both will address the interrelationships of the elements of the syllabus.

Each paper consists of eight questions, each worth 25 marks, from which candidates may choose any four. Each of the two papers is marked out of 100, and these marks are halved to contribute with equal weight to a subject mark of 100.

Questions will be set in SI units. Standard notation will be followed on meteorological maps. Temperatures will be expressed in degrees Celsius (°C), and imperial units may appear in some map extracts, but all required information will be given in SI units. Candidates may give temperatures in either Celsius or Fahrenheit (°F) and may use either metric or imperial units in their answers. Where questions include specific place names, these will be quoted in their international form with the anglicised form in brackets, eg Köln (Cologne). Candidates may use either international or anglicised spellings in their answers.

Questions using topographical maps, not necessarily UK Ordnance Survey maps and usually on a scale of 1:50 000 or 1:25 000, may appear on either paper, but will not be compulsory. Any such map will be provided with a key to conventional symbols. Similarly, opportunities to draw on fieldwork studies may appear where appropriate to a particular question.

Throughout the syllabus, examples should be studied at a scale appropriate to the topic, and the interrelationships between different parts of the syllabus, for example the physical/human aspects, should be clearly stressed. A question may cover more than one syllabus topic.

Case studies and, wherever appropriate and possible, fieldwork should be used to exemplify the syllabus, and candidates should be encouraged to be aware of current developments within their own country or region by direct observation or through the media, and to use them in their answers. Geographical perspectives of current global issues should also be studied.

Candidates should be aware of the World Bank Classification of countries, and should study examples of the syllabus themes in at least one Advanced Industrialised Country (AIC), one Newly Industrialised Country (NIC), one Low Income Country (LIC) and such others as may be appropriate. Questions may require reference to an example restricted to one of these categories. Questions may also refer to the highly developed and developing parts of the world.

The table below (which is not exhaustive) may be of assistance.

Advanced Industrial Countries (AIC)	USA, Canada, the countries of the European Union, Japan, Australia, New Zealand
Newly Industrialised Countries (NIC)	Brazil, Nigeria, Malaysia, Singapore, Taiwan, Hong Kong, S. Korea, Mexico, China
Low Income Countries (LIC)	Most of Africa, India, much of S America, etc.,
Oil-rich Countries	Libya, Kuwait, Venezuela, etc.

### Assessment Objectives

Candidates should be able to:

- (a) demonstrate knowledge and understanding of the basic concepts and principles outlined in the syllabus;
- (b) demonstrate an appreciation of the interrelationships between the physical environment and human activities;
- (c) illustrate their answers with suitable annotated sketch maps and diagrams;
- (d) interpret data presented in the following forms: statistics, maps, atlas extracts, diagrams, models, photographs and written passages;
- (e) complete simple graphs and diagrams from data, and make simple calculations (the use of calculators will be permitted);
- (f) demonstrate basic cartographical skills: scales, Grid References, direction, map reduction/enlargement, interpretation of contours, sketch sections.

### Fieldwork

Fieldwork is regarded as an integral part of geographical study and, wherever possible, candidates should study aspects of the syllabus within their environment by means of direct observation, recording, assessment and analysis. Such studies should have a clearly defined aim, in the form of a question or hypothesis to be investigated, using maps, field sketching, transects, questionnaires and interviews. Candidates may use their fieldwork experience as a case study to support their answers wherever appropriate. Examples of possible fieldwork investigations are shown in italics in the detailed syllabus. Centres should note that these are suggestions, which are neither exhaustive nor compulsory.

### Syllabus Content

Candidates should be familiar with the following syllabus themes:

#### (a) Geomorphology

The major processes in landform development and the resultant landforms of:

- (i) major Earth-shaping processes; plate tectonics; intrusive and extrusive vulcanicity; earthquakes; prediction of, and human response to, such hazards.
- (ii) various types of weathering; climatic controls on the weathering process; mass movement and its effect; the nature of, and landscapes associated with Carboniferous Limestone, granite, clay;
- (iii) erosion, transportation and deposition by rivers; studies of characteristic river and valley features; changes in base levels.
- (iv) erosion, transportation and deposition by the sea. Protection and conservation of coastlines. *Fieldwork studies might investigate the processes and effects of longshore drift, sorting of beach material.*
- (v) erosion, transportation and deposition by wind.

**(b) Hydrology, Meteorology and Climate**

- (i) The hydrological cycle; the distribution of the world's water resources in their various states; precipitation, surface flow, soil and ground water flows, evaporation and transpiration.  
The drainage basin; the meaning of: catchment; input, throughput, output and stores; channel shape; storm run-off; velocity.  
Influence on drainage of rock type, soils, vegetation, land-use and human activity.  
Annual and storm hydrographs. *Fieldwork studies might include the processes and effects of the measurement of channel shape, velocity, discharge, load, and changes downstream.*  
Uses of water; problems of water storage and supply; causes of pollution. Irrigation, advantages and problems. The reasons for, and effects of, multi-purpose river developments.
- (ii) Elementary meteorology; measurements and observations; the instruments used to collect data and methods of recording results; simple weather maps. Anticyclones, depressions (including fronts) and tropical revolving storms and the weather associated with them. The use of satellite photographs in forecasting.  
The causes and effects of extreme or abnormal weather conditions and climatic hazards. Micro climates and heat islands.
- (iii) The nature and distribution of the world's major climates, especially Equatorial, Savanna, Mediterranean, Temperate continental interior, Tundra, and the factors controlling them.
- (iv) The interaction between human activity and weather and climate. Causes and effects of air pollution.

**(c) Vegetation and Soils**

Nature and distribution of the following major world vegetation zones: Tropical Rain Forest, Tropical grassland, Mediterranean, Temperate grassland, Temperate (boreal) forest, and associated soil types and their relationships with climate; interpretation of soil profiles. Problems of preservation/conservation; modification by human activities; causes and effects of soil erosion.

**(d) Economic activities: primary, secondary, tertiary, quaternary and informal industry. Transport and trade.**

- (i) Factors influencing major types of agriculture: intensive and extensive animal rearing, extensive grain production, plantation crops, market gardening/peasant cash cropping, subsistence farming; farming as a system with inputs, processes and outputs; problems of over- and under-production.
- (ii) Factors affecting other types of primary industry: forestry, mining.
- (iii) Sources of energy; advantages, disadvantages and changes.
- (iv) Factors affecting the location and development of secondary industries. Case studies of at least two of: iron and steel; chemicals including petrochemicals; textiles; motor vehicles; shipbuilding; light engineering/electronics. Causes and effects of industrial decline. The nature, growth, location and impact of tertiary and quaternary industry. Tourism. The role of informal industry.
- (v) Problems of industrial/commercial development such as: industrial pollution, access to capital and workforce skills. Trans-national companies.

- (vi) The characteristics of different modes of transport for passengers and freight. Effects of improvement in transport. Location of terminals.
- (vii) Importance and patterns of trade; visible and invisible trade; balance of trade problems; trade blocs.

**(e) Population and settlement**

- (i) The factors affecting population growth and distribution. The causes and effects of migration.
- (ii) Population change in relation to time, space and resources. Population pyramids. Dependent population.
- (iii) Factors affecting settlement sites.
- (iv) Urban morphology and functions; spheres of influence.
- (v) Simple models of urban structure and their application to actual cities. Urban problems such as housing; traffic. *Fieldwork studies might include land-use transects, traffic flow counts.*

**(f) Development and Human Welfare**

- (i) Variations in development and standards of living within individual countries and between different parts of the world. Multicultural societies.
- (ii) Problems of regional decline/growth. The interdependence of nations; indices of development; the need for and problems of Aid; the role of international agencies eg the World Bank; intermediate technology.

**(g) The Environment**

- (i) Interrelationships between people and their environments.
- (ii) Resource management and conservation; pollution, the greenhouse effect, the depletion of the ozone layer.
- (iii) National Parks. Conflicts of environmental interests.

*Fieldwork studies might investigate the impact of people upon a small area through development, pollution, dereliction or reclamation.*

## **Edexcel Publications**

Coursework guidance notes, specimen examination papers and copies of past examination papers can be obtained from:

Edexcel International Publications  
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Coursework guidance notes, specimen examination papers and coursework exemplar materials are also available from our web site at [www.edexcel-international.org](http://www.edexcel-international.org) and will be updated as appropriate.

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