



**SUBJECT:** Geography (GCSE)

**YEAR:** 10 & 11

**HEAD OF DEPARTMENT:** Mr McCarthy

**GROUPING POLICY:** Mixed ability in option blocks although some setting may be used if numbers/timetabling allow.

**EXAM BOARD:** AQA

**ASSESSMENT:** 100% External examination

**Link to Specification:** <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

**COURSE CONTENT:**

**What will my child learn?**

This GCSE course has been chosen as it allows students to develop skills and knowledge across both UK and World Geography and complements options and units taught at KS3 and KS5. Many Rednock students may not have had the opportunity to travel and therefore case studies on Bristol develop further knowledge of a place they are likely to be influenced by. This is, however, countered by the exploration of a city like Rio which the students have heard of but few will currently have aspirations of reaching. Optional topics like 'food security' again affect our students in a tangible way on a daily basis and the management of food security is perhaps something they can understand more readily due to our rural background whereas the water and energy topics, although very relevant, are considered by staff to be harder to bring to life for our students. Previous experience of students struggling to appreciate what glaciation would have looked like, alongside well known local examples like the Severn, means students will study Rivers and Coasts for their optional physical topics. Cold Environments is also chosen as students study Desert Landscapes at A level. It is hoped that this GCSE will make more sense to the students of many local issues in places they are likely to visit or be part of, whilst at the same time increasing understanding of places which are not beyond their reach and which already have an impact on their lives, realised or not.

Challenges in The Human Environment:

- Urban Issues and Challenges (Rio de Janeiro & Bristol case studies)
- Changing Economic World (LIC/NEE and UK case studies)
- Resource Management (**Food** or Water or Energy)

Living with the Physical Environment:

- Challenge of Natural Hazards;
- Tectonic Hazards (earthquakes, tsunamis, volcanoes) and Weather and Climate;
- Physical Landscapes; Two from Coasts/Rivers/Glaciers
- Living World; Ecosystems and Tropical Rainforests with either Hot Deserts/Cold environments

Geographical Applications:

- Fieldwork and Research – two distinct fieldwork opportunities will be examined based on the students’ personal experiences as well as their ability to manipulate and analyse secondary data - currently trips go to Minehead and Bristol.
- Issue Evaluation – a significant and contemporary issue from one of the taught topic areas will be investigated with the aid of a collection of resources which will be issued prior to the examination

Geographical Skills:

- Photographic interpretation, Graphical Numeracy, Mapping including use of Ordnance survey and Geographical Information Systems (GIS)

### **Humanities and Careers Education**

All Humanities subjects will endeavour to highlight careers linked to subject content, exemplar material and teacher’s own personal experiences. This could take the form of discussion, use of wall displays, bespoke slides in presentations or through the Humanities Noticeboard. Students will be made aware of a range of professions, their entry requirements, their skill sets, their possible remuneration and any relevant opportunities.

### **What will homework look like?**

Various tasks are set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work and will be set through Satchel One.

### **ASSESSMENT**

#### **How will my child’s work be assessed?**

Students’ classwork and homework will be systematically assessed throughout the course. This will include regular tests over two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.

- There are 3 examination papers which students will sit at the end of Year 11. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

**Paper 1** will assess the units on the challenge of natural hazards, The living world, Physical landscapes in the UK and Geographical skills (35%), 1hr 30mins

**Paper 2** will assess the units on Urban issues and challenges, The changing economic world, The challenge of resource management and Geographical skills (35%), 1hr 30mins.

**Paper 3** will assess the units on Issue evaluation, Fieldwork and Geographical skills (30%), 1hr 15mins.

### **ADDITIONAL INFORMATION**

#### **How can I support my child in this subject?**

- Discussion of topics being covered
- Trips to relevant localities with links made to learning

- Access to ICT for independent research
- Check that homework is being completed
- Encourage them to watch the news and relevant documentaries e.g. David Attenborough/Simon Reeve

**How can I support my child with exams?**

- Revision techniques and timetabling
- Encourage attendance at revision sessions after school
- Encourage use of the electronic resources offered such as those on the Google Classroom