

# Geography Department

## GCSE Geography



### Examination board

WJEC Eduqas Geography Specification A

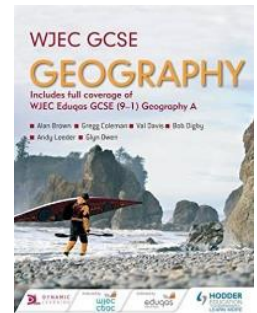
### Course code

C111QS

[http://www.eduqas.co.uk/qualifications/geography/gcse-a/GCSE-Geog-A-Spec.pdf?language\\_id=1&dotcache=no&dotcache=refresh](http://www.eduqas.co.uk/qualifications/geography/gcse-a/GCSE-Geog-A-Spec.pdf?language_id=1&dotcache=no&dotcache=refresh)

### Synopsis

The overarching aims of this qualification are that learners should develop the ability to **think 'like a geographer'**. That is to say, learners will develop the skills necessary to conduct **framed enquiries in the classroom and in the field** in order to develop their understanding of geographical concepts and current geographical issues. By following this specification learners will achieve the following objectives. They will develop the ability to think: **Creatively**, for example, by posing questions that relate to geographical processes and concepts. **Scientifically**, by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry.



Learners should develop their understanding of a number of key overarching geographical concepts such as **place, spheres of influence, cycles and flows, mitigating risk, geographical futures, interconnectedness, and sustainable communities**.

Mathematical, cartographic, mapping and statistical skills are embedded in the qualification to develop learners' competence in using a wide range of geographical investigative skills and approaches.

**Year 10:** Pupils will have the opportunity during their first year of study to learn about **Rivers and Coasts**, and the distinctive landscapes they create and the process and landforms we will typically find there. We investigate how these environments are managed and the social, environmental and economic impacts within two named examples; Boscastle and Borth when affected by a flood or storm event.

**Theme 2** encompasses a **UK city study** and the population issues we currently face. We investigate and reflect on current pressures and how this will change in the future. Students make a comparison study between two global cities; one being a Low Income Country/Newly industrialised Country and a High Income Country. **Theme 3** includes a choice of topic between **Coastal Hazards and their Management** or **Tectonic Landscapes** (earthquakes and volcanoes). Task 1 of the fieldwork will be completed in Year 10 and will involve a day of fieldtrip typically to the Wales.

### Year 11:

Students begin Syntax with Theme 5 **Weather, Climate and Ecosystems** including a comparison study between the Tropical Rainforests and Savannah Grasslands. **Theme 6** investigates **Development and Resource issues** such as globalisation and the impact multinational companies such as Nike and Coca Cola play in today's society. We also develop and understanding of tourism and the impacts this can have on our delicate ecosystems if not managed correctly. We culminate the study with **Component 3 Fieldwork Application and Understanding**. Students plan and complete their final fieldwork task and prepare for the exam through interpreting a variety of graphs, data and statistical techniques. A calculator is allowed in the exam.

### Specification

(Please note that this is a summary of what will be studied)

<b>Component 1: Changing Physical and Human Landscapes</b>		
<b>Core themes</b>	<b>1 Landscapes and Physical Processes</b> <b>2 Rural-urban Links</b>	Learners should study <b>both</b> core themes. It is recommended that learners spend a minimum of 23 guided learning hours on each core theme.
<b>Options</b>	<b>3 Tectonic Landscapes and Hazards</b> <b>4 Coastal Hazards and their Management</b>	Learners should study <b>one</b> of these options themes which add <b>breadth</b> of knowledge to the core. It is recommended that learners spend a minimum of 9 guided learning hours on the selected options theme.
<b>Component 2: Environmental and Development Issues</b>		
<b>Core themes</b>	<b>5 Weather, Climate and Ecosystems</b> <b>6 Development and Resource Issues</b>	Learners should study <b>both</b> core themes. It is recommended that learners spend a minimum of 23 guided learning hours on each core theme.
<b>Options</b>	<b>7 Social Development Issues</b> <b>8 Environmental Challenges</b>	Learners should study <b>one</b> of these options themes which add <b>depth</b> of knowledge to the core. It is recommended that learners spend a minimum of 9 guided learning hours on the selected options theme.
<b>Component 3: Applied Fieldwork Enquiry</b>		
Learners should be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake <b>two</b> fieldwork enquiries, each in a contrasting environment: <ul style="list-style-type: none"> <li>a methodological approach should be taken in one environment *</li> <li>The second fieldwork experience should take place in a <b>contrasting</b> environment. The focus of the fieldwork enquiry should be into one of geography's conceptual frameworks*</li> </ul>		

### Textbook and revision guide

<b>Book title</b>	<b>ISBN</b>
WJEC GCSE Geography by Alan Brown and others	978-1471861284
My Revision notes Equqas WJEC A Dirk Sykes	978-1471887406

### Further study opportunities

(Please note that this is a summary of what will be studied)

<b>A-level</b>	<b>College</b>
AS/A2 Geography	Travel and Tourism Environmental Studies
<b>University</b>	<b>Apprenticeships</b>
Geography is still a facilitating subject for many other courses at university e.g. engineering, mathematics, physics Geography Environmental Science International Studies	

For further information regarding apprenticeships visit:

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

### Further information

If you have any queries regarding the study of GCSE Geography please do not hesitate to contact the Acting Head of Subject, Mrs R Shakespeare at: [r.shakespeare@cardinalgriffin.staffs.sch.uk](mailto:r.shakespeare@cardinalgriffin.staffs.sch.uk)