

# GCSE Geography – Year 11

Geography is a traditional academic GCSE. This means you will study the course for two years then sit three exams at the end of Year 11 to gain your qualification. Paper 1 and Paper 2 are each worth 35% of your overall GCSE qualification, with Paper 3 accounting for 30%. Passing GCSE grades are anything from grade 9 to grade 1; there are no tiers or sets for Geography.

For Paper 1 and Paper 2 you will study 4 units on paper 1 and 3 units on paper 2.

Paper 1 Units include Natural Hazards, The Living World, Coastal Landscapes of the UK, and River Landscapes of the UK.

Paper two explores human geography, with the four units being; The changing Economic World, Urban Issues and Challenges, Resource Management and Energy Resources.

Paper 3 examines the fieldwork skills learnt, throughout the course in addition to a section of the paper that tests student knowledge of pre released information on a topical geographical subject.

## Curriculum overview:

Paper 2 – Urban Issues and Challenges	Paper 2 – The Changing Economic World	Paper 2– Resource Management	Paper 3 - Skills
<ul style="list-style-type: none"> <li>• A growing percentage of the world's population lives in urban areas</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs</li> <li>• Urban change in UK cities leads to a variety of S, E and Environmental opportunities &amp; challenges</li> <li>• Urban sustainability requires management of resources and transport</li> </ul>	<ul style="list-style-type: none"> <li>• There are global variations in economic development and quality of life</li> <li>• Various strategies exist for reducing the global development gap</li> <li>• Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change</li> <li>• Major changes in the economy of the UK have affected and will continue to affect unemployment patterns and regional growth</li> </ul>	<ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development</li> <li>• The changing demand and provision of resources in the UK create opportunities and challenges</li> <li>• Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict</li> <li>• Different strategies can be used to increase energy supply</li> </ul>	<ul style="list-style-type: none"> <li>• This section is synoptic and the assessment will require students to use their learning of more than one of the themes from paper one and paper 2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue and justify their decision.</li> <li>• There is also a requirement to undertake 2 fieldwork opportunities, complete write ups and answer questions in the exam based upon these.</li> </ul>

Important vocabulary:	Important vocabulary:	Important vocabulary:	Important vocabulary:
<ul style="list-style-type: none"> <li>• Urban</li> <li>• Rural</li> <li>• Migration</li> <li>• LIC, HIC, NEE</li> <li>• Urbanisation</li> <li>• Counter Urbanisation</li> <li>• Sustainability</li> <li>• Urban Sprawl</li> <li>• Land reclamation</li> <li>• Infrastructure</li> <li>• Population Density</li> <li>• Culturally Diverse</li> <li>• Brownfield site</li> <li>• Greenfield site</li> <li>• Dereliction</li> <li>• Suburbs</li> <li>• Regeneration</li> </ul>	<ul style="list-style-type: none"> <li>• Development gap</li> <li>• Human Development Index</li> <li>• Gross National Income</li> <li>• Economic development</li> <li>• Infant mortality</li> <li>• Literacy</li> <li>• Demographic Transition Model</li> <li>• Primary, Secondary, Tertiary, Quaternary</li> <li>• Immigrant</li> <li>• Capital intensive</li> <li>• Transnational Corporations</li> <li>• Multiplier Effect</li> <li>• Globalisation</li> <li>• Post-industrial</li> <li>• De-industrialisation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Food security</li> <li>• Carbon footprint</li> <li>• Food miles</li> <li>• Agribusiness</li> <li>• Groundwater</li> <li>• Aquifer</li> <li>• Reservoir</li> <li>• Water security</li> <li>• Supply / demand</li> <li>• Carbon Capture</li> <li>• Renewable</li> <li>• Non-renewable</li> <li>• Energy security</li> <li>• Decommissioned</li> <li>• Biogas</li> <li>• Deficit</li> <li>• Hydroelectric</li> <li>• Geothermal</li> <li>• Exploited</li> <li>• Open cast</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesis</li> <li>• Theory</li> <li>• Quantitative</li> <li>• Qualitative</li> <li>• Anomalies</li> <li>• Spatial</li> <li>• Site</li> <li>• Situation</li> <li>• Function</li> <li>• Choropleth</li> <li>• Scatter Graph</li> <li>• Interval data</li> <li>• Sampling</li> <li>• Correlations</li> <li>• Transect</li> <li>• Gradient</li> <li>• Contour</li> <li>• Grid References</li> <li>• Primary data</li> <li>• Secondary data</li> </ul>





## Key staff contacts:

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## What are our curriculum aims for your child in year 11?

-  Knowledge and understanding of the key processes that exist in the human geography world, along with the key differences between high- and low-income countries they form.
-  Develop the knowledge and understanding of both place and location, as well as the factors and reasons for the huge disparities that exist in our world today
-  Explore future opportunities to ensure our planet is sustainable for future generations and that students understand their role in this.
-  Deepen the knowledge of place and location on our planet through the exploration of a wide range of examples

## How can I help my child be successful in GCSE Geography?

-  Discuss their work with them-it may be useful to ask them to share with you three things they have been learning about each week or lesson.
-  Discuss stories from your own experience or others about any specific places in contrasting countries to our own you have visited or know about.
-  Keep an eye on the news and discuss what is going on so students can broaden their understanding of the physical world both around them and beyond into the wider world.

## How will you assess my child's progress?

-  Via questions and answers in a classroom setting
-  Review tasks in lessons
-  Exam questions conducted in exam conditions in the classroom
-  Trial exams conducted in exam conditions in the gym

As this course has three terminal exams to establish a student's overall final grade, the most up to date assessments will also factor in previous learning, in order to establish the most accurate predicted grades overall.