

# GCSE Geography



**Qualification:** GCSE (AQA)

**Outline of the course:** Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Modules:

Paper 1: Living with the physical environment

Paper 2: Challenges in the human environment

Paper 3: Geographical applications

## Course assessment:

**Paper 1:** Written exam: 1 hour 30 minutes. 35% of GCSE.

**Paper 2:** Written exam: 1 hour 30 minutes. 35% of GCSE.

**Paper 3:** Written exam: 1 hour 30 minutes. 30% of GCSE.

**Additional information:** This subject requires competence in literacy and numeracy and requires a commitment to home study. Students must participate in a local field trip as part of the course. Further information on the specification can be found at: [aqa.org.uk/geography](http://aqa.org.uk/geography).

**Further study:** Everybody needs to understand the world around them. Upon completion of this two-year course in Geography, students will have the skills and experience to progress to A-level courses in a range of subjects.

**Careers:** Geographers are very employable, with the skills, knowledge and understanding gained held in high regard by employers.

Geographers also have a good range of careers options across sectors, are paid above average salaries and enjoy rapid progression to more senior roles (RGS).





# Year 9: The living world

Students will discover a range of ecosystems at different scales and how humans are affecting them. We will focus on tropical rainforests and cold environments and how to manage these sustainably.



# The challenge of natural hazards



Students will develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.



# Landscapes of the UK



In this unit, students study how the shape of river valleys changes as rivers flow downstream, and how coastlines evolve over time due to a range of processes. They will apply local and national knowledge to analyse management strategies that can be used to protect river and coastal landscapes from the effects of flooding.



# Urban issues and challenges



Through case studies of Lagos and Liverpool, students will develop an understanding of how urban growth creates opportunities and challenges. They will evaluate strategies to improve urban sustainability through management of resources and transport, so cities can be made better places for people to live.



# The changing economic world



Students will assess global variations in economic development and quality of life and the strategies that exist for reducing the global development gap. With a focus on India, students will discover how some countries are experiencing rapid economic development which leads to significant social, environmental and cultural change. They will also look at how major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

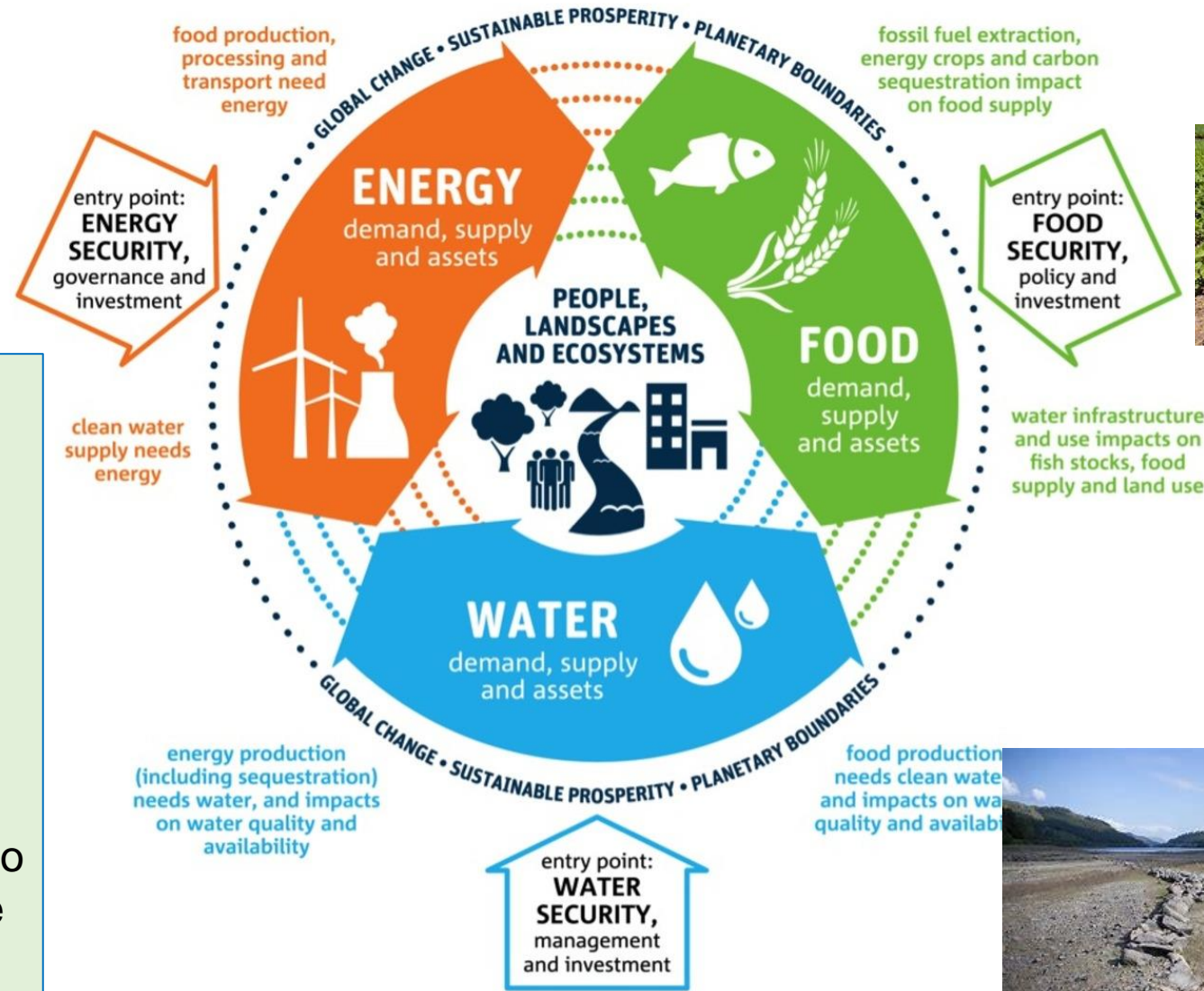
‘Developing caring, confident and creative students who **achieve excellence**’



# The challenge of resource management



Food, water and energy are fundamental to human development. Students will understand how the changing demand and provision of resources in the UK create opportunities and challenges. Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. They will evaluate the different strategies can be used to increase food supply.





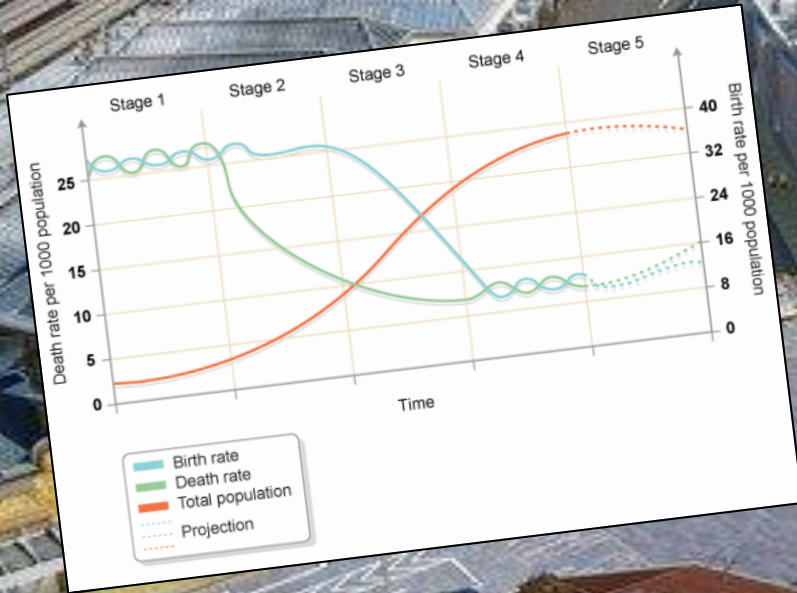
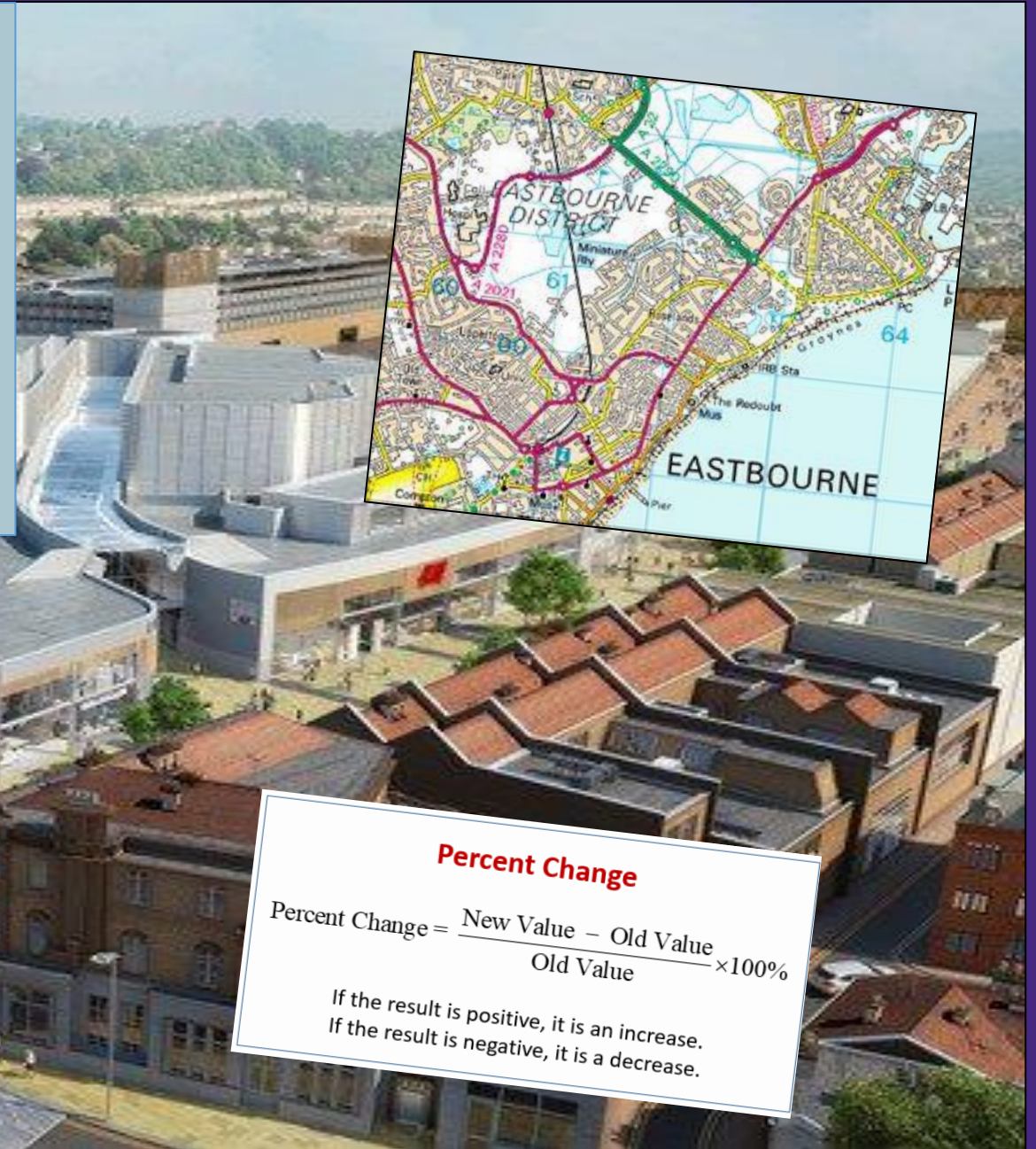
# Cuckmere Valley fieldwork



Students undertake two geographical enquiries, each of which includes the use of primary data, collected as part of a fieldwork exercise. These currently take place in Alfriston village, looking at traffic management, and assessing the link between river velocity and river erosion down the River Cuckmere. The two enquiries are carried out in contrasting environments and show an understanding of both physical and human geography. In the physical enquiry, students are expected to show an understanding about the interaction between physical and human geography.



**Issue evaluation** This unit contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.



**Percent Change**

$$\text{Percent Change} = \frac{\text{New Value} - \text{Old Value}}{\text{Old Value}} \times 100\%$$

If the result is positive, it is an increase.  
If the result is negative, it is a decrease.