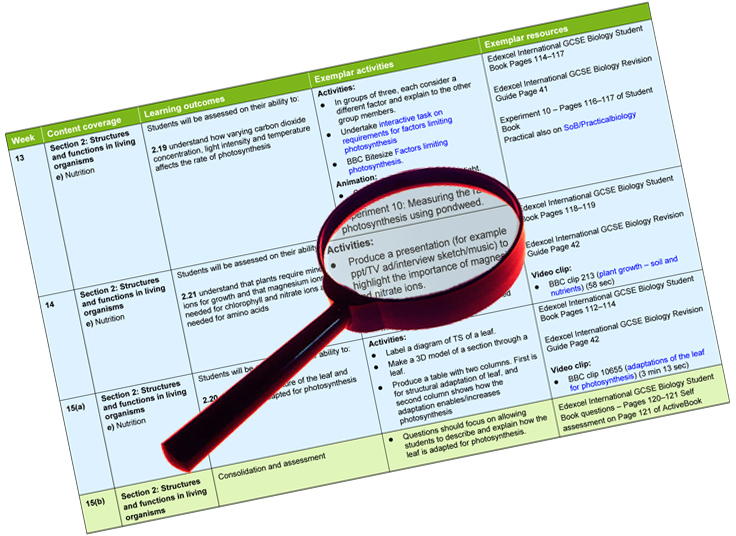
Learning outcomes

Week by week Content coverage

Exemplar resources

Content coverage

Edexcel GCSE Geography B (2012)



Editable scheme of work

Practical support to help you deliver this Edexcel specification

We are happy to provide this scheme of work for you to amend and adapt to suit your teaching purposes.

We hope you find this useful.



Scheme of work

This scheme of work has been produced to help you implement this Edexcel specification. It is offered as an example of one possible model that you should feel free to adapt to meet your needs and is not intended to be in any way prescriptive. It is in editable Word format to make adaptation as easy as possible.

Other course planning support

You will find other support for planning the course in the Teacher Support Materials. These are free downloadable resource that you can access at:

<http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>

Teaching resource exemplars

The scheme of work contains suggestions for resources that you can use to support your teaching. These are only suggestions of material you may find useful; you are encouraged to use a wide range of resources that suit the needs of your students.

Other Edexcel teaching resources

* **Student books** – full-colour textbooks matched to the specification.
* **ActiveBook** – a digital copy of the student book in the back of every copy.
* **Revision guides** – help students prepare for their exams.

Further details can be found at [www.pearsonschools.co.uk](http://www.pearsonschools.co.uk)

Edexcel Subject Advisors

Edexcel has a team of specialist subject advisors available to help you with implementation of this specification. You can contact them by email or phone.

Email: [TeachingGeography@pearson.com](mailto:TeachingGeography@pearson.com)   
Telephone: 0844 372 2185

Edexcel additional support

Ask the Expert – puts you in direct email contact with over 200 of our senior subject experts.

Edexcel’s community forum – these message boards are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges.

Health and safety

The practical work and fieldwork suggested within the scheme of work are those which we believe are not banned or restricted in any way and are still currently used in most schools and colleges.

Geography GCSE Specification B encourages fieldwork and practical skills within the context of controlled assessment and other teaching and learning.

We advise teachers and technicians to discuss the merits of the suggested practical work and fieldwork when deciding which to carry out and how they will be carried out.

You may have ideas for practical work and fieldwork which we have not suggested but would work just as well.

As in all practical and fieldwork, a risk assessment is expected as part of good health and safety practice in all centres, and we understand that many schools and colleges refer to the CLEAPSS service (<http://www.cleapss.org.uk/>) for guidance and support in conducting practical work and fieldwork. Reference to health and safety in the field is made in the specification.

Websites

There are links to relevant websites in this scheme of work. In order to ensure that the links are up to date, that they work, and that the sites are not inadvertently linked to sites that could be considered offensive, we have also made the links available on our website at [**www.pearsonhotlinks.co.uk**](http://www.pearsonhotlinks.co.uk/). If you find that a link from the scheme of work no longer works, please go to the pearsonhotlinks site, where you can also report if a link needs fixing.

Edexcel GCSE Geography B (2012)

The number of guided learning hours required for this qualification is 120­­–140, which equates to approximately 2 hours per week over 70 weeks. Guided learning hours mean the time when a teacher is present to give guidance. **This is a linear specification. All of the examinations are sat at the end of the course.**

**Scheme of work overview**

The specification contains 4 units, each worth 25% of the assessment:

* **Unit 1 Dynamic Planet**
* **Unit 2 People and the Planet**
* **Unit 3 Making Geographical Decisions**
* **Unit 4 Researching Geography**

Within Units 1 and 2 there are topic options as shown in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 Dynamic Planet**   * **Unit 4 Researching Geography**   (27 weeks) | Section A (core topics)   * Restless Earth * Changing Climate * Battle for the Biosphere * Water World | Section B (option topics)   * Coastal Change and Conflict **OR** River Processes and Pressures   Section C (option topics)   * Oceans on the Edge **OR** Extreme Environments. | 24 teaching weeks  (4 weeks per topic)  + 3 consolidation/assessment weeks |
| **Unit 2 People and the Planet**  (27 weeks) | Section A (core topics)   * Population Dynamics * Consuming Resources * Globalisation * Development Dilemmas | Section B (option topics)   * The Changing Economy of the UK **OR** Changing Settlements in the UK.   Section C (option topics)   * The Challenges of an Urban World **OR** The Challenges of a Rural World. | 24 teaching weeks ( 4 weeks per topic)  + 3 consolidation/assessment weeks |
| **Unit 3 Making Geographical Decisions**  (6 weeks) | 6 key ideas in the Specification.  Unseen resource booklet in the examination.  Decision making skills | | 6 teaching weeks at the end of the course, followed by revision for Units 1 and 2. |
| **Unit 4 Researching Geography**  (7 weeks) | Controlled Assessment.  Internally assessed and externally moderated. | **One** task is chosen from those provided by Edexcel. | 7 teaching weeks – at any point during the 2 years. |
| Please note: many centres will find they have around 70 weeks available for a 2-year GCSE course. The 67-week scheme of work here allows for 3 weeks’ ‘slack’ to take account of over-runs in teaching, review days, and final revision. | | | |

**How this scheme of work can be used**

* This scheme of work is organised by teaching week (see column 1: Week). Each week assumes 2 lessons per week, each approximately 1 hour long. Each week addresses one **key idea** from the specification (see column 1)
* Each lesson is assigned **detailed content** from the specification (see column 2: Content coverage) which is one bullet from the ‘Detailed content’ column in the specification.
* Learning outcomes (see column 3) indicate what students need to learn and these are exemplified by possible teaching and learning activities in column 4.
* You can cut **✂** the options that you do not need in Sections B and C for Units 1 and 2.
* In the ‘Exemplar resources’ column, reference is made to websites and other resources which could be used to support teaching and learning. In order to avoid long repetition in this column, the following abbreviations are used:

|  |  |
| --- | --- |
| **Resource** | **Abbreviated to** |
| Edexcel GCSE Geography B student book (Edexcel) | TB-Edex |
| GCSE Geography Edexcel B book (OUP) | TB-OUP |
| Edexcel Geography B Teacher Guide (Edexcel) | TG |
| Edexcel Geography B Controlled Assessment workbook (Edexcel) | CAWB |
| Edexcel Geography B ActiveTeach CD (Edexcel) | AT-CD |
| Sample Assessment Materials for this linear specification | SAMs |
| Past examination papers from the previous modular version of this specification, with date/series indicated. | ExPJune10 |

**Using past examination papers**

Past examination papers from the previous modular version of this specification may be used to support this new linear version of the specification. However, there are **significant differences** to some questions. In **Sections B and C** of Unit 1 and Unit 2, the longest questions now incorporate 3 marks for **Spelling, Punctuation and Grammar** (SPaG) and there are 8 mark extended writing questions. In Unit 3, 3 marks for SPaG are incorporated into one of the longer questions in **Section C**. Please see the SAMs and accompanying mark schemes for details of this change. When using questions from past examination papers, marks should be awarded for SPaG and mark tariffs may need to be increased to reflect the new assessment model. Guidance on the SPaG levels can be found in the SAMs.

**Section B (Units 1 and 2) and Controlled Assessment (Unit 4)**

The Geography controlled assessment (coursework) in Unit 4 links most closely with the option topics in Section B of Units 1 and B and C of Unit 2, as shown in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 Dynamic Planet** | | **Unit 2 People and the Planet** | |
| Coastal Change and Conflict  🡻 | River Processes and Pressures  🡻 | Changing Settlements in the UK and  The Challenges of an Urban World  🡻 | Changing Settlements in the UK and  The Challenges of a Rural World.  🡻 |
| **Controlled Assessment**  Theme: Coastal Environments  Task question 1  Task question 2 | **Controlled Assessment**  Theme: River Environments  Task question 1  Task question 2 | **Controlled Assessment**  Theme: Town/City environments  Task question 1  Task question 2 | **Controlled Assessment**  These: Rural/Countryside environments  Task question 1  Task question 2 |

**One** controlled assessment task question is chosen every year. The task questions change on an annual basis although the themes remain the same. Some centres will stick with the same themes year on year, e.g. Rivers, whereas others may wish to change theme from one year to the next. You may wish to consider the following.

* The order in which you teach the core topics in Units 1 and 2.
* It is likely to be desirable to have taught the linked Section B option choice before you carry out the controlled assessment, so that students can use some of the conceptual knowledge and understanding they have covered in class to support their controlled assessment.
* It may be possible to carry out a very brief pilot fieldwork study during the teaching of the Section B option. For instance, if you were visiting the coast as part of Section B Coastal Change and Conflict, some time could be set aside to collect some data and practise some techniques.
* If you change controlled assessment theme from one year to the next, you may wish to change the order of teaching units/topics to fit in with this.

Additionally, when teaching the linked Section B option choice, some **Geographical Information Systems** could be used in the classroom as a way of introducing the concept of GIS, which is an important aspect of the controlled assessment. Many GIS applications can be found free on the web. Many local authorities have GIS mapping systems, for example Nottingham City Council’s InsightMapping system [http://info.nottinghamcity.gov.uk/insightmapping/#](http://info.nottinghamcity.gov.uk/insightmapping/). In addition, both Google Earth and Google Maps (now with StreetView) can be used. These GIS maps can be used to show local services, land use (satellite images), transport infrastructure, greenspace, etc. and, in the case of Google Maps, can easily be personalised with routes, transects, photos, way points and data points.

**Summary of key changes for first teaching in September 2012**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Content** | Much of the content is similar.  There has been a tightening up of requirements e.g. specific landforms are now named in Topics 5 and 6.]  In Topic 2, the UK climate of the present day needs to be studied as well as climate in the past, and possible future climate.  In Topic 8, both extreme environments need to be covered. | Some of the content is similar, but there are significant changes in some topics and some Topic titles have changed (previous in red):  Section A:   1. Population Dynamics 2. Consuming Resources 3. Globalisation ( Topic 8, World of Work) 4. Development Dilemmas (Topic 7)   Section B:   1. The Changing Economy of the UK ( Topic 4, Making a Living) 2. Changing Settlements in the UK (Topic 3, Living Spaces)   Section C:   1. The Challenges of an Urban World ( Topic 5, Changing Cities) 2. The Challenges of a Rural World ( Topic 6, Changing Countryside) | 6 Key ideas are now provided which form the content of this Unit.  These should be taught in preparation for the Unit 3 Decision Making exercise.  Students are required to make links between different parts of Unit 1 and 2, and the 6 Unit 3 themes. | There have been some minor changes to the links between the content of Unit 1 and 2, and the controlled assessment themes. |
| **Assessment** | 75 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased from 6 to 8 marks. | 75 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased from 6 to 8 marks. | Unseen resource booklet, not pre-release as previously.  Links between topics (synoptic links) form part of the assessment.  90 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased form 9 marks to 12 marks. | Mark allocations for the sections of the Controlled Assessment have changed – please see page 37 of the Specification.  Students are required to produce a controlled assessment submission on around 2000 words – please see page 40 of the Specification. |

**Unit 3 Making Geographical Decisions and Revision**

The last section of the scheme of work covers the content for the Unit 3. You can use the SAMs as a basis for understanding the nature of the decision-making exercise. The outline SOW below encourages the considering of options and making and justifying decisions.

Please note that the Decision Making resource booklet is **UNSEEN** and will be issued with the examination paper.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | **Unit 3 Key ideas** | **Detailed content from the Specification** | **Exemplar activities** | **Exemplar resources** |
| 62 | 1. Sustainable  development is  an important concept. | * Investigate the meaning of the ‘Brundtland’ definition of sustainable development by considering how current social and economic needs can be met whilst also protecting the environment and its resources so that future generations might also satisfy their needs. * Examine contrasting ways of judging whether development is sustainable socially, economically or environmentally by comparing different styles of development, e.g. small scale intermediate technology versus large-scale top-down approaches. | * Write out the Brundtland definition and discuss its meaning * Review the meaning of ‘development’ by referring back to Unit 2, Topic 4. * Student’s identify their basic ‘needs’ as a list; then discuss the extent to which these are ‘needs’ or ‘desires. * Identify criteria to judge sustainable development e.g. £ costs, pollution and waste, equity of benefits, improvement in living standards * Use the criteria to compare two contrasting development projects. * The Green Revolution could be considered in terms of sustainability (see Resources) * Students could select and justify a decision from 3 options: ➊ Bottom-up development is best ➋ Top down development in best ➌ Both top-down and bottom up development are needed. | The International Institute for Sustainable Development  [**http://www.iisd.org/sd/**](http://www.iisd.org/sd/)  International Rivers has a range of information on the Three Gorges Dam  [**http://www.internationalrivers.org/campaigns/three-gorges-dam**](http://www.internationalrivers.org/campaigns/three-gorges-dam)  DFID has a range of case studies on its website that can be considered, as well as links to its YouTube channel:  [**http://www.dfid.gov.uk/**](http://www.dfid.gov.uk/)  International Food Policy Research institute 3 page summary of the Green Revolution.  [**Green Revolution**](http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib11.pdf)  AT includes a class interactive activity on how a scheme affects different people.  Either textbook can be used to get information on a range of different examples of each approach.  TG pages 179–182: making decisions summative activity on types of development. |
| 63 | 2. Since the 1990s  ‘environmental  sustainability’  has become  increasingly important. | * Investigate different attitudes towards environmental sustainability such as those of transnational corporations (TNCs), governments, non-governmental organisations (NGOs) and pressure groups, e.g. the World Wide Fund for Nature, Greenpeace. * Explore the reasons why these organisations have different attitudes towards environmental sustainability and contrasting polices including ‘no-growth’, ‘greenwashing’, tokenism and switching to renewable resources. | * Define key terms, by ‘hanging’ definitions on a spectrum (no-growth, renewable switching, tokenism, greenwashing). * Look at the Walmart corporate sustainability website and make a Wordle using the words on the site * This can be repeated with other sites e.g. Greenpeace (NGO) and the results compared. * Consider whether corporate sites are about development, or ‘green-ness’ i.e. environmental sustainability * Class debate about Walmart (or another company) in terms of how serious is it about the environment. * Students could select and justify a statement from 3 options: ➊ TNCs are serious about sustainable development ➋ TNCs are serious about environmental sustainability ➌ TNCs are not serious about any form of sustainability. | Wordle:  [**http://www.wordle.net/**](http://www.wordle.net/)  Walmart corporate sustainability website:  [**http://www.walmartstores.com/sustainability/**](http://www.walmartstores.com/sustainability/) |
| 64 | 3. Demand for  resources is  rising globally  but resource  supply is often  finite which may  lead to conflict | * Investigate how pressure on land and other resources leads to environmental degradation and problems for humans, at a range of scales from local to global, e.g. the impact of the exploitation of forests, energy and water resources. * Consider how pressures on resources are likely to increase in the future, due to population growth, increasing affluence through development and globalisation and how this can lead to conflict between different individuals and organisations, e.g. oil drilling in Nigeria and conflicts involving TNCs, governments, the Ogoni people and NGOs. | * Sketch a graph of global population growth since 1960 and projected to 2050 * Use an ecological footprint calculator to estimate personal resource use. * Use the Global Rich List website to gain an understanding of global income distribution * Next, consider the impact on global resources (water, forests, land, food, energy) of a rising number of affluent people. * Research a case study of oil exploitation in Nigeria and consider the winners and losers in the developed and developing worlds form the exploitation of Nigeria’s oil. * Pairs of students could summarise the views on the Ogoni, Shell, western consumers, NGOs and others in relation to the case study. * Students could select and justify a decision from 3 options: ➊ Stop all oil drilling ➋ Allow oil drilling to continue ➌ Continue to exploit oil but ban foreign TNCs | Population Reference Bureau for population data:  [**h**](http://www.prb.org/Publications/Datasheets/2011/world-population-data-sheet.aspx)**ttp://www.prb.org/Publications/Datasheets/2011/world-population-data-sheet.aspx**  WWF Ecofootprints  [**http://footprint.wwf.org.uk/**](http://footprint.wwf.org.uk/)  Global Rich List  <http://www.globalrichlist.com/>  Shell Website on the Ogoni:  [**http://www.shell.com/home/content/environment\_society/society/nigeria/ogoni\_land/**](http://www.shell.com/home/content/environment_society/society/nigeria/ogoni_land/)  Movement for the Survival of the Ogoni People:  [**http://www.mosop.org/**](http://www.mosop.org/) |
| 65 | 4. Balancing  the needs  of economic  development  and  conservation  is a difficult  challenge. | * Investigate how governments try to meet economic and social needs but also protect the environment, e.g. the balance of conservation areas/greenbelts versus urban and industrial development. * Investigate how global organisations, such as the UN, have become more important in the management of environmental threats and examine why national governments have contrasting attitudes to global environmental agreements such as the Kyoto Protocol. | * A useful approach here would be to consider and issue such as HS2 or a Third Runway for Heathrow, where there is a clear tension between economic development and conservation and multiple ‘players’ * Organise the class into groups / pairs representing different groups (CBI, environmental groups, construction companies, local residents, local and national government etc) * Research the issues using the internet and then have a public enquiry with a chair-person and 5 minute presentations followed by voting * Students could select and justify a decision from 3 options: ➊ Allow the project to proceed as planned ➋ Stop the project ➋ Modify the project / seek an alternative. * Produce a factfile on the Kyoto Protocol and progress towards the targets; identify basic reasons why progress has been variable * Briefly consider why some countries did not sign e.g. the USA. | Some websites that can be used to research HS2:  [**http://www.hs2.org.uk/**](http://www.hs2.org.uk/)  [**http://stophs2.org/**](http://stophs2.org/)  [**http://highspeedrail.dft.gov.uk/**](http://highspeedrail.dft.gov.uk/)  [**http://www.neweconomics.org/publications/response-to-the-hs2-consultation**](http://www.neweconomics.org/publications/response-to-the-hs2-consultation)  [**http://www.cpre.org.uk/1**](http://www.cpre.org.uk/media-centre/latest-news-releases/item/2671-rural-campaigners-welcome-thrust-of-hs2-announcement)  The EEA website has data showing how European countries have progresses towards their Kyoto goals:  [**http://www.eea.europa.eu/publications/progress-towards-kyoto**](http://www.eea.europa.eu/publications/progress-towards-kyoto) |
| 66 | 5. Achieving  sustainable  development  requires  funding,  management  and leadership. | * Examine the management and funding challenges for governments trying to achieve sustainable development at both local and a national scale, e.g. renewable national energy targets and promoting local recycling initiatives. * Investigate the role of non-governmental organisations in providing leadership to achieve sustainable development, e.g. the impact of Brazilian environmental groups on deforestation or the campaign to promote fair trade. | * Produce a spider diagram of barriers that might prevent sustainable development being achieved such as progress on renewable energy or recycling e.g. costs, lack of public interest, lack of government priorities, unreliable technology, local objections / NIMBYism. * Research how well your local authority has done in terms of recycling targets * Students could select and justify a decision from 3 options: ➊ Domestic recycling should be entirely voluntary ➋ Domestic recycling should have a 100% household target with fines / additional council tax for failure ➌ Domestic recycling is a waste of time and money. * Define fair-trade and consider how successful fair trade has been as well as why take up might be slow. * Research an environmental organisation such as Rainforest Concern and identify the actions it takes, and other groups take (such as direct action) to try and protect forests. | Most local council websites have detailed information on recycling.  Fairtrade Foundation:  [**http://www.fairtrade.org.uk/**](http://www.fairtrade.org.uk/)  Rainforest Concern website:  **http://www.rainforestconcern.org/education\_resources/what\_can\_we\_do\_to\_stop\_deforestation/** |
| 67 | 6. Physical  processes and  environmental  changes  increasingly put  people at risk. | * Examine trends in population and urbanisation to understand why increasing numbers of people, their property and livelihoods are vulnerable to tectonic hazards and the impacts of climate change. * Investigate why managing risks is challenging due to the rising demand for places to live and the uncertain and unpredictable nature of the risks. | * On an outline world map (A3 or A4) plot the distribution of the worlds megacities + use a population density world map (atlas) to roughly shade in areas of high density * Add details of subduction zones (Pacific Ring of Fire, Indonesia) and earthquake zones (Himalaya) * Cyclone tracks could be added * Describe the relationship between population density / urbanisation and hazard risk on the map * Additionally, consider risk in relation to maps of HDI and future global warming projections * Students could select and justify a statement from 3 options: ➊ Developing world population should be stabilised then reduced in order to reduce risk ➋ Aid should be used to relocate people from areas of high hazard and / or global warming risk ➌ People who live in areas of high risk should accept this and not expect help. | Any school atlas will have maps on population density, tectonic plate boundaries etc.  HDI map and other data from UNDP:  [**http://hdr.undp.org/en/statistics/data/hd\_map/**](http://hdr.undp.org/en/statistics/data/hd_map/)  Maps showing possible global warming scenarios can be found here, for dates up to 2095:  [**http://news.bbc.co.uk/1/hi/8394886.stm**](http://news.bbc.co.uk/1/hi/8394886.stm) |
| Revision time of up to 3 weeks based on 70 weeks available over the 2 year course, followed by examinations. | | | | |