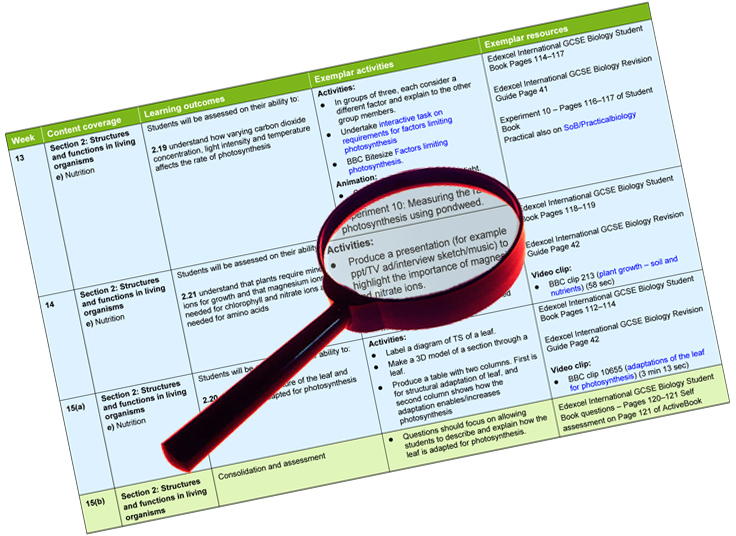
Learning outcomes

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 4 Researching Geography (controlled assessment)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 28 | **Planning** (5 hours)  **Low Control** | * Understand the task title. * Familiarise with fieldwork techniques and recording. * Learn to use specialist equipment, if relevant. | * Introduce and discuss task title. * Introduce location(s), GIS maps used to locate field sites and study areas, e.g. Google Earth/Google Maps. * Develop fieldwork skills and specialist equipment using a pilot study in a similar location/context or ‘virtually’ in the classroom or school grounds. * Practise using and evaluating recording sheets and other relevant techniques. | TB-Edex pages 284–285 Introduction  CAWB Chapter 1  TB-Edex pages 286–287 Planning  CAWB Chapter 2 Planning  TB-OUP pages 286–289  FSC fold-out keys and publications: [**FSC**](http://www.field-studies-council.org/publications.aspx)  Guidance on H&S: *Department for Education health and safety guidance for schools:* [**DFE H&S**](http://media.education.gov.uk/assets/files/pdf/d/departmental%20advice%20on%20health%20and%20safety%20for%20schools.pdf)  Geographical Association publications for fieldwork: [**GA Fieldwork**](http://www.geography.org.uk/shop/shop_section.asp?section=4) |
|  | * Develop ideas for aims/hypotheses/key questions. * Localise and contextualise the task. | * Begin the write-up of the introduction (individual or partly collaborative). * Research using the internet and other sources for background/context. |
| 29 |  | * Complete the Planning section. | * Work on finalising the introductory section. |
| **Data collection** (1 day)  **Low control** | * Data collection. | * Fieldwork activities and data collection – either individually or in groups. | TB-Edex pages 288–291 Data collection  CAWB Chapter 3 Methods of data collection  TB-OUP pages 290–291 |
| 30 | **Presentation** (5 hours)  **Low control** | * Secondary data collection. * Basic analysis using spreadsheets prior to drawing graphs, etc. | * Research secondary data sources. * Start data presentation including use of relevant GIS, e.g. Google Earth and Google Maps, to map/illustrate some of the fieldwork data collection. * Hand-drawn graphs. * Maps. | TB-Edex pages 292–297 Presentation and GIS  CAWB Chapter 4 Data presentation  TB-Edex pages 297–299 Report writing  TB-OUP pages 292–297 |
|  |
| 31 |  | * Continue with presentation. | * Finish/finalise any outstanding data presentation. * Candidates check that axes, titles, etc. are all completed. |
| **Analysis and conclusions** (5 hours)  **High control** | * Sessions on analysis, including basic data processing. | * Describe the data, producing summaries and simple statistics if appropriate. * Make geographical links and connections, explaining what the results show (including any research documents). | TB-Edex pages 300–301 Analysis and conclusions  CAWB Chapter 5 Analysis and conclusions  TB-OUP pages 298–301 |
| 32 |  |
| 33 |  | * Reaching conclusions. | * Summarise the main findings of the fieldwork. * Relate the main findings back to the investigation aims/sub-aims. * This should also be an opportunity to comment on the wider geographical significance of the findings. |
| **Evaluation** (3 hours )  **High control** | * Evaluation of the study. | * Evaluate process and outcomes – linking back to the original task set by Edexcel. * Examine the ‘To what extent...’ statement in light of the findings from fieldwork and research. | TB-Edex pages 302–303 Evaluation  CAWB Chapter 7 Evaluation  CAWB Chapter 8 Final checks  TB-OUP pages 302–303 |
| 34 |  |
|  | * Put all the work together and carry out final checks, including pagination, page numbers, indexing, etc. May also include simple bibliography. |
| **Additional resources to support controlled assessment**  The following Edexcel GCSE Geography B resources are available to download from the Edexcel website: http://www.edexcel.com/quals/gcse/gcse09/geography<http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>/b/Pages/default.aspx   * Edexcel GCSE Geography B ‘Evolving Planet’ Controlled Assessment Teacher Support Book * Edexcel GCSE Geography B Student Guide * Edexcel Controlled Assessment task brief * Edexcel Controlled Assessment Exemplification Booklet * Edexcel Principal Moderator’s Report * Your centre-specific moderator’s report (available on results day on Edexcel Online) * Edexcel Communities: [**Edexcel communities**](http://community.edexcel.com/geography/m/geography/default.aspx) | | | | |