

# KS3

# Specification

# 2017/18



# GEOGRAPHY



DEAN TRUST *Wigan*

- ⊙ Topic 1 - The Big Bang! Life on Earth
  
- ⊙ Topic 2 - The UK and Great Britain
  
- ⊙ Topic 3 - Continents and Oceans- Big Issues around the World
  
- ⊙ Topic 4 - Tourism
  
- ⊙ Topic 5 - Threatened and Extreme Environments
  
- ⊙ Topic 6 - Adventure Landscapes
  
- ⊙ Topic 7 - Tectonic Hazards
  
- ⊙ Topic 8 - Impossible Places
  
- ⊙ Topic 9 - Population Issues

## Year 7 Formal Assessment

1. 4 Mark - AO1
2. 6 Mark AO2
3. Mid-Point 8 Mark Banded Piece AO3
4. 4 Marks Skills AO4
5. EOT test – 25 Mark – AO1, AO2, AO3 & AO4

## Year 8 Formal Assessment

1. 4 Mark - AO1
2. 6 Mark AO2
3. Mid-Point 8 Mark Banded Piece AO3
4. 4 Marks Skills AO4
5. EOT test – 25 Mark – AO1, AO2, AO3 & AO4

	<b>Band Descriptors:</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Pupil is able to recall accurate information from a range of geographical sources and is beginning to use them in developed sentences</li> <li>• Pupil can offer brief explanations of events and features and can support them with some specific facts when necessary.</li> <li>• Pupil has begun to incorporate relevant connectives to develop their points.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Pupil is able to fully develop geographical points by identifying specific facts and figures that is relevant and using it to support their point.</li> <li>• Pupil is able to offer knock on effects to an event and is beginning to accurately categorise into social, economic and environmental geographies.</li> <li>• Pupil has also demonstrated that they can deconstruct a question to work out what it is asking them.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Pupil can refer to sustainability when talking about a geographical event or idea where relevant.</li> <li>• Pupil can also give a complete and chronological sequence of events when explaining the formation of an event/feature/landform.</li> <li>• Pupil has mastered the ability to write detailed a developed points using evidence and specific facts and figures to support their points.</li> <li>• Pupil has shown that they can accurately and consistently categorise into social economic and environmental.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Pupil is a highly skilled and well-rounded geographer.</li> <li>• Pupil can also use well-structured and developed paragraphs to support their geographical ideas.</li> <li>• Pupil has a deep understanding of all topics and can comprehend even the most difficult concepts such as climate change and sustainability.</li> <li>• Pupil makes great use of sophisticated geographical terminology throughout their work.</li> <li>• Pupil is able to provide accurate and developed conclusions to effectively summarise their work.</li> <li>• Pupil also makes clear and thorough use of sources to support their ideas.</li> </ul>

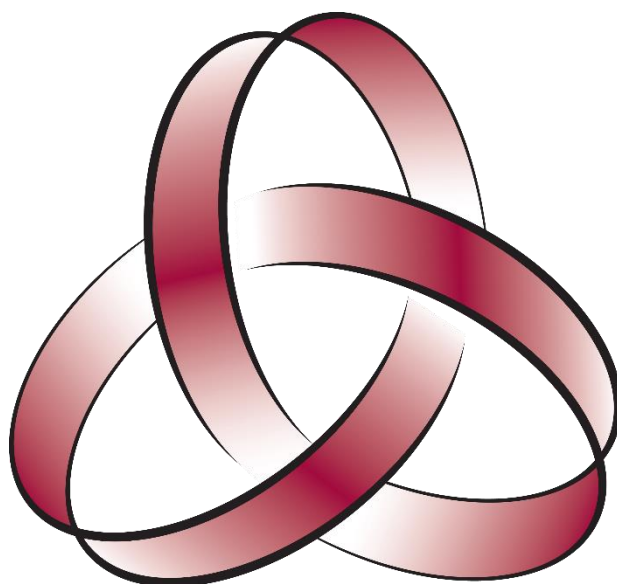
# What my teachers marking means to me

When your teacher marks your book, they use codes to identify positive aspects of your work. These should be annotated in the margin of your book. Look in the table below to find out what they mean.

L1	You have entered 1-3 marks and have at this point produced a basic answer
L2	You have entered the 4-6 mark level and have at this point begun to create developed points relating to the command word
L3	You have entered the 7-9 mark level and have given detailed and accurate case study information to support
+P	You have made a point about the topic in question
+KO	You have given relevant knock on effects
+devel	You have linked your statements and developed your points, perhaps by using a connective
+C.S	You have included case study or own knowledge to support your answer
+GW	You have referred to global warming – the bigger picture
+sust	You have referred to sustainability
+SPEC	This indicates that you have given a specific date/figure

Over the 3 year GCSE course in Geography you will study the following units which make up 3 exams.

<b><u>Paper One – Challenges in the Physical</u></b>	<b><u>Paper Two – Challenges in the Human Environment</u></b>	<b><u>Paper Three – Geographical Applications</u></b>
<p><b><u>Section A – The Challenge of Natural Hazards – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Earthquakes – Christchurch &amp; Haiti</li> <li>• Volcanoes – Why do people live near Eyjafjallajokull?!</li> <li>• Hurricanes – Typhoon Haiyan</li> <li>• Extreme weather in the UK – Storm Desmond</li> </ul>	<p><b><u>Section A – Urban issues and Challenges – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Rio de Janeiro and Liverpool and the opportunities and challenges they face in development – Fieldtrip!</li> <li>• Also a study of the Favelas and how they are improved</li> <li>• Sustainable urban living – BedZed and the Manchester Metrolink</li> </ul>	<p><b><u>Section A – Issue Evaluation – include:</u></b></p> <ul style="list-style-type: none"> <li>• 12 weeks prior to the exam students will receive a pre-release booklet on a decision making exercise.</li> <li>• This will be used to prepare them for a scenario based exam.</li> </ul>
<p><b><u>Section B – The Living World – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Tropical rainforests (The Amazon)</li> <li>• Hot deserts (The Thar)</li> <li>• Biomes</li> <li>• Adaptations</li> <li>• Managing these environments</li> </ul>	<p><b><u>Section B – The Changing Economic World – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Uneven population – why are some countries more densely populated than others?</li> <li>• The demographic transition model</li> <li>• How do different countries earn money?</li> <li>• Reducing the gap between rich and poor</li> </ul>	<p><b><u>Section B - Fieldwork – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Trip to Llandudno and Rhyl in North Wales to carry out two investigations</li> <li>• One which looks at the impact of hard and soft engineering</li> </ul> <p>Another which looks at how environmental quality changes in distance from the pre-made at Llandudno.</p>
<p><b><u>Section C – Physical Landscapes in the UK – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Coastal studies of erosion, deposition &amp; management</li> <li>• An in depth study of the Lake District as a Glaciated Environment.</li> </ul>	<p><b><u>Section C – The Challenge of Resource Management – includes:</u></b></p> <ul style="list-style-type: none"> <li>• Where does our food come from and how can we make sure we will always have it?</li> <li>• How can we manage water in a warming world?</li> <li>• Sustainable Energy developments</li> </ul>	<p><b><u>Section C – Geographical Skills – Includes:</u></b></p> <ul style="list-style-type: none"> <li>• Map Skills</li> <li>• Photograph skills</li> <li>• Drawing and analysing charts</li> <li>• Numerical skills</li> <li>• Statistical skills</li> </ul>



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Believe-Achieve-Succeed