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GCSE in Geography B
Teachers’ Guide

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1. INTRODUCTION

The WJEC GCSE Geography B specification has been developed from the approaches and strategies of the Geography B (Avery Hill) specification previously administered jointly by WJEC and OCR. All components are now administered solely by WJEC for first teaching from September 2009. This is now a unitised specification with the first availability of units in June 2010 as shown on page 2 of the specification. The first GCSE awards will be made in Summer 2011. The specification can be delivered and assessed in centres throughout the UK.

This Guide is one of a number of ways in which the WJEC provides assistance to teachers delivering the new specification. Also essential to its introduction are the Specimen Assessment Materials (question papers and marking schemes) and professional development (INSET) conferences.

Future provision which you will find useful:

- Examiners’ reports on each examinations series.
- Free access to past question papers via the WJEC secure website.
- Easy access to the specification and other key documents on the main website.
- Itemised feedback on outcomes for candidates at question level.
- Regular INSET delivered by Chief and Principal Examiners.
- Additional materials on the National Grid for Learning Wales (NGfL Cymru).
- Easy access to both the Subject Officer and to administrative sections.

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(Administrative Support Officer)

Subject page  
www.wjec.co.uk

INSET Section  
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www.wjec.co.uk/professionaldevelopment
1.1 Aims and Rationale

The specification already contains guidance in the many examples of teaching and learning approaches given in Column 4 of the specification pages 12 - 19. The approaches and examples given are not mandatory but they do provide a possible starting point for the construction of a teaching/learning programme. This guide extends the examples of approaches and illustrations that could be used to deliver the specification. The aim is to use the specification to improve student performance and raise standards generally.

The guide includes examples of how to approach the specification by addressing:

- key features of the specification;
- the organisation of the whole educational programme over two years;
- possible approaches to the three themes;
- some lesson plans which, when taken as a whole, incorporate the variety of topics, issues, learning experiences and skills required by the specification, including those of fieldwork;
- examples of exercises and activities that could be used for learning and formative assessment.

Because Geography is a dynamic subject, it goes without saying that teachers will be expected to update their supporting case studies as and when new case studies are published or appear in the media. Teachers should be encouraged to deal with the contemporary rather than the historic when developing case studies.

The new specification:

- delivers geography relevant to those whose life will span much of the twenty-first century;
- focuses on the dynamic nature of the world we live in;
- enables the students to understand, interpret and react to the constantly changing environments and apply their understanding to complex issues of concern affecting the world and their own lives;
- provides a thematic framework that will allow flexibility for teachers to select specific content and learning experiences;
- encourages an enquiry approach to issues associated with core and optional themes and place specific contexts;
- emphasises the importance of fieldwork as an essential element of an integrated approach to teaching and learning.
1.2 Overview of the Specification

SUMMARY OF ASSESSMENT
GEOGRAPHY (B)

SUMMARY OF ASSESSMENT

<table>
<thead>
<tr>
<th>Unit 1: Challenges and Interactions in Geography (30%)</th>
<th>Written Paper: 1 hour (F/H)</th>
<th>60 marks (60 UMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two compulsory structured questions, one from Theme 1 and one from Theme 2, each containing a choice of case study.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Development and Problem Solving Geography (45%)</th>
<th>Written Paper: 2 hours (F/H)</th>
<th>90 marks (90 UMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>One compulsory structured question from Theme 3 containing a choice of case study.</td>
<td></td>
</tr>
<tr>
<td>Section B</td>
<td>A cross-unit problem solving exercise structured in three parts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Geographical Enquiry (25%)</th>
<th>Controlled Assessment</th>
<th>50 marks (50 UMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An enquiry based on fieldwork (15%) and an Issue based on research (10%)</td>
<td></td>
</tr>
</tbody>
</table>

- Unit 1 provides a broad foundation to key themes of human and physical environments by addressing challenges of living in a built environment and human interactions with the natural environment.
- All three units build upon the foundation of Key Stage 3 by reinforcing concepts and skills at increasing levels of depth and complexity and developing a framework of spatial awareness from the local through to the global scale; similarly they encourage progression into the post-16 phase of education.
- All three units ensure learning outcomes that help students to develop a personal interest in why geography matters and to develop their responsibilities as global citizens who can play an important part in sustainable development.
- Classroom work can be reinforced by out-of-class activities in the field and research which will be assessed through controlled assessment which replaces coursework.
- The specification encourages an appreciation of alternative viewpoints and the reasons why people might hold certain views.
- In doing so it contributes to the development of attitudes and values conducive to the elimination of inequalities.
• Both Units 1 and 2 provide the learning opportunities for fieldwork and research that are integral to the enquiry-based student-centred learning for Unit 3: Geographical Enquiry assessed by controlled assessment that replaces coursework.

• The specification provides students with a relevant and exciting programme of study that maintains the essential features of the former Geography (B) approach where teaching, learning and assessment are interdependent and where an issue based, investigative approach is at the core of each unit.

The content of the specification is divided into three main themes, each with three sub themes. The themes are assessed through two written papers, Unit 1 and Unit 2 and through controlled assessment in Unit 3. Unit 1 is divided into two themes. Unit 2 assesses Theme 3 in Section A and consists of a cross unit decision making exercise in Section B.

Assessment of Units 1 and 2 will be based on the Key Ideas and their associated Key Questions in the first two columns of the specification content. Teachers are free to select appropriate examples of places or topics to support these questions and are advised to ensure that the examples chosen in terms of scale and location are placed in a context of wider spatial awareness. Column 3 outlines the scale and detail required to provide adequate coverage of the specification. It is essential that areas to be studied to illustrate the range of spatial contexts and scales should be carefully chosen to develop wider spatial awareness. The examples given in Column 4 are suggestions only.

1.3 Changes to the specification for delivery in September 2008

Please click here to open the attachment window. Then open the file “Changes to the new spec B.pps”
## DELIVERING THE SPECIFICATION

### 2.1 Pathways through the specification

**Model A - Entries in June Years 10 and 11**

<table>
<thead>
<tr>
<th>TIME OF ASSESSMENT</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Year 10</td>
<td>Unit 1: Challenges and Interactions in Geography</td>
</tr>
</tbody>
</table>
| June Year 11       | Unit 2: Development and Problem Solving Geography  
                     Unit 3: Geographical Enquiry – Controlled Assessment |

**Advantages:**
- Concentrated focus on a limited area of teaching and learning.
- Candidates able to concentrate revision on one unit.
- Allows a resit in Year 11.
- Allows a change of tier if candidate resits in Year 11.

**Disadvantages:**
- Maturation by June 2010 may disadvantage some candidates.
- Teaching time taken up by focus on assessment.

**Model B - Entry in June in Years 11**

<table>
<thead>
<tr>
<th>TIME OF ASSESSMENT</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Year 10</td>
<td>No assessment</td>
</tr>
</tbody>
</table>
| June Year 11       | Unit 1: Challenges and Interactions in Geography  
                     Unit 2: Development and Problem Solving Geography  
                     Unit 3: Geographical Enquiry – Controlled Assessment |

**Advantages:**
- Less disruption for the centre/department.
- Candidates are assessed when they are theoretically at their mature.
- Candidates have developed a more synoptic understanding.

**Disadvantages:**
- Greater revision pressures.
- No resit opportunities.
- No opportunity to change tier through resit in Year 11.
A significant teaching and assessment change from the existing WJEC/OCR GCSE Specification B is the change from coursework to controlled assessment. The key decision for centres will be in establishing the best strategy for incorporating the fieldwork and issue based tasks into the teaching programme for Units 1 and 2. These tasks can be integrated into the teaching and learning programme for the chosen themes or carried out after candidates have sat Unit 1. Although centres are encouraged to build enquiry tasks into the teaching and learning programme throughout the key stages, those submitted for controlled assessment may be carried out over the two years of the cycle or exclusively during Year 11. In all cases, the specific tasks must be those selected for the submission Year 11 and changed on an annual basis. The requirement to change will be monitored through the moderation report issued to centres each year.

### 2.2 Examples of Approaches

#### TEACHING AND LEARNING PROGRAMMES

The aim of the new WJEC GCSE Geography B specification is to continue the GYSL / Avery Hill philosophy in Geography teaching, and take it to a level that is appropriate for young people today. Subject content has been reduced, and this will allow centres to develop their own programmes using a variety of relevant resources and teaching ideas.

The new specification aims to continue the enquiry led issue based learning approaches to engage and stimulate students. Centres are able to use up to date and topical case studies instead of out of date prescriptive ones. For example in 2008 many candidates referred to Aid case studies based on the recent China earthquake and the typhoon in Burma. This approach does not keep students stuck with traditional text book examples. However, although it is innovative and forward looking it is vital that good geography and teaching methods already developed are maintained.

Centres will be able to modify their current schemes of work to meet the requirements of the new specification. It is possible that centres may wish to use some of the Learning and Research Opportunities highlighted on Pages 12 – 19 of the specification related to each of the Key Ideas. A wide range of suggestions are made for centres to use. To provide further help for centres two different approaches are highlighted for Schools A and B. These have been written by two young forward looking Heads of Department. Both of these have worked as examination Team Leaders and coursework moderators, and show that the specification is looking to the future. Both of the schools have key vocabulary central to their plans, and build on work done on the current Avery Hill Specification.
School A

Lessons are focused on more specific questions covered on a weekly basis. Excellent resources and a wide range of teaching ideas and learning activities are displayed in this plan. This scheme also suggests using exam questions from ‘recent’ papers for exam practice and case studies e.g. Anticyclone in 2008 and Monsoon Climate in 2007. This approach is ideal for new teachers, teachers who have not taught this type of specification, and also for non-geographers.

School B

This plan is case study based and then linked to Key Questions and specific key ideas related to the selected case studies. Teachers in this department can choose the case studies they want to follow. It is ideal for established teachers who want to select their own content, and use their own individual teaching styles and learning activities to meet the particular needs of their teaching groups. This scheme is on the school’s electronic system, and has up to date resources which are changed constantly.

Centres will have their own way of producing teaching and learning programmes. Some may want to include key skills and differentiated approaches. Timing is difficult to tie down as each centre may have different time allocations relating to weekly differences and when the GCSE course begins. If centres are entering for Unit 1 in 2010 then Themes 1 and 2 will have to be covered by June 2010. This will need careful planning.
Theme 2 – People and the Natural World Interactions

Key Ideas 1, 2, and 3

Context: The geography department runs an accelerated programme. The teaching of the GCSE course begins in year 9 with the higher sets taking their GCSE examination at the end of year 10. The ‘People and the Natural World Interactions’ theme will be taught in year 9. In years 7 and 8 modules covered include Our place, On the Map, Settlement, Landscapes, Shaping our land, Amazing Landscapes, Unfair World, World’s Apart, People and Resources, Antarctica and Global Futures. Therefore students will have some previous knowledge of climate change, river and coastal processes and landscapes but will not have studied weather, climate or ecosystems.

This scheme of work makes reference to textbook resources available in the department, Internet resources and other innovative teaching ideas to reflect the needs of the different teaching styles. The department has access to Interactive Whiteboards in every classroom but does not have access to PC suites. We already have a large collection of resources for use on the IWB’s. The materials highlighted on this scheme of work are additional activities and resources. The scheme of work also refers to examination questions from the former Avery Hill specification to ensure regular examination skill practice.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Questions Lesson Focus</th>
<th>Links to specification</th>
<th>Key Words: for vocabulary extension</th>
<th>Resources, Teaching Ideas, available resources and suggested learning activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How does weather affect human activities?</td>
<td></td>
<td>1.3 Meteorology Weather Precipitation Temperature Wind Speed Wind direction Air pressure Visibility Humidity Anemometer Barometer Thermometer Weather Vane Convectional Rainfall Relief Rainfall Frontal Rainfall Prevailing wind Rain shadow</td>
<td>Ignition exercise using a range of photographs displayed on the interactive whiteboard. Students brainstorm ideas of how each activity would depend on a variety of different weather activities. Use of weather web cams to describe weather conditions for different locations. Useful web cams available at <a href="http://www.earthcam.com/">http://www.earthcam.com/</a>. Fieldwork Opportunity: Students use a range of weather instruments to measure the different elements of weather and record their results. Measurements could be recorded over a period of a week or longer and recorded in an excel spreadsheet for patterns to be identified and graphs to be drawn. Can be compared with data on the Internet e.g. <a href="http://www.xcweather.co.uk/">http://www.xcweather.co.uk/</a>. Games for starters and plenaries available at <a href="http://www.games4geog.com/weather.html">http://www.games4geog.com/weather.html</a> and okta symbols Geodoku available at <a href="http://www.learningnet.co.uk/ubb/Forum5/HTML/014294.html">http://www.learningnet.co.uk/ubb/Forum5/HTML/014294.html</a> for homework activities. Textbook resources: Geog 2 (Gallagher and Parish, 2001) pg 24-25 Measuring the weather Student sheet 1.1 It depends on the weather from Geography from Avery Hill Teacher’s Resource Pack (Cambers and Currie)</td>
</tr>
</tbody>
</table>

1. **Contrasting pressure systems and people**

   **Illustrative content:** Investigation into how and why pressure systems affect the UK and a contrasting part of the world. What weather do they bring and how do they affect the lives of people?

   **Context:** Students have not studied the basic elements of weather in their key stage 3 studies. *Schools having covered weather at key stage 3 need not cover this section in as much detail.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Questions</th>
<th>Links to specification</th>
<th>Key Words: for vocabulary extension</th>
<th>Resources, Teaching Ideas, available resources and suggested learning activities:</th>
</tr>
</thead>
</table>
| 2    | What are anticyclones? | 1.1, 1.2, 1.3 | Synoptic chart Anticyclone Fog Heatwave Isobars High pressure | Use met office web-site available at [http://www.metoffice.gov.uk/weather/europe/index.html](http://www.metoffice.gov.uk/weather/europe/index.html) to identify pressure systems affecting the UK using the synoptic charts and satellite images.  
Heatwave 2003 case study available at [http://www.metoffice.gov.uk/education/secondary/students](http://www.metoffice.gov.uk/education/secondary/students)  
Creation of mind minds to include causes, effects and responses  
Textbook resources: GCSE for Avery Hill Geography (Owen and Lancaster, 2007) pg 24 Anticyclones and pg 98-99 Investigating the 2006 UK Drought  
The New Wider World Foundation Edition (Waugh and Bushell, 2001) pg 160-161 |
| 3    | What are depressions? | 1.1, 1.2, 1.3 | Depression Warm front Cold front Occluded front Low pressure | 'Pat does depressions' activities available at [www.radicalgeography.co.uk](http://www.radicalgeography.co.uk) to describe the formation and associated weather.  
Case study of 1987 storm (1987 storm on DVD or Internet research). Categorise information into causes, effects to people, effects to the environment, short term responses and long term responses.  
To summarise this section on anticyclones and depressions groups of students are given either a synoptic chart or satellite image of either a high and low pressure systems (images available from google images). Each group must analyse the chart and produce a weather forecast highlighting any weather warnings they may wish to give. This could be displayed as a poster or a PowerPoint presentation and encourage annotation of the image.  
Exam questions to assess understanding: 2005 – A1, 2008 – B3 part b  
Textbook resources: GCSE for Avery Hill Geography (Owen and Lancaster, 2007) pg 25  
The New Wider World Foundation Edition (Waugh and Bushell, 2001) pg 158-159 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Questions Lesson Focus</th>
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<th>Key Words: for vocabulary extension</th>
<th>Resources, Teaching Ideas, available resources and suggested learning activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>What are hurricanes, cyclones and typhoons? How, why and why do they form? How are people and the environment affected by hurricanes, cyclones and typhoons?</td>
<td>1.1, 1.2, 1.3</td>
<td>Hurricane Cyclone Typhoon Eye Eye wall Evacuation</td>
<td>Extreme Weather detectives (3.5) in KS3 Badger Starter book 1. Students write geographical questions aimed to find out what happened in the photograph in 5 minutes. Could also use a photograph from google images. Cyclone or hurricane case studies e.g. Cyclone Sidr (resources on <a href="http://www.radicalgeography.co.uk">www.radicalgeography.co.uk</a>) or Hurricane Katrina using vast amount of material available on the Internet. Group research with news report style presentations (could be videoed and used later for revision purposes) or individual research followed by the writing of a newspaper article. Textbook Resources: The New Wider World Foundation Edition (Waugh and Bushell, 2001) pg 168-169 Exam questions to assess understanding: 2004 – B4</td>
</tr>
<tr>
<td>5</td>
<td>What is the difference between weather and climate? What weather patterns are associated with the monsoon climate? Which parts of the world are affected by this climate? How does the associated weather affect people and the environment? What is the difference between weather and climate?</td>
<td>1.1, 1.2, 1.3</td>
<td>Monsoon</td>
<td>May need to revise climate graphs. Possible activity in Badger starter book 1 – Global climates (3.6) or using <a href="http://www.uwsp.edu/geO/faculty/ritter/interactive_climate_map/climate_map.html">http://www.uwsp.edu/geO/faculty/ritter/interactive_climate_map/climate_map.html</a> Sentence sorting to identify weather and climate. Student Sheet 1.1 from Geography from Avery Hill Teacher’s Resource Pack (Cambers and Currie) ‘Coping with the wet’ video Textbook Resources: Climate, The Environment and People (Cambers and Currie, 1997) pg 16-17 Droughts and Downpours and student sheet 1.6 from Geography fro Avery Hill Teacher’s Resource Pack (Cambers and Currie) Exam questions to assess understanding: 2007 – A2</td>
</tr>
<tr>
<td>Week</td>
<td>Key Questions Lesson Focus</td>
<td>Links to specification</td>
<td>Key Words: for vocabulary extension</td>
<td>Resources, Teaching Ideas, available resources and suggested learning activities:</td>
</tr>
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<td>-----------------------------------------------------------------------------</td>
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</table>
| 6    |                           |                        |                                    | Diagram from memory activity to introduce the concept of the greenhouse effect. A variety of images available through the google images research facility. Students work in groups of 4. Each member of the group takes it in turns to view the diagram at the front of the classroom and then returns to the group to relay information remembered. The aim is for each group to reproduce the diagram.  
Class survey of carbon footprints using an online carbon footprint calculator. E.g. [http://actonco2.direct.gov.uk/index.html](http://actonco2.direct.gov.uk/index.html)  
Online teaching materials at [http://www.yourclimateyourlife.org.uk](http://www.yourclimateyourlife.org.uk)  
Meltdown – A Global Warming Journey DVD  
BBC’s Curriculum Bites: Future Landscapes –climate change  
Small group debates to consider the arguments for and against global warming (possibly use The Great Global Warming Swindle and an Inconvenient Truth to provide stimulus)  
Textbook resources:  
GCSE for Avery Hill Geography (Owen and Lancaster, 2007) pg 55-58  
Textbook Resources:  
The New Wider World Foundation Edition (Waugh and Bushell, 2001) pg 172 |
| 2. Changing Climate Illustrative content: An investigation into human influences on climate change at the small and large scale. A detailed investigation of the projected effects of global warming and on an area at the local, regional or national scale  
Context: Students have already touched on the concept of the greenhouse effect and global warming in the Global Futures module in year 8. | What is the greenhouse effect?  
How do human activities contribute to the greenhouse effect? | 1.1, 1.2  
Greenhouse effect  
Carbon dioxide emissions  
Methane radiation  
carbon footprint | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Questions</th>
<th>Links to specification</th>
<th>Key Words: for vocabulary extension</th>
<th>Resources, Teaching Ideas, available resources and suggested learning activities:</th>
</tr>
</thead>
</table>
| 7    | How will global warming affect people and the environment in the UK?  
How will global warming affect people and the environment in other parts of the world? | 1.3 could link to 1.3 (increased hurricane activity occurrence of heat waves) and 5.1 and 5.2 (Water Deficit) | Desertification Sea level rise | Watch BBC’s documentary Climate Change: Britain Under Threat which displays results of the climate experiment. For the year 2020, 2050 and 2080 students complete a table to show the projected temperatures, precipitation, impacts on people and impacts on the environment. Supporting materials available at [http://www.bbc.co.uk/sn/hottopics/climatechange/](http://www.bbc.co.uk/sn/hottopics/climatechange/) and [http://www.bbc.co.uk/climate/](http://www.bbc.co.uk/climate/). Students could then compile a weather forecast and news story for either 2020, 2050, 2080.  
Focus on climate change available on Global Eye at [http://www.globaleye.org.uk/secondary_spring05/focuson/index.html](http://www.globaleye.org.uk/secondary_spring05/focuson/index.html) (useful for homework activities).  
Mapping sea level change on the Gold Coast, Australia using google earth: resources available on [http://www.juicygeography.co.uk/sealevel.htm](http://www.juicygeography.co.uk/sealevel.htm).  
Textbook resources:  
GCSE for Avery Hill Geography (Owen and Lancaster, 2007) pg 50-55  
Independent research questions for homework to investigate international initiatives e.g. Kyoto Protocol |
### 3. Changing Ecosystems

**Illustrative Content:** Investigations of the structure, function and influence of people/organisations on contrasting ecosystems at the 'local' and 'national/international' scales.

**Context:** Students have not studied ecosystems at key stage 3. The Borneo tropical rainforest exploitation versus conservation issue may be used. The Issue element of the controlled assessment for one year and therefore this piece of controlled assessment would be taken at the end of year 9 (1st year of the course for the accelerated group).

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Questions Lesson Focus</th>
<th>Links to specification</th>
<th>Key Words: for vocabulary extension</th>
<th>Resources, Teaching Ideas, available resources and suggested learning activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>What is an ecosystem?</td>
<td></td>
<td>Ecosystem</td>
<td>Clip art or photographs of living parts of an ecosystem. Pupils draw arrows to link elements to produce a food web. Could create a food web mobile of the different food chains.</td>
</tr>
<tr>
<td></td>
<td>How are the components of ecosystems (inputs, outputs, flows, stores, cycles and processes) linked?</td>
<td></td>
<td>Food chain</td>
<td>Food chains and webs PowerPoint with video clips available at <a href="http://www.arkiveeducation.org/resource_list_geo11-14.html">http://www.arkiveeducation.org/resource_list_geo11-14.html</a></td>
</tr>
<tr>
<td></td>
<td>How can small scale ecosystems be managed?</td>
<td>3.2, 3.4</td>
<td>Habitat</td>
<td>Case study of Sherwood Forest (possibly following a field visit). Students produce a visitors leaflet to highlight the components of the ecosystem and the management strategies in place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Producer</td>
<td>Textbook resources: Geog 2 (Gallagher and Parish, 2001) pg 44-45 Feeding in an ecosystem</td>
</tr>
<tr>
<td>Week</td>
<td>Key Questions Lesson Focus</td>
<td>Links to specification</td>
<td>Key Words: for vocabulary extension</td>
<td>Resources, Teaching Ideas, available resources and suggested learning activities:</td>
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</tr>
<tr>
<td>10</td>
<td>What are biomes?</td>
<td>3.1, 3.2</td>
<td>Biome Tundra Savannah Deciduous Temperate Coniferous Boreal</td>
<td>Photograph ignition exercises to identify and describe elements of different biomes. Could show slideshow with photographs of each biome and then at the end ask pupils to recall as many details as possible to describe each biome.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Matching of climate graphs and biomes using Student sheet 2.2 The Changing Tropics from from Geography from Avery Hill Teacher’s Resource Pack (Camber and Currie)</td>
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<td></td>
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<td>Design animals an animal adapted to live on one of the biomes using BBC’s Class Clips Geography 1 DVD– Biomes or ‘Making Animals’ in More Thinking Through Geography (Leat, 1998)</td>
</tr>
<tr>
<td>Week</td>
<td>Key Questions Lesson Focus</td>
<td>Links to specification</td>
<td>Key Words: for vocabulary extension</td>
<td>Resources, Teaching Ideas, available resources and suggested learning activities:</td>
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<td>Key Words: for vocabulary extension</td>
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<td></td>
<td>How are the lives of indigenous peoples being threatened by economic activity?</td>
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<td>Hunter-gatherers</td>
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<td>Nomadic</td>
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<td></td>
<td>Subsistence farming</td>
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<td>Shifting</td>
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<td></td>
<td>Cultivation</td>
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<tr>
<td>13</td>
<td>Should the Borneo Rainforests be conserved or exploited?</td>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>Conservation</td>
<td>Class debate – conservation versus exploitation. Groups take on the roles of loggers, palm oil company, Penan tribe, orang-utan conservation worker, Malaysian government, eco-tourism company. Newspaper article to report or leaflets from different organisations. Textbook Resources: Earthworks 2 (Widdowson, 1999) pg 20-21 Should the forests be saved?</td>
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<td>Exploitation</td>
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<td>Ecological reserve</td>
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<td>Ecotourism</td>
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</table>
### Theme 3: People work and Development

**Key Ideas 5, 6, and 7**

**Context:** The teaching of the GCSE course begins in Year 10. Background work for some of the course is covered in Key Stage 3 e.g. ‘Development’ is expanded using different case studies for G.C.S.E. The school is a technology college and has excellent access to the most modern ICT facilities. Up to date internet resources and text books are highlighted in the scheme of work. The department has a number of experienced Geography teachers.

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Key Ideas</th>
<th>Key Questions</th>
<th>Key Vocabulary</th>
<th>Notes and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The decline of UK coal industry</td>
<td>Coal is now imported from Russia, South Africa and Australia.</td>
<td>7.1 How do different activities damage the environment</td>
<td><a href="http://www.independent.co.uk/news/business/analysis-and-features/king-coal-makes-a-comeback-459918.html">http://www.independent.co.uk/news/business/analysis-and-features/king-coal-makes-a-comeback-459918.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are plans to open more deep mines in the UK.</td>
<td>7.2 What conflicts develop between damage to the environment and the creation of wealth and job opportunities?</td>
<td><a href="http://news.bbc.co.uk/1/hi/business/551544.stm">http://news.bbc.co.uk/1/hi/business/551544.stm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is conflict about where opencast mines should be located.</td>
<td>7.3 How could these conflicts be managed to conserve a sustainable environment?</td>
<td><a href="http://www.bbc.co.uk/nationonfilm/topics/coal-mining/">http://www.bbc.co.uk/nationonfilm/topics/coal-mining/</a></td>
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<tr>
<td></td>
<td>The decline of the coal industry had a negative multiplier effect on areas in the UK including social, environmental and economic impacts.</td>
<td></td>
<td>New Key Geography for GCSE page 212/214</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different areas managed the decline of the industry differently e.g. relandscaping, retail (Cortonwood in South Yorkshire), Heritage Park (Rhondda in South Wales)</td>
<td></td>
<td>Longman Geography for GCSE page 158</td>
<td></td>
</tr>
</tbody>
</table>

**Issues and Environments (GCSE Geography for AQA Spec C) page 203**

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Key ideas</th>
<th>Key Questions</th>
<th>Key Vocabulary</th>
<th>Notes and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>The UK’s farming industry has changed e.g. technology and mechanisation.</td>
<td>5.2 What factors influence decisions about where to locate different economic activities?</td>
<td>Primary industry</td>
<td>Longman Geography for GCSE page 169</td>
</tr>
<tr>
<td>Farming in the Fens – how it changed the environment by reclaiming land from the sea and is now under threat from rising tides, flooding and threats from imported food</td>
<td>Hill farming in the Lake District and the CAP – how the loss of subsidies could change the environment and damage an industry</td>
<td></td>
<td></td>
<td>GCSE Geography for AQA B Page 25</td>
</tr>
<tr>
<td>Coffee farming in Ethiopia/Tanzania/Kenya – link to fair trade</td>
<td></td>
<td>7.1 How do different economic activities damage the environment?</td>
<td></td>
<td>New Key Geography for GCSE page 192</td>
</tr>
<tr>
<td>Banana farming in Jamaica – link to fair trade and banana plantations in South America</td>
<td></td>
<td>7.2 What conflicts develop between damage to the environment and the creation of wealth and job opportunities?</td>
<td></td>
<td>Geography GCSE in Focus page 258</td>
</tr>
<tr>
<td>(link to nomadic farming in the Sahel in People and the Natural World unit about desertification, rice farming in flood prone areas in Bangladesh and shifting cultivation in Tropical Rainforest Areas)</td>
<td></td>
<td>7.3 How could these conflicts be managed to conserve a sustainable environment?</td>
<td></td>
<td>The New Wider World page 100</td>
</tr>
<tr>
<td>Case Study</td>
<td>Key ideas</td>
<td>Key Questions</td>
<td>Key Vocabulary</td>
<td>Notes and Resources</td>
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</table>
| Growth and Decline of the Steel/Textile industry | Steel e.g. South Wales, Sheffield (from Steel to Sport/Shopping also works well with housing because of slum clearance and eventual creation of problem housing estates following decline e.g. Manor)                                                                                                         | 5.1 Who makes decisions about the present and future locations of economic activities?  
5.2 What factors influence decisions about where to locate different economic activities?  
5.3 How and why have the locations of different activities changed?  
6.1 How do MNCs affect patterns of work and development?  
7.1 How do different economic activities damage the environment?                                                                                                       | Industrialisation  
Deindustrialisation  
Secondary Industry  
Labour  
Footloose industries  
Heavy Industry  
Brownfield sites  
Greenfield sites  
Mechanisation  
Automation  
Newly Industrialised Countries  
Negative Multiplier Effect  
Positive Multiplier Effect  
Manufacturing  
Multinational Company (MNC)  
Transnational Corporations (TNC)  
Globalisation  
Infrastructure  
Subsidies  
Grants                                                                                                                     | Longman Geography for GCSE page 158  
New Key Geography for GCSE page 214  
Geography GCSE in Focus page 290  
New Wider World page 138  
http://www.stantonironworks.co.uk/history.html  
http://pilotgcseradicalgeography.co.uk/2007/03/07/stanton-ironworks-a-local-issue-part2/  
http://www.channel4.com/history/microsites/T/time_team/2004_sheff.html  
http://www.localhistories.org/sheffield.html  
http://www.thisismoney.co.uk/news/article.html?in_article_id=421263&in_page_id=2  
http://news.bbc.co.uk/1/hi/in_depth/business/2005/mg_rover/default.stm  
http://news.bbc.co.uk/1/hi/england/west_midlands/6484337.stm  
http://www.guardian.co.uk/education/2005/apr/19/schools.learnlessonplans |
| Stanton Iron works Ilkeston (bought by a French company) | Textiles e.g. Leeds, Manchester, Birmingham                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
| Textiles e.g. Leeds, Manchester, Birmingham | Car industry e.g. Birmingham, Stanton Iron works Ilkeston (bought by a French company)                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
| Employment Structure in the UK has also changed with less secondary workers and more tertiary workers. Companies in the UK have more global links and this can affect employment both positively and negatively e.g. MG Rover, Rolls Royce |                                                                                                                                                                                                                                                                          | 5.1 Who makes decisions about the present and future locations of economic activities?  
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Negative Multiplier Effect  
Positive Multiplier Effect  
Manufacturing  
Multinational Company (MNC)  
Transnational Corporations (TNC)  
Globalisation  
Infrastructure  
Subsidies  
Grants                                                                                                                     | Longman Geography for GCSE page 158  
New Key Geography for GCSE page 214  
Geography GCSE in Focus page 290  
New Wider World page 138  
http://www.stantonironworks.co.uk/history.html  
http://pilotgcseradicalgeography.co.uk/2007/03/07/stanton-ironworks-a-local-issue-part2/  
http://www.channel4.com/history/microsites/T/time_team/2004_sheff.html  
http://www.localhistories.org/sheffield.html  
http://www.thisismoney.co.uk/news/article.html?in_article_id=421263&in_page_id=2  
http://news.bbc.co.uk/1/hi/in_depth/business/2005/mg_rover/default.stm  
http://news.bbc.co.uk/1/hi/england/west_midlands/6484337.stm  
http://www.guardian.co.uk/education/2005/apr/19/schools.learnlessonplans |
| Car industry e.g. Birmingham, Stanton Iron works Ilkeston (bought by a French company) | Employment Structure in the UK has also changed with less secondary workers and more tertiary workers. Companies in the UK have more global links and this can affect employment both positively and negatively e.g. MG Rover, Rolls Royce | 5.1 Who makes decisions about the present and future locations of economic activities?  
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http://www.localhistories.org/sheffield.html  
http://www.thisismoney.co.uk/news/article.html?in_article_id=421263&in_page_id=2  
http://news.bbc.co.uk/1/hi/in_depth/business/2005/mg_rover/default.stm  
http://news.bbc.co.uk/1/hi/england/west_midlands/6484337.stm  
http://www.guardian.co.uk/education/2005/apr/19/schools.learnlessonplans |
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<th>Notes and Resources</th>
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</thead>
<tbody>
<tr>
<td>Tertiary Industry</td>
<td>Tertiary industry’s main location factor is labour. With modern communications call centres/contact centres can be located anywhere. British based companies have moved their call centres overseas because of savings on labour. UK service sector companies like Tesco and B and Q are locating more services abroad to help grow as a business. Out of town shopping centres have had positive and negative effects on their local environment. LEDCs can develop their economy through tourism. Tourism can cause damage to the culture and environment of LEDCs. Parts of the UK benefit economically from tourism but it also can prove a threat, socially and environmentally. Tourism can be developed sustainably so that is limits the negative social and environmental impacts.</td>
<td>5.1 Who makes decisions about the present and future locations of economic activities? 5.2 What factors influence decisions about where to locate different economic activities? 5.3 How and why have the locations of different activities changed? 6.1 How do MNCs affect patterns of work and development? 6.2 How do MNCs cause positive and negative multiplier effects? 7.1 How do different economic activities damage the environment? 7.2 What conflicts develop between damage to the environment and the creation of wealth and job opportunities? 7.3 How could these conflicts be managed to conserve a sustainable environment?</td>
<td>Primary Jobs  Secondary Jobs  Tertiary Jobs  Quaternary jobs  Employment Structure  Retail  Brownfield Site  Greenfield Site  Informal jobs  Formal Jobs  Congestion  Tourism  Ecotourism  Honeypot  National Park  Leakage</td>
<td>CALL CENTRES  <a href="http://www.thisismoney.co.uk/news/article.html?in_article_id=404606&amp;in_page_id=2">http://www.thisismoney.co.uk/news/article.html?in_article_id=404606&amp;in_page_id=2</a>  Understanding GCSE Geography p197  <a href="http://www.sln.org.uk/geography/_vti_bin/shtml.dll/search.htm">http://www.sln.org.uk/geography/_vti_bin/shtml.dll/search.htm</a> Why did Dilip change his name to David mystery  <a href="http://www.geographyteachingtoday.org.uk/ks3-resources/resource/new-india/global-cities-in-india/">http://www.geographyteachingtoday.org.uk/ks3-resources/resource/new-india/global-cities-in-india/</a>  Kiss Kiss Bang Bangalore Simpsons episode series 17  Dixons call centre Sheffield – GCSE Geography Philip Allen Exam Revision notes page 92  <a href="http://www.capita.co.uk/about-us/Pages/DSGI-Sheffield.aspx">http://www.capita.co.uk/about-us/Pages/DSGI-Sheffield.aspx</a>  <a href="http://www.ukbusinesspark.co.uk/cap23632.htm">http://www.ukbusinesspark.co.uk/cap23632.htm</a>  <a href="http://www.callcentre.co.uk/c/portal/layout?p_l_id=259723&amp;CMPI_SHARED_articleId=1262151&amp;CMPI_SHARED_ImageArticleId=1262151&amp;CMPI_SHARED_CommentArticleId=1262151&amp;CMPI_SHARED_ToolsArticleId=1262151&amp;CMPI_SHARED_articleIdRelated=1262151">http://www.callcentre.co.uk/c/portal/layout?p_l_id=259723&amp;CMPI_SHARED_articleId=1262151&amp;CMPI_SHARED_ImageArticleId=1262151&amp;CMPI_SHARED_CommentArticleId=1262151&amp;CMPI_SHARED_ToolsArticleId=1262151&amp;CMPI_SHARED_articleIdRelated=1262151</a>  B&amp;Q  <a href="http://www.guardian.co.uk/business/2007/mar/02/china.economicdispatch">http://www.guardian.co.uk/business/2007/mar/02/china.economicdispatch</a>  TESCO  <a href="http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/06/business_tesco0s_global_growth/html/1.stm">http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/06/business_tesco0s_global_growth/html/1.stm</a>  SHOPPING MALLS  <a href="http://geobytesgcse.blogspot.com/2007/08/out-of-town-shopping-centres.html">http://geobytesgcse.blogspot.com/2007/08/out-of-town-shopping-centres.html</a>  <a href="http://www.geographypages.co.uk/meadow.htm">http://www.geographypages.co.uk/meadow.htm</a>  <a href="http://www.papplewick.org/holgate/fieldwork/meadow.htm">http://www.papplewick.org/holgate/fieldwork/meadow.htm</a>  LEDC TOURISM  KENYA  <a href="http://geobytesgcse.blogspot.com/">http://geobytesgcse.blogspot.com/</a>  <a href="http://burychurcheogeo.blogspot.com/2007/05/tourism-in-kenya-video.html">http://burychurcheogeo.blogspot.com/2007/05/tourism-in-kenya-video.html</a>  <a href="http://www.s-cool.co.uk/gcse/geography/tourism-and-resources/tourism-development.html">http://www.s-cool.co.uk/gcse/geography/tourism-and-resources/tourism-development.html</a>  New Wider World – page 170 Kenya case study  Key Geography GCSE p242  UK TOURISM  GCSE Geography in Focus – page 314 Tourism in Leeds and North Yorkshire (Has a section on tourism in Jamaica which can also be studied as an Island for primary industry (banana farming, bauxite mining). Works well as an indepth project based case study. New Wider World – National Parks and Lake District focus page 172  GCSE Geography Philip Allen Exam Revision – National Parks – focus on Peak District  GCSE Geography for AQA B – Lake District focus page 42  Key Geography GCSE – National Parks and focus on the Lake District p233  EUROPE TOURISM CASE STUDIES  Geography Philip Allen Exam Revision – Ibiza – links to BBC curriculum bites programme on clubbing tourism. New Wider World – Costa Del Sol page 164  GCSE Geography for AQA B – Mediterranean Spain page 102</td>
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</tbody>
</table>
### Case Study

**Multinational companies and globalisation**

Case Studies can include UK based MNCs e.g. Nissan, Ford, Toyota or LEDC based MNCs e.g. Nike

<table>
<thead>
<tr>
<th>Key ideas</th>
<th>Key Questions</th>
<th>Key Vocabulary</th>
<th>Notes and Resources</th>
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<tbody>
<tr>
<td>Multinational companies (or TNCs) are businesses with branches in at least 2 countries including the home country. The home country is where the company was originally based. The host country is where branch factories/offices are located. MNCs need access to markets including trading blocs. MNCs need cheap and skilled labour. Some areas of the UK rely on foreign investment. Some areas of the UK benefit from Government Initiatives. The location of MNCs can depend on Political Decisions. Certain parts of the UK e.g. the M4 corridor have locational advantages e.g. accessibility (roads, railway, tunnel and major airports), research opportunities (links with Universities), Government incentives, attractive location. MNCs have positive multiplier effects but because they can move out of a country quickly they can also have serious negative multiplier effects. MNCs can help LEDCs to develop economically but can cause social and environmental problems.</td>
<td>5.1 Who makes decisions about the present and future locations of economic activities? 5.2 What factors influence decisions about where to locate different economic activities? 5.3 How and why have the locations of different activities changed? 6.1 How do MNCs affect patterns of work and development? 6.2 how do MNCs cause positive and negative multiplier effects? 7.1 How do different economic activities damage the environment? 7.2 What conflicts develop between damage to the environment and the creation of wealth and job opportunities?</td>
<td>Newly Industrialised Countries Negative Multiplier Effect Positive Multiplier Effect Manufacturing Multinational Company (MNC) Transnational Corporations (TNC) Globalisation Infrastructure Subsidies Grants Labour Greenfield/brownfield sites Just-in-time policy Ethical trading Sweat shops Children labour</td>
<td>GCSE Geography in Focus – case study SGI (Silicon Graphics Inc.) and Nissan (NMUK) GCSE Geography for AQA B – Nissan case study page 189 People, Places and Themes – page 121 case study Nissan The New Wider World – Case Study – Ford page 144/145 New Key geography GCSE – Case Study Toyota UK page 216 NISSAN <a href="http://en.wikipedia.org/wiki/Nissan_Motor_Manufacturing_(UK)_Ltd">http://en.wikipedia.org/wiki/Nissan_Motor_Manufacturing_(UK)_Ltd</a> <a href="http://www.chroniclelive.co.uk/north-east-news/todays-evening-chronicle/2008/06/03/joy-as-nissan-deal-secures-thousands-of-jobs-72703-21015393/">http://www.chroniclelive.co.uk/north-east-news/todays-evening-chronicle/2008/06/03/joy-as-nissan-deal-secures-thousands-of-jobs-72703-21015393/</a> <a href="http://www.sunderland.gov.uk/pages/Press/pritem.asp?id=10207">http://www.sunderland.gov.uk/pages/Press/pritem.asp?id=10207</a> FORD <a href="http://www.dailymail.co.uk/money/article-1132047/We-wont-ask-bailout-insists-stricken-giant-Ford.html">http://www.dailymail.co.uk/money/article-1132047/We-wont-ask-bailout-insists-stricken-giant-Ford.html</a> <a href="http://en.wikipedia.org/wiki/Ford_Motor_Company">http://en.wikipedia.org/wiki/Ford_Motor_Company</a> TOYOTA <a href="http://news.bbc.co.uk/1/hi/business/2814507.stm">http://news.bbc.co.uk/1/hi/business/2814507.stm</a> <a href="http://www.thw.coventry.sch.uk/Geography/The%20Building%20of%20the%20Toyota%20Car%20Factory.pdf">http://www.thw.coventry.sch.uk/Geography/The%20Building%20of%20the%20Toyota%20Car%20Factory.pdf</a> <a href="http://www.endon.staffs.sch.uk/depts/geography/Webpages/GCSE%20Revision/Unit%20104/Case%20Studies/burnaston_toyota.htm">http://www.endon.staffs.sch.uk/depts/geography/Webpages/GCSE%20Revision/Unit%20104/Case%20Studies/burnaston_toyota.htm</a> TEXTILES incl NIKE and PRIMARK <a href="http://www.saigon.com/~nike/fact-sheet.htm">http://www.saigon.com/~nike/fact-sheet.htm</a> <a href="http://www.ilo.org/public/english/bureau/inf/wdai/index.htm">http://www.ilo.org/public/english/bureau/inf/wdai/index.htm</a> <a href="http://www.cleanclothes.org/companies.htm">http://www.cleanclothes.org/companies.htm</a> <a href="http://www.guardian.co.uk/business/2006/apr/23/ethicalbusiness.globalisation1">http://www.guardian.co.uk/business/2006/apr/23/ethicalbusiness.globalisation1</a> <a href="http://www.geography.learnontheinternet.co.uk/vqvd/qfli.html">http://www.geography.learnontheinternet.co.uk/vqvd/qfli.html</a> <a href="http://kespilotgeography.blogspot.com/2008/05/devel-wears-primark.html">http://kespilotgeography.blogspot.com/2008/05/devel-wears-primark.html</a> <a href="http://news.bbc.co.uk/1/hi/magazine/7468927.stm">http://news.bbc.co.uk/1/hi/magazine/7468927.stm</a> <a href="http://abbeyfieldhumanities.blogspot.com/2008/06/primark-and-child-labour.html">http://abbeyfieldhumanities.blogspot.com/2008/06/primark-and-child-labour.html</a></td>
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3. CONTROLLED ASSESSMENT

Section A
Developing Assignments for Controlled Assessment

A Practical Guide

Teachers should read pages 25 – 39 of the Specification where they will find detailed advice relating to the development of two assignments for Unit 3 Controlled Assessment. The aim of this practical guide is to highlight key elements relating to the development of controlled assessment in schools. Teachers need to be aware that there are significant differences in the way they should approach ‘controlled assessment’ compared to ‘coursework’. The Joint Council for Qualifications will provide additional guidance for centres concerning the administration of controlled assessment in schools and colleges.

Key Information:

- WJEC defines controlled assessment as coursework in a supervised environment within the school or college. Essentially it is a field / classroom based activity integral to the teaching and learning of the specification.
- The principal aim of controlled assessment is to measure subject specific skills that are not effectively judged by external assessment in WJEC examinations.
- Varying levels of control are required at different stages of controlled assessment (as indicated in the specification). Teachers should familiarise themselves with these levels of control. For most centres there are significant differences in the way they should plan for controlled assessment compared to coursework.
- In the research phase and through the analysis and evaluation phase (the write-up) teachers must keep live assignments secure and confidential at all times. Schools will need to develop robust systems to ensure that this takes place, especially if IT is used to present the work.
- Where more than one teacher is used to assess the work, robust internal moderation systems should be in place prior to marks being submitted to WJEC.
- The work of candidates submitted for controlled assessment must be signed by the candidate to authenticate that it is entirely their own. The supervising teacher must also sign to confirm this.
- There are new, more rigorous guidelines to follow, where candidates include material derived from secondary sources, particularly from the internet.
- WJEC is committed to retaining the following generic titles printed in the specification for assessment for three years (2011, 2012 and 2013) and then the list will be refreshed.

The Enquiry
- Quality of life varies within the built environment.
- The diversity and range of service provision is variable.
- Not all coastal management schemes are effective.
- Not all river management schemes are effective.
- Strategies to manage tourism are more effective in some areas than others.
- Sites vary in their potential for new economic development.

The Issue
- A planning issue in an urban area.
- A planning issue in a rural area.
- An issue concerning water management (flooding and / or water supply).
- An issue concerning coastal management (protection measures or tourist impact).
- An issue concerning economic activity and how it may impact on the environment
- An issue concerning a change in employment opportunities in a specified area.
The dialogue below has been constructed to help tease out some of these issues.

A teacher has been given the responsibility for controlled assessment within the Geography department. To help him carry out his duties effectively, he poses questions to the Head of Geography before planning the first controlled assessment package for 2009/2011.

The Head of Geography has attended an INSET session provided by WJEC; she is also aware of the guidelines to be produced Joint Council.

Together they develop a robust and secure package to maximise opportunities for their students and to meet the requirements of the WJEC Geography GCSE B specification.

Task Setting:

Can we use the coursework package from the old specification? The Study, comparing housing in suburban Ipswich with inner London and the Cross-Unit Task on the Amazon rainforest, worked really well and our students gained really good marks.

I'm afraid not. There are a number of reasons for this. The new Enquiry can be based on our old assignment, not least in terms of where we take the students on the field trip, but we have to recognise that there is no definitive list of titles provided by the exam board. I know that our Controlled Assessment Adviser (CAA) will help us re-shape it. I think that the task on comparing Quality of Life will appeal to our students. I advise you to liaise with the CAA to agree on a focused hypothesis with some organising questions. No doubt he will also help us follow the clear 'route of enquiry' suggested in the specification and point out the subtle changes to the prescribed mark scheme.

If the new tasks we devise work well and prove to be supportive of our students, can we repeat them year after year? How often will the list of titles in the specification change?

We are not allowed to use the same title in consecutive years. There are a number of ways we can deal with this. We could have two Enquiry titles and two Issue titles and have a two-year cycle. Alternatively, working with the CAA we could keep the same generic title from the specification and develop it through a new hypothesis or even use completely different study area in which to carry out the work. In answer to your second question, I was at a meeting with the Principal Moderator for controlled assessment. He is committed to retaining the 6 titles printed in the specification for three years (2011 through to 2013) and then the list will be refreshed. The new titles will be published on the WJEC website and in the updated printed versions of the specification.

What about our old Cross-Unit Task? We have loads of useful information on the Amazon. I know that most of the students used to enjoy presenting their work as a PowerPoint presentation.

I agree that the old task would fit neatly into one of the six prescribed Issues in the new specification, but I think it's time for a change. You will remember that the Moderator's report in 2008 highlighted some weaknesses in our last cohort, particularly with regard to application? I've studied the mark scheme, the new task has an increased emphasis on controversy and differing viewpoints so we will need to think carefully about reinforcing this in our guidance notes. I have a feeling that
the CAA will offer us some good advice on this aspect. I've got some great new material on Coral Reef destruction off the coast of Belize. It's really up to date and is a huge issue in that part of the world.

That sounds good, is it still o.k. to give the students a choice over the way they present their work?

The new specification allows a wide range of ways that the students can present their work. The use of PowerPoint as a mode of presentation is certainly an option and I know that you are keen to introduce some of the new ideas such as Photo Story and Crazy Talk. I think we will play safe for the first year as there are some important issues about access to IT, not least in the write-up phase. This phase has to be completed under controlled conditions and I'm a little worried that we don't understand all of the issues yet! A number of neighbouring schools will be collaborating on widening presentational styles next year and I know that WJEC will include this in their next INSET sessions. Let's play safe in the first instance and ask them to present a magazine article. Your group should be ok to use IT to present the work but I'm timetabled to be in one of the RE rooms. Anyway, it's the geography content and skills that count, not the way it's presented. At least in the research phase all of our students will be able to use the IT suite and the library to do their research.

So what's my first task? Have I got loads of time to think about this? I know that we don't plan intend to set the first task until after the Yr 10 Unit 1 exam, that's over a year away.

We can start planning now. As soon as we know who our CAA is we can contact them with our ideas and our draft guidance sheets and suggested resource list. I'm pleased that the WJEC have offered us the chance to work with a 'critical friend'. It will save us making mistakes in the long run. WJEC will inform us of our CAA in due course.

The Research Phase:

I've heard that the new regulations for controlled assessment mean that we will have to look carefully at the way we organise our lessons when the students carry out the tasks. Is it true that we can't include homework time as in the past?

It is true that the way we organise things will need to be looked at carefully. WJEC have provided additional information on this and the exam boards will shortly produce a joint statement on the way controlled assessment is to be conducted. Early information suggests that the government are absolutely determined to ensure that the work produced by students is entirely their own. This means that all stages of the work must be carried out in a supervised environment, within the school. Whilst the research phase does allow students to work in a relatively informal way, the write-up phase, where the students undertake the written analysis and reach conclusions, must be undertaken under close supervision.

What did you mean about work being undertaken within the school? What about fieldwork? You mentioned a less formal approach is possible in the research phase. What does this mean?
Obviously the Enquiry requires us to take students out on a fieldtrip where they can collect their primary data. We are allowed a full day for fieldwork in the Enquiry and a second day if we choose to include fieldwork in the second task, the Issue. Their fieldwork tasks will be included in the guidance sheets, they can work in groups and with limited supervision. Again our CAA will offer advice on this. The key point is that the information gathered should be collected and then kept in a research folder at school, to enable them to do individual analysis at a later date. When they are back in school we can allocate up to 5 hours for further research and consolidation of this data in both the Enquiry and the Issue. If the students discover any additional secondary data in this research period they will be allowed to bring it into school to keep in their research folder.

Can we help them in this period of research? Many students will need guidance on how to approach the write-up phase. I also like the students to share their field data, particularly things like questionnaire results and environmental quality recordings. It leads to more statistical rigor when they come to analyse the data. I also like to make available a package of digital photographs for them to annotate at a later date. Can we provide a list of useful websites for them to study and select from? I will be disappointed if we can’t support them in this respect.

No need to worry. The regulations allow us to use the 5 hours research time very effectively. As long as the students hand their development work in to us at the end of each lesson, we can provide a great deal of support. We can reinforce the nature of the task in hand and remind them of the route of enquiry and the mark scheme. At any time we can offer verbal or written advice about their plans and their draft work. Our task is to ensure that their work is appropriately focused with reference to things such as the sources of information they are using (including internet source material); the way they plan to structure their write-up (chapter titles and content); the secondary data they wish to use to supplement the primary data; the techniques used to process and present their data; we can encourage them to pool and share fieldwork data. The key thing is that they hand in their research work after each research session. It will be kept securely in their research folder, ahead of the next session. Another important responsibility is to make sure that no plagiarism takes place especially when they start to process raw data, the work in their folder must be their own; our students will not be allowed to analyse data at this stage or reach any conclusions. They must wait until the defined write-up phase, when they will work individually on analysis and drawing conclusions. It is here that we are not allowed to offer help and advice.

The Write-Up Phase:

The write-up phase, is this where they have to work under exam conditions producing the final product? I understand that this is where they analyse their information and reach their conclusions ahead of evaluating the work they have undertaken. How long do they have?

I think this is the biggest change from what we currently do. The regulations are much stricter, I can see why it’s now called ‘controlled assessment’ as opposed to ‘coursework’. We must be strict about the time we allow in this phase - 8 hours for the Enquiry and 5 hours for the Issue. You are right about tighter regulations in this phase, which makes it distinctive from the research phase. This is where the students are totally focused on producing their final product based exclusively on the information they have in their research folder. The use of the Internet is not allowed in this phase. There is a list of things we can’t do, such as offering any advice about errors or omissions or advice about specific improvements to meet the assessment criteria. We are certainly not allowed to comment on paragraphing or section headings, or
ways to improve presentation or content. We can help with logistical things and access to materials in the classroom and/or the I.T. suite. Exam conditions, such as those we insist on in formal written exams taking place in the sports hall, need not be adhered to, but the students will not be allowed to converse with each other or use any other student’s research folder. We must ensure that candidates do not attempt to copy from each other. Another requirement is that we cover up any display material on our classroom walls which might offer assistance to the students!

What about the secondary data they have collected as part of their research? They may have found a useful diagram from a textbook or an extract from an article taken from the internet. Can they include these in the write-up?

Yes this is to be encouraged, but we must emphasise that they need to acknowledge where the information came from. We need to get them to record this information in the research folder, so it is readily available in the write-up phase. If candidates use the same wording as a published source they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Leeder, 2009, page 29). For material taken from the internet, any reference must show the precise web page, not the search engine used to locate it e.g. http://www.coastalzonebelize.org.

One final point to emphasise is that once our students have submitted their work for final assessment it cannot be revised in any way, even if we notice errors or omissions when it is assessed.

Is there any information about how we expect the work to be presented to us? I know that there are forms that need to be signed by the students to confirm that it is entirely their own work.

Yes there are the usual declaration forms to complete. For the new specification they will be called CAB 2 (Enquiry) and CAB 3 (Issue). The students sign to confirm that the work is their own. A new statement will also appear on the form stating that all secondary sources included in the work, have been acknowledged. As usual we also have to sign the form confirming that the work assessed is solely that of the candidate concerned and that the work was conducted under the conditions laid down in the specification. As usual we will make sure that the student’s name and candidate number, our centre name and number and the Unit code/title are displayed. Our marks are also recorded on this form.

Linked to this, we must make sure that word processed or handwritten work is submitted on A4 paper in a cover or folder. I know that you are keen to encourage your students to present their work using word processing, but don’t forget to tell your students to put their name on each page as a header or footer. This is a new regulation.

What if students are absent during the period when controlled assessment is being taken place?

If their absence is limited to just a few occasions, we will do what we have always done, we will ensure that we offer alternative supervised catch-up sessions either after school or at lunch-time. If they are absent for an extended period we will need to liaise directly with WJEC for special circumstances. The exam board have very clear rules and regulations about this, our exams officer will advise us
about the way forward. The key thing is that we involve WJEC from the outset if difficulties occur. All awarding bodies have to work within the framework produced by the Joint Council for Qualifications, details relating to special circumstances can be found on their website at http://www.jcq.org.uk/

On a similar theme, we always have a few students who have special needs when we enter them for external exams. Will this now apply for controlled assessment?

Yes, but once again we don’t need to worry about this because WJEC have robust systems in place to deal with “access arrangements” such as the provision of a reader, a scribe, extra time etc. Our exams officer will use the secure online tool at the WJEC website to apply for such special circumstances.

In future years when we decide to encourage our students to use more innovative modes of presentation for the Issue, such as PowerPoint, Photo Story and/or oral presentations, what do we need to do with the declaration forms?

We need to attach it to a folder where we keep printouts/hard copies of the presentations or enclose clearly labelled audio or video recordings. Where PowerPoint/Photo Story/Crazy Talk presentations have been created, they should be saved in electronic format on CDs or memory sticks, which themselves are clearly marked. Where oral presentations are accompanied by prompt cards and visual aids, these need to be clearly marked with the candidates name to make sure they can be easily identified if and when they are required for external moderation.

I am really pleased that you are thinking about encouraging such presentational techniques (for the Issue), but I need to remind you that after the research phase, the students will need guaranteed access to secure and individual I.T. facilities within the school. You need to be confident that they will be able to produce the work in the time allowed. It might be a good idea to discuss, with the I.T. Manager, how the students will be able to access the work exclusively and only within the designated time given over to the write-up phase.

In the past, when we have used oral assessment, we have sometimes asked additional questions at the end of a presentation to illicit more detail from the candidates. Now that we have moved to controlled assessment where the regulations are tighter, does this mean that additional questions are not allowed?

You are absolutely right about this. We have to ensure that all of the students are treated the same way and that a level playing field is assured. In the guidance sheets we send to the Controlled Assessment Adviser we could list a small number of open-ended questions we would like to have in reserve, just in case the candidate freezes or dries up ahead of their allotted time. All the candidates will know that these questions could be asked. The key thing is that they should be open-ended and not lead the candidate in any way. Questions like “Tell me more about why some people disagree” or “What do you think is the best way forward to overcome the argument” would be fine. If we don’t publish questions in advance, we can’t ask them of selected candidates, that would be unfair.

How do we send the information to the Moderator if and when we decide to allow our students to present their ‘Issue’ in a different format (such as an oral or PowerPoint etc)?
We will need to send it in a high quality digital or audio format on a CD or audio tape. The key thing is that we clearly signal the work so that the Moderator knows which candidate it is. Equally important is that we make sure that there is a significant overlap between the sample of recorded presentations and the sample we use on the CAB 1 form. To be honest, I think I’m moving towards the idea of recording all our students if they present their work as an oral, that way the Moderator will have all that he/she needs.

**Assessment:**

No doubt you have been given information about how the two items will be assessed? I expect that we will continue marking our own students work and then carry out a moderation exercise?

Yes that’s right. We will work within the guidelines produced by WJEC. I did note that all the awarding bodies are being even more rigorous about the need for internal moderation, ahead of sending the final marks on the computerised mark sheets (for the cohort) in mid-May. Using the sampling system, outlined in the specification, we will need to send a sample of the cohort to our designated Moderator. Form CAB 1 will be used to do this. We only send the finished assignments, we do not need to send the research folder to the Moderator!

What did you mean when you said that the awarding bodies are being more rigorous about the need for internal moderation?

There is nothing for us to worry about here as we have always worked hard to ensure that the same standards and rigour are applied across the two groups when we assess their work. It seems that this isn’t always the case in some schools and it leads to serious problems in the external moderation process. We were given advice about trial marking exercises across an initial sample of work and advice about single teacher assessment to ensure compatibility across different GCSE groups. We will need to declare what methods of internal moderation we use when we send CAB 3 to the Moderator and we will need to keep evidence to show that such a process was carried out.

Did you get any information on how we should mark the work? How the students’ work should be annotated?

Yes, again this is no different to how we have always done it. We need to show how each student meets the criteria for different levels in the Levels of Response mark scheme for the 3 Assessment Objectives, i.e. Knowledge and Understanding, Application and Skills. In the margin we can flag evidence of strands within a particular level using simple annotation (KU, A or S). On Sheets CAB 2 and CAB 3 there will be room to enter a brief summary statement of overall performance to support the marks awarded. I know that WJEC will continue to run workshops in the annual INSET programme to help us with this process.

After all of the work has been assessed do we need to keep the research folders and the work of other candidates not included in the sample sent for moderation?

Yes, we will need to keep all of their work, the finished assignments and the research folders, until November after the awarding date. This is when any appeals or investigation is complete either from the perspective of our school or from the perspective of WJEC.
Section B

Controlled Assessment – Sample Work

This sample work is provided with a view to helping teachers and their students to understand key elements of the assessment process. Background information is supplied to enable the reader to appreciate some important contextual information ahead of reviewing the work. The annotations provided in the “assessment notes” were produced by teacher assessors, ahead of the required internal moderation process. The centre involved had rigorously followed the instructions for controlled assessment from the initial task setting process through the research and task taking phases, culminating in the assessment phase. In the task setting process, the centre was able to enhance the quality of work set for each assignment by taking advice from the Controlled Assessment Adviser allocated to the school.

Background Information

The Tasks: For the “Enquiry”, the centre selected the following task from those prescribed in the specification – Quality of life varies within the built environment. After liaising with the Controlled Assessment Adviser, the centre decided to shape the hypothesis as “The quality of life in suburban Ipswich is higher than in Tower Hamlets”. Two organising questions were developed to help the students through their route of enquiry:

- The term “quality of life” is relative and wide ranging (housing conditions, access to local services, access to jobs, environmental quality etc).
- Different groups within the community may perceive the term “quality of life” in different ways.

For the “Issue”, the centre selected the following task from those prescribed in the specification – An issue concerning economic activity and how it impacts on the environment. This title addresses different Key Questions to the Enquiry, a pre-requisite of the specification. After liaising with the Controlled Assessment Adviser, the centre decided to focus on the impact of economic activity on the coral reef of Belize.

Supporting documents: The centre provided each candidate with concise task sheets and a bank of resources to help in the research phase. They were given detailed advice relating to the assessment objectives for controlled assessment. The criteria for assessment for Knowledge and Understanding, Application and Skills were discussed and each candidate was given guidance about the mechanism of a Level of Response mark scheme.

Access to I.T. within the centre: The centre has two GCSE groups (both mixed ability). Both groups had access to I.T. facilities in the research phase. However, in the write-up phase, only one of the two groups had access to I.T. In this group, most candidates decided to use word processing to present their work, all other candidates cut and paste source material acquired in the research phase, into their hand written work.

Assessment for Learning: With a view to assessment for learning, it is suggested that the work is considered in the first instance, but in isolation from the teacher assessment notes. Consider how you might apply the prescribed mark schemes, before looking at the pre-moderated marks awarded within the centre. The teacher annotations and the suggested Levels / Marks are provided at the end of each piece of work to enable you to carry out this exercise with other staff and with students.
### Mark Scheme for the Geographical Enquiry

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding (AO 1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10 – 12</td>
<td>The candidate is able to recall a wide range of specific detail relating to the hypothesis and uses specialised geographical terms adeptly and with confidence. Understanding is evident throughout as the candidate is able to draw detailed conclusions that are fully consistent with the evidence presented.</td>
</tr>
<tr>
<td>3</td>
<td>7 – 9</td>
<td>The candidate is able to recall a range of specific details relating to the hypothesis and uses specialised geographical terms as appropriate. Understanding is evident as the candidate is able to reach sound conclusions which are consistent with the evidence presented.</td>
</tr>
<tr>
<td>2</td>
<td>4 – 6</td>
<td>The candidate is able to recall specific details relating to the hypothesis and occasionally uses geographical terms to show this understanding. Understanding is evident as the candidate is able to reach a conclusion which is supported by the evidence presented.</td>
</tr>
<tr>
<td>1</td>
<td>1 – 3</td>
<td>The candidate is able to recall some facts related to the hypothesis. The candidate presents a mainly descriptive account where conclusions are missing or rarely presented.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.</td>
</tr>
<tr>
<td><strong>Application (AO 2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5 – 6</td>
<td>The candidate is able to apply their knowledge and understanding of the Enquiry to their wider geographical study in relation to geographical ideas, concepts and theories and to other locations. They are able to contextualise the findings of the Enquiry in relation to wider geographical questions.</td>
</tr>
<tr>
<td>2</td>
<td>3 – 4</td>
<td>The candidate is able to apply their knowledge and understanding of the Enquiry to some aspects of their wider geographical study, perhaps in relation to geographical ideas and concepts. They may be able to contextualise the findings of the Enquiry and ask wider geographical questions.</td>
</tr>
<tr>
<td>1</td>
<td>1 – 2</td>
<td>The candidate is able to apply some of the Enquiry to their wider geographical study.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.</td>
</tr>
<tr>
<td>Level</td>
<td>Mark</td>
<td>Descriptor</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td><strong>Skills (AO 3)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10 – 12</td>
<td>Across all phases of the Enquiry, candidates are able to utilise a wide range of entirely appropriate techniques to collect, record, select, process, refine and present primary and secondary data. The work shows an entirely logical sequence throughout the research phase and through the analysis phase. Linkage between graphical and textual material is immaculate. The candidate is able to show sophistication when evaluating methods of primary and secondary data collection and when presenting and analysing the evidence. Moreover, they are able to comment on the validity and limitations of conclusions. Communication skills are highly developed, the text is legible and meaningful and the candidates can spell, punctuate and use the rules of grammar with almost faultless accuracy.</td>
</tr>
<tr>
<td>3</td>
<td>7 – 9</td>
<td>Across the Enquiry, candidates are able to use a wide range of techniques to collect, record, select, process, refine and present primary and secondary data. The work has a logical sequence and there is effective linkage between textual and graphical material. Effective evaluation of the research phase (including the collection of primary data) is evident. Candidates are able to comment on the validity of conclusions. Communication skills are well developed, the text is legible and conveys meaning and the candidate can spell, punctuate and use the rules of grammar with accuracy.</td>
</tr>
<tr>
<td>2</td>
<td>4 – 6</td>
<td>Candidates are able to use a range of techniques to present their work. Some primary and secondary data is used. The work has a logical sequence and some attempt is made to link textual and graphical material. Some attempt at evaluation has been made, including evaluation of the primary data collection phase. Effective communication skills ensure that the work conveys meaning and that candidates are able to show competence in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>1</td>
<td>1 – 3</td>
<td>Candidates use a range of techniques to present their work but the information may be presented without a logical sequence or structure. A limited amount of primary or secondary data is used. Links between textual and graphical materials are tenuous. Communication skills ensure that some meaning can be ascertained, but there are significant weaknesses in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.</td>
</tr>
</tbody>
</table>
## Mark Scheme for the Issue

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding (AO 1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5 – 6</td>
<td>The candidate is able to recall a wide range of specific detail relating to the issue and to the location being studied. He/she uses relevant specialised geographical terms accurately. Understanding is evident as the candidate is able to articulate, in some detail, why the issue is controversial.</td>
</tr>
<tr>
<td>2</td>
<td>3 – 4</td>
<td>The candidate is able to recall specific facts relating to the issue and to the location being studied. He/she is able to use some geographical terms appropriately. Understanding is evident as the candidate is able to explain why the issue is controversial.</td>
</tr>
<tr>
<td>1</td>
<td>1 – 2</td>
<td>The candidate is able to recall some facts relating to the issue. Understanding is evident in that the candidate is aware that the issue is controversial</td>
</tr>
<tr>
<td>0</td>
<td>No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Application (AO 2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5 – 6</td>
<td>The candidate is able to articulate and explain why differing views are held across a number of groups and / or individuals involved. The candidates’ own views on the issue are explained and justified. At the highest level, the candidate offers a realistic resolution to the issue.</td>
</tr>
<tr>
<td>2</td>
<td>3 – 4</td>
<td>The candidate is able to report differing views on the issue, although an explanation of why those views are held may be limited. The candidates’ own reasoned view is given.</td>
</tr>
<tr>
<td>1</td>
<td>1 – 2</td>
<td>Differing views on the issue are reported and the candidate offers his / her own view on the issue.</td>
</tr>
<tr>
<td>0</td>
<td>No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.</td>
<td></td>
</tr>
</tbody>
</table>
Skills (AO 3)

3 6 – 8 The candidate utilises a wide range of entirely appropriate techniques to collect and record (where fieldwork is involved), select, process, refine and present geographical data. Linkage between graphical and textual (and oral evidence where appropriate), is immaculate. Communication skills are highly developed, not least in the ability of the candidate to weigh up the evidence available and present a logical argument. The mode of presentation selected by the candidate is entirely appropriate and fit for purpose.

2 3 – 5 The candidate uses a range of appropriate techniques to collect and record (where fieldwork is involved), select, process, refine and present geographical data. Linkage between textual, graphical (and where appropriate oral evidence), is sound. Communication skills are utilised to ensure that a logical progression through the issue is evident. The mode of presentation selected by the candidate is appropriate.

1 1 – 2 The candidate selects, presents and communicates some material that is relevant to the issue. There may be little progression or linkage in the work. Communication skills are utilised to ensure that some meaning is conveyed.

0 No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.
Title: Quality of life varies within the built environment

Hypothesis: The quality of life in suburban Ipswich is higher than in Tower Hamlets

This is one of two tasks you will undertake for your Geography GCSE. It is coursework, but it will be carried out under controlled conditions. The task is worth 15% of your GCSE grade so you will be supervised to make sure that the work is entirely your own. The exam board have produced the mark scheme for this enquiry, your teacher will ensure that you understand how you will be assessed. You need to collect evidence to see if the hypothesis is correct or if it is incorrect! To find this out, you will carry out work in three phases:

Fieldwork: This is when you will collect your primary data in the area surrounding the school and then in Tower Hamlets, London.

Research and data collection: You will be allowed 5 hours for this.

This is when you will collect additional data from secondary sources; begin to process and refine your data (e.g. annotate photos, graph statistics etc); explore ways to structure your task; consider how the task links to the work on urban geography you have covered in class.

You will be allowed to share data with others, e.g. the results of your bi-polar environment survey sheets. You will be able to ask your teacher for advice about how best to organise your work. All of your ongoing work will be kept safe and secure by your teacher in your own individual research folder. You will use the contents of this folder for the final phase.

Final write-up phase: You will be allowed 8 hours for this.

This is where you use the information in your research folder to produce your final report. You will be expected to finalise the processing of your primary and secondary data ahead of analysing the results of your enquiry. Does the evidence suggest that the hypothesis was right or wrong?

Your report should be well structured. It should have a brief introduction outlining the aims of the enquiry and how it relates to your wider geography; information about the locations where you carried out your work; brief details about the primary and secondary evidence used; illustrations and other graphic material should be integrated with the analysis; the work should have an overall conclusion and you should evaluate the strengths and weaknesses of your findings, particularly the value of the primary and secondary evidence you used.

Your work will be assessed by teaching staff at the school and samples of the assessed work will be sent to the exam board to ensure that the marking was accurate and fair.
Fieldwork and Primary Data:

You should collect the same information in both areas this will allow you to compare the two areas. It is recommended that you..................

Survey each area using a **bi-polar environment recording sheet**. The recording sheet asks you to think about a wide range of factors that influence quality of life. You will look at housing, streetscape, public space and service provision. A bi-polar sheet is where you score a series of opposite statements like the one below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The houses tend to have little or no private open space around them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take **digital photographs**, ready to annotate them with key observations about quality of life. If you don't have a digital camera, you will be able to select from a bank of photographs available on the school intranet.

Why not draw a couple of **field sketches** to illustrate an important geographical skill? Naturally, the sketches will need to be carefully labelled and linked to the hypothesis as evidence.

There will be no need for you to carry out questionnaires in each area as we have **audio tapes** available in the department. The audio tapes contain several interviews with different people who live and work in each area. The people interviewed give their own view about quality of life. Listen to what local police, postmen, shopkeepers, residents all say about their area.

Secondary Data: You will be expected to use secondary data as part of your evidence base. This will help you to consider important factors impacting on quality of life that you cannot hope to collect on the fieldtrip. Throughout Yrs 7 – 10 you have been shown how to select data from two particularly useful databases.

Use the post code for each area. You can compare important factors such as income, employment, quality of schools, health care and social well being, housing quality etc. The key is that you **select** the information carefully and that you show a range of skills by **processing** the data. The websites are: [www.statistics.gov.uk/census](http://www.statistics.gov.uk/census) and [www.upmystreet.com](http://www.upmystreet.com)

Good luck with the work, use the time wisely!
Title: An issue concerning economic activity and how it impacts on the environment.

Case Study: The impact of economic activity on the coral reef of Belize

This is one of two tasks you will undertake for your Geography GCSE. It is coursework, but it will be carried out under **controlled conditions**. The task is worth 10% of your GCSE grade so you will be supervised to make sure that the work is entirely your own. The exam board have produced the mark scheme for this Issue, your teacher will ensure that you understand how you will be assessed. You need to consider a range of evidence to help you understand why this issue is controversial in Belize. The exam board provides all schools with a framework for the task.

You are expected to:

1. **Introduce the place and the nature of the issue/controversy**
2. **Explore the views of people on one side of the argument and suggest why they hold these views**
3. **Explore the views of on the other side of the argument and why these opposing views are held**
4. **Give your own view and say why you hold that view**

For your case study, this means that you will need to:

1. **Explore the geography of the Central American country of Belize. This will include details about the location of the country; the special nature of the coral reef ecosystem along the coast; how different economic activities such as tourism, banana cultivation and fishing are having a negative impact on the coral reef**
2. **Say why some groups and individuals feel that the current economic development of Belize is important and should be maintained, despite the impact on the coral reef**
3. **Suggest why others say that long-term harm to the coral reef will occur and that a change of policy is required if the country is to prosper in the future**
4. **Develop your own thinking on the controversy. Who is right, who is wrong. Do you have ideas for overcoming the controversy?**
We want you to write your report in the style of a magazine article. As a journalist working for an environmental magazine, you have been sent to Belize to carry out research on the controversy. You are expected to interview a range of people who have different interests and viewpoints. It is important that you explain why they hold their views as your editor wants a balanced report. At the end of your article you will be able to offer your own view about the future and the way you think Belize should move forward.

The research and data collection phase: You will be allowed 5 hours for this.

Your teacher will be offer advice and guidance over how best to create a balanced magazine article, but you will need to carry out background research of your own. In addition to your class work on ecosystems, use the following to build up a picture of the issue:

Your main text book... Geography for WJEC B (by Owen, Lancaster and Leeder – pages 110 – 119)
The Philip's Modern Student Atlas (either the book edition or the Interactive edition)

Use these websites if you want to study /make use of detailed maps of Belize...........
www.lonelyplanet.com/maps or www.infoplease.com/atlas

These three websites will give you valuable information about the spectacular, but fragile coral reef...
www.reelfeeding.com
www.coastalzonebelize.org
http://oceanservice.noaa.gov/

Use the following names/words in a "Google Search" to ascertain the views expressed by a range of people and to find out about key industries..........
Jose Hereda – Tourist minister for Belize
Rene Montero – Agriculture Minister for Belize
Gaspar Vega – Environment Minister for Belize
Craig Quirolo – Reef Alliance
Thomas Goreau – Global Coral Reef Alliance
Vincent Peribone – Professor at Yale Medical School
Belize Banana Industry
Belize Fishing
Belize Tourist Industry

Final write-up phase: You will be allowed 5 hours for this.

After the research is over, you will be closely supervised when you write your magazine article. This is to make sure that the article is entirely your own. You will only be able to use the material in your folder. Your teacher will only be able to give advice about time management and about the materials you need to create your article. The list below will remind you of key points:

> Remember to use a mixture of graphic and written material in your article
> Remember to select from the researched material, don’t just copy and paste
> Remember to present a balanced article
> Remember to explain why people hold their particular viewpoint
> Remember to give your own viewpoint and say why you hold that view
> If you are able, try to look ahead and suggest a sustainable future for Belize

Your work will be assessed by teaching staff at the school and samples of the assessed work will be sent to the exam board to ensure that the marking was accurate and fair.

Good luck with the work, use the time wisely!
This is the first of my two geography assignments. It is based on a mixture of coursework and research. The research was based around my local school which is with the eastern edge of Ipswich and in lower Hamlets in inner London. The research was mainly based on past looking at census data.

The Aim
My task is to test the hypothesis above. I need to either support the statement or to disagree with it. The key is that I use evidence to support my conclusions. The evidence will come from Penman Park (the information I got on the fieldwork) and secondary data (the information I got through research). A key factor is that I define the term Quality of Life. For the sake of this task I will include a number of factors, please see the diagram.

Quality of Life = Primary Data
- Primary Data
- Public Space
- Public Services
- Public Facilities
- Community Services
- Support Services

Quality of Life = Secondary Data
- Environmental
- Social
- Leisure Opportunity
- Transport
- Community Services
- Supporting Services

This should be plenty of evidence as I only have 5 hours research and 8 hours writing up. I knew I could include more things but I have selected these because they all impact on how a person lives. They cover a wide range of different things and I will take the opportunity to comment on different groups of people because we all have different views on what makes us happy and content. Obviously I have left some things out such as education. This is an extremely important thing for people as they would want their children to go to good schools to gain high qualifications to open up the prospect of getting a good job. I already appreciate why, in our guidance notes, we are told to accept that the term Quality of Life is wide-ranging.

The Location
I have drawn sketch maps to show where the two study areas can be found within Ipswich and London. Ipswich IP4 5DR is the starting point for our scores and observations for the suburban area. The detailed map is taken from the Ordnance Survey ‘Get Map’ source which can be found at www.ordnancesurvey.co.uk/website Fig 3.

Candidate A
– The Enquiry
Page 1

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 9 for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 1

K/U = Knowledge and Understanding

A = Application

S = Skills
Candidate A
– The Enquiry
Page 2

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 2

K/U = Knowledge and Understanding

A = Application

S = Skills
Candidate A
– The Enquiry
Page 3

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the MarchInset sessions.

After discussing the work in groups please see page for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 3

K/U = Knowledge and Understanding

A = Application

S = Skills
I also took some digital photos of each area in order to highlight other aspects of quality of life. Although most of my notes indicate some negative things in Tower Hamlets, there were some positive aspects. All of the observations about suburban Ipswich are positive:

- Houses are detached, which means that you have your own drive, there are no neighbour disputes.
- Wide grass verge to distance house from roads, so less noise.
- Trees soften the look of the environment.
- Possible view from above, below and each side.
- A carriable looks after basic repairs for residents.

No front gardens = less privacy and potential for leisure.
On street parking = risk of thefts and easier to be taken by thieves.

In balance, as I walked through both areas I could see a better environment in the suburbs compared to inner London. However, the need some positives, not least the number of shops, health centres, low order shops etc in Tower Hamlets. With regard to services, the suburbs were not all well off, which would be disappointing if you were an elderly resident.

See table notes for page 4

K/U = Knowledge and Understanding
A = Application
S = Skills
Although it is good to get primary data on the fieldtrip because you get a good sense of place to help you form an opinion, I am aware that there are important things about quality of life that I couldn't possibly find out myself. This is were research on the internet comes in. During the time we were given to research this project, we were told how to access the website for the last census 2001. There was a huge amount available and I could have taken hours over it. I decided to select 5 things that were very important to quality of life. I have put them in a summary table (Fig 16). When you put things side-by-side, you can see straight away that suburban Ipswich comes out better than inner London. The ticks are where one place is the best, the crosses are where the figures are worse. It goes without saying that the hypothesis seems to be correct. The good thing about this kind of evidence is that it is very accurate to the 2 areas we were asked to study. The figures are for the ward in which you fell the computer via the post code - IP4 5HR - suburban Ipswich - E1 6PO - Tower Hamlets.

So why did I select these 5 things from the census data - read on.

### Quality of Life Indicators

<table>
<thead>
<tr>
<th></th>
<th>Suburban Ipswich</th>
<th>Tower Hamlets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average weekly income</td>
<td>£590</td>
<td>£490</td>
</tr>
<tr>
<td>Average number of rooms in each house</td>
<td>5.16</td>
<td>3.84</td>
</tr>
<tr>
<td>% of houses without central heating or sole use of toilets</td>
<td>0.09%</td>
<td>0.27%</td>
</tr>
<tr>
<td>Pollution levels (street - nitrogen dioxide)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>1.1%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

Source: I got all these figures from the UK census website at: www.statistics.gov.uk/census

---

### The Enquiry

Do you agree with the Levels suggested?

See table notes for page 5

K/U = Knowledge and Understanding

A = Application

S = Skills
Candidate A

– The Enquiry

Page 6

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 6

K/U = Knowledge and Understanding

A = Application

S = Skills

“We are so pleased that we moved to the Bixley Estate. Our house and garden are much bigger than when we lived near to Clifford Road. It’s nice to know that our young children have somewhere to play safely. The local schools are good and they are all in walking distance. Our two boys are football mad, it’s a shame that there aren’t more parks and football pitches within easy reach.

“I can think of better places to live. I want my own flat now that I’ve left college but property prices are very high. My parents house is crowded and I have to share a bedroom with my younger brother. I like going up to the West End in the evening. It’s so easy on the tube from Liverpool Street. Job prospects are looking up, I’m hoping to start my own take away food outlet in the revamped Spitalfields Market.”
to select key points from the interviews instead of just typing them all up. I've put some bullet points in the table right Fig 19. You can see that they all have different things to say, meaning that quality of life means different things to different people. Young men look for different things in life to a mother with young children. Some people like change, others regret it. Older people are certainly in this category. The older lady from the suburbs doesn't actually think that her quality of life has improved in recent years. With the closing of local shops and with increasingly busy roads, the suburbs aren't what they were when she first moved in.

As I reach my conclusion, you will have to accept that they are my own views. What I have learnt from listening to the tapes is that not everyone will agree with me.

**CONCLUSION:** Using my primary evidence and the secondary evidence I have come to the conclusion that QUALITY OF LIFE IS HIGHER IN THE SUBURBS OF IPSWICH COMPARED TO TOWER HAMLETS.

My primary evidence suggested that my classroom about suburbs vs inner city being a better place was generally correct, but not totally. I think the environment of the suburbs is much better, but it does lack important social things like laundromats and...
Candidate A
- The Enquiry
Page 8

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 9 for the annotations and the marks awarded by the teacher assessor:

See table notes for page 8

Do you agree with the Levels suggested?

K/U = Knowledge and Understanding
A = Application
S = Skills

.....and the overall comment and mark?

Community services such as dentists, clinics, police stations etc. However, when I added the secondary data as further evidence my mind was made up. In the census you can look at hundreds of different things about quality of life and it's really accurate because you look at places by words (using post-codes). The places I selected were not biased, in every case the data suggested better things about the suburbs than the inner city. Despite the fact that I could see that these term quality of life means different things to different people, I'd like to think that my conclusion is firm one. I did go out of my way to include many things like streetscape to unemployment to central heating to prove my point.

EVALUATION:

There are a number of things I could have done to improve this assignment, but none was against me. 1) It would have been good to have carried out my own interviews to get a better feel about what others think. 2) I realise my scores for the environmental survey may be biased (al) because our survey around the school was done in the rain while in Tower Hamlets it was sunny. This could have influence my scores a bit (down for the suburbs up for the inner city). 3) I would like to get a feel for the inner city at night and at the weekend. Only then would I be able to get a true feeling for the area. 4) I would have presented this assignment in a much better way if I could have used the I.T. room like the other group did. 5) All in all I think my findings are ok to the I.T. room like the other group did. 6) All in all I think my findings are ok to the I.T. room like the other group did. 7) All in all I think my findings are ok to the I.T. room like the other group did. 8) All in all I think my findings are ok to the I.T. room like the other group did. 9) All in all I think my findings are ok to the I.T. room like the other group did. 10) All in all I think my findings are ok to the I.T. room like the other group did. 11) All in all I think my findings are ok to the I.T. room like the other group did. 12) All in all I think my findings are ok to the I.T. room like the other group did.
Overall observation: Comments would be transferred to the moderation sheet CAB2
An outstanding assignment in every respect. A clear route of enquiry focussed on the hypothesis and the organising questions. Very good balance of text and graphics, excellent linkage. A wide range of skills shown in selecting / processing and refining data. All material entirely relevant. A good geographer who could relate this task with their wider knowledge. Excellent structure and Flow through to the conclusion and evaluation. Source material clearly identified. Whilst little IT was used (but effectively in the research phase), cut and paste worked well within the text.

<table>
<thead>
<tr>
<th>Information on</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>page 1</strong></td>
<td>Direct link to hypothesis Good understanding shown from outset</td>
<td>Applies info from the outset Very good appreciation of the concept of Q of L</td>
<td>Good use of refinement and technique (spider diag / sketch map) Good selection of sec source</td>
</tr>
<tr>
<td><strong>page 2</strong></td>
<td>Specific detail throughout. Very good use of specialist terms Understanding well developed</td>
<td>Work is embedded in contextual geography. Very impressive</td>
<td>As above. Very clear sketch map, well designed table. Good communication.</td>
</tr>
<tr>
<td><strong>page 3</strong></td>
<td>Early conclusions valid. Continued high level of understanding</td>
<td>N/A</td>
<td>Excellent processing / refinement of data. Excellent linkage</td>
</tr>
<tr>
<td><strong>page 4</strong></td>
<td>Very good understanding / empathy / observations</td>
<td>Very effective annotation to show links to wider study</td>
<td>Excellent annotation for GCSE level, good selection of photos. Very clear communication</td>
</tr>
<tr>
<td><strong>page 5</strong></td>
<td>Very impressive K + Und Good early conclusions</td>
<td>Very impressive links to the value of census data in geography</td>
<td>Strong conclusions. Concise and accurate / effective presentation</td>
</tr>
<tr>
<td><strong>page 6</strong></td>
<td>Outstanding understanding for GCSE Very good rationale</td>
<td>As above</td>
<td>Strong in many strands. Concise / effective style</td>
</tr>
<tr>
<td><strong>page 7</strong></td>
<td>Good supportive evidence used effectively to support ideas</td>
<td>Can empathise other groups</td>
<td>Very effective processing / refinement</td>
</tr>
<tr>
<td><strong>page 8</strong></td>
<td>Good understanding shown through to the end. Conclusions valid and consistent</td>
<td>N/A</td>
<td>Validity of conclusions / limitations clear and valid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K / U:</th>
<th>Typically Level 4</th>
<th>A Mark of 12/12?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Typically Level 2</td>
<td>A Mark of 6/6?</td>
</tr>
<tr>
<td>S:</td>
<td>Typically Level 2</td>
<td>A Mark of 12/12?</td>
</tr>
</tbody>
</table>

Working in Levels 3 /4
Total Mark suggested 30/30?
.....await internal moderation
<table>
<thead>
<tr>
<th></th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on page 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on page 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Information on page 3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Information on page 4</td>
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<tr>
<td>Information on page 5</td>
<td></td>
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<tr>
<td>Information on page 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on page 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on page 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall observation:** Comments would be transferred to the moderation sheet CAB2

K / U: Typically Level A Mark of /12?
A: Typically Level A Mark of /6?
S: Typically Level A Mark of /12?

Working in Levels
Total Mark suggested /30?
...await internal moderation
This report takes you to paradise. I have been sent to Belize in the Caribbean to investigate the problems faced by its spectacular coral reefs, which can be found along the entire coastline. The reefs are famous across the world and draw thousands of tourists from America and Europe. My investigations have found that the very people who come to see the corals are part of the problem. Other causes will be revealed. This magazine hopes that, by reporting the problems, the problems and issues can be overcome. If you know little about this place read the adjacent columns to get a sense of place.

SOURCE: www.muralize.com.au
Here are the key points you need to know:

1. I have summarised the information I gained from websites such as www.coastalzonebelize.org.
2. Corals are found in warm tropical waters 21°-29°C. They only cover 1% of the seabed but they are home to 25% of the world’s marine creatures.
3. Corals, the base of the ecosystem, are living, reefs. When they die their skeletons form a limestone base for new corals.
4. They live clear, shallow, salt-water.
5. They are a multi-layered city. The habitat for 14,000 species of fish which has a well-structured food chain.

Continued on next sheet.
Candidate A

– The Issue

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 5 for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 2

K/U = Knowledge and Understanding

A = Application

S = Skills
You will see from the information above that much of the threat to the coral reef off Belize is to do with wider economic development in the country. It is no surprise that Belize is looking to develop its economy, as, according to the CIA World Fact Book, it faces a large debt and currently its imports exceed its exports.

FACT - IT HAS A DEBT EQUIVALENT TO 49% OF GDP
FACT - UNEMPLOYMENT IS 8.5%
FACT - POPULATION IS INCREASING AT 2.2% PER YEAR

My sketch graphs below illustrate two sets of statistics in the CIA World Fact Book:

**Exports**

<table>
<thead>
<tr>
<th>Items</th>
<th>2000</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>$ 94.6m</td>
<td>$ 82.5m</td>
</tr>
</tbody>
</table>

**Imports**

<table>
<thead>
<tr>
<th>Items</th>
<th>2000</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>$ 71.8m</td>
<td>$ 58.9m</td>
</tr>
</tbody>
</table>

**THE RATE IS ACTUALLY INCREASING**

On my guided tour of Belize, Craig Quirolo introduced me to a range of people. All were aware of the potential damage to the coral reef but some said that economic development should continue, despite the damage to the environment.

**THOSE WHO FAVOUR ECONOMIC DEVELOPMENT**

Jose Heredia is the Tourism Minister for Belize.

"Tourism is our biggest earner, we must continue to welcome cruise ships and build hotels."

**THOSE AGAINST ECONOMIC DEVELOPMENT**

Gaspar Vega is the Environment Minister.

"We must take care not to destroy the very place the tourists want to visit."

René Monzó is the Agriculture Minister.

"81.6% of our exports are bananas. We need to increase productions in the south, and use fungicides to prevent diseases like Sigatoka disease."

Local fishermen in Nueva San Pedro.

"We used to live a subsistence lifestyle but now we can sell fish to hotels. We make good money."

**DIVINE SCHOOLS SUCH AS THE HAMANASI ACADEMY AND DIVE SCHOOL.**

We started our school 5 years ago and it continues to grow. We pay taxes to the government so everyone is happy.

Claro Quirolo of Reef Relief - A sustainable future is more than protecting the environment. It means protecting long-term jobs and coastal communities.
Candidate A
– The Issue

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions. After discussing the work in groups please see page 5 for the annotations and the marks awarded by the teacher assessor:

See table notes for Page 4
Do you agree with the Levels suggested?

K/U = Knowledge and Understanding

A = Application

S = Skills

.....and the overall comment and Mark?
### Candidate A – Teacher notes for the Issue on Belize

Please note, these marks / levels are those suggested by the teacher, prior to moderation.

<table>
<thead>
<tr>
<th>Information on page</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information on page 1</strong></td>
<td>Relevant to the Issue Specific facts Specialised terms appropriate L2? / L3?</td>
<td>None evident at this stage</td>
<td>Good processing from sec. Data Refinement of data Mode of presentation ideal L2? / L3?</td>
</tr>
<tr>
<td><strong>Information on page 2</strong></td>
<td>Wide range of specific detail Good locational detail Specific terms accurate/appropriate L3?</td>
<td>Only initial hints at viewpoint at this stage L1??</td>
<td>Good linkage Good processing/refinement Good balance of graphical / textual Sources identified L3?</td>
</tr>
<tr>
<td><strong>Information on page 3</strong></td>
<td>Specialist terms relevant Recognises controversy and reasons L3?</td>
<td>Reporting different views in detail L2?</td>
<td>Very good refining Good processing for graphical representation Super layout / presentation for audience Logical sequence emerging L3?</td>
</tr>
<tr>
<td><strong>Information on page 4</strong></td>
<td>Complexities and controversy clearly identified and articulated Continued use of specialist terms L3?</td>
<td>Reported viewpoints now explained, excellent rationale for this Own views present and reasoned Good to see some realistic resolutions to the controversy L3?</td>
<td>Processing and refining continues Super layout / presentation for audience including balance of text / graphics Logical sequence confirmed through to the end L3?</td>
</tr>
</tbody>
</table>

### Overall observation: Comments would be transferred to the moderation sheet CAB3

An enjoyable read, ******* has produced a clear and informative magazine article written in an effective style showing excellent communicates skills. He clearly understands the complexity of the issue and recognises that the differing viewpoints (well reported) have merit. Some excellent geography present throughout (good specialist terms applied effectively and good locational knowledge. His own views are clear and reasoned and he offers realistic ideas for the future.

K/U: Typically Level 3 A Mark of 5/6?
A: Typically Level 3 A Mark of 6/6?
S: Typically Level 3 A Mark of 7/8?
Working in Level 3 Total Mark suggested 18/20? Pushing 19 marks?... await internal moderation
<table>
<thead>
<tr>
<th>Information on page 1</th>
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<th>Application</th>
<th>Skills</th>
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<td>Information on page 2</td>
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<td>Information on page 3</td>
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<tr>
<td>Information on page 4</td>
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</tbody>
</table>

**Overall observation:** Comments would be transferred to the moderation sheet CAB3

<table>
<thead>
<tr>
<th>K/U: Typically Level</th>
<th>A Mark of /6?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Typically Level</td>
<td>A Mark of /6?</td>
</tr>
<tr>
<td>S: Typically Level 3</td>
<td>A Mark of /8?</td>
</tr>
<tr>
<td>Working in Level</td>
<td>Total Mark suggested /20?</td>
</tr>
<tr>
<td></td>
<td>await internal moderation</td>
</tr>
</tbody>
</table>
The Quality of Life in suburban Ipswich is higher than in Tower Hamlets, London

Introduction

In order to test this hypothesis we were asked to carry out fieldwork around our school and on a fieldtrip to London. We were also told to collect some other information to back up the information collected on the trip. This is because there are things about quality of life that you can’t test when you are on a geography trip. When I do this work I have been asked to remember 2 things:

- The term “quality of life” is relative and wide ranging (housing conditions, access to local services, access to jobs, environmental quality etc).
- Different groups within the community may perceive the term “quality of life” in different ways.

I will remember this when I write my conclusions.

So where did we go to collect the information? Our school is in east Ipswich in an area geographers call the suburbs. I have include some maps I got from the OS getamap service and some digital pictures I got from our geography intranet to show you where the area is and what it looks like. You can see where I got the map at www.ordnancesurvey.co.uk/oswebsite/getamap/ here they are:

My maps and photos from the suburbs of eastern Ipswich. Our school is near Foxhall Road. You can see the area surrounding my school where we collected info on. The maps can be found when you type in the post code of our school which is IP4 5HD.

The area we went on our fieldtrip was a real eye opener to me. We got the train to London Liverpool Street to be a bit more enviromentally friendly than catching a coach. The area we walked to took 10 minutes into Spitalfields (our study part of Tower
Hamlets) and you can see it on the maps and pictures.

My maps and photos from Tower Hamlets in inner London. You can see the area we collected our info from, it is known as the east end of London, made famous by Eastenders. The maps are when you use the post code E1 6PU, which is the police station in the area.

What was I expecting before I visited the area of inner London?

In our geography lessons we have studied how different zones in the city exist. The diagram below shows the zones, it comes from: www.geography.learnontheinternet.co.uk/topics/landusemodels.html

I know that the green and red areas of the inner city (look at the diagram) is supposed to be the area of older houses of less good quality mixed with industry and the further you move out of the built up zone the newer the houses get and the better quality they are, these are the purple and yellow areas.

I was expecting suburban Ipswich to have a better quality of life than inner London because of this reason and the fact that the suburbs don’t have any industry as well. Models like this help us with a starting point for studying all cities. They certainly help with this hypothesis as it seems that it is going to be correct from the start.
Quality of Life – what does it mean?

In class we have looked at quality of life in many different geography lessons such as the shanty towns of Brazil and the conditions in the factories in Pakistan where children make footballs for big international companies. I am not going to compare different housing zones in Britain with Brazil because the differences are huge. The most important thing is that you know what I need to measure for this project. I have drawn a spider diagram to show you what I will be measuring on my fieldtrip, this is the top part of the diagram. We were told that other things are important as well but we couldn’t measure them on a fieldtrip. We had to use the census for this. Things like those shown on the bottom half of the diagram could be looked at if we used the postcode for the two places we were comparing.

You will see the results in the next session. As I said, you can get some of the info from the census, which is free for all to use. All you need is the post code and you get figures for that area. For the things we had to measure ourselves, we were given some recording sheets. Each sheet had opposite sentences about the quality of life thing and we had to tick a box between the two I have included two of these here so that you can see what I was doing. These opposites were about housing and shopping. We had to score the area around our school and the study area in Tower Hamlets and then compare the two sets of scores.

<table>
<thead>
<tr>
<th>What does Quality of Life mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing quality</td>
</tr>
<tr>
<td>Road safety and parking issues</td>
</tr>
<tr>
<td>Access to support Services (doctors, clinics, community centres etc.)</td>
</tr>
<tr>
<td>Access to leisure facilities</td>
</tr>
<tr>
<td>What is the average income level?</td>
</tr>
<tr>
<td>What is education like??</td>
</tr>
<tr>
<td>What is health like?</td>
</tr>
<tr>
<td>What are pollution levels like?</td>
</tr>
<tr>
<td>Can I get a job?</td>
</tr>
</tbody>
</table>

You will see the results in the next session. As I said, you can get some of the info from the census, which is free for all to use. All you need is the post code and you get figures for that area. For the things we had to measure ourselves, we were given some recording sheets. Each sheet had opposite sentences about the quality of life thing and we had to tick a box between the two I have included two of these here so that you can see what I was doing. These opposites were about housing and shopping. We had to score the area around our school and the study area in Tower Hamlets and then compare the two sets of scores.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses are tightly packed. They are crowded.</td>
<td>The housing area is spacious, there is a sense of openness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are very few low order shopping services available.</td>
<td>There lots of low order shopping facilities in the area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate B – The Enquiry

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 7 for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 3

K/U = Knowledge and Understanding

A = Application

S = Skills
So What Did I find out?

My scores for the opposite sentences are shown below. I put the results into an excel graph.

I went to the national census website at: [www.statistics.gov.uk/census2001/about_census.asp](http://www.statistics.gov.uk/census2001/about_census.asp) Using the postcodes we were given I have put some info into the two tables below.

<table>
<thead>
<tr>
<th>As at the 2001 Census, Ipswich 008C had:</th>
<th>As at the 2001 Census, Tower Hamlets 015A had:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,313 residents;</td>
<td>1,688 residents;</td>
</tr>
<tr>
<td>476 households;</td>
<td>509 households;</td>
</tr>
<tr>
<td>75 per cent of residents describing their health as 'good';</td>
<td>67 per cent of residents describing their health as 'good';</td>
</tr>
<tr>
<td>26 per cent of 16-74 year olds having no qualifications;</td>
<td>40 per cent of 16-74 year olds having no qualifications;</td>
</tr>
<tr>
<td>an unemployment rate of 1.1 per cent of all economically active people.</td>
<td>an unemployment rate of 8.4 per cent of all economically active people.</td>
</tr>
</tbody>
</table>
Does everyone agree with me?

We had to keep an eye on one of the questions given to us on our instruction sheet. I have typed it out again here.

- Different groups within the community may perceive the term "quality of life" in different ways.

This was easy to do because we could of asked people through questionnaires. As there were so many of us on the trip we used the results of interviews instead. The interviews were done by a teacher and we listened to the tapes on the intranet. Although I think that the hypothesis is right because all of the figures say so, the results of interviews give a bit of a different story. You can see what I mean in these two. I have copied what they both said. Not everyone thinks that the suburbs are perfect, like the old lady who lives near our school. The old man says that the area of Tower Hamlets has got some good points.

**Interviews of a policeman in Tower Hamlets**

“For much of the time this is a great place to police. People from lots of different cultures mix well and the area is very exciting. We have our share of problems, but things are much better than a few years ago. The Housing is much better although one particular block is still in need of serious improvement. Our biggest headache is theft and street crime. Many of the culprits don’t actually live around here.”

**Interviews of a policeman in Suburban Ipswich**

“This is a good beat to work. Serious crime is not very common. However, I am disappointed by the increase in nuisance crimes such as graffiti and petty vandalism. I often have to deal with complaints about large groups of youths being noisy at night, I suppose it’s because there’s very little for teenagers to do in the evenings around here.”

**Interviews of old people in Tower Hamlets**

“My family have lived in Spitalfields for many years. I’ve seen the area change constantly. We’ve had our problems with racial tension, I remember the Brick Lane riot when the British National Party held a rally in the area. It’s much better now that the community is seeing some of the benefits of inward investment. The local Council are now spending much more on basic services and housing. I’m not sure about the new spread of offices from Liverpool Street. The old Spitalfields Market has lost some of its character since the redevelopment programme.”

**Interviews of old people in suburban Ipswich**

“Although this is a nice area to live in I feel a little lonely now that my family has gone. The walk from my the old peoples home to the shops is noisy these days because of the increasing traffic, I hate crossing the roads. I’m upset about the number of local shops closing in recent years. There used to be a butcher and a greengrocer, but Sainsbury’s down at Warren Heath has taken all their trade. I can’t get a direct bus to Sainsbury’s.”
So What are my Conclusions?

In my opinion, the hypothesis is correct. The quality of life in suburban Ipswich is better than the quality of life in Tower Hamlets. I think this because the info I got on my fieldtrip proved that the scores for Ipswich were higher than Tower Hamlets. The biggest difference was in housing and social factors. In every question about housing, the suburbs of Ipswich scored higher than London. There were 4 questions about housing: Density, Quality, Private Space and Parking a car. There were 3 questions about Social Factors. As with Housing, Ipswich scored higher for access to leisure, access to schools and community spirit. I think the scores for the environment were the same because the Tower Hamlets Council are spending a lot of money on this at the moment, particularly on something called streetscape where they are improving lights and paving slabs. The census gave me even more reason to say that the hypothesis is right as unemployment was lower in suburban Ipswich. If you haven’t got a job you can’t afford to buy luxuries which for me is a really important thing about quality of life. My geography in class was also on the side of suburbs being better than inner cities.

Could I have done any better?

I think I could have used my research time a bit better to put things in my research folder ready for when we started the project on our own. I would have liked to get some more photos from our intranet to show the areas. I’ve put 4 more pictures in the space below. I think you would agree that my home area looks nicer. Another thing I could have done better would be to look at the scores from other people in my group and include them in my project. Some people didn’t get the same scores as me, so it proves that not everyone agrees about every part of quality of life.

Here are more photos to prove that the hypothesis is correct.

Tower Hamlets

Graffiti and flats in need of money being spent on them

Suburban Ipswich

Council houses nearby and the streetscape along Foxhall Rd

Candidate B

– The Enquiry

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 7 for the annotations and the marks awarded by the teacher assessor:

See table notes for page 6

Do you agree with the Levels suggested?

K/U = Knowledge and Understanding  A = Application  S = Skills  

......and the overall comment and Mark?
**Candidate B – Teacher notes for the Enquiry on Quality of Life compared** (suburban Ipswich to Tower Hamlets)

Please note, these marks / levels are those suggested by the teacher, prior to moderation:

<table>
<thead>
<tr>
<th>Information on page 1</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specifics relating to the hypothesis</td>
<td>Does link to wider geog L1?</td>
<td>Good selection of useful supporting graphics. Limited processing L2?</td>
<td></td>
</tr>
<tr>
<td>Some use of specialist terms</td>
<td>L2?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 2</th>
<th>Knowledge and Understanding evident</th>
<th>Good application to wider studies L2 (high)</th>
<th>Good selection of useful supporting graphics. Limited processing L2?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding evident</td>
<td>L2?</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 3</th>
<th>Good appreciation of the need for P and S evidence. Good use of geo terms L3?</th>
<th>Good links to idea of quality of life variables L2?</th>
<th>Effective refinement and production of spider diag Good clear communication / layout L3?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good appreciation of the need for P and S evidence. Good use of geo terms L3?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 4</th>
<th>Limited or no understanding shown in supporting text L1?</th>
<th>N/A</th>
<th>Good processing of data. Effective creation of excel graph L3?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited or no understanding shown in supporting text L1?</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Information on page 5</th>
<th>Returns to hypothesis. Limited refinement means understanding is shallow L2 just?</th>
<th>Appreciates that Q of L is wide ranging and dependent on views L2 just?</th>
<th>Clear communication. Processing limited to typing oral evidence? L2?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returns to hypothesis. Limited refinement means understanding is shallow L2 just?</td>
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</table>

<table>
<thead>
<tr>
<th>Information on page 6</th>
<th>Sound conclusions based on sound understanding and use of evidence. Weak evaluation Better knowledge here L3? Just?</th>
<th>N/A</th>
<th>Clear communication of findings in reaching a conclusion. Attempts at evaluation L3? Just?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound conclusions based on sound understanding and use of evidence. Weak evaluation Better knowledge here L3? Just?</td>
<td></td>
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</tbody>
</table>

**Overall observation:** Comments would be transferred to the moderation sheet CAB2

It was possible to see the route of enquiry followed by *****. She was able to offer a structure that included some good graphic material, some of which was processed (much of which was not). Disappointing depth in analysis let her down. With the material available she could have made more links with her wider geography. Good IT skills in presenting the work. There was a logical structure and she communicated effectively throughout. Source of material sufficiently identified.

**K/U:** Typically Level 2 A Mark of 6/12?

**A:** Typically Level 2 A Mark of 3/6?

**S:** Typically Level 2/3 A Mark of 6/12?

Working in Level 2 Total Mark suggested 15/30?

......await internal moderation
### Blank assessment matrix for workshop with staff and students

<table>
<thead>
<tr>
<th>Information on page 1</th>
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</table>

**Overall observation:** Comments would be transferred to the moderation sheet CAB2

- **K / U:** Typically Level A Mark of /12?
- **A:** Typically Level A Mark of /6?
- **S:** Typically Level A Mark of 12?

*Working in Level Total Mark suggested /30? await internal moderation*
Save the Reefs!

In this news article I will alert you to the danger faced by the worlds' coral reefs. They are all under threat from many different economic activities. I will pay particular attention to the coral reef off the eastern coast of the Central American country of Belize. In recent years, experts have noticed a decline in the quality of the reef. Could this be due to the tourists who come to see this special place or could there be other factors at work. I will try to explain all of the problems and come up with some ideas for the future.

The map above shows the world distribution of coral reefs. Note that all are in tropical waters where the temperature will be between 21 degrees and 29 degrees. Coral also grows best in shallow, clear, salty water.

Look at the map (left) it shows that Belize is situated in Central America and shares a border with Mexico and Guatemala. You can see that it is a relatively small country and has islands and reefs offshore, the main focus of this article. The coral grows in the warm clear waters of the Caribbean Sea. Inland you can find tropical rainforest and mountains. The coast is fringed with mangrove swamps, an issue I will come back to. The capital is Belize City and the biggest city is Belmopan. Much of the land in the south of the country has been cleared to make way for banana and sugar cane plantations. Again this will feature in my story.
A Special Place:
You can see from the poster and the photographs on this page (I found on the internet), that the coral reef of Belize and others around the world are special places.
Here are some important facts for you:
- They only are found in 1% of the places on the sea bed
- One quarter of all sea animals and creatures live in and around the reef
- They are beautiful so they attract huge numbers of tourism which bring in money
- As well as tourism they are very important for fishing, medicines and coastal protection (stopping giant waves)

Source: http://www.coastalzonebelize.org

Candidate B
– The Issue
Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 5 for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 2

K/U = Knowledge and Understanding
A = Application
S= Skills
Under Threat!

This beautiful and special place is under threat from people who want to use the area for economic development. You will see that some of the damage is caused by the tourist industry and some is caused by other activities in Belize such as banana plantations and fishing activities. You can’t blame the people as they are trying to make a living in what is a poor country compared to Britain. In my research I found out that Belize owes the world a lot of money, this is called foreign debt. The population of the country is growing and has just gone over 300,000. All of these people need jobs.

Toursim is the biggest money earner in Belize. The Tourist Minister in the government wants to see new hotels built and new activity centres for diving opened up as this will help the economy of Belize. With these ideas loads of jobs will be created and the workers will be able to pay taxes for schools and hospitals.

Fishing has always been important for the people of Belize, but they can now sell their catch to hotels and restaurants. This means that they make money for their families. So much fish is needed now that they don’t use their traditional methods (look left), they use blast fishing which is easy and effective (right).

Source: http://graphics8.nytimes.com/
Source: www.aquaticdiscovery.com
Source: www.exploringdominica.com
Source: www.reefkeeping.com
Source: www.marine.uq.edu.au

Candidate B – The Issue

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 5 for the annotations and the marks awarded by the teacher assessor:

Do you agree with the Levels suggested?

See table notes for page 3

K/U = Knowledge and Understanding
A = Application
S = Skills
**Bananas** are the second most important money earner for Belize. It is a tough business so the Banana growers like Fyffes use lots of pest and fungus control. This makes sure that the crop is always a good one. One sad side effect of spraying means that the water along the coast can turn cloudy due to nutrients. Corals hate this (see right).

---

**So can anything be done?**

The answer is yes. It has already started. The government of Belize helps to fund an organisation such as “The Coastal Zone Management Authority”. Their website shows many ways that the coral seas could be saved for the future. The government of Belize through their Environment Minister knows that they have to plan for the long term if tourism is to survive will all of the spin offs such as more fishermen and jobs. They are working with lots of environment people around the world such as **Friends of the Earth** and **Reef Relief**. These people believe that we all should work to protect special ecosystems and I agree, even though some people like the Banana companies will be annoyed. They know that the ecosystem took thousands of years to create but is so fragile that it can be destroyed in a few years. They have already put several plans in place. I have listed them here for you to see....

**Eco Tourism:** This is where the government only allow new tourist ideas if it doesn't harm the environment. Hotels can’t be built on the coast to prevent the mangroves from being chopped. They stop the silt getting in the water.

**Fishing controls:** This is where local fisher people have a limit to what they can catch and they are not allowed to use blast fishing. This will keep the food chain safe which is important to keep ecosystems working.

**Education programmes:** This is where the tourists are taken to dive sites but are told not to damage the coral or take souvenirs.

**Bio Agriculture:** People are happy to buy bananas which have not been sprayed. They may have spots on them, but it is for a good cause. We all should play a part. It will stop the water getting rich and becoming cloudy see pics.

---

**Save the Coral Reefs!**

---

**Candidate B – The Issue**

Annotations from the teacher assessor have been removed from this text box to facilitate discussion at the March Inset sessions.

After discussing the work in groups please see page 5 for the annotations and the marks awarded by the teacher assessor:

See table notes for Page 4

Do you agree with the Levels suggested?

K/U = Knowledge and Understanding

A = Application

S = Skills

.....and the overall comment and Mark?
Candidate B – Teacher notes for the Issue on Belize

Please note, these marks / levels are those suggested by the teacher, prior to moderation

<table>
<thead>
<tr>
<th>Information on page 1</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific facts recalled relating to the location of the issue and some information about the issue itself.</td>
<td>None evident at this stage</td>
<td>Good selection of secondary source material (all acknowledged). Very limited processing / refinement. Good linkage text to graphic. Ideal mode of presentation. Moving into L2?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 2</th>
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<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some facts relating to the location are provided (through the fact list) but much reliance on source material to do this. Level 1?</td>
<td>None evident at this stage</td>
<td>Good selection of secondary sources (all acknowledged) relaying a sense of place, but no refinement or processing. Some linkage. Good presentational style.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 3</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some specialist terms used and specific facts provided. The fact that the issue is complicated and controversial is explored. L2?</td>
<td>Viewpoints reported with some attempt at explaining them. Specific names of individuals missing. Own views woven into this explanation L2?</td>
<td>Good selection of secondary sources (all acknowledged) and entirely relevant to this section. Some lifting and sorting of secondary info provided. Limited refining. Effective presentational style maintained.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on page 4</th>
<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific facts provided showing an appreciation of the complexity and controversy. Useful information about plans for the future.</td>
<td>Viewpoints reported, again with some explanation as to why they are held. Individuals and groups tend to be rather generic. Own views reported and justified but quite shallow. L2?</td>
<td>Very good selection of source materials (acknowledged) to illustrate the observations made in the text. Presentational style maintained with linkage and the logical progression. Still limited processing. L2?</td>
<td></td>
</tr>
</tbody>
</table>

Overall observation: Comments would be transferred to the moderation sheet CAB3

This assignment looks impressive in that it has an excellent balance of graphics and text. The style adopted is ideal for the topic and the audience. ***** has researched some very good source material, she has linked her graphics and text effectively. Skills marks could have been improved with more overt processing and / or refinement of the data. In terms of application, she clearly recognises the need to explore different views / stances. Ideally she might have identified specific named people involved to reflect her research. Her own views are evident, but not necessarily overtly reported. The reader is certainly left with a good sense of place.

K/U: Typically Level 2 A Mark of 4/6?
A: Typically Level 2 A Mark of 3/6?
S: Typically Level 2 A Mark of 4/8? Working in Level 2 Total Mark suggested 11/20? A bit harsh?... await internal moderation
<table>
<thead>
<tr>
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<th>Know/Understanding</th>
<th>Application</th>
<th>Skills</th>
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Overall observation: Comments would be transferred to the moderation sheet CAB3

K/U: Typically Level A Mark of /6?
A: Typically Level A Mark of /6?
S: Typically Level A Mark of /8?

Working in Level Total Mark suggested /20? await internal moderation
4. SUPPORT FOR TEACHERS

Several resources will support the new specification:

This Teacher's Guide is meant to provide direct support to teachers by providing new resource material and will inform teachers of other developments in related documentation. This guide is dynamic and will not be available as a hard copy. It will be updated and added to regularly.

Dedicated material is also available on the NGfL website.

For updated information on additions to this guide and the NGfL website, please subscribe to the e-mail bulletin by contacting:

andrew.williams@wjec.co.uk

For other enquiries or information, visit:

www.wjec.co.uk

A dedicated textbook is available for this specification: GCSE Geography for WJEC Specification B (Hodder Education 2009).

There is a Dynamic Learning CD-ROM to support the textbook, a Student's Book and a revision guide.
### Contributors to the Teachers’ Guide

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<td>Cliff Shortell</td>
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