OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE GEOGRAPHY

(9230)

Outline schemes of work

For teaching from September 2018 onwards

For International GCSE exams in June 2020 onwards

Version 2.2

Our specification is published on our website **oxfordaqaexams.org.uk**. We will let centres know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website; this may differ from printed versions.

Introduction

This scheme of work is intended to offer teachers a structure through which to teach the Oxford AQA Exams International GCSE in Geography over a two year course. There is a deliberate attempt to mix the physical and human elements of the specification. Opportunities for fieldwork are apparent in both years to facilitate preparation for Paper 3. The skills which are required to be covered are integrated into the delivery of the content. Opportunities for skills are indicated in the right hand column below as is opportunity for fieldwork. It is not the only way the subject could be taught. Teachers may use or amend it according to the needs of their particular students and institution.

In order to be understood fully, the scheme of work should be used alongside the specification itself, the teacher guide and the specimen assessment materials.

Specification at a glance

International GCSE Geography
Paper 1: Living with the physical environment **Written paper** 36% of GCSE 1 hour 30 minutes 80 marks. **PLUS** **Paper 2: Challenges in the human environment** **Written paper** 36% of GCSE 1 hour 30 minutes 80 marks. **PLUS** **Paper 3: Geographical and Fieldwork skills** 28% of GCSE 1 hour 15 minutes 60 marks.

Year 1

TERM 1	
The living world and begin the changing economic world	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
THE LIVING WORLD **Ecosystems** Ecosystems at different scales and abiotic and biotic components. **Tropical rainforests** • Characteristics of tropical rainforest ecosystems. • Economic and environmental impacts of deforestation. • Sustainable management of tropical rainforests. **Hot deserts** • Characteristics of hot desert ecosystems. • Areas at risk from desertification – causes and strategies to reduce the risk.	Atlas maps for distribution of ecosystems. Maps to show small scale ecosystem. Photographs – ground, aerial and satellite. Labelled photographs and sketches drawn from photos. Bar and line graphs. **Fieldwork opportunity for small scale ecosystem and aspects of tropical rainforest and hot desert ecosystems.**
THE CHANGING ECONOMIC WORLD • Global variations in economic development and quality of life – measures of development, limitations, demographic transition model, causes and consequences of uneven development. • Strategies to reduce the global development gap, including tourism in Lower income countries (LIC) or Newly emerging economies (NEE).	Statistical information from database on development indicators. Dispersion graphs. Measures of central tendency and spread. Scatter graph and lines of best fit. Line and bar graphs. Choropleth maps. Population pyramids.

Year 1 (continued)

TERM 2	
The changing economic world and Urban issues and challenges	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
THE CHANGING ECONOMIC WORLD Economic development in LICs and NEEs and social, environmental and cultural changes – including location and wider context, changing industrial structure, role of Trans-national corporations (TNCs), changing political and trading relationships, international aid, environmental impacts and effect on quality of life of economic development.	Pie charts. Photographs and text. Desire and flow lines.
URBAN ISSUES AND CHALLENGES • Increase in world's urban population – pattern and causes. • Urban growth creates opportunities and challenges for cities in Lower income countries (LICs) and Newly emerging economies (NEEs) – including location and wider context, causes of growth, opportunities resulting from growth such as access to services, economic development and challenges such as providing clean water, sustainable energy.	Atlas maps for pattern. Choropleth maps. Local scale maps to specific parts of cities Photographs – ground, aerial and satellite. Desire and flow lines. Isolines showing traffic flows. **Fieldwork opportunity for housing, services, traffic etc.**

Year 1 (continued)

TERM 3	
Urban issues and challenges and Physical landscapes	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
URBAN ISSUES AND CHALLENGES • Global importance of world cities – location, wider context and global importance, • Opportunities such as leisure and urban greening and challenges such as deprivation and traffic congestion presented by world cities. An example of a flagship regeneration project.	Atlas maps for pattern. Choropleth maps. Local scale maps to specific parts of cities. Photographs – ground, aerial and satellite.
PHYSICAL LANDSCAPES **Coastal landscapes** • The coast is shaped by a number of physical processes – weathering, mass movement, erosion, transportation and deposition. • Distinctive coastal landforms result from geological structure, rock type, erosion and deposition. • Hard and soft engineering strategies can be used to protect the coastline including an example of a management scheme.	Maps that show contour lines and coastal landforms. Photographs – ground, aerial and satellite. Labelled photographs and sketches drawn from photos. **Fieldwork opportunity relating to processes, landforms and management.**

Year 2

TERM 1	
Physical landscapes and Water and energy resources or Population and communication	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
PHYSICAL LANDSCAPES **Hot desert landscapes** • Wind and water shape hot deserts as a result of processes of erosion, transportation and deposition. • Distinctive hot desert landforms result from the action of wind and water. • Examples of hot desert areas to illustrate how opportunities for development are provided, but also challenges which must be overcome. OR **River landscapes** • The long and cross profile of rivers and valleys change downstream as a result of fluvial processes of erosion, transportation and deposition. • Distinctive river landforms result from erosion and deposition. • Factors affecting flood risk; hard and soft engineering strategies used to protect river landscapes, including an example of a management scheme.	Maps that show contour lines and hot desert landforms. Photographs – ground, aerial and satellite. Labelled photographs and sketches drawn from photos. **Fieldwork opportunity relating to processes, landforms and management.**
WATER AND ENERGY RESOURCES **Water** • The global pattern of water supply and consumption. • Reasons for increased demand and variation in availability of water. • Impacts of water insecurity. • Different strategies can be adopted to increase water supply and to reduce demand to move towards a sustainable resource future. OR **POPULATION AND COMMUNICATION** **Population** • Global pattern of increase in global population; change over time. • Causes of increased global population. • Impacts of increase in population and strategies to manage birth rate.	Choropleth maps. Proportional symbols. Percentage change. Bar, line and pie graphs. Flow lines. **Fieldwork opportunity relating to conservation inn homes, workplaces.** Choropleth maps. Proportional symbols. Percentage change. Bar, line and pie graphs.

TERM 1	
• Pattern, causes and impacts of major international migration in twenty first century.	Flow lines. Population pyramids. **Fieldwork opportunity relating to impacts at a local level.**

Year 2 (continued)

TERM 2	
Water and energy resources or Population and communication and The challenge of natural hazards	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
WATER AND ENERGY RESOURCES **Energy** • The global pattern of energy supply and consumption. • Reasons for increased demand and variation in availability of energy. • Impacts of energy insecurity. • Different strategies can be adopted to increase energy supply and to reduce demand to move towards a sustainable resource future. OR **POPULATION AND COMMUNICATION** **Communication** • Development of ocean shipping, ports and airports has led to many opportunities for development, but also created challenges, including the expansion of a major airport. • Developments in Information and communication technology (ICT), including internet access has led to many worldwide opportunities for development, such as by Trans-national corporations (TNCs), trade and tourism.	Choropleth maps. Proportional symbols. Percentage change. Bar, line and pie graphs. Flow lines. **Fieldwork opportunity relating to conservation at home and in schools.** Atlas maps. Proportional symbols. Bar, line and pie graphs, Flow lines. **Fieldwork opportunity relating to tourism in local area and importance of ICT, internet.**
THE CHALLENGE OF NATURAL HAZARDS **Natural hazards** The types of natural hazard and factors affecting risk. **Tectonic hazards** • Global distribution of earthquakes and volcanoes and the link to plate tectonics theory; different plate margins. • Effects of, responses to and management of the risk posed by earthquakes and volcanoes.	Atlas maps of location, distribution and tectonic plates. Isolines showing shaking intensity. Photographs – ground, aerial and satellite.

TERM 2	
Weather hazards • Structure and cause of tropical revolving storms – the possible impact of climate change on tropical revolving storms. • Effects of, responses to and management of tropical revolving storms using a named example. **Climate change** • Evidence and natural and human causes of climate change. • Managing climate change by reducing the human causes and adapting to it.	Atlas maps showing pressure, source areas. Isolines (isobars) showing pressure. Photographs – ground, aerial and satellite. Choropleth maps of temperature change. Line graphs.

Year 2 (continued)

TERM 3	
Revision and exam practice	
Suggested teaching and learning focus	**Geographical skills and fieldwork**
Active revision of content by school based revision materials tailored to students' needs. Practice exam questions of all papers.	Review of all aspects and fieldwork in preparation for exams – with Paper 3 examining fieldwork.
Exam in May/June.	

GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at oxfordaqaexams.org.uk

You can contact the geography team directly;

E: geography@oxfordaqaexams.org.uk

OXFORD INTERNATIONAL AQA EXAMINATIONS
LINACRE HOUSE, JORDAN HILL, OXFORD, OX2 8TA
UNITED KINGDOM

enquiries@oxfordaqaexams.org.uk
oxfordaqaexams.org.uk