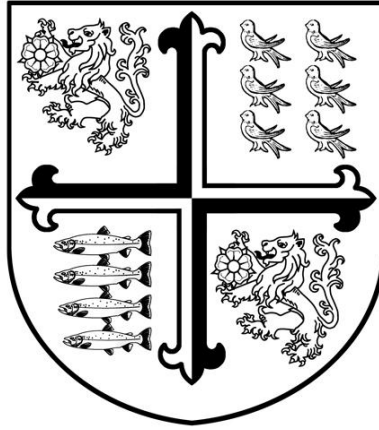




GCSE Geography Exam Preparation

Exam Board: Pearson Edexcel

Specification: 1GB0

[GCSE Geography B Specification - Issue 4](#)

Contact details:

Miss R Amey – ramey@bournemouth-school.org

Year 11 Curriculum

Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Autumn 1:

Year 11 will start with a recap of fieldwork, which Y10 ended with. Students will recap both investigations, and then be assessed on the investigations through exam style questions.

Earliest assessment for Fieldwork: Week 3 Autumn Term

Autumn 1:

Topic 1: UK Human Landscapes (case study)

Paper 2

Specification points covered:

- 5.3 The context of the city influences its functions and structure
- 5.4 The city changes through employment, services and the movement of people
- 5.5 The changing city creates challenges and opportunities
- 5.6 Ways of life in the city can be improved by different strategies
- 5.7 The city is interdependent with rural areas, leading to changes in rural areas
- 5.8 The changing rural area creates challenges and opportunities

Students will be able to:

- **Explain** the significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context.
- **Explain** the city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality.
- **Explain** causes of national and international migration that influence growth and character the different parts of the city (age structure, ethnicity, housing, services, culture).
- **Explain** reasons for different levels of inequality, in employment and services, education, health in the different parts of the city.
- **Explain** how parts of the city have experienced decline (deindustrialisation, de-population): de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport.
- **Explain** how parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, culture and leisure).
- **Explain** how regeneration and rebranding of the city has positive and negative impacts on people (increased population, environmental quality and economic opportunities).
- **Explain** strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing).
- **Explain** the city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both.
- **Explain** why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city.
- **Explain** the challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education and how they affect quality of life (IMD) for some rural groups (elderly and young people).

- **Explain** that new income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts.
- **Analyse** and **Assess** figures and/or data to investigate a **UK Geographical Issue** that includes the above information.

Earliest Assessment: Week 9 Autumn Term

Autumn 2 /Spring 1:

Topic 2: People and the Biosphere

Paper 3

Specification points covered:

- 7.1 The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors
- 7.2 The biosphere is a vital life support system for people as it provides both goods and services

Students will be able to:

- **Explain** how the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours).
- **Explain** how local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact.
- **Explain** how the biosphere provides resources for Indigenous and other local people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources.
- **Explain** how the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services.
- **Explain** the global and regional trends increasing demand for food, energy and water resources (population growth, rising affluence, urbanisation and industrialisation) and theories on the relationships between population and resources (Malthus and Boserup).

Assessment to be combined with rainforests, earliest assessment in week 3 Spring 1.

Spring 1:

Topic 3: Rainforests

Paper 3

Specification points covered:

- 8.1 The structure, functioning and adaptations of the tropical rainforest* reflect the equatorial climate
- 8.3 Tropical rainforests are threatened directly by deforestation and indirectly by climate change
- 8.5 Conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations

Students will be able to:

- **Explain** how biotic and abiotic characteristics are interdependent (climate, soil, water, plants, animals and humans), how plants (stratified layers, buttress roots, drip tips) and animals are adapted to the climate.
- **Explain** why tropical rainforests have a very high rate of nutrient cycling which, in turn, supports high levels of biodiversity and complex food webs.
- **Explain** causes of deforestation: commercial hardwood logging, subsistence and commercial agriculture, local demand for fuel wood and how demand for biofuels, mineral resources and electricity (HEP) contribute to deforestation
- **Explain** why climate change is an indirect threat to the health of tropical rainforests (ecosystem stress, drought).
- **Explain** advantages and disadvantages of global actions (CITES, REDD) designed to protect tropical rainforest species and areas and why deforestation rates are rising in some areas but falling in others.
- **Explain** the challenge of achieving sustainable forest management and why alternative livelihoods (ecotourism, sustainable farming) might better protect the remaining tropical rainforest.

Assessment to be combined with biosphere, earliest assessment in week 3 Spring 1.

Topic 5: Consuming Energy Resources

Paper 3:

Specification points covered:

- 9.1 Energy resources can be classified in different ways and their extraction and use has environmental consequences
- 9.2 Access to energy resources is not evenly distributed which has implications for people
- 9.3 The global demand for oil is increasing, but supplies are unevenly available
- 9.4 The world's continuing reliance of fossil fuels increases pressure to exploit new areas
- 9.5 Reducing reliance on fossil fuels presents major technical challenges
- 9.6 Attitudes to energy and environmental issues are changing

Students will be able to:

- **Explain** how energy resources can be classified as non-renewable (finite stocks of fossil fuel coal, oil and gas), renewable (flows of solar, wind, HEP) and recyclable (nuclear, biofuels).
- **Explain** how mining and drilling can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels).
- **Explain** how access to energy resources is affected by access to technology and physical resources (geology, accessibility, climate and landscape influences on renewable potential).
- **Explain** the global pattern of energy use per capita and the causes of variations (levels of economic development, reliance of traditional fuel sources, demand from different economic sectors).
- **Explain** how oil reserves and production are unevenly distributed and why oil consumption is growing (rising per capita GDP, rapid industrialisation in emerging economies).
- **Explain** how oil supply and oil prices are affected by changing international relations (conflicts, diplomatic relations) and economic factors (periods of recession versus boom, over or under supply).

- **Explain/Assess** economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas.
- **Explain/Assess** environmental costs (negative impacts on water quality and ecosystems) of developing new unconventional oil and gas sources (tar sands, shale gas) in ecologically-sensitive and isolated areas.
- **Explain/Assess** the role of energy efficiency and energy conservation (in transport and the home) in reducing demand, helping finite energy supplies last longer and reducing carbon emissions.
- **Explain/Assess** costs and benefits of alternatives to fossil fuels (biofuels, wind, solar and HEP) and future technologies (hydrogen) aimed at reducing carbon footprints, improving energy security and diversifying the energy mix.
- **Explain/Assess** how different groups (consumers, TNCs, governments, climate scientists and environmental groups) have contrasting views about energy futures (business as usual versus sustainable).
- **Explain/Assess** how, in some developed countries, rising affluence, environmental concerns and education are changing attitudes to unsustainable energy consumption and reducing carbon footprints.

Assessed in mock exam in February.

Spring 2:

Topic 4: Taiga

Paper 3

Specification points covered:

- 8.2 The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate
- 8.4 The taiga is increasingly threatened by commercial development
- 8.6 The taiga wilderness areas need to be protected from overexploitation

Students will be able to:

- **Explain** how biotic and abiotic characteristics are interdependent (climate, soil, water, plants, animals and humans), how taiga plants (cone-shaped, needles, simple structure) and animals (migratory) are adapted to the climate.
- **Explain** why the taiga has lower productivity, with less active nutrient cycling and much lower levels of biodiversity.
- **Explain** direct threats from logging for softwood, pulp and paper production and indirect threats resulting from the exploitation of minerals, fossil fuels and HEP potential.
- **Explain** how acid precipitation, forest fires, pests and diseases and forest fires contribute to a loss of biodiversity.
- **Explain** challenges of creating and maintaining protected wilderness areas, national parks and sustainable forestry in the taiga.
- **Explain** reasons for conflicting views on protecting or exploiting forest and natural resources in the taiga.

Earliest Assessment: week 10 Spring Term