



Pearson

Pearson Edexcel GCSE (9-1) Geography A: Pace Yourself

A planning and teaching guide

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Introduction

Introduction

The aim of this PowerPoint, and the accompanying Two Year Course Planner and Content Tracker, is to help teachers to identify content, skills and themes which reoccur within the specification.

This guide will help teachers to plan their delivery, identifying opportunities for:

- quick recaps rather than in-depth coverage;
- flipped approaches to cover previously taught material;
- revisiting content to allow regular revision of key ideas;
- combining related content to ensure an efficient use of time; and
- linking related content to help students formulate extended responses.

Content Tracker

- The following themes are covered in this presentation:
 1. Physical processes
 2. Impact of human activity
 3. Consequences of climate change
 4. Forests and woodlands
 5. Case Studies: a UK and developing/emerging country city
 6. Case Studies: a developing city and country
 7. Fieldwork
- Please see the accompanying Content Tracker, created to help teachers identify overlapping or related content in the specification.

Physical processes

Physical processes

Topic 1: The changing landscapes of the UK

- a. How distinctive upland and lowland landscapes result from the interaction of physical processes (glacial erosion and deposition, weathering and climatological, post-glacial river and slope processes). (3)

- Physical processes are one of the key content areas of Paper 1 - appearing in the Changing Landscapes introduction as well as forming a key component of all 3 sub-topics.
- Students need to be able to define a wide range of specific processes as well as being able to apply this understanding to the significance of one named distinctive landscape for each of the chosen sub-topics.
- What would be the best use of your lesson time?

Optional sub topic 1A: Coastal landscapes and processes

- a. The physical processes at work on the coast: weathering (mechanical, chemical, biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution, longshore drift) and deposition.

- a. The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. (7)
- b. The role of depositional processes in the development of landforms: bars, beaches and spits. (6)

Optional sub topic 1B: River landscapes and processes

- a. The physical processes at work in the river landscape: weathering (mechanical, chemical and biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution) and deposition.

- a. The role of erosion processes and the influence of geology in the development of landforms: interlocking spurs, waterfalls, and gorges and river cliff. (11)
- b. The role of depositional processes in the formation of flood plains, levees and point bar. (12)
- c. The interaction of deposition and erosion processes in the development of landforms (meanders, oxbow lakes). (12)

Optional sub topic 1C: Glaciated upland landscapes and processes

- a. Glacial processes that once operated in the glaciated upland landscape: glacial erosion (plucking, abrasion and freeze thaw), transport (on or within the ice) and deposition.
- b. Physical processes that operate on the relict upland glacial landscapes of today: mechanical weathering (freeze thaw), mass movement (soil movement, and rock falls/slides),

- a. The role of erosional processes in the development of landforms (truncated spurs, corries, glacial troughs, glacial lake/tarn, arêtes hanging valleys and roche moutonnées). (15)
- b. The role of depositional processes in the development of landforms (ground and terminal moraines). (15)
- c. The interaction of deposition and erosion processes in the development of landforms (crag and tail and drumlins). (15)

Schools are required to teach 2 of the 3 sub-topics

Physical processes

Pace yourself... One approach to teaching this content

- When teaching the Changing Landscapes topic begin with a brief introduction to the key processes of weathering, erosion, deposition and slope movement. Ensure students understand the difference between each process (e.g. how weathering is different from erosion) and how these processes interact to form the landscape.

Exam Link: In the SAM and Specimen Papers, Section A Question 1 is comprised of five items worth a total of six marks. These items are a combination of multiple-choice and short response items. As such, there is no need for in-depth explanations at this stage.

Specimen Paper 1 Question 1

(c) (i) Weathering is one example of a physical process that affects the UK landscape.

State **one** other example of a physical process that affects the landscape.

(1)

(ii) Explain **one** way in which mechanical weathering affects the landscape.

(2)

Physical processes

Pace yourself... One approach to teaching this content:

- First sub-topic – Single lesson to define key processes - possible mind map or glossary exercise. The aim of this initial lesson is to introduce students to the new vocabulary, don't worry at this stage if not all the terms are fully understood. Strengthen and develop student understanding through the application of terms during the landform formation lessons.
- Second sub-topic – Adopt a 'flipped' approach by recapping previously learnt terminology at home prior to teaching the new content – e.g. the week before starting the second sub-topic, set some 'examine' 8 mark extended response questions from the first sub-topic as homework to cover cross-over content. As process knowledge has now been refreshed at home, move directly onto landform formation in class.

Exam Link: In the SAM and Specimen papers, Section A questions 2, 3 and 4 are comprised of 3 short response items and an 8 mark 'examine' question worth a total of 12 marks. Examine questions are always resource based, requiring students to apply their understanding to an unfamiliar location. Examine questions will always target AO3 (4 marks) and AO4 (4 marks). Students will need to use their geographical skills to identify information from the unfamiliar context in the resource (AO4) and then apply their knowledge and understanding from the detailed content to interpret the resource (AO3).

Therefore for students to be successful on this part of the exam, it is vital that teaching time is focused on application type activities.

(iv) Study Figure 4.

SAM Paper 1 - Question 3

Examine how physical processes work together in the formation of the oxbow lake shown in Figure 4.

(8)

(iv) Study Figure 6.

SAM Paper 1 - Question 4

Examine how physical processes work together in the formation of the drumlin shown in Figure 6.

(8)




Physical processes – named landforms

All three sub-topics require students to have studied a named distinctive landscape.

On previous specifications, this location specific component often became the focus of the extended questions. Teachers, as such, would prioritise this aspect of the specification for extra lesson time and revision focus.

However, as the 8 mark items on Questions 2, 3 and 4 will have the command term ‘examine’ which requires students to use an unfamiliar resource, we know the extended question won’t be named location specific.

Therefore, one approach would be to teach your named landscape through your landform formation lessons rather than giving this specification component its own individual lesson at the end of the unit.

1.6 Distinctive coastal landscapes are the outcome of the interaction between physical and human processes	a. The significance of the location of one named  distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change. (7)
1.10 Distinctive river landscapes are the outcome of the interaction between physical and human processes	a. The significance of the location of one named  distinctive river landscape (upland/lowland), how it has been formed and the most influential factors in its change.
1.14 Distinctive glaciated upland landscapes are the outcome of the interaction between physical and human processes	a. The significance of the location of one named  distinctive glaciated upland landscape in the UK (karst limestone/igneous/metamorphic) in the UK, how it has been formed and the most significant factors in its change.

Impact of human activity

Impact of human activity

Topic 1: The changing landscapes of the UK

- b. How distinctive landscapes result from human activity (agriculture, forestry, settlement) over time. (4)

The impact of human activities (agriculture, forestry, settlement and industry) is a common theme across the entire specification, with related content in most topics (key examples illustrated).

Due to the importance of this content within the specification, a candidate's understanding of this central theme could be tested through a range of question formats from single mark short response items to an extended 12 mark 'discuss' question on Paper 3.

Students need to understand this content thoroughly, so what would be the best use of your time?

Optional sub topic 1A: Coastal landscapes and processes

- a. How human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. (8)

Optional sub topic 1B: River landscapes and processes

- a. How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding. (13)

Optional sub topic 1C: Glaciated upland landscapes and processes

- a. How humans activity (farming, forestry, settlement) have impacted on physical processes in glaciated upland landscapes. (16)

1.6 Distinctive coastal landscapes are the outcome of the interaction between physical and human processes

1.10 Distinctive river landscapes are the outcome of the interaction between physical and human processes

1.14 Distinctive glaciated upland landscapes are the outcome of the interaction between physical and human processes

Topic 3: Ecosystems, biodiversity and management

Tropical rainforests

- c. Economic and social causes of deforestation (conversion to agriculture, resource extraction, population pressure). (5)

Deciduous woodlands

- c. Economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change). (6)

Topic 4: Changing cities

- a. The sequence of urbanisation, suburbanisation, counter-urbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city. (2)
- b. Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on the chosen UK city.
- a. Effects resulting from the chosen city's rapid urbanisation:

Topic 5: Global development

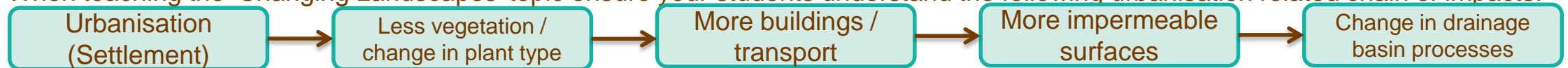
- a. Positive and negative social, economic and environmental impacts of rapid development for the chosen country and its people.

Impact of human activity

Pace yourself... One approach to teaching this content:

- When originally teaching the Changing Landscapes topic take the time to teach **one developed idea** for each of the individually named human activities, i.e. agriculture, forestry and settlement. You may consider also teaching an industry focused response; although not listed in the Changing Landscapes content, the impact of industry on the landscape/environment is specifically identified in numerous sections elsewhere in the specification.
- Make sure each response has the potential to be developed to the depth required to move up through the levels on an extended response question. Carefully select responses which avoid extension overlap and which encourage the application of subject specific terms.
- When covering related content in later topics, make sure the same examples are taught.

e.g. When teaching the 'Changing Landscapes' topic ensure your students understand the following urbanisation related chain of impacts:



Then make sure that you use the same example of urbanisation impacting on the landscape/environment when you cover related content elsewhere in the specification.

Although this approach initially requires extra time to ensure the impact of the human activity is covered to a high level, each time the content is repeated the teaching time can be reduced. Once the impact is fully understood, later lessons which overlap with this theme can focus on response structure and contextualisation rather than process coverage.

Impact of human activity

Exam Link: Each of these example items from the SAMs and specimen papers have the command term 'explain' – Responses will therefore require development. Students must provide a reasoned explanation of how or why something occurs.

SAM Paper 1 Question 1	(ii) Explain one way in which farming affects the landscape.	(2)
Specimen Paper 1 Question 7	(ii) With reference to the bar chart in Figure A, explain why human activities can affect the amount of North Sea cod.	(4)
Specimen Paper 1 Question 7	(d) (i) Explain one cause of deforestation in deciduous woodlands.	(2)
Specimen Paper 2 Question 2	(d) For either a named developing or emerging country, explain two negative impacts of growth in the secondary sector.	(4)

Impact of human activity

Although each of these extended response items require a breath of understanding there is considerable opportunity for your students to 'recycle' their 'impact of human activity' know-how when answering these questions. Students may be able to apply their understanding of how industry affects the environment to the energy question and could use their impact of agriculture response for the water question.

SAM Paper 2
Question 4

*(e) Assess the impacts on people of developing non-renewable and renewable energy resources.

(12)

4 marks for AO2 - Understanding 4 marks for AO3 – Interpret, analyse and evaluate
4 marks for spelling, punctuation, grammar and the use of specialist terminology.

Specimen Paper 2
Question 5

(e) Evaluate different approaches used by **either** a named developing **or** emerging country to manage and use water resources in a sustainable way.

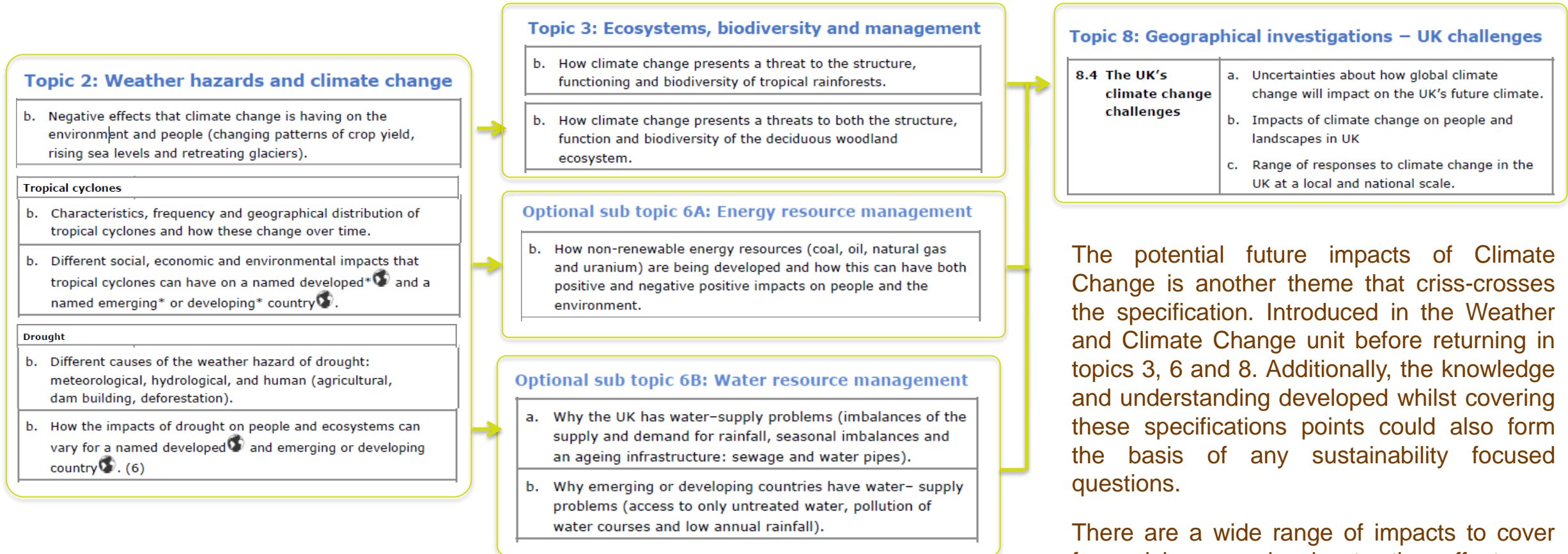
(8)

4 marks for AO2 - Understanding 4 marks for AO3 – Interpret, analyse and evaluate



Consequences of climate change

Consequences of climate change



Consequences of climate change

One approach to teaching this content

- When teaching impacts of climate change as part of the Weather topic, briefly introduce the full range of impacts which will be studied over the duration of the course, before focusing on the causes of rising sea levels and glacier retreat. These impacts are probably the most commonly understood, are interlinked (ignore the crop yields requirement for now) and should be covered in a single lesson.
- Begin your tropical cyclone named location lessons by ensuring students understand that climatologists link the frequency and strength of recent storm activity to a warming climate, and as such, these impacts can also be considered a consequence of climate change. Ensure your named location investigations include information on the impact of the storm on farming (crop yields).
- Similarly, begin your drought named location lessons by ensuring students understand that climatologists have linked the spread and severity of recent droughts to climate change, and as such, these impacts can also be considered a consequence of climate change. It would be sensible to focus on the UK when completing your named developed country study, enabling the coverage of Unit 8 (UK Challenges) content at the same time. Ensure your drought investigations include the impact of the drier conditions on crop yields. Set a summary homework on the impact of climate change on crop yields.
- When you reach the threats to tropical rainforests section of the course, take the opportunity to firstly recap the impacts of tropical storms on the environment (perhaps as a homework). Then teach the impact of climate change on structure, functioning and biodiversity. Before teaching the comparable lesson on deciduous woodlands, again revise the impact of droughts on the UK as a homework. Make sure your students are aware that their understanding of the threat posed to deciduous woodlands can also be used as part of an extended response on the consequences of climate change on the UK.
- When you reach the climate change related content in the Resource Management sub-topics - the negative impact of non-renewable energy sources or the water supply problems related to rainfall imbalances (drought) – the content should have already been adequately taught elsewhere in the course, allowing just a quick recap (possibly as a homework).
- If a paper asks students to explain one impact of climate change – encourage your students to focus their answer on their preferred named location study.

Consequences of climate change

Specimen Paper 1
Question 5

(ii) State **two** negative effects of climate change on people.

(2)

SAM Paper 2
Question 4

(d) Explain **one** reason why non-renewable energy resources need to be managed.

(4)

SAM Paper 1
Question 7

*(iv) Assess the following statement.

Climate change presents a greater threat to tropical rainforests than it does to deciduous woodlands.

(12)

4 marks for AO2 - Understanding

4 marks for AO3 – Interpret, analyse and evaluate

SAM 4 marks for spelling, punctuation, grammar and the use of specialist terminology.

Exam Link: These three example questions from the SAMs and Specimen papers, demonstrate the range of questions which could be asked to test candidate understanding of climate change. As there is potential for each of the impacts to be examined at depth, we need to make sure this content is taught thoroughly and regularly revisited.

Forests and woodlands

Forests and woodlands

- Both the SAMs and Specimen Paper 1 include items within question 7 (Ecosystems, Biodiversity and Management) which require the application of knowledge and understanding from both the Tropical Rainforest and Deciduous Woodlands sub-sections.
- Rather than teaching the specification in sequence, both ecosystems could be combined. For example, students could be introduced to the nutrient cycle through a teacher guided rainforest explanation before applying their new understanding to modify the cycle to reflect the deciduous woodland.
- This approach would reduce the need for general introductions whilst also helping students to make links between the different ecosystems, aiding comparison questions.
- If taught sequentially, a flipped approach could save considerable time. For example, during the teaching of the deciduous woodland content, homework could be designed to revise related concepts from the Tropical Rainforest sub-topic.
- This approach would allow lesson time to focus entirely on applying this understanding to the deciduous woodland. Additionally, plenary tasks could be devised to link related content from both ecosystems.

Forests and woodlands

This slide shows how the content for the tropical rainforest is repeated for the deciduous forest.

Tropical rainforests		Deciduous woodlands	
3.4 Tropical rainforests show a range of distinguishing features	a. Biotic and abiotic characteristics of the tropical rainforest ecosystem (climate, soils, water, plants, animals and humans).	3.6 Deciduous woodlands show a range of distinguishing features	a. Abiotic and biotic characteristics of the deciduous woodland ecosystem (climate, soil, water, plants, animals and humans).
	b. The interdependence of biotic and abiotic characteristics (climate, soils, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). (4)		b. The interdependence of biotic and abiotic characteristics (climate, soil, water, plants, animals and humans) and the nutrient cycle (Gersmehl model).
	c. Why rainforests have very high biodiversity and how plants (stratified layers, buttress roots, drip tips) and animals (strong limbs, modified wings and beaks, camouflage) are adapted to that environment.		c. Why deciduous woodlands have moderate biodiversity and how plants (leaf size and structure, water conservation in winter) and animals (migration, hibernation and food storage) are adapted to that environment.
3.5 Tropical rainforest ecosystems provide a range of goods and services some of which are under threat	a. Examples of goods and services provided by tropical rainforest ecosystems (food stuffs, medicines, timber and recreation).	3.7 Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat	a. Examples of goods and services provided by deciduous woodlands ecosystems (timber, fuel, conservation and recreation).
	b. How climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests.		b. How climate change presents a threats to both the structure, function and biodiversity of the deciduous woodland ecosystem.
	c. Economic and social causes of deforestation (conversion to agriculture, resource extraction, population pressure). (5)		c. Economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change). (6)
	d. Political and economic factors (governance, commodity value and ecotourism) that have contributed to the sustainable management of a rainforest in a named region 🌐.		d. Different approaches to the sustainable use and management of deciduous woodlands in a named region 🌐.



Case Studies: a UK and a developing country city

Case Studies: a UK and a developing country city

- Students must study three in-depth case studies.
- As with the different woodland ecosystems of the biodiversity topic, there are a range of different approaches we could take to cover this content.
- The colour coding on these specification extracts show overlapping content from the case studies of a UK city and a developing/emerging country city.

Case Study of a major* UK city			Case Study of a major city in a developing country* or an emerging country*		
Key idea		Detailed content	Key idea		Detailed content
4.3	The context of the chosen UK city influences its functions and structure	a. Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context.	4.6	The context of the chosen developing country or emerging country city influences its functions and structure	a. Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context.
		b. Chosen UK city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.			b. The chosen city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.
4.4	The chosen UK city is being changed by movements of people, employment and services	a. The sequence of urbanisation, suburbanisation, counter-urbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city. (2)	4.7	The character of the chosen developing country or emerging country city is influenced by its fast rate of growth	a. Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth). (1)
		b. Causes of national and international migration and the impact on different parts of the chosen UK city (age structure, ethnicity, housing, services). (3)			b. Causes of national and international migration and the impact on different parts of the chosen city (age structure, ethnicity, housing, services). (6)
4.5	Globalisation and economic change create challenges for the chosen UK city that require long-term solutions	a. Key population characteristics of the chosen UK city's that is available from the Census and reasons for population growth or decline. (4)			c. How the growth of the chosen city is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life.
		b. Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on the chosen UK city.	4.8	Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed	a. Effects resulting from the chosen city's rapid urbanisation: housing shortages, squatter settlements, under-employment, pollution and inadequate services. (7)
		c. How economic change is increasing inequality in the city and the differences in quality of life.			b. Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people.
		d. Recent changes in retailing and their impact on the chosen UK city: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping).			c. The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.
		e. The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city. (5)			

Case Studies: a UK and a developing country city

SAM Paper 2

Question 1

(g) You have studied a major UK city and a major city in a developing or emerging country.

Evaluate which of these cities have been most successful in improving the quality of life for its people.

(8)

Specimen Paper 2

Question 1

(f) You have studied a major UK city and a major city in a developing or emerging country.

Assess the impacts of migration on these cities.

(8)

Exam Link: The final item of Question 1 in both the SAMs and Specimen Paper 2 involve students applying their understanding from both case studies. As such, for students to be successful on this part of the course, it is important that both case studies are taught in a style which provides regular opportunities for students to compare both cities.

Both these command terms (Evaluate and Assess) have an equal split of marks awarded for AO2 (Understanding) and AO3 (Application – interpretation, analyse and evaluation). It's important to remember that as half the marks are awarded for application, these questions have been designed to assess a student's level of understanding rather than how much they know. This balance should be reflected in our teaching.

Case Studies: a UK and a developing country city

- These case studies form a large proportion of the course (Approx. 50% of the Paper 2 content). Each requires students to develop a broad knowledge and understanding of life in their chosen city.
- Rather than teaching the specification in sequence, it may be appropriate to combine the two city case studies.
- Students could be introduced to a key concept through a targeted starter and initial teacher led task before being given the opportunity to apply this understanding to both case study destinations.
- For example, students could be introduced to the range of factors which influence settlement site before being given maps of their chosen cities and asked to explain their location.
- Where appropriate, students should be encouraged to identify factors which are true of both locations – e.g. if both cities were built on flat land, located next to a river and are surrounded by fertile land – then both cities could (should?) have the same site explanation.
- Combining overlapping aspects of the cities case studies reduces the need for general introductions therefore maximising the time available for location specific study. This approach also encourages students to regularly compare their case study cities, helpful when completing assessment and evaluate questions.
- If the case studies are taught sequentially, a flipped approach could save you considerable time. Weekly homework designed to revise core concepts from the major UK city case study would allow lesson time to focus entirely on applying this understanding to their emerging/developing world location.
- Additionally, plenary tasks could be devised to link related content from both cities.

Case Studies: a developing country and city

- An alternative to combining the two city case studies may be to integrate the developing country and developing city case studies.
- The introductory components of the Global Development topic could be covered first, followed by an in-depth study of India and Mumbai or Brazil and Sao Paulo.
- The next slide shows how this approach would allow key overlapping themes (colour coded) to be taught together.
- For example, uneven development and the resulting inequality both within the country and the city could be studied together. As there are usually similarities in the causes and consequences of inequality at both scales, combining the content should save time and could lead to deeper understanding.

Case Studies: a developing country and city

Case Study of a major city in a developing country* or an emerging country*

Key idea	Detailed content
4.6 The context of the chosen developing country or emerging country city influences its functions and structure	<p>a. Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context.</p> <p>b. The chosen city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p>
4.7 The character of the chosen developing country or emerging country city is influenced by its fast rate of growth	<p>a. Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth). (1)</p> <p>b. Causes of national and international migration and the impact on different parts of the chosen city (age structure, ethnicity, housing, services). (6)</p> <p>c. How the growth of the chosen city is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life.</p>
4.8 Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed	<p>a. Effects resulting from the chosen city's rapid urbanisation: housing shortages, squatter settlements, under-employment, pollution and inadequate services. (7)</p> <p>b. Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life of its people.</p> <p>c. The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.</p>

Case Study of development in a developing country* or an emerging country*

Key idea	Detailed content
5.5 The level of development of the chosen developing or emerging country is influenced by its location and context in the world	<p>a. Location and position of the chosen country in its region and globally.</p> <p>b. Broad political, social, cultural and environmental context of the chosen country in its region and globally.</p> <p>c. Unevenness of development within the chosen country (core and periphery) and reasons why development does not take place at the same rate across all regions.</p>
5.6 The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country	<p>a. Positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of the chosen country's economy. (3)</p> <p>b. Characteristics of international trade and aid and the chosen country's involvement in both. (4)</p> <p>c. Changing balance between public investment (by government) and private investment (by TNCs and smaller businesses) for the chosen country.</p> <p>d. Changes in population structure and life expectancy that have occurred in the last 30 years in the chosen country. (5)</p> <p>e. Changing social factors (increased inequality, growing middle class and improved education) in the chosen country.</p>
5.7 Changing geopolitics and technology impact on the chosen developing or emerging country	<p>a. How geopolitical relationships with other countries affect the chosen country's development: foreign policy, defence, military pacts, territorial disputes.</p> <p>b. How technology and connectivity support development in different parts of the chosen country and for different groups of people. (6)</p>
5.8 There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country	<p>a. Positive and negative social, economic and environmental impacts of rapid development for the chosen country and its people.</p> <p>b. How the chosen country's government and people are managing the impacts of its rapid development to improve quality of life and its global status.</p>

Colour coded themes could be taught together.

Fieldwork investigations

Fieldwork investigations

- Students are required to complete two fieldwork investigations, one human and one physical.
- If the fieldwork investigations are planned to cover both related detailed content as well as the required investigative skills, these studies can be integrated into your day-to-day teaching.

Task Question: How do river landscapes change downstream?

Task: River landscapes – investigation of change in a river channel.

Enquiry process point	General focus and details of fieldwork
1. Formulating Enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none">• a quantitative fieldwork method to measure river discharge• a qualitative fieldwork method to record landforms that make up the river landscape. Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area.
3. Secondary data sources	<ul style="list-style-type: none">• A flood risk map e.g. Environment Agency flood risk map.• One other secondary source.

Key Question: How and why does a river's discharge increase downstream?

b. How river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river. (9)

Key Question: How does the changing valley shape affect flood risk?

a. How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding. (13)

Fieldwork is a great opportunity to teach many of the geographical, mathematical and numerical skills listed in the specification.