

Geography Specification B

Unit 3 Making Geographical Decisions What's changed?

EDEXCEL MODULAR GCSE GEOGRAPHY B (LAST ASSESSMENT IN 2013)			
SPECIFICATION AND ASSESSMENT AT A GLANCE			
Specification overview This unit will assess students' ability to make decisions about geographical issues and justify them. The unit includes the pressures (conflicts), players and options that are involved in making geographical decisions and which are related to sustainable development and environmental issues.			
Assessment overview 1-hour tiered written examination • Total of 54 marks (up to 4 marks for SPaG) • Pre-release resource materials • June series			
Content Overview	Skills	Knowledge & Understanding	Page
<p>The focus on this unit is on the importance of making decisions to safeguard the future of the planet. The planet is experiencing increasing pressures from the demands of a rising population for resources, food and water, energy and industrialisation.</p> <p>This unit is designed to give students the opportunity to investigate geographical issues related to change and development, set in a preannounced theme. The theme will be released two years ahead of the examination. The resource booklet will contain information about the theme that students can study before the examination. They can also use the information within the examination. Students should be able to use the knowledge, understanding and skills they have derived from Units 1 and 2, as well as ideas derived from the resources.</p> <p>The chosen issues will focus on a variety of environments and places, from pristine natural environments to highly-urbanised built environments in countries at all states of development. Each year the issues will be set at different scales from local/small scale, regional, national and continental to global, as shown by the examples below: - sustainable development and regeneration in the environmental city of Leicester (local) - reviewing employment opportunities for South Wales (regional) - sustainable development projects for Bangladesh (national) - the future of Antarctica (continental) - sustainable forest futures (global).</p> <p>Teachers should take every opportunity to allow students to study how the decision-making process operates. Students should look at a range of geographical issues in a variety of places and environments, and explore how conflicting demands for land and resources can put pressure on people and threaten the environment. They should review the possible options or strategies available to the players involved in making decisions, in order to assess the likely environmental and socio-economic impact. Possible solutions should be evaluated, including a sustainable development pathway.</p>	a Communication using a structured route to enquiry.	a Sustainable development is a key strategy for the survival of the planet and its people.	31/32
	b Interpretation and analysis of a range of data and resources to focus on a number of issues in a new context.	b Sustainable development is not easy to achieve as there are often conflicts between environmental and socio-economic sustainability.	
	c Evaluation of a range of opinions about an issue in particular, analysing conflicts about the actions of players, for example when considering exploitation versus conservation.	c Conflicting and increasing demands for land and resources are leading to pressures on the planet, for example degradation and resource depletion.	
	d Weighing up potential solutions to the chosen issue, including the sustainable development pathway.	d These pressures are likely to increase in the future unless they are managed.	
	e A number of players with differing values and attitudes are responding to the challenges of managing the planet, both at present and in the future.		
	f Some of these players are focused on conservation but others are concerned with exploitation.		
	g There are many planning and management options available to these players in resolving and minimising threats to the planet.		
	h Solutions to environmental threats are complex and need to operate at a variety of scales from global to local.		

EDEXCEL LINEAR GCSE GEOGRAPHY B (FIRST ASSESSMENT IN 2014)					
SPECIFICATION AND ASSESSMENT AT A GLANCE					
Specification overview This unit will assess students' ability to make decisions about geographical issues and justify them. The unit includes the pressures (conflicts), players and options that are involved in making geographical decisions and which are related to sustainable development and environmental issues.					
Assessment overview 1-hour 30-minute, tiered, written examination. • Total of 53 marks, (up to 3 marks for SPaG). No pre-release resources - a resource booklet will be available in the examination. The examination will relate to the material in the booklet. The unseen resource booklet and examination will draw on at least one core topic from Unit 1 and one core topic from Unit 2. Students will need to be familiar with the core Unit 1 and 2 topics and the ways in which topics can interrelate. Students do not need to be familiar with the context set in the resource booklet and they will not be disadvantaged by unfamiliarity with the context. Students should be able to apply skills to the key ideas. • One or more of the key ideas may feature in an examination. • The detailed content examples will not be used in an examination. June series					
Content Overview	Characteristics of the Geographical Problem	Detailed Unit Content	Key Ideas	Theme and Focus	Page
<p>Students develop knowledge and understanding of key physical geography topics in Unit 1: Dynamic Planet and key human geography topics in Unit 2: People and the Planet.</p> <p>Unit 3 is <i>synoptic</i> and requires students to have a complete understanding of the core topics of Units 1 and 2 (topics 1 to 4) so that they can examine geographical issues at a range of scales, consider solutions and justify their choices.</p> <p>It is expected that students will develop the skills to analyse a geographical problem and to consider, select and justify proposed solutions, using their learning from Units 1 and 2. Conceptually, Unit 3 enables students to draw together knowledge and understanding from Units 1 and 2.</p> <p>Teachers should spend a quarter of the teaching time for this qualification preparing for Unit 3. The unit could be delivered as a separate element. Alternatively, some of the skills for this unit could be delivered as part of the delivery of the core topics (topics 1 to 4) from Units 1 and 2. However, time will need to be allowed after delivery of Units 1 and 2 for students to draw synoptically on their core knowledge to propose solutions to geographical problems.</p>	<p>The examination will consist of a booklet of sources that exemplify a geographical problem. Geographical problems presented in the examination:</p> <p>a require students to have detailed and synoptic knowledge and understanding of at least one core topic from Unit 1 and one core topic from Unit 2, including the links between topics</p> <p>b require students to make effective use of, and interpret, the source material provided in the examination</p> <p>c require students to develop a critical perspective on the issues studied, including the vested interests of individuals, organisations and governments</p> <p>d have multiple, and sometimes conflicting, solutions</p> <p>e require students to consider physical and human implications together, making reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p>	<p>Students must be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. Reference skills – ability to accurately refer to a variety of sources for obtaining information. 2. Communication skills – ability to present information in a clear and appropriate way through written communication, maps and diagrams. 3. Interpretative skills – ability to give meaning to data. 4. Evaluative skills – ability to critically analyse and interpret the full range of evidence, viewpoints and options, as well as formulate and justify decisions. 5. Problem-solving skills – ability to enquire, and to think clearly, critically and constructively. 	<p>1. Sustainable development is an important concept.</p> <p>2. Since the 1990s 'environmental sustainability' has become increasingly important.</p> <p>3. Demand for resources is rising globally but resource supply is often finite which may lead to conflict.</p> <p>4. Balancing the needs of economic development and conservation is a difficult challenge.</p> <p>5. Achieving sustainable development requires funding, management and leadership</p> <p>6. Physical processes and environmental changes increasingly put people at risk.</p>	<p>•• Investigate the meaning of the 'Brundtland' definition of sustainable development by considering how current social and economic needs can be met while also protecting the environment and its resources so that future generations might also satisfy their needs. •• Examine contrasting ways of judging whether development is sustainable socially, economically or environmentally by comparing different styles of development, e.g. smallscale intermediate technology versus large-scale, top-down approaches.</p> <p>•• Investigate different attitudes towards environmental sustainability such as those of transnational corporations (TNCs), governments, non-governmental organisations (NGOs) and pressure groups, e.g. the World Wide Fund for Nature (WWF), Greenpeace. •• Explore the reasons why these organisations have different attitudes towards environmental sustainability and contrasting policies, including 'no-growth', 'greenwashing', tokenism and switching to renewable resources.</p> <p>•• Investigate how pressure on land and other resources leads to environmental degradation and problems for humans, at a range of scales from local to global, e.g. the impact of the exploitation of forests, energy and water resources. •• Consider how pressures on resources are likely to increase in the future, due to population growth and increasing affluence through development and globalisation and how this can lead to conflict between different individuals and organisations, e.g. oil drilling in Nigeria and conflicts involving TNCs, governments, the Ogoni people and NGOs.</p> <p>•• Investigate how governments try to meet economic and social needs but also protect the environment, e.g. the balance of conservation areas/greenbelts versus urban and industrial development. •• Investigate how global organisations, such as the United Nations (UN), have become more important in the management of environmental threats and examine why national governments have contrasting attitudes to global environmental agreements such as the Kyoto Protocol.</p> <p>•• Examine the management and funding challenges for governments trying to achieve sustainable development at both local and national scale, e.g. renewable national energy targets and promoting local recycling initiatives. •• Investigate the role of NGOs in providing leadership to achieve sustainable development, e.g. the impact of Brazilian environmental groups on deforestation or the campaign to promote fair trade.</p> <p>•• Examine trends in population and urbanisation to understand why increasing numbers of people, their property and livelihoods are vulnerable to tectonic hazards and the impacts of climate change. •• Investigate why managing risks is challenging due to the rising demand for places to live and the uncertain and unpredictable nature of the risks.</p>	31/32/ 33/34