

What are the aims of this course?

The enquiry approach taken by Eduqas GCSE Geography, in both classroom and fieldwork contexts, should enable learners to develop the ability to think 'like a geographer'. They will be given opportunity to:

- think creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change;
- think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry;
- think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

What will I learn?

Eduqas GCSE Geography develops and extends learners' knowledge of locations, places, environments and processes, at a range of different scales. Learners should build upon their locational knowledge acquired during key stage 3. They should develop locational knowledge of Wales, the UK, the continents and oceans as well as locational and contextual knowledge of at least one low income country (LIC) and one newly industrialised country (NIC).

Progression and Career Opportunities

Related college courses include A-Levels in Anthropology, Sciences, Business, Archaeology, Economics, Environmental Studies, Ethics, General Studies, Geography, Geology, Government and Politics, Health and Social Care, History, Humanities, Leisure and Tourism, Mathematics, Media Studies, Philosophy, Psychology, Religious Studies, Sociology,

Geography graduates have excellent transferable skills, which also attract employers from the business, law and finance sectors. Organisations are interested in the analytical and research skills developed by geographers during their degrees. Many geographers use these skills in a management role.

Further Information

Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification and teachers will embed fieldwork within any programme of study that they create. Learners should be prepared to consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom and school grounds.

For further information please contact:
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Course Outline

Unit Titles	Content	% Unit is Worth
Component 1: Changing Physical and Human Landscapes	Rural-Urban Links, Tectonic Landscapes and Hazards, Coastal Hazards and their Management.	35%
Component 2: Environmental and Developmental Issues	Weather, Climate and Ecosystems, Development and Resource Issues, Social Development Issues and Environmental Challenges.	35%
Component 3: Applied Field Work.	Students will develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment.	30%