

YEAR 11 GEOGRAPHY COURSE CAMBRIDGE SYLLABUS 2024-2025

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Course Outline Geography Year 11

Inspiring excellence, empowering global minds

Overview

The Humanities Department Syllabi at GEMS Wesgreen International Secondary School strive to enable students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which they live. To foster in students a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal lifestyle and participation in collective environmental decision-making.

Learning Outcomes

The aims of all subjects' state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of the Humanities Syllabus are to encourage and enable students to:

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

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- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Unit Overviews

Term 1

Unit 1 - Weather

Approximate length: 3 weeks

In this unit, students

Describe how weather data are collected. Make calculations using information from weather instruments. Use and interpret graphs and other diagrams showing weather and climate data.

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Unit 2 - Climate and natural vegetation

Approximate length: 3 weeks

In this unit, students describe and explain the characteristics of two climates: equatorial and hot desert. Describe and explain the characteristics of tropical rainforest and hot desert ecosystems. Describe the causes and effects of deforestation of tropical rainforest.

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Unit 3 – Theme 3: Economic development. Development

Approximate length: 4 weeks

In this unit, students

Use a variety of indicators to assess the level of development of a country. Identify and explain inequalities between and within countries. Classify production into different sectors and give illustrations of each. Describe and explain how the proportions employed in each sector vary according to the level of development. Describe and explain the process of globalization and consider its impacts.

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Unit 4 – Food production

Approximate length: 3 weeks

In this unit, students describe and explain the main features of an agricultural system: inputs, processes and outputs. Recognize the causes and effects of food shortages and describe possible solutions to this problem.

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Term 2

Unit 5/6 - Industry/Tourism

Approximate length: 3 weeks

In this unit, students will demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste). Describe the factors influencing the distribution and location of factories and industrial zones. Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape. Evaluate the benefits and disadvantages of tourism to receiving areas. Demonstrate an understanding that careful management of tourism is required for it to be sustainable.

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Unit 7 - Energy

Approximate length: 3 weeks

In this unit, students will describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood, globally and in different countries at different levels of development. Evaluate the benefits and disadvantages of nuclear power and renewable energy sources.

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Unit 8 - Water

Approximate length: 3 weeks

In this unit, students will describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development. Explain why there

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are water shortages in some areas and demonstrate that careful management is required to ensure future supplies.

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Unit 9 - Environmental risks of economic development

Approximate length: 3 weeks

In this unit, students will describe how economic activities may pose threats to the natural environment and people, locally and globally. Demonstrate the need for sustainable development and management. Understand the importance of resource conservation.

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Unit 10 - Enquiry skills for Paper 4

Approximate length: 4 weeks

In this unit, students are set a series of tasks on issues relating to one or more of the subject themes. Questions test the methodology of questionnaires, observation, counts and measurement techniques, and involve testing hypotheses appropriate to specific topics. Questions also test processing, presentation and analysis of data.

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- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Assessment

Formative: Throughout the units, the students will complete graded work, quizzes/tests and investigation activities which allows the teacher to assess the students' attainment and inform their planning.

Summative: Throughout the school year, students will complete exam papers which allow the teacher to assess and evaluate their learning.

Paper 1: 1 hour 45 minutes

75 marks - Weightage 45%

Students answer three questions -

Section A: One question (25 marks) from a choice of two.

Section B: One question (25 marks) from a choice of two.

Section C: One question (25 marks) from a choice of two.

Paper 2: 1 hour 30 minutes

60 marks - Weightage 27.5%

Students answer six questions -

All questions are compulsory.

One 20-mark question and five 8-mark questions.

Paper 4: 1 hour 30 minutes

60 marks - Weightage 27.5%

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Students answer two questions -

All questions are compulsory.

Two 30-mark questions.

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