

YEAR 10 GEOGRAPHY

COURSE GUIDE OSLO INTERNATIONAL SCHOOL

**YEAR 10 GEOGRAPHY: INTRODUCTION**

**PHILOSOPHY**

Geography is concerned with place. Understanding the nature and causes of areal differentiation on the global surface has been the geographer’s task since people first noticed differences between places.

Through geography we seek to understand these differences in patterns of human distribution, interrelationships between human society and the physical environment, people’s use of the Earth in time and space, and how these differences are related to people’s cultures and economies. These, and other related themes, express major concerns of our time and reflect the consequences of spatial decisions.

In geography’s pursuit of this understanding the questions “where?”, “why?” and “how?” are central. The first of these introduces the issues of location and spatial choice; the latter two signify that modern geography is not content merely to describe but seeks to explain. Beyond these questions, geographers also ask “what if?” as a means of seeking alternatives and giving the subject an applied dimension that can assist decision makers in planning and developing at a variety of geographical scales.

**COURSE CONTENT**

The Year 10 geography course covers the following topics:

1. Population

2. Migration

3. Settlement and urban growth

4. Urban change

5. Urbanisation in developing countries

6. Ecosystems

7. Drainage basins and rivers

8. Glaciation

9. Mapwork

10. Fieldwork (river study)

**TEACHING METHODS**

During the study of each of the syllabus units, a variety of teaching and learning methods will be used like lecturing, discussions, group work, role plays, textbook and computer/Internet exercises, using visual aids like videos, dvds and power point presentations, and fieldwork. The teacher generally introduces, presents and analyses the topics while interpretation forms the basis for class discussions and student assignments.

**STUDENT RESPONSIBILITIES**

Students are required to:

* Arrive at lessons with suitable equipment (required textbooks, notebook, folder with hand-outs, and a ruler).
* For tests they should bring writing equipment, a ruler, a protractor, a pair of compasses and a calculator. Colour pencils are often useful.
* Keep materials distributed in class organised.
* Complete given tasks and homework on time.
* Take active part in class discussions.

**YEAR 10 GEOGRAPHY:AIMS AND OBJECTIVES**

**AIMS**

The aims are to:

1. encourage the systematic and critical study of: human experience and

 behaviour; physical, political, economic and social environments; the

 history and development of social and cultural institutions-

2. develop an awareness in the student that human attitudes and beliefs are

 widely diverse and that the study of society requires an appreciation of

 such diversity

3. develop a global perspective and a sense of world interdependence

4. develop an understanding of the interrelationship between people, place

 and the environment and an awareness of the contrasting opportunities and

 constraints presented by different environments

5. develop a concern for the quality of the environment, and an understanding

 of the need to plan and manage for present and future generations

6. appreciate the relevance of geography in analysing contemporary world

 issues, and develop and modify values and attitudes in relation to

 geographical problems and issues

7. recognize the need for social justice, equality and respect for others;

 appreciate diversity; and combat bias, prejudice and stereotyping

8. develop an appreciation of the range of geographical methodologies and

 apply appropriate techniques of inquiry.

9. enable the student to collect, describe, analyse and interpret complex data

 and source material and to test hypotheses

**OBJECTIVES**

There are nine assessment objectives:

1. demonstrate knowledge of relevant factual information, examples and case

 studies

2. use and apply geographical terminology

3. demonstrate understanding of geographical concepts through

 the acquisition, selection and effective use of knowledge

4. demonstrate knowledge and understanding of spatial processes, patterns

 and interactions; and be able to recognize change at various scales and

 locations

5. recognize and appreciate the interaction between people, place and the

 environment

6. appreciate and understand the social, economic and political

 interdependence of peoples

7. understand the use of human and physical resources and evaluate the

 management strategies involved

8. recognize and appreciate the relevance of geography to contemporary

 world issues

9. demonstrate knowledge of and an ability to apply appropriate geographical

 methodologies and techniques relevant to geographical inquiry.

**MAIN TEXT**

David Waugh: The New Wider World, Third Edition

**SYLLABUS OUTLINE**

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| --- | --- |
| **CONTENT** | **LEARNING OUTCOMES**Students should (be able to) |
| Population | - Describe the growth of the world’s  population and associated problems and  show an understanding of the causes and  consequences of over-population and  under-population.- Identify and suggest reasons for contrasting  patterns of population growth (or decline) as  influenced by migration, birth rate and death rate, especially the impact of HIV/AIDS.- Describe the consequences (benefits and  problems) of different patterns of population  growth.- Identify and suggest reasons for different  types of population structure as shown by  age/sex pyramids. - Describe the factors influencing the density  and distribution of population. |
| Migration | - Describe the factors influencing population  migration. |
| Settlement and urban growth | - Describe and give reasons for the  characteristics of land use zones of urban  areas in LEDCs and MEDCs.- Describe the problems of urban areas in  MEDCs, their causes and possible  solutions. - Describe the impact on the environment  resulting from urbanisation and possible  solutions to reduce this impact. |
| Urban change | - Describe and explain the factors influencing  the size, development and function of urban  and rural settlements and their spheres of influence. |
| Urbanisation in developing countries | - Describe the problems of urban areas in  LEDCs, their causes and possible solutions. |
| Ecosystems | - Describe and explain the characteristics of  the climate and natural vegetation of  selected ecosystems.- Describe and explain the relationship  between the climate and natural vegetation  in these ecosystems. |
| Drainage basins and rivers | - Describe river processes.- Describe and explain the landforms  associated with these processes. |
| Glaciation | - Describe glacial processes.- Describe and explain the landforms  associated with these processes. |
| Mapwork | The students will be expected to* be prepared to use any sort of map. The most common are Ordnance survey maps at 1:50000 and 1:25000, but other types are sometimes used such as road, street and tourist
* be able to use the key of the map to

 identify symbols * use the scale of the map to measure

 distance - use the compass to give directions - use 4 figure grid references or 6 figure  grid references * use a transect / cross section to locate

 places and land uses on a  map * use their knowledge of the Human and

 Physical Environment to help them  answer questions. |
| Fieldwork skills | **- Formulate aims and hypotheses** Students should be familiar with hypotheses as  statements that form the basis of fieldwork  assignments. Collecting relevant data, analysis  and drawing conclusions using the data as  evidence can test these.- River study Measurement – When recording measurements,  due consideration should be given to planning  the layout of the recording sheet, the location of  instruments and the sampling methods adopted  to provide reliable data. Knowledge of the  equipment used in measurement is required such  as the quadrat, the clinometer and the  pebbleometer or callipers. Candidates should be  familiar with river measurements of channel  width, depth, speed of flow and the size and  shape of bedload.- Land use study **Observation –** Examples of using observations as  an enquiry skill to collect data include the  recording of land use in an urban area. |

**TERM 1**

* Population
* Migration
* Settlement
* Mapwork

**TERM 2**

* Urban change
* Urbanisation in developing countries
* Mapwork

**TERM 3**

* Ecosystems
* Drainage basins and rivers
* Glaciation
* Mapwork
* Fieldwork (river study and land use study)

**ASSESSMENT OUTLINE**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | 1,2,3,4,5,6,7,8 | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6,7,8 |
| **METHOD** | Topic tests | Project work, classwork, homework, oral /fieldwork participation  | Examinations |
| **SYLLABUS CONTENT** |  All |
| **WEIGHTING** | 70% term grade | 30% term grade | 100% exam grade |

**GRADE DESCRIPTORS**

**Grade 7 Excellent performance**

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

**Grade 6 Very good performance**

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize

knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an

ability to analyse and evaluate data or to solve problems competently.

**Grade 5 Good performance**

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent

answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

**Grade 4 Satisfactory performance**

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or ‘common sense’ points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

**Grade 3 Mediocre performance**

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

**Grade 2 Poor performance**

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

**Grade 1 Very poor performance**

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to

solve problems.