

Assessment Cycle	Topic/Unit Title – <i>Big Question</i>	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills  The following areas will be assessed
1	<p><b>Big Q1</b></p> <p>How Do Geographers Understand the Changing Economic World?</p>	<p>Students will understand the global variations of economic development and quality of life. This will include that there are different ways of classifying parts of the world according to their levels of economic development and quality of life. In addition, students will understand the various strategies that exist for reducing the global development gap. This will include an examples of how the growth of tourism in an LIC or NEE helps to reduce the development gap. Finally, students will study how some LICs and NEEs are experiencing rapid economic development.</p>	<p><b>A01-</b> Knowledge of locations, places, processes, environments, and different scales.  <b>A02 -</b> Understanding of concepts and interdependence.  <b>A03 -</b> Application of knowledge and understanding to interpret, analyse and evaluate.  <b>A04 -</b> Skills and techniques to investigate questions and issues.  <b>Paper 2</b></p>
2	<p><b>Big Q2</b></p> <p>How Do Geographers Understand the Physical and Human World?</p>	<p>Students will recap tectonic, climatic and weather hazards and examine the primary and secondary impacts of these as well as how their impact can be minimized. Students will also recap how ecosystems are both fragile and interdependent and the importance of balance between their different components. Students will look at two case studies: Amazon Rainforest and the Alaska cold environment case study. Finally, students will recap urban issues and challenges and the global variations of economic development.</p>	<p><b>A01-</b> Knowledge of locations, places, processes, environments, and different scales.  <b>A02 -</b> Understanding of concepts and interdependence.  <b>A03 -</b> Application of knowledge and understanding to interpret, analyse and evaluate.  <b>A04 -</b> Skills and techniques to investigate questions and issues.  <b>Paper 2</b></p>
3	<p><b>Big Q3</b></p> <p>How Do Geographers Use Different Sources of Information to Understand the World Around Them?</p>	<p>This cycle contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. A resource booklet will be available 12 weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a blank copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>	<p><b>A01-</b> Knowledge of locations, places, processes, environments, and different scales.  <b>A02 -</b> Understanding of concepts and interdependence.  <b>A03 -</b> Application of knowledge and understanding to interpret, analyse and evaluate.  <b>A04 -</b> Skills and techniques to investigate questions and issues.  <b>Paper 1,2 and 3</b></p>