

Form 8 Geography - Common Entrance and Common Academic Scholarship

Syllabus Content 2019 Checklist

Geographical Skills

Ordnance Survey mapwork skills

Candidates should know and understand:	Candidates should be able to:
<ul style="list-style-type: none"> • 4-figure and 6-figure grid references • eastings, northings • spot heights and contours • direction • orientation (8 points of the compass) • distance • area 	<ul style="list-style-type: none"> • follow routes • identify relief and landscape features (slope steepness, plateau, flood plain, valley, headland, bay and features included in the glossary: see <i>Appendix II</i>) • annotate simple sketch sections • use maps in decision-making • understand site, situation and shape of settlements

Global Location

THE UNITED KINGDOM AND EUROPE		
Major Physical Features	Continents	<i>Europe</i>
	Mountain Ranges	<i>Alps, Pyrenees</i>
	Oceans	<i>Atlantic, Arctic</i>
	Seas	<i>Mediterranean</i>
	Rivers	<i>Rhine</i>
Other features		<i>Arctic Circle, North Pole, Prime Meridian</i>
British Isles	Countries	<i>England, Wales, Scotland, Northern Ireland, Rep. of Ireland</i>
	Sea Areas	<i>English Channel, Irish Sea, North Sea</i>
	Rivers	<i>Severn, Thames, Trent, Clyde, Shannon, Mersey, Tyne</i>
	Upland Areas	<i>Grampians, Lake District, Pennines, Snowdonia</i>
	Islands	<i>Anglesey, Jersey, Guernsey, Isle of Man, Orkneys, Shetlands, Isle of Wight</i>
	Major cities	<i>Belfast, Birmingham, Bristol, Cardiff, Dublin, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Plymouth, Southampton</i>
Countries and their capitals	Europe	<i>Belgium (Brussels), Denmark (Copenhagen), France (Paris), Germany (Berlin), Greece (Athens), Iceland (Reykjavik), Italy (Rome), Netherlands (Amsterdam), Norway (Oslo), Poland (Warsaw), Portugal (Lisbon), Russia (Moscow), Spain (Madrid), Switzerland (Bern)</i>

THE REST OF THE WORLD		
Major Physical Features	Continents	<i>Africa, Asia, North America, South America, Oceania, Antarctica</i>
	Mountain Ranges	Andes, <i>Himalayas</i> , Rockies
	Deserts	Sahara
	Ocean/seas	<i>Atlantic, Arctic, Indian, Pacific, Southern Oceans, Red Sea</i>
	Rivers	<i>Amazon</i> , Mississippi, <i>Nile</i> , Yangtze (Chang Jiang), Ganges
Other Features		<i>Arctic Circle, Antarctic Circle, Equator, International Dateline, North Pole, South Pole, Prime Meridian, Tropic of Cancer, Tropic of Capricorn</i>
Countries and their capitals	Africa	<i>Egypt (Cairo)</i> , Ethiopia (Addis Ababa), Ghana (Accra), Kenya (Nairobi), Nigeria (Abuja), <i>South Africa (Pretoria)</i>
	North America	Canada (Ottawa), Mexico (Mexico City), <i>USA (Washington DC)</i>
	South America	<i>Argentina (Buenos Aires), Brazil (Brasilia)</i> , Chile (Santiago), Colombia (Bogota), Peru (Lima)
	Asia	Afghanistan (Kabul), Bangladesh (Dhaka/Dacca), <i>China (Beijing)</i> , <i>India (New Delhi)</i> , Indonesia (Jakarta), Iran (Tehran), Iraq (Baghdad), Israel (Jerusalem/Tel Aviv), <i>Japan (Tokyo)</i> , Pakistan (Islamabad), <i>Russia (see Europe)</i> , Saudi Arabia (Riyadh), South Korea (Seoul), Thailand (Bangkok), Turkey (Ankara) (<i>also in Europe</i>)
	Oceania	<i>Australia (Canberra)</i> , New Zealand (Wellington), Papua New Guinea (Port Moresby)
Other major cities and city states		Dubai, Kolkata, Los Angeles, <i>New York</i> , Rio de Janeiro, Sao Paulo, Shanghai, <i>Sydney</i> , Vancouver

Questions will only be set on the locations shown in the table above. It is expected that those in ***bold italics*** will be known at age 11+.

THEMATIC STUDIES

Candidates are required to study five themes: Earthquakes and Volcanoes, Weather and Climate, Rivers and Coasts, Population and Settlement, Transport and Industry. Candidates are expected to study recent examples (i.e. within their lifetimes), some of which reflect variations in levels of global economic development. They must study examples of *either* an earthquake *or* a volcanic eruption, and an economic activity both in a developed *and* a developing country. In addition, candidates need detailed understanding of a flood event from anywhere in the world, together with a housing development and a transport project (both either planned or completed), where environmental issues have been considered.

Theme: Earthquakes and Volcanoes (tectonic Processes)	
<i>Pupils should study:</i>	<i>Candidates should demonstrate an understanding of:</i>
1.The basic structure of the Earth	<i>the four layers of the Earth, including the difference between oceanic and continental crust</i>
2.Tectonic plates, constructive and destructive boundaries and what causes them to move	<i>how to annotate a diagram both of a constructive plate boundary (where oceanic plates move apart) and a destructive plate boundary (where oceanic and continental plates meet)</i>
3.The global distribution of earthquakes and volcanoes	
4. An example of either an earthquake or a volcanic eruption to show the nature, causes, environmental and human effects, and human responses	<i>one case study of an earthquake or volcanic eruption from a developed country and one case study of an earthquake or volcanic eruption from a developing country</i>
Theme: Weather and Climate (meteorological processes)	
<i>Pupils should study:</i>	<i>Candidates should demonstrate an understanding of:</i>
1. The difference between weather and climate	
2. Microclimates	<i>the influence of aspect, shelter, buildings, surface and natural features in relation to microclimates</i>
3. The water cycle	<i>evaporation, transpiration, condensation, precipitation, interception, surface run-off, infiltration and throughflow</i>
4. Types of Rainfall	<i>relief, convectional, frontal; how to draw or annotate a diagram to explain the formation of different types of rainfall</i>
5. Causes of temperature and rainfall variation from place to place in the British Isles	<i>the main temperature and rainfall patterns in the British Isles the influence of latitude, altitude, relief, prevailing winds, distance from coast and the basic impact of the North Atlantic Drift and the Jet Stream</i>
Theme: Rivers and Coasts (geomorphological processes)	
<i>Pupils should study:</i>	<i>Candidates should demonstrate an understanding of:</i>
1. processes of weathering	<i>physical (freeze thaw/frost-shattering), chemical and biological weathering</i>
2. processes of erosion, transportation and deposition in understanding the development of the following landforms:	<i>erosion: hydraulic action, abrasion/ corrasion, solution/corrosion, attrition transportation: floating, solution, suspension, traction, saltation, swash, backwash, longshore drift</i>

valley, waterfall, gorge, meander, caves, arches, stacks, stumps, beaches, spits	<i>how to draw annotated diagrams to illustrate the formation of each landform (or a sequence of these landforms)</i>
3. the causes and effects of and responses to a flood	<i>one case study of a flood (either river or coastal) from anywhere in the world; this should include physical and human causes, the human, economic and environmental impact and ways of reducing the risks</i>
Population and Settlement (demographic processes)	
<i>Pupils should study:</i>	<i>Candidates should demonstrate an understanding of:</i>
1. Population numbers and population density for the UK and the world	<i>why some places are crowded and others relatively empty</i>
2. The causes of the rise or fall of the population of an individual country	<i>the meaning of birth rate, death rate, natural increase and migration</i>
3. The reasons for the site, shape, situation, growth and nature of individual settlements	<i>the factors which early settlers considered when choosing sites for new settlements the reasons why some settlements grew and others did not</i>
4. The relationship between the provision of goods and services and settlement size	<i>settlement hierarchies</i>
5. The management of urban development	<i>a case study of a planned or completed housing/facilities project developed in an environmentally sensitive way, e.g. Queen Elizabeth Olympic Park</i>
Transport and Industry (economic processes)	
<i>Pupils should study:</i>	<i>Candidates should demonstrate an understanding of:</i>
1. The value of transport routes for people and industry	<i>how transport routes link settlements and industries, and can affect quality of life</i>
2. The principal modes of transport today – road, rail, sea and air – together with their impact on the environment	<i>the advantages and disadvantages of transporting people and goods by road, rail, sea and air a case study of a planned or completed transport project, e.g. HS2 or Heathrow expansion, where economic costs/benefits are weighed against environmental costs/benefits</i>
3. The different types (sectors) of economic activity	<i>primary, secondary, tertiary, quaternary the relationship between the level of economic development and the percentage of people working in each sector</i>
4. How economic activities operate in contrasting locations	<i>a case study of any multinational company operating both in a developed and developing country/countries or any economic activity in a developed country (or local area) compared to a case study of the same (or similar) economic activity in a developing country, reasons for their locations (e.g. natural resources/raw materials, site, labour, power source, market, transport), their inputs, throughputs, outputs and linkages</i>
5. How economic development can be made sustainable	<i>the benefits and problems (including environmental) which economic activities bring to areas the following terms: living standards, exploit, protect, conserve, manage, stewardship, sustainable development</i>