



European Schools

Office of the Secretary-General

Pedagogical Development Unit

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## **Geography Syllabus (4 period course Year 6/7)<sup>1</sup>**

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 13 AND 14 FEBRUARY  
2014 IN BRUSSELS**

- Amendment at point 5.1 (p. 19 – length of the exam test in S6 and S7)
- Correction at page 14 (improvement of the title of the section)

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<sup>1</sup> Approved by the Joint Teaching Committee on 10 and 11 October 2013 in Brussels

## **Introduction**

Geography is an integrated subject considered to be both a science and a social science subject. It plays an important role in developing scientific and technological literacy in students. This feature of geography also offers the potential for a wide range of cross curricular opportunities.

Studying geography develops the students' concept of the Earth as an integrated whole and their understanding of different processes in nature and society, as well as the spatial distribution and interdependence of these processes. The focus is on learning the interaction between the environment and human activities and on supporting ideas of sustainable development. The environment is understood in its broadest sense, encompassing the natural, economic, social and cultural environments. In studying geography, the students develop a sustainable way of life whilst promoting attitudes that value both natural and cultural diversity and active participation in solving global problems.

Studying geography, the students acquire different skills that are becoming more and more important in our mobile society.

## **1. General objectives of the European Schools**

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' curriculum seeks to develop all of these key competences in the students.

## 2. Didactic principles

It is important to realise that both in working life and in society in general key qualities of social competence and creativity are increasingly in demand, this requires emphasis on teaching strategies with greater student involvement.

The changing nature of geography makes it an ideal subject for students to gain an awareness of the need for a lifelong-learning.

The application of different working methods needs to be adapted to the changing classroom situation. The following didactic principles are intended to guide the teaching and learning of geography:

- A variety of teaching methods and approaches should be used.
- The teaching of geography makes possible a more student centred approach, such as differentiation, work in pairs, groups, role-playing games and simulations etc. which facilitates student learning.
- The teaching lesson is characterised by a constant interaction between teacher and students and between students, exposition, dialogue, open class discussion and enquiry etc.
- Frequent inclusion of oral practice in lessons is seen as essential.
- Practice and review are of fundamental importance in the consolidation of knowledge, skills, geographical techniques and the application of basic ideas learned (e.g. geographical terminology, topography...).
- Use of ICT (including GIS) is also to be encouraged as a relevant geographical tool.
- Fieldwork is an essential part of the syllabus. While residential field courses are preferable, teachers should give serious consideration to school based fieldwork when residential fieldwork is not possible.
- Furthermore, given the nature of many of the themes in the syllabus, students should be encouraged to follow the media very closely.
- In designing a lesson, teachers have to be aware of the following basic points: definition of objectives; transmission of skills and content; development of social values; development of understanding through example and discovery.
- The teacher must take into account that the learning occurs in the second language of the students. The learning strategies must take account of the different language levels of the students in a class.

The above list is not exhaustive and is not in order of importance.

### 3. Learning objectives

Geography lessons are designed to enable students to:

- develop a sense of location at different scale,
- use the fundamental ideas and concepts of geography and develop the necessary terminology in their first foreign language,
- understand elements of physical and human geography and assess the interaction between them,
- understand regional differences and analyse their causes,
- grasp the complexity and diversity of the world around him/her to develop a critical awareness and in this way become an informed citizen,
- evaluate the impact on countries/regions of various economic, social and political systems,
- analyse global links and interaction,
- develop an understanding of the concept of sustainability in the development of societies,
- seek geographical information from varied sources to evaluate the information critically and make reasoned conclusions and decisions,
- appreciate and use knowledge and skills of geography in new situations.

Skills form an essential element of the geography syllabus and can be taught in any section of the syllabus. During the course students must learn to use them in a critical way. The geography skills include the use AND / OR the creation of:

- Topographical maps
- Weather maps
- Other types of maps
- Photographs
- Satellite images
- Sketches
- System diagrams
- Graphs
- Statistics
- Images
- Texts
- Data gathering

A more detailed list of the skills to be taught in the geography lessons can be found in annex n°1.

## 4. Content

The learning outcomes for each section of the course are detailed in the relevant part of the syllabus. These learning outcomes explain what the student should be able to do following the completion of a part of the syllabus. The learning outcomes are vital in order that the teacher and student know the detail and depth necessary in order to complete the syllabus. They are also very important as they provide a checklist of the material that can be examined in the BAC examination at the end of the course.

The number of periods indicated in the table is only a guideline to help teachers with planning the teaching of the course. Using this along with the learning outcomes the teacher should be able to plan the depth and time allocated to each topic. In Year 6 students should acquire knowledge of regions beyond Europe (which will be studied in year 7). European regions are not to be treated in year 6. While the study of one world region / country can form the basis of study this should not be done to the exclusion of other world regions.

Teacher discretion can be used to decide the order in which the themes are taught.

6 <sup>th</sup> Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>Physical geography &amp; human activity</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- locate and describe the characteristics of the landscape studied,</li> <li>- appreciate the complexity of the interactions within the landscape studied,</li> <li>- evaluate the suitability and potential of a region for human activity,</li> <li>- apply the skills &amp; knowledge learnt to similar landscapes,</li> <li>- analyse/interpret/evaluate a variety of given documents,</li> <li>- locate and describe the characteristics of the natural Hazard studied,</li> <li>- evaluate the necessity of risk management.</li> </ul>	<p><b><u>Landscapes</u></b></p> <p>Detailed case study of a landscape (e.g. Himalayas, Rockies, East African Rift Valley, Mississippi Delta etc) including reference to</p> <ul style="list-style-type: none"> <li>- geology,</li> <li>- processes shaping the landscape,</li> <li>- climatic variations,</li> <li>- characteristics of vegetation,</li> <li>- human interaction with the landscape.</li> </ul> <p><b><u>Natural Hazards</u></b></p> <p>Brief review of range of natural hazards.</p> <p>Case study of <u>one</u> hazard. The case study should include reference to risk assessment.</p>	<p>Tectonics, rock type, erosion, transport, deposition, weathering, factors influencing climate, climate types, factors influencing vegetation, vegetation types</p> <p>Causes, effects, prevention, management, risk assessment</p>	<p>Maps/visual stimuli (Isoline maps)</p> <p>Labeled sketches</p> <p>Annotated diagrams</p> <p>Satellite images</p> <p>Aerial photographs</p> <p>ICT sources</p> <p>Cross-sections</p> <p>Climate graphs</p>	<p><b>30</b></p>

6 <sup>th</sup> Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>Natural Resources</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- describe &amp; compare the global distribution &amp; the consumption of <u>two</u> major natural resources using a variety of documents,</li> <li>- evaluate the advantages and disadvantages of one renewable &amp; one non-renewable type of resource,</li> <li>- explain the changing consumption pattern of the selected resources,</li> <li>- explain the resulting pattern of trade and transport,</li> <li>- evaluate the sustainability of the selected resources,</li> <li>- recognise the impact &amp; importance of geo-politics for any chosen resource,</li> <li>- present their results of independent research, justify a point of view and debate in class.</li> </ul>	<p>Definitions, the use of natural resources change over time, renewable &amp; non-renewable (energy, mineral resources, water, crops, forestry fish...) sustainable development.</p> <p>For <u>one</u> renewable &amp; <u>one</u> non-renewable resource:</p> <ul style="list-style-type: none"> <li>- Distribution,</li> <li>- Use of resource,</li> <li>- Change in importance over time,</li> <li>- Exploitation method,</li> <li>- Challenges,</li> <li>- Flows &amp; trade.</li> </ul> <p>For any chosen resource: Accessibility &amp; conflict.</p>	<p>Renewable, non-renewable, alternative resources, sustainable development, dependency, pricing policy, commercial,</p> <p>Environmental impact</p> <p>Over-exploitation, recycling</p>	<p>Tables, graphs</p> <p>Various maps</p> <p>Systems diagrams</p> <p>Media, cartoons, films, photographs</p>	<p><b>30</b></p>

6 <sup>th</sup> Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<p><b>The complexity of a global world</b></p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- understand the concept of development,</li> <li>- analyse, interpret and explain a variety of data,</li> <li>- discuss the relative merits of a variety of indicators,</li> <li>- evaluate learned contents in new situations,</li> <li>- identify, interpret and evaluate at least <u>two</u> causes of under-development and <u>two</u> possible solutions,</li> <li>- describe &amp; explain the level of development found in the case study and apply this knowledge to new situations.</li> </ul>	<p><b><u>Development: a world with inequalities</u></b></p> <p>How can development be defined and measured?</p> <p>Different indicators and their limitations.</p> <p>The classification and labeling of levels of development; how this has changed over time.</p> <p>Causes of under-development.</p> <p>Approaches to solutions (sustainable development in particular).</p> <p>One case study: LEDC or NIC or BRICS.</p>	<p>GDP, (per capita), PPP, HDI, composite index, terminology: North/South, Third World, LEDC, MEDC, NIC, BRICS</p> <p>Colonialism (neo), political instability, debt-structural adjustment, trade, demographics, infrastructure</p> <p>Trade (import substitution, export driven, fair trade), micro-credit, aid</p> <p>Internal regional inequalities</p> <p>Education, politics, equality gender, cultural factors</p>	<p>Graphs, e.g. Correlation graphs</p> <p>Maps including Topological maps</p> <p>Media, cartoons, films, photographs</p>	<p><b>40</b></p>

6 <sup>th</sup> Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- explain the concept of globalisation &amp; increasing global interdependence,</li> <li>- describe&amp; differentiate flows: goods, services, information,</li> <li>- appreciate that the benefits of globalization are unevenly distributed,</li> <li>- recognise the impact of globalisation on everyday life,</li> <li>- recognise and discuss the different views / perspectives on globalization.</li> </ul>	<p><b><u>What is globalisation ?</u></b></p> <p>Definitions and origins of the term.</p> <p>Reasons for globalization.</p> <p>Characteristics of globalization.</p> <p>Consequences &amp; effects (positive &amp; negative).</p> <p>Globalisation and territories (the Asian power in particular).</p> <p>At least <u>one</u> case study of a product or a multinational company (iPod, Nike, H&amp;M...).</p> <p>Alternative proposals or views regarding globalisation (anti-globalisation, fair trade...).</p>	<p>Global village Political change, WTO, free trade Transport, Communications, Tourism, Internet</p> <p>Organizations, terms of trade, International Division of labour, flows</p> <p>Urbanisation</p> <p>Global cities, Global players, NGO's</p> <p>Transnational issues</p> <p>Footloose industries</p> <p>Outsourcing, specialisation</p>	<p>Map</p> <p>Media</p> <p>Cartoons</p> <p>Tables</p> <p>Graphs</p>	

6 <sup>th</sup> Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>Fieldwork</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- define the aims &amp; objectives of the field study,</li> <li>- select appropriate data gathering methods,</li> <li>- collect the data,</li> <li>- process &amp; present data in a variety of appropriate ways (also computer based),</li> <li>- analyse results and draw conclusions.</li> </ul>	<p>Teacher can choose the theme in relation with the local environment.</p> <p>If possible, the theme should be connected with a topic covered in the yr. 6 or yr. 7 syllabus.</p>	<p>Hypothesis, sketching, mapping, locating, counting, measuring, surveying, graphing, questionnaires</p>	<p>Dependent upon selected field work study</p> <p>Primary and secondary sources</p> <p>Maps</p> <p>Recording sheets</p> <p>Fieldwork equipment</p>	<b>20</b>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>Natural environment</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- recognise and describe the characteristics of the major physical regions of Europe,</li> <li>- describe the Alpine landscape in terms of geology, soils, relief, drainage,</li> <li>- recognize the processes shaping physical landscapes on OS maps,</li> <li>- explain the processes that shape the landscape in the past of the present,</li> <li>- apply skills learned in the detailed study to other regions,</li> <li>- describe the location and the characteristics of major climate zones,</li> <li>- locate, describe &amp; explain the characteristics of the maritime climate within Europe,</li> <li>- apply skills learned in the detailed study to other climate zones,</li> <li>- analyse and assess the suitability of a region(relief and climate) for</li> </ul>	<p><b><u>Europe Physical Regions</u></b></p> <p><u>General overview</u> Location, description (excluding the Alpine)</p> <p><u>For Alpine Region</u> Detailed study of</p> <ul style="list-style-type: none"> <li>- location,</li> <li>- description</li> <li>- landscape, formation (past &amp; present)</li> </ul> <p>Impact of physical variations on human activities (advantages / disadvantages)</p> <p><b><u>European Climates</u></b></p> <p><u>General overview</u> Location &amp; description (excluding Maritime)</p> <p><u>For Maritime Climate</u> Detailed study of:</p> <ul style="list-style-type: none"> <li>- location,</li> <li>- description,</li> <li>- characteristics,</li> <li>- influences.</li> </ul> <p>Impact of climatic variations on human activities (advantages / disadvantages).</p>	<p>Overview Caledonian, Baltic Shield, North European Plain, Variscian Mountains</p> <p>Location, landscape, brief description of formation</p> <p>Alpine Landscape- Orogeny, plate tectonics, glaciation, weathering, fluvial processes</p> <p>Climate zones: tundra/arctic, continental, mediterranean, alpine</p> <p>Rainfall types</p> <p>Maritime climate, Prevailing wind, ocean proximity &amp; currents, latitude, depressions, relief</p>	<p>Variety of map types, ordnance survey maps scales (English/ French/German)</p> <p>Annotated sketches</p> <p>Tables, graphs and charts</p> <p>Images (photos, satellite images, diagrams)</p> <p>Climate graphs Basic weather maps</p>	<p><b>28</b></p>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
	human activity.				
<b>Population</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- describe &amp; explain the distribution and density of population, especially the importance of urban areas,</li> <li>- describe &amp; analyse the structure of population,</li> <li>- identify &amp; explain the dynamic nature of population change,</li> <li>- understand &amp; critically analyse the DTM &amp; its limitations,</li> <li>- understand &amp; evaluate the implications and the consequences of an ageing population,</li> <li>- critically analyse the aims &amp; measures of EU immigration policies,</li> <li>- describe &amp; explain both an internal &amp; external migration,</li> <li>- analyse the factors and assess the positive &amp; negative implications of migration.</li> </ul>	<p><b><u>European population</u></b> Physical, human, economic factors influencing distribution &amp; density.</p> <p>Concentration in urban areas.</p> <p><b><u>Population structure</u></b> change, demographic transition, implications of an ageing society.</p> <p><b><u>Internal and external Migration</u></b> EU policies on immigration.</p> <p><u>One</u> example of both: Migration <b>into</b> the EU and <b>within</b> the EU (between states or within a state).</p>	<p>Conurbations</p> <p>Megalopolis</p> <p>Core- Periphery</p> <p>Birth rate, death rate, natural population growth fertility rate</p> <p>Demographic Transition Model (DTM)</p> <p>Dependency ratio, ageing society –pensions, taxation, retirement age</p> <p>Push and Pull factors, Schengen, Frontex, Blue Card</p> <p>Source / donor region, host region</p>	<p>Choropleth, topological map</p> <p>Population Pyramids</p> <p>Flowmaps, system diagrams</p> <p>Statistical data</p> <p>Media, cartoons, photographs</p>	<b>24</b>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>Economy of the European Union</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- identify the locations of areas of intensive &amp; extensive farming in European Union,</li> <li>- describe &amp; explain the factors affecting intensive &amp; extensive farming,</li> <li>- evaluate the implications of intensive &amp; extensive farming,</li> </ul> <ul style="list-style-type: none"> <li>- describe and explain the changes in location of the car industry in the EU,</li> <li>- describe &amp; explain the location of hi-tech industrial areas within the EU,</li> <li>- evaluate the implications of the changing locations of these industries,</li> <li>- assess the implications of the</li> </ul>	<p><b><u>Agriculture</u></b></p> <p><u>Two</u> areas of farming: <u>One</u> intensive &amp; <u>one</u> extensive.</p> <p>Main features of the landscapes.</p> <p>Location factors and production inputs (physical, human, economic).</p> <p>Advantages and disadvantages of intensive &amp; extensive farming.</p> <p><b><u>Industry</u></b></p> <p>The car industry reflecting the spatial development of European industry.</p> <p>A study of a specific high-tech industry or science park.</p>	<p>Primary sector, (extractive) intensive, extensive, commercial, agri-business, inputs, outputs, yields, markets, sustainability, stakeholders</p> <p>Food trade balance, food security, environmental impact</p> <p>Transnational organisations, International Labour Market, Foreign Direct Investments, relocations, government/local policies human inputs, trade hubs (harbors), transport, high-technology, industries, science park, footloose industries,</p>	<p>Systems diagrams</p> <p>Maps</p> <p>Satellite images</p> <p>Sketches,</p> <p>Photographs</p> <p>Texts,</p> <p>Charts, tables</p> <p>Posters, cartoons</p> <p>Table data, graphs</p> <p>Maps,</p> <p>Sketches</p> <p>Photographs, historic &amp; present day images</p> <p>Company websites,</p>	<p><b>28</b></p> <p><b>(Agr.: 8)</b></p> <p><b>(Ind.: 8)</b></p>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
	<p>changing requirements of these industries.</p> <p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- appreciate the complexity of the service sector,</li> <li>- recognize and explain the growing importance of services in the EU,</li> <li>- identify &amp; explain the factors influencing the location of service industries,</li> <li>- analyse the implications of changing location for a city,</li> <li>- describe, explain &amp; evaluate the development of mass tourism in relation to the chosen case study,</li> <li>- evaluate the concept of sustainable tourism.</li> </ul>	<p><b><u>Services</u></b></p> <p>The complexity of the service sector.</p> <p>Importance of services for the EU economy.</p> <p><u>One</u> case study of the location of a service industry in a European city (e.g. banking, retailing).</p> <p><u>One</u> case study of mass tourism in the EU. Location, attraction, positive and negative effects.</p> <p>Concept of sustainable tourism.</p>	<p>research /education centres</p> <p>GDP, employment, trade and non-trade services retailing, personal services, financial services, out-sourcing services, transport, state employment, tertiary sector, quaternary activities</p> <p>CBD, malls, entertainment services</p> <p>Mass tourism, location factors, economic, social and environmental consequences, Sustainable tourism</p>	<p>advertisements</p> <p>Table data, graphs</p> <p>Maps and city maps</p> <p>Sketches</p> <p>Photographs Historic &amp; present day images</p> <p>Tourist office websites</p>	<p><b>(Ser. : 12)</b></p>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
<b>European Union Issues &amp; Challenges</b>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- understand the EU structure and its governance,</li> <li>- explain the concept of sustainability,</li> <li>- relate the concept of sustainability to the issue of EU energy policy,</li> <li>- explain how agricultural policy promotes quality production and protects the environment,</li> <li>- explain the concept of widening,</li> <li>- analyse how transport policy can contribute to the process of widening,</li> </ul>	<p><b><u>What is the European Union?</u></b> The major aims of the EU.</p> <p>The institutions and relationships in the decision making process.</p> <p><b><u>Sustainability</u></b> What is sustainability?</p> <p>Energy policy- <u>one</u> case study of how an national energy policy contributes to sustainability.</p> <p>CAP – <u>one</u> case of how a CAP policy contributes to sustainability.</p> <p><b><u>Widening</u></b> What is EU enlargement?</p> <p>Transport policy- <u>one</u> case study of how a transport project has contributed to widening.</p>	<p>ECSC, Treaty of Rome, Common Market EEC, EU, Treaties of Maastricht and Lisbon, Parliament, Commission, Councils</p> <p>Economic, environmental, social impact</p> <p>Energy dependency ratio, renewable energy, Energy efficiency 20/20/20 policy organic agriculture, food security, self sufficiency, food safety, subsidies, single farm payment, certification, diversification</p> <p>TEN –T (priority projects)</p>	<p>EU booklet</p> <p>Maps</p> <p>Data, diagrams, graphs, tables</p> <p>News articles, photographs, cartoons</p> <p>Institution websites europa.eu eurostat etc</p>	<p><b>32</b></p>

7th Year	LEARNING OUTCOMES	CONTENT	KEY WORDS	STUDY MATERIALS (Documents)	NUMBER OF PERIODS
	<p>- analyse the positive &amp; negative consequences of enlargement for both EU &amp; new members,</p> <p><b>Students are able to:</b></p> <p>- explain the concept of deepening,</p> <p>- describe, explain &amp; evaluate the impact of EU regional policy on a studied region.</p>	<p>Admission policy- <u>one</u> case study of an area enlargement, past or future.</p> <p><b>Deepening</b> What is deepening of the relationship in EU?</p> <p>EU regional policy -using <u>one</u> case study, examine the impact of EU policy in addressing regional inequalities</p>	<p>Copenhagen criteria</p> <p>Enlargement Demographic, socio-economic aspects</p> <p>Wider, more complex range of EU policy Cohesion funds, ERDF social fund</p>		

## 5. Assessment

### 5.1. Formative and summative assessment

Assessment is both a formative and a summative process.

- Formative assessment draws on information gathered in the assessment process to identify learning needs and adjust teaching and learning. The pupil's self-assessment is a fundamental part of formative assessment. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance. It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the pupil and significantly contributes to the development of his/her personality.
- Summative assessment provides a clear statement of the knowledge and skills possessed by a student at a particular point in time. High quality summative assessment will address the issues of validity, reliability and transparency.
  - The tool must measure what is intended to be measured in order to draw appropriate conclusions. The more an instrument reaches its purpose the more validity it has.
  - Reliability means that the results of assessment can be trusted. Reliability is important because decisions that have to be taken following assessment must be based on data that does not depend on different coincidences.
  - Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks. Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined.

Language competence should not be a factor in the assessment, unless it creates a serious barrier to effective communication.

#### A mark

- Written work and short tests undertaken during lessons may contribute to the student's A mark.
- Homework and written group projects may be included in the assessment of the student as well as his/her commitment during lessons and fieldwork.
- Participation in class is an important element in the assessment of students for the A-mark. This assessment should be based on quality, consistency and enthusiasm; and include consideration of:
  - The willingness of the student to contribute freely and regularly to discussions, or to volunteer answers to questions;
  - The effort made by the student in more formal oral presentations (e.g. speeches and debates);

- The responses given by the student to questions directed to him/her specifically by the teacher;
- The student's participation in group work and involvement in discussions between students.

### B mark

The two B marks in Year 6 are the results obtained in the two part examinations. In Year 7 the B mark is the result of the one part examination at the end of the first semester.

- Students have to be informed of the topics to be revised well in advance.
- The examinations should be clearly laid-out and structured, and must include the mark allocation for each question.
- Questions and material used should be carefully selected to ensure that students that are weaker linguistically can understand them.
- Questions have to include materials which require students to describe and analyse maps, graphs, statistics or other documents.
- They may also be asked to make critical comments on the strengths and weaknesses of the materials given. These should be clearly presented and contain up to date information.
- Students may also be required to present information themselves in graphical or any other non-verbal form.

The following rules apply for exams in Years 6-7:

Class	Number per year	Length	Regulations
6	2	135 minutes	<u>One</u> exam at the end of <u>each</u> Semester
7	1	180 minutes	<u>One</u> exam at the end of the <u>first</u> Semester

## **5.2. The Baccalaureate Examination**

The final examinations assess the extent to which the students have attained the learning objectives and learning outcomes for the cycle. 'The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6'.

## 6. Annex

### Annex 1. Details of geographical Skills

#### 1. Skills on documents

##### Topographical maps

*In the Baccalaurate Examination only maps of scale 1:25000 or 1:50000 published by UK Ordnance Survey, French IGN and German Landesvermessungsamt will be used. Map extracts must be clear and legible and no larger than A4 format. A grid (as far as possible) and a North arrow should be indicated on the map. A key translation into the three operational languages will be provided to students.*

- Use a scale to measure a distance or to calculate an area.
- Locate an area using grid reference, longitude and latitude and the points of a compass.
- Read a height and calculate the difference in level between two points using triangulation pillar / spot heights and contour lines.
- Describe the main physical and human features of an area using the key.
- Identify the location factors of activities.
- Compare two maps of the same area at two different times.
- Use maps and photos together.

##### Weather maps (as simple as in the newspapers)

- Analyse (describe and explain) a simple weather map.

##### Other types of map

- Describe a map (e.g. Atlas maps).
- Explain a map with or without other documents (texts, statistics, other maps...).
- Discuss the relevance of different types of map (dot maps, choropleth maps, topological maps...) and the use of shading.

##### Photographs

- Identify and discuss the relevance of the three main types of photos (ground photos, aerial photos, vertical and oblique-).
- Describe and name the landscape.
- Find hypothesis to explain the landscape and select evidence using other documents / a field study to solve your problem.
- Compare two photographs of the same place at two different times.

##### Satellite images

- Know the different techniques used to create satellite images.
- Interpret the image using the given key of shadings.
- Discuss advantages and disadvantages of a satellite image to analyse an area.

### **Sketches**

- Read / describe a sketch or a diagram.

### **System diagrams**

- Read / describe a system diagram using other documents such as texts, photos...

### **Graphs (Bar, Line, Pie, Scatter graphs)**

- Read and interpret a graph.
- Discuss the relevance of the type of the graph.

### **Statistics**

- Read and analyse a table of statistics (minimum and maximum, comparing, grading...).
- Calculate a sum, an average, a percentage using a calculator.
- Define and discuss the relevance of basic indicators such as GDP/capita, HDI, HPI...
- Use an Index number.

### **Pictures (Media-cartoons, posters, ...)**

- Read, analyse and interpret the message / information.

### **Texts**

- Understand, sum up and discuss the facts, the arguments and opinions found in a short text (newspapers articles, geo books, speeches, folders, websites ...).

## **2. Performance skills**

- Write a short paragraph to answer a question on documents / personal knowledge.
- Write an essay.
- Draw / label / annotate a sketch or a diagram.
- Draw a labeled photo sketch.
- Draw a labeled sketch map.
- Draw a map and its key using statistics.
- Draw a synthesis map using other maps (e.g. A core and periphery map of the EU).
- Draw a cross-section: shape and height of the land / vegetation / land uses.
- Draw a simple graph using statistics or complete a more complicated graph (axis / a basic structure given).
- Present an oral / written presentation ... The use of ICTs is encouraged.
- Speak during 10 minutes to present a question prepared in class or at home.
- Be able to answer orally to a simple question using the appropriate vocabulary.
- Debate on a question prepared in advance.

## **Annex 2. Guidelines for question design for the written examination paper**

- Written examination paper consists of FOUR compulsory questions.
- Each question can relate to ANY ONE of the four themes in the 7<sup>th</sup> year syllabus. Once a theme is covered in any question that theme cannot be used again in another question.
- The questions are graduated in terms of difficulty / mark allocation and this should reflect the time that should be spent on each question. Higher order cognitive skills earning higher marks (analyse / evaluate / assess). Lower order cognitive skills (describe, recognise, name, label, etc.) earn lower marks.
- The order of questions will not always follow the order of themes in the syllabus.

### **QUESTION TYPES**

#### **Type 1- (15 marks / 20 mins) Document interpretation.**

This question should be relatively basic to ease the student into the paper.

School provides documents & questions that focus on ONE of the specific themes.

#### **Type 2- (25 marks / 40 mins) Skill**

This is a more demanding question requiring the student to produce and interpret a document.

From the given document(s) student could be asked to;

- 1) Construct a graph or map, an annotated diagram, etc.
- 2) Comment on/ justify the technique used
- 3) Describe and evaluate the trends / patterns shown
- 4) Briefly project the likely future trends / changes

School provides documents & questions that focus on ONE of the specific themes.

#### **Type 3- (30 marks / 60 mins) Analyses**

This is a more demanding question requiring greater analytical skills / understanding of the themes.

The issue examined here might be centered on a key geographical theme, e.g. core-periphery concept, spatial variations etc.

The question can be based upon a map / data set that shows clear spatial inequalities within a region/ country/ EU / Europe (core – periphery model operates at all spatial levels e.g.- population density map / GDP/ cap map/ climate / relief data etc.).

The question will be asked to give a brief description but the focus shifts strongly to analysis and explanations of the differences and nature of the relationships that occur. Finally there should be a question focusing on some critical evaluation.

#### **Type 4- (30 marks / 60 mins) Essay**

This must be the main discriminator question that allows the really good student to communicate a deep(er) understanding of the European dimension and who can offer some personal insight by clearly answering the question.

E.g. *'Migration is the only effective solution to Europe's demographic crisis'*

*'Without an effective and integrated transport policy, the development of the European Union faces many problems'*

*'A variety of processes have contributed to the development of the physical landscapes of Europe'*

School provides a quotation (provocative / stimulating / broad-based, source acknowledged where relevant) and if desired, a stimuli, e.g. photograph, cartoon, brief news article as the basis of the question. An effective quote / source stimuli should set up a good question structure e.g. describe an existing situation/ how issue emerged, the problems & opportunities / EU policy(ies) & response / personal opinion.

The question must also include a structure directing the student to the key points that must be addressed.

Teachers must advise students that more marks are available for the analysis / evaluation part of the essay.

The inclusion of an essay demands that teachers practice essay technique in yrs 6 & 7.

### **Annex 3. Specimen baccalaureate examination paper**

#### **GEOGRAPHY**

(4 HOUR OPTION)

LENGTH OF EXAMINATION: 3 HOURS (180 MINUTES)

PERMITTED EQUIPMENT: CALCULATOR  
GRAPH PAPER

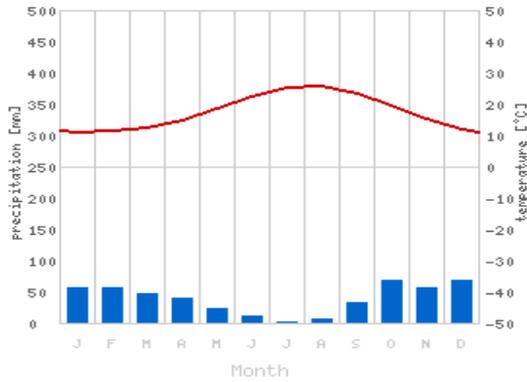
SPECIAL MARKS: ALL QUESTIONS ARE COMPULSORY

**Question 1. Natural Environment.**

- a In your answerbook, indicate which climate graph (A, B, C) from document 1 relates to the specific climate zones shown in document 2. (3 marks)
- b Choose one of the climates that influences Europe and answer the following:
- i. Using document 2 describe the distribution of this climate within Europe. (3 marks)
- ii. Describe its main climatic features. (3 marks)
- iii. Explain its main climatic features. (6 marks)

**Document 1. Climate graphs for 3 differing locations in Europe.**

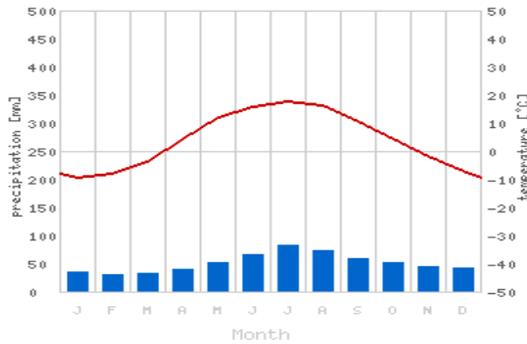
**Climate A**



**Climate B**



**Climate C**



**Document 2. Climatic Zones within Europe.**



**Note:**  
 Sub-tropical Dry Summer =  
 Mediterranean climate  
 Humid Oceanic =  
 Maritime climate

## Question 2. Issues & Challenges in Europe.

With reference to document 3;

- i. Select three significant countries to demonstrate the variations in energy dependency levels, and construct a graph appropriate for displaying the data. (8 marks)
- ii. Justify your choice of graph in illustrating this data. (3 marks)
- iii. Compare the individual graph of your chosen countries with the changing levels of energy dependency for EU-27 from 2000 to 2009 shown in document 3. (6 marks)
- iv. Explain two ways in which the energy policy of a country that you have studied has contributed towards sustainability of energy resources in Europe. (8 marks)

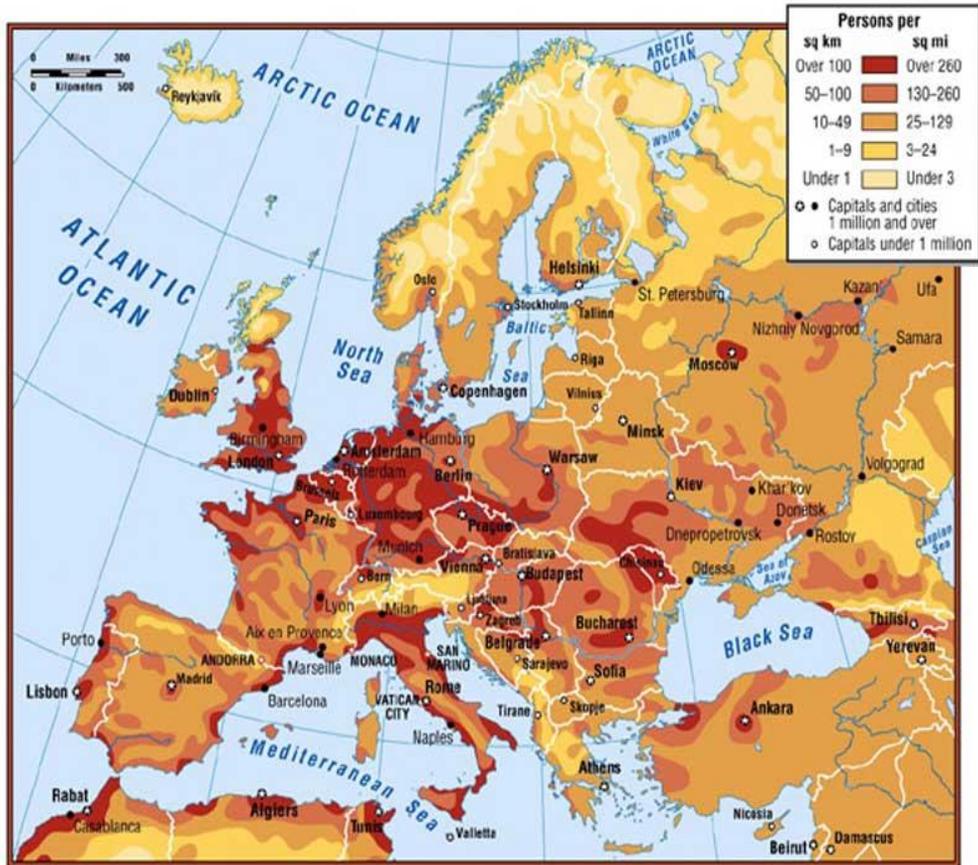
**Document 3. Dependency on imported energy- Percentage dependency for selected EU countries (Source- Eurostat 2010).**

<b>Country</b>	<b>2000 (%)</b>	<b>2003 (%)</b>	<b>2006 (%)</b>	<b>2009 (%)</b>
EU 27	47	49	54	59
United Kingdom	-15	-6	20	29
Denmark	-30	-50	-35	-15
Austria	75	72	70	61
France	50	50	51	49
Luxembourg	100	99	99	97
Poland	11	13	20	32

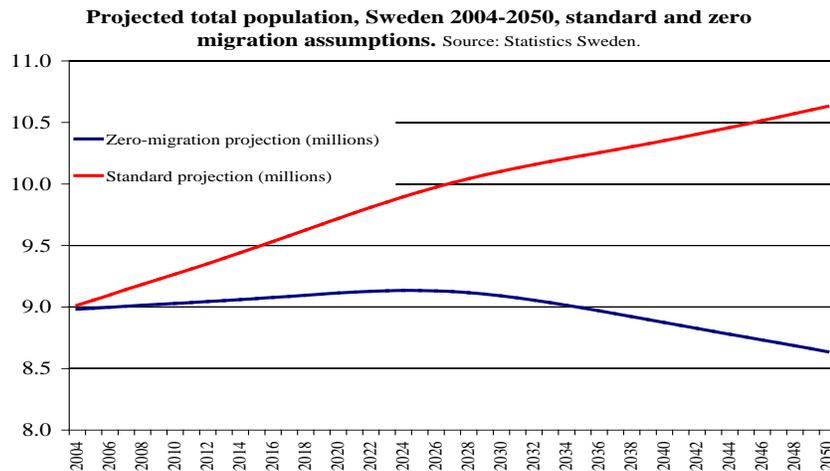
### Question 3. Population.

- i. With reference to document 4, describe the distribution of population in Europe in terms of the core-periphery model. (6 marks)
- ii. Give four reasons to account for the pattern you have described in question i. (8 marks)
- iii. Using document 5 analyse the impact of migration on the population growth of Sweden from 2004 -50. (4 marks)
- iv. Name and evaluate four possible consequences of allowing further migration into the EU. (12 marks)

Document 4. European population density.



Document 5.



#### Question 4. Economy of Europe.

Consider the following statement in association with document 6.

(30 marks)

***'Mass tourism within Europe provides both benefits and problems for the host region'***

Write an essay to evaluate this statement using a European region you have studied.

In your answer you should refer to the development of the tourist industry within a European region you have studied, describe the range of consequences of mass tourism and assess their impact on the region, and evaluate the success of strategies that have been implemented to deal with some of these consequences.

**Document 6. Levante beach, Benidorm, Spain.**



## **Annex 4. Guidelines for preparing baccalaureate oral questions**

The structure and length of the 2-period and 4-period examinations are the same. However, teachers should ensure that the questions examine the 4-period course appropriately, and in sufficient depth. While the questions should be no longer, teachers should try to use more challenging documents and should expect students to respond in a more sophisticated way.

'The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6'.

The total number of questions shall be equal to the number of candidates plus 5, but only up to a maximum of 15 questions in all for larger groups.

### **Question structure**

- Each question should focus on one theme or part of the syllabus.
- Each question should have a title.
- Each question should include one or two documents.
- There should be 3 or 4 sub-questions which are structured logically.
- In general terms the question should start with description (of the document) and move through knowledge and understanding (e.g. putting the document into context) to a more open final question (involving discussion and use of the student's own judgement).
- Very short "closed" questions should be avoided.

### **Documents**

- A wide range of document types should be used in the package of questions (e.g. tables, graphs, maps and texts).
- The document(s) should be clearly related to the question as a whole.
- The document(s) should be seen as a departure point, or way into the rest of the question.
- Material should be as recent as possible, unless the question has a "historical" element.
- Material should not be over-complicated.
- Sources should be identified and their date given.
- Where text is used, it should not be over-long (a maximum of approximately 250 words).
- Good quality reproduction is essential. Colour could be used more if school facilities make this realistic.

### **Language**

- The level of language should be appropriate.
- Questions should be phrased in a clear and direct way.

- Students need to be familiar with the task words used (e.g. describe, explain, analyse and discuss).
- Brief definitions of difficult words (e.g. in a text) should be provided if necessary.

## **Annex 5. The Conduct of the oral Examination**

- The examination will last 20 minutes, including the time necessary for the examiners to consider their marks. After having chosen a question, each candidate will have 20 minutes preparation time before the examination.
- The candidate will choose one envelope by lot from a stock of envelopes, each of which contains a question number. The envelopes must have no distinguishing marks on the outside. The candidate will then be given the question which corresponds to this number. The envelope is to be replaced in the stock of envelopes before the next candidate makes a choice.
- A candidate may refuse the first question drawn, in which case a second question is drawn from the remaining stock of questions. However, in this case he/she will lose 20% of the marks awarded. This refusal must be noted by the examiners on their marking slip – the deduction will be calculated by the school's administration.
- In both the preparation room and the examination room the candidate may have access to an atlas approved by the teacher.
- During the examination a candidate should make full use of the documents provided with the question, and may refer to any notes made in the preparation period. Students are expected to attempt to answer all parts of the question.
- The first part of the examination should give the candidate the chance to present his or her answer to the question set without interruption. Ideally, this should not just consist of a simple reading-out of what has been written in the preparation period. This initial presentation should generally last for about ten minutes to allow adequate time for supplementary questions and discussion. Follow-up questions from the examiners may serve either to stretch better candidates or to prompt weaker ones. If a candidate is unable to take any initiative whatsoever, the examiners may begin to help by asking further questions.

## **Annex 6. Marking the oral Examination**

- The examination should give the candidate the chance to demonstrate a knowledge of geographical ideas and the use of geographical methodology. Accordingly, the marks should reflect these two aspects of the subject.
- Examiners are reminded of the general regulations concerning subjects taken in a language other than Language I (Bac. Regulations 6.4.5.2.) – “the criteria for awarding marks relate solely to the content or subject matter; possible deficiencies in language ability should not influence marks except where deficiencies are so bad as to prevent effective communication with the examiners.”
- Marks should not be allocated to specific sub-questions, as the overall impression is also important.

- Flexibility is required to allow for students who focus more on one sub-question than another.

Grade	Criteria
0	In cases of non-excused absence or fraud.
1 – 2	The candidate has demonstrated little or no knowledge and understanding of topic. The information provided has not been used to support the discussion or has been used in a very limited way. No relevant geographical concepts or examples have been used to support the answer.
3-4	The candidate has demonstrated only a limited knowledge and understanding of topic. The information provided has been used but is neither detailed nor accurate. Occasional use of geographical concepts and examples, but often inaccurate or inappropriate.
5	The candidate has demonstrated some knowledge and understanding of the topic. The information provided has been used but is not sufficiently detailed and sometimes important information is omitted. The student uses some geographical concepts and examples, but lacks clarity.
6	The candidate has demonstrated some knowledge and understanding of the topic. The information provided has been used satisfactorily, and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples, but omits some of the more relevant ones.
7	The candidate has demonstrated a good knowledge and understanding of the topic. The information provided has been used satisfactorily, and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples and these are usually clear and appropriate.
8	The candidate has demonstrated a good knowledge and understanding of the topic. The information provided has been used well and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples and clearly demonstrates their relevance to the topic.
9	The candidate has demonstrated a very good knowledge and understanding of the topic. The information provided has been used very well to support the candidates answer, demonstrating a clear understanding of all material. The student uses a wide range of geographical concepts and examples and clearly demonstrates their relevance to the topic.
10	The candidate has demonstrated an excellent knowledge and understanding of the topic. The information provided has been used extremely well to support the candidates answer. The student uses a wide range of geographical concepts and examples, all of which are clearly explained and are directly related to the topic under discussion.