



**COMMON ENTRANCE EXAMINATION AT 13+**  
**COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+**  
**GEOGRAPHY SYLLABUS**

*(Revised December 2013 for first examination in Autumn 2015)*

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**INTRODUCTION**

This syllabus aims at encouraging candidates to use a range of geographical skills to develop their knowledge and understanding of the world. This includes: places, their locations and patterns; processes, including environmental change; and the concept of sustainable development. This syllabus gives details of the knowledge and skills which will be examined at 13+, following a suitable programme of study, which may be spread over several years.

**AIMS**

A course leading to this examination should:

- (i) stimulate curiosity about the world;
- (ii) introduce candidates to places, people and environments;
- (iii) contribute to environmental awareness and education for sustainable development;
- (iv) develop understanding of physical and human landscapes, and introduce candidates to different societies and cultures, enhancing awareness of global interdependence.

**ASSESSMENT OBJECTIVES**

Candidates must demonstrate their ability to:

- AO1 use geographical enquiry skills when developing knowledge and understanding of places, people, patterns and processes, environmental awareness and sustainable development;
- AO2 ask geographical questions and undertake enquiries inside and outside the classroom about places, people and environments;
- AO3 analyse evidence, make decisions and evaluate information, ideas and opinions;
- AO4 use skills specific to geography, including those of fieldwork and map work;
- AO5 draw on many different sources and resources, such as maps and atlases, photographs and written and visual materials, including the use of ICT.

## SYLLABUS CONTENT

### GEOGRAPHICAL SKILLS

In developing geographical skills, candidates should be taught to use an extended geographical vocabulary. Candidates should be encouraged to use ICT skills, both in class and in their independent learning. Fieldwork enquiries should be word processed (an electronic slide presentation is also acceptable) and include graphs and photographs. Where relevant, 'breaking news' stories should be researched using the Internet, thereby linking classroom study to current affairs.

#### Atlas skills

Atlas skills should be developed and location knowledge is required (*see Appendix I*).

#### Ordnance Survey mapwork skills

Candidates should know and understand:

4-figure and 6-figure grid references

eastings, northings

spot heights and contours

direction

orientation (8 points of the compass)

distance

area

Candidates should be able to:

follow routes

identify relief and landscape features (slope steepness, plateau, flood plain, valley, headland, bay and features included in the glossary: *see Appendix II*)

annotate simple sketch sections

use maps in decision-making

understand site, situation and shape of settlements

#### Fieldwork and enquiry skills

##### 1. Collection and recording

*may include:*

questionnaires: use and design

sampling

surveys, e.g. shopping, traffic and pedestrian counts

environmental quality surveys

land-use mapping

other mapping skills

field sketches

secondary sources, including internet, CD roms etc.

## 2. Presentation

*may include:*

maps: key, scale, direction

shaded (choropleth) maps

annotated sketch maps

flow maps

annotated field sketches and photographs

graphs, bar charts, divided bar charts, pie charts, histograms, pictograms

simple annotated cross-sections

sketch sections

tabular presentation of data

land-use maps

*NB: these methods of presentation may be used in the written examination.*

### 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.

#### Earthquakes and Volcanoes (tectonic processes)

Pupils should study:

- (i) the basic structure of the Earth
- (ii) tectonic plates, constructive and destructive boundaries and what causes them to move
- (iii) the global distribution of earthquakes and volcanoes
- (iv) an example of either an earthquake or a volcanic eruption to show the nature, causes, environmental and human effects, and human responses

Candidates should demonstrate an understanding of:

*the four layers of the Earth, including the difference between oceanic and continental crust*

*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)*

*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*

## Weather and Climate (meteorological processes)

Pupils should study:

- (i) the difference between weather and climate
- (ii) microclimates
- (iii) the water cycle
- (iv) types of rainfall
- (v) causes of temperature and rainfall variation from place to place in the British Isles

Candidates should demonstrate an understanding of:

*the influence of aspect, shelter, buildings, surface and natural features in relation to microclimates*

*evaporation, transpiration, condensation, precipitation, interception, surface run-off, infiltration and throughflow*

*relief, convectional, frontal; how to draw or annotate a diagram to explain the formation of different types of rainfall*

*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*

## Rivers and Coasts (geomorphological processes)

Pupils should study:

- (i) processes of weathering
- (ii) processes of erosion, transportation and deposition in understanding the development of the following landforms:  
  
valley, waterfall, gorge, meander, caves, arches, stacks, stumps, beaches, spits
- (iii) the causes and effects of and responses to a flood

Candidates should demonstrate an understanding of:

*physical (freeze thaw/frost-shattering), chemical and biological weathering*

*erosion: hydraulic action, abrasion/corrasion, solution/corrosion, attrition*

*transportation: floating, solution, suspension, traction, saltation, swash, backwash, longshore drift*

*how to draw annotated diagrams to illustrate the formation of each landform (or a sequence of these landforms)*

*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*

## Population and Settlement (demographic processes)

Pupils should study:	Candidates should demonstrate an understanding of:
(i) population numbers and population density for the UK and the world	<i>why some places are crowded and others relatively empty</i>
(ii) 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>
(iii) 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</i> <i>the reasons why some settlements grew and others did not</i>
(iv) the relationship between the provision of goods and services and settlement size	<i>settlement hierarchies</i>
(v) 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)

Pupils should study:	Candidates should demonstrate an understanding of:
(i) the value of transport routes for people and industry	<i>how transport routes link settlements and industries, and can affect quality of life</i>
(ii) 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</i> <i>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>
(iii) the different types (sectors) of economic activity	<i>primary, secondary, tertiary, quaternary</i> <i>the relationship between the level of economic development and the percentage of people working in each sector</i>

(iv) how economic activities operate in contrasting locations

*a case study of any multi-national 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*

(v) how economic development can be made sustainable

*the benefits and problems (including environmental) which economic activities bring to areas*

*the following terms: living standards, exploit, protect, conserve, manage, stewardship, sustainable development*

## **FIELDWORK**

Any geographical work undertaken outside the classroom constitutes fieldwork. For the purposes of assessment, it must involve some primary data collection. The fieldwork should be included, where appropriate, in the teaching of the syllabus but can also extend to topics beyond the syllabus, provided that the prescribed format for the investigation and write-up is adhered to. (See *Appendices IV, V and VI.*)

## **SCHEME OF ASSESSMENT**

### **INDIVIDUAL FIELDWORK ENQUIRY (20 marks)**

Marks will be awarded as follows:

Introduction (4 marks)

Methods of data presentation (8 marks)

Results/presentation of data (8 marks)

Data analysis (12 marks)

Fieldwork expertise (8 marks)

All mark sheets (see *Appendix VI*) will be sent to senior schools with the coursework which may be submitted electronically, or as a hard copy.

It is recommended that parts of the Year 6 and Year 7 schemes of work include local fieldwork enquiries, e.g. microclimate of school grounds, shopping surveys, local river and coast enquiries.

## **WRITTEN EXAMINATION** (80 marks; 60 minutes)

Each paper will contain an Ordnance Survey map. The format of the paper will be as follows:

### **Section A: Location knowledge** (10-15 marks)

The questions are to be answered with reference to a given map. The questions will be confined to the features and places listed in Appendix I. Outlines of mountain ranges, courses of rivers and dots to represent the locations of cities will be given.

### **Section B: Ordnance Survey map work** (10-15 marks)

This section will comprise Ordnance Survey mapwork questions. Ordnance Survey maps to the scale of 1:50,000 and 1:25,000 will be used and a key to conventional symbols will be provided.

### **Section C: Thematic studies** (10-15 marks for each of the five themes)

This section will comprise five questions on the five themes. Candidates will be required to answer all questions. Photographs, maps, diagrams, graphs and data tables may be used as stimulus material. Questions will include a mix of data response, multiple choice, short and more extended answers.

## **SCHOLARSHIP**

The Common Academic Scholarship Examination is based on the Common Entrance syllabus. The 60-minute paper will be divided into two sections; candidates will be required to answer one question from each section. Candidates will also be required to carry out a fieldwork enquiry (*see above*).

### **Section A: data-response questions**

This section will comprise two questions. One question will be based on physical geography and the other on a human geography topic or an environmental topic.

### **Section B: essay and structured questions**

This section will consist of six questions. These will include essay questions as well as more structured questions, containing extended writing.

## APPENDIX I

### LOCATION KNOWLEDGE

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

<b>THE UNITED KINGDOM AND EUROPE</b>		
Major physical features	Continents	<b><i>Europe</i></b>
	Mountain ranges	<b><i>Alps, Pyrenees</i></b>
	Oceans	<b><i>Atlantic, Arctic</i></b>
	Seas	<b><i>Mediterranean</i></b>
	Rivers	<b><i>Rhine</i></b>
Other features		<b><i>Arctic Circle, North Pole, Prime Meridian</i></b>
British Isles	Countries	<b><i>England, Wales, Scotland, Northern Ireland, Rep. of Ireland</i></b>
	Sea areas	<b><i>English Channel, Irish Sea, North Sea</i></b>
	Rivers	<b><i>Severn, Thames, Trent, Clyde, Shannon, Mersey, Tyne</i></b>
	Upland areas	<b><i>Grampians, Lake District, Pennines, Snowdonia</i></b>
	Islands	Anglesey, Jersey, Guernsey, <b><i>Isle of Man, Orkneys, Shetlands, Isle of Wight</i></b>
	Major cities	<b><i>Belfast</i></b> , Birmingham, Bristol, <b><i>Cardiff, Dublin, Edinburgh</i></b> , Glasgow, Leeds, Liverpool, <b><i>London</i></b> , Manchester, Newcastle, Plymouth, Southampton
Countries and their capitals	Europe	<b><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></b>

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

## APPENDIX II

### GLOSSARY OF USEFUL TERMS

#### A

<b>abrasion</b>	a type of erosion involving rock particles being scraped against, and wearing away, the surface of other rocks
<b>active</b>	a volcano which is constantly or frequently erupting
<b>air mass</b>	a very large body of air with relatively uniform temperature and moisture characteristics
<b>air pressure</b>	the weight of the air above a reference point, measured in millibars
<b>anticyclone</b>	an area of high air pressure bringing clear skies
<b>arch</b>	a coastal feature created by the erosion of back to back caves
<b>atmosphere</b>	the layer of air round the earth
<b>attrition</b>	a type of erosion involving rock fragments being ground together to become smaller, smoother and rounder

#### B

<b>backwash</b>	the outgoing water from a coastal wave
<b>bay</b>	an area of sea between two headlands
<b>beach</b>	material which the sea deposits on the coast
<b>biodiversity</b>	the number and variety of all living things within an ecosystem
<b>birth rate</b>	the number of babies born per thousand of the population per year
<b>braiding</b>	a river feature consisting of islands of sediment deposited in the river channel in its middle course
<b>BRIC countries</b>	countries with rapidly expanding economies: Brazil, Russia, India, China, South Africa
<b>brownfield site</b>	disused or derelict urban land which is available for redevelopment
<b>business park</b>	a development of offices and industrial units
<b>bypass</b>	a road built round a town

#### C

<b>CBD</b>	Central Business District: the commercial and business centre of a town or city, with highest land values
<b>climate</b>	the average weather over many years
<b>collision boundary</b>	where continental plates collide, forming mountain chains
<b>compass</b>	an instrument used to identify direction

<b>condense</b>	gas becoming liquid
<b>confluence</b>	the point where two rivers (including tributaries) meet
<b>conservative boundary</b>	where two tectonic plates slide past each other, but where crust is neither formed nor destroyed
<b>conserve</b>	not to waste resources
<b>constructive boundary</b>	where two tectonic plates move apart from each other and new crust is formed
<b>containerisation</b>	to transport goods in standard-sized, sealed containers
<b>continent</b>	a large land mass (a total of seven)
<b>contour line</b>	a line on an OS map joining all points of the same height
<b>convection current</b>	heated plumes of magma which create crustal plate movement
<b>convectonal rain</b>	rain formed by the sun heating the land surface causing moist air to rise, condense and produce heavy rainfall
<b>core</b>	the centre of the Earth
<b>corrosion</b>	a chemical process involving the dissolving away of sedimentary rocks, e.g. chalk, limestone a type of erosion by water involving the dissolving away of rock, particularly limestone and chalk
<b>crust</b>	the thin outer layer of solid rock round the Earth's surface
<b>D</b>	
<b>death rate</b>	the number of deaths per thousand of the population per year
<b>delta</b>	a depositional landform created where a river splits into numerous outlets
<b>depression</b>	a cyclonic weather system bringing precipitation and winds
<b>desert</b>	an area receiving less than 250 mm of precipitation per year
<b>destructive boundary</b>	where an oceanic plate slides underneath a continental plate or another oceanic plate
<b>detached</b>	a house which is completely separate from other houses
<b>dispersed</b>	spread out
<b>distribution</b>	the spread of places, people or data
<b>dormant</b>	inactive
<b>drainage basin</b>	an area of land which is drained by a single river and its tributaries
<b>drought</b>	a prolonged period of below average precipitation

## E

<b>earthquake</b>	a sudden and violent shaking of the ground caused by tectonic movements
<b>easting</b>	a vertical grid line on an OS map
<b>ecosystem</b>	an area displaying a distinctive interaction between plants, animals and the physical environment
<b>eco-tourism</b>	low impact tourism aimed at protecting the natural environment and local cultures
<b>environment</b>	the air, land, water, plants and wildlife
<b>epicentre</b>	the point on the Earth's surface directly above the focus of an earthquake
<b>Equator</b>	the imaginary line running round the middle of the Earth
<b>erosion</b>	the wearing away of land by material carried in rivers, glaciers, waves and wind
<b>estuary</b>	the final section of a river, subject to tides
<b>ethnic group</b>	people of the same cultural background
<b>evaporate</b>	liquid turning to gas
<b>exploit</b>	to seek and to use a natural resource for human benefit
<b>extinct</b>	no longer in existence (of animals); no longer active (of volcanoes)

## F

<b>fault</b>	a line of weakness in rock
<b>fetch</b>	the maximum distance over which wind can blow to form a wave
<b>fieldwork</b>	an enquiry which takes place outside the classroom
<b>floodplain</b>	the flat area either side of a river which is regularly flooded
<b>focus</b>	the point underground where the rock breaks and the energy of an earthquake is released
<b>fog</b>	cloud at ground level (reducing visibility to less than 1km)
<b>front</b>	the boundary between warm and cool air masses
<b>frontal rainfall</b>	rain formed when warm, moist air rises over cold air, causing condensation and precipitation
<b>function</b>	the activities of a settlement

## G

<b>geothermal energy</b>	heat and electricity produced from hot, underground water
<b>gorge</b>	a deep, steep-sided valley

<b>greenfield site</b>	land which has not previously been built on
<b>grid reference</b>	a number which locates an area on a map
<b>globalisation</b>	the ways in which companies, ideas and lifestyles spread round the world and interact with one another
<b>H</b>	
<b>habitat</b>	an area in which plants and animals have adapted in order to survive there
<b>headland</b>	a promontory of resistant rock which juts out into the sea
<b>hemisphere</b>	half of the globe
<b>hierarchy</b>	a ranking of settlements according to their size, functions or importance
<b>high order settlement</b>	a settlement which contains top- level shops and services
<b>HS2</b>	High Speed Railway 2 - a planned high-speed railway proposed to run between London (Euston) and the Midlands and the North of England
<b>humidity</b>	the moisture in the air
<b>hydro-electric power</b>	electricity produced by water being released through dam turbines
<b>hydraulic action</b>	a process of erosion involving water and air trapped in cracks and crevices
<b>I</b>	
<b>igneous</b>	a type of rock/process/landform involving magma
<b>impermeable</b>	not allowing water to pass through
<b>infiltration</b>	the movement of water from surface into the soil
<b>interception</b>	precipitation landing on plants, trees or buildings
<b>interlocking spurs</b>	a series of alternating rocky projections found in mountain river valleys
<b>irrigation</b>	the artificial watering of crops
<b>isotherm</b>	a line on a map joining points of equal temperature
<b>J</b>	
<b>jet stream</b>	a fast-flowing, narrow air current found in the atmosphere
<b>joint</b>	a crack in bedrock
<b>K</b>	
<b>key</b>	a list giving the meaning of symbols on a map
<b>L</b>	
<b>lahar</b>	a product of volcanic eruptions, composed of a mixture of ash and water
<b>land use</b>	the way in which land is put to use by humans

<b>landfill</b>	the disposal of waste in natural or man-made holes in the ground
<b>lava</b>	molten rock at the Earth's surface
<b>LEDC</b>	Less Economically Developed Country
<b>levée</b>	an embankment next to a river channel, raised above the flood plain
<b>life expectancy</b>	the average age which men and women may expect to reach in a particular country
<b>linear</b>	extending in a line
<b>longshore drift</b>	the movement of sand and pebbles along a beach by wave action
<b>low order settlement</b>	a settlement which contains few basic shops and services
<b>lower course</b>	the stage of a river as it nears the sea, dominated by the process of deposition
<b>M</b>	
<b>magma</b>	molten rock beneath the Earth's crust
<b>mantle</b>	the semi-solid mass of rock beneath the Earth's crust
<b>market</b>	the place/point where goods and services are sold
<b>meander</b>	a bend in a river found in its middle and lower courses
<b>metamorphic</b>	a rock that has undergone transformation by heat and/or pressure
<b>MEDC</b>	More Economically Developed Country
<b>microclimate</b>	the local climate of a small area e.g. a garden
<b>middle course</b>	the stage of a river between its upper and lower sections, containing a mixture of erosion and deposition
<b>migration</b>	the movement of people from one place to another
<b>mouth</b>	the point where a river enters a sea, ocean or lake
<b>N</b>	
<b>national park</b>	an area of countryside of outstanding beauty which is protected from development
<b>natural increase</b>	a rise in population caused by a greater number of births than deaths
<b>NIC</b>	Newly Industrialised Country
<b>North Atlantic Drift</b>	an ocean current which warms coastal areas in western Europe
<b>northing</b>	a horizontal grid line on an OS map
<b>nucleated</b>	clustered together

## O

**oxbow lake** the cut-off remnant of a meander found in the lower course of a river

**OS** Ordnance Survey

## P

**permeable** allowing water to flow through, e.g. joints in rocks

**plate boundary** the point where two tectonic plates meet

**plate tectonics** the theory explaining how the Earth's crust is able to move

**plunge pool** a deep pool which is formed by erosion at the base of a waterfall

**pollution** damage to the environment as a result of human activity

**porous** able to hold water like a sponge, allowing it to flow through

**precipitation** rain, snow, hail or sleet

**prevailing wind** the most common direction of wind e.g. SW in the British Isles

**primary industry** an economic activity involving the collecting of food and raw materials from the Earth

**primary data** information gathered in person through fieldwork

**pull factors** reasons why migrants are attracted to a destination

**push factors** reasons why migrants leave their homes to go elsewhere

**pyroclastic flow** a cloud of superheated gas and ash ejected from a volcano

## Q

**quaternary industry** a high-tech industry involving research and manufacturing, employing highly- skilled workers, e.g. computer chips, pharmaceuticals

## R

**rapids** fast-flowing, white-water section of the upper course of a river

**raw material** mineral and agricultural resources which can be processed to make something else

**recycling** the reuse of waste material

**relief** the height and shape of land

**relief rainfall** rain formed when moist air is forced to rise over highland, causing cooling, condensation and precipitation

**renewable energy** a sustainable source of power which can be used indefinitely (e.g. wind, solar, tidal)

<b>reservoir</b>	a lake behind a dam
<b>resource</b>	any product of the environment which can be used for the benefit of people
<b>retail</b>	the sale of products to the public
<b>Richter Scale</b>	a logarithmic scale used to measure the magnitude of earthquakes
<b>river basin</b>	an area of land drained by a river and its tributaries
<b>river cliff</b>	a steep, undercut area on the outside of a river meander
<b>routeway</b>	a line of transport, e.g., road, rail, sea or air
<b>run-off</b>	the movement of water across a surface
<b>rural</b>	relating to the countryside
<b>S</b>	
<b>saltation</b>	the transport of sand in a hopping fashion in water or air
<b>science park</b>	a development of high-tech industries often close to a university
<b>scree</b>	piles of broken rock found beneath steep rock faces
<b>secondary data</b>	information collected by a third party
<b>secondary industry</b>	an economic activity involving the manufacturing of goods
<b>sedimentary rock</b>	layered rock formed by the deposition of sediments
<b>seismic wave</b>	a shock wave produced by earthquakes
<b>seismometer</b>	a sensitive instrument used to measure earthquakes
<b>semi-detached</b>	a house joined on one side to another
<b>service industry</b>	an economic activity such as retail, administration, education, healthcare or tourism
<b>settlement pattern</b>	the shape and spacing of settlements
<b>settlement</b>	a place where people live
<b>site</b>	the exact location of a settlement
<b>situation</b>	the location of a settlement in relation to the surrounding area (its environs)
<b>slip-off slope</b>	a gently-sloping area formed on the inside of a river meander
<b>solution</b>	the transport of a soluble load in water
<b>social</b>	relating to society
<b>source</b>	the beginning of a river
<b>spit</b>	an extended beach which grows by deposition across a bay or river mouth
<b>spur</b>	a rocky projection found in the upper stage of a river's course

<b>spurs</b>	see <i>interlocking spurs</i>
<b>stack</b>	a pillar of rock which stands in the sea
<b>stewardship</b>	looking after resources in a sustainable way for the future
<b>subduction zone</b>	the downward movement of crust at a destructive plate boundary
<b>suburb</b>	the residential and commercial development at the edge of a city
<b>sunrise industry</b>	a newly-developed, growing business sector
<b>sunset industry</b>	a long-established business sector in decline
<b>suspension</b>	the transport of silt in water
<b>sustainable</b>	using resources in a manner which allows them to be available for future generations
<b>swash</b>	an incoming coastal wave
<b>symbol</b>	an image, letter or number used on a map to indicate a particular landscape feature
<b>T</b>	
<b>tectonic plate</b>	a large, rigid section of the Earth's crust
<b>terraced</b>	a house joined to another on both sides, forming rows
<b>tertiary industry</b>	an economic activity providing a service (as opposed to a product) for their customers
<b>through flow</b>	the movement of water through the soil as part of the water cycle
<b>tourism</b>	a tertiary economic activity involving the commercial organisation of holidays and visits to places of interest
<b>traction</b>	the transport of boulders in a rolling motion in water
<b>transpiration</b>	the release of water vapour into the air from plants
<b>transportation</b>	the movement of eroded material
<b>tributary</b>	a river joining a larger river
<b>tsunami</b>	a sea wave caused by earthquakes and volcanic eruptions
<b>U</b>	
<b>upper course</b>	the section of a river near its source, dominated by the processes of erosion
<b>urban</b>	relating to a town or city
<b>urbanisation</b>	the increase in the percentage of people living in cities
<b>V</b>	
<b>volcano</b>	a mountainous vent or fissure in the Earth's crust which emits lava and other igneous products

**volcanic bomb** lava exploded into the air which solidifies as it falls

## **W**

**waterfall** a point on a river where water falls vertically

**watershed** an area of highland separating river basins

**water table** the upper surface of water in the ground

**weather** the day-to-day condition of the atmosphere

**weathering** the breakdown of rocks in situ by mechanical, chemical or biological means

## **APPENDIX III**

### **COMMAND WORDS**

**used in Common Entrance and Common Academic Scholarship papers**

**annotate** add descriptive explanatory labels

**choose** select carefully from a number of alternatives

**complete** finish, make whole

**define** give an exact description of

**describe** write down the nature of

**develop** expand upon an idea

**explain** write in detail how something has come into being and/or changed

**give** show evidence of

**identify** find evidence of

**list** put a number of examples in sequence

**mark and name** show the exact location of and add the name

**name** give a precise example of

**select** pick out as the most suitable or best

**shade and name** fill in the area of a feature and add the name

**state** express fully and clearly in words

**study** look at and/or read carefully

**suggest** propose reasons or ideas for something

### *scholarship only*

**discuss** present viewpoints from various aspects of a subject

**elaborate** similar to **expand** and **illustrate**

**expand** develop an argument and/or present greater detail on

**illustrate** use examples to develop an argument or a theme

## APPENDIX IV

### GEOGRAPHY FIELDWORK ENQUIRY (YEAR 8)

#### 1. What constitutes fieldwork for Common Entrance?

Fieldwork for Common Entrance and Common Academic Scholarship Examination candidates consists of investigative geographical studies which are undertaken outside the classroom. It must involve the collection of primary data by the candidate, based on one or more clear key questions (hypotheses) which link with a theme or topic contained in the current syllabus.

Advice on the suitability of specific investigations can be sought from senior schools or from the setting team leader. The most important element is that pupils connect with the outdoor environment by accurately collecting, measuring and recording data themselves.

#### 2. Must each candidate undertake a separate enquiry?

No. What a candidate does for his or her investigation will depend very much on the time and opportunities available to each school. Investigations may be based on an individual's data collection or on data gathered as a small or large group. The writing up, however, is the responsibility of the individual candidate. As part of the mark scheme, there is a mark allocation for individual initiative displayed both in the field and in the writing up of the enquiry.

#### 3. What are the basic requirements of the enquiry?

Each investigation should show evidence that data has been collected outside the classroom. The enquiry write-up (fieldwork project) must include the prescribed sections (clearly headed by the candidate) as set out in the Fieldwork Enquiry Assessment Form (*see Appendix VI*).

#### 4. What format can the fieldwork project take?

The fieldwork project can be produced either as a word-processed printed document or as an electronic presentation (slide show).

#### 5. What is the limit on length?

One of the skills which the exercise is intended to develop is economy in the presentation and summarising of data. If a paper format for the project is used, it should be approximately 1,000 words in length, excluding titles, diagrams, references etc. and no more than ten A4 pages. If an electronic presentation format for the project is used, it should not exceed ten minutes or twenty slides. Similarly, gimmicky slide presentations must be avoided since they detract from the geographic component of the work. Senior schools reserve the right to reduce the final project mark if this guidance is ignored.

#### 6. How much time should be taken on the enquiry?

At least one day should be set aside for the collection of data. It is recommended that the enquiry write-up is completed within school and should not take longer than half a term to complete.

## **7. Deadline dates for submission**

15 October (Autumn Common Entrance);

15 January (Spring Common Entrance);

15 March (Summer Common Entrance)

## **8. How much help should be given to the candidate?**

Whilst teachers need to offer guidance, the enquiry write-up must be the candidate's own work. Any additional teacher's help should be declared on the fieldwork assessment form.

**Parents must not** help with this enquiry.

## **9. How should the enquiry be submitted?**

It is possible to submit the fieldwork project and marks to senior schools in the following ways:

- (i) by post, enclosing a separate Fieldwork Enquiry Assessment Form (*see Appendix VI*) for each candidate. Please use a secure method (e.g. recorded delivery) to ensure that projects do not go astray;
- (ii) saved as word-processed documents or presentation slide shows on a CD Rom which is then posted with an Individual Fieldwork Enquiry Assessment Form (*see Appendix VI*) for each candidate.

It is also possible, with senior school approval, to submit, for each candidate, the Fieldwork Enquiry Assessment Form only.

**It is important for junior schools to liaise with senior schools about the submission of projects and/or forms. If fieldwork projects are not sent to senior schools, they should be returned to the candidates after the examination period.**

## APPENDIX V

### RECOMMENDED CRITERIA FOR MARKING FIELDWORK ENQUIRY

Mark	Introduction (4 marks)
4	Clearly-stated aims and hypotheses/key questions; a suitable location map showing where the fieldwork was conducted; useful and relevant background information to the particular investigation or fieldwork venue.
2-3	Less clearly-stated aims and/or hypotheses <b>or</b> lack of background information <b>or</b> absence of a location map.
0-1	Unclear aims or lack of a clear focus for the investigation.
Mark	Methods of data collection (8 marks)
7-8	Two different well-chosen and clearly-explained methods of data collection, illustrated with photographs and/or diagrams to show apparatus and techniques; justification of the choice of methods.
5-6	Two methods of data collection explained, but lacking detail <b>or</b> methods unsupported by photographs and/or diagrams to show apparatus and techniques <b>or</b> too many methods/techniques explained.
3-4	Only one method explained in detail, even though there may be reference to a second method.
0-2	Methods poorly-chosen or explained.
Mark	Results/presentation of data (8 marks)
7-8	Excellent data presentation; accurate use of two different yet appropriate techniques; clear and precise; at least one technique which is sophisticated/innovative.
5-6	Two different and appropriate types of data presentation used and accurately presented/plotted <b>or</b> too much repetition of similar results.
3-4	Maximum mark where there is any weakness/inaccuracy/inappropriateness <b>or</b> if there is only one technique, however sophisticated.
0-2	Only one simple technique; alternatively 1 mark for two techniques, even if both are inaccurate or irrelevant.

<b>Mark</b>	<b>Data analysis (12 marks)</b>
<b>10-12</b>	Clear and thorough explanation of the findings with close reference to, and quotation from, primary data collected; excellent understanding and thorough explanation of the geography involved; accurate use of a wide range of geographical terminology; valid conclusions and link back to hypotheses/key questions; suggestions for improving the project.
<b>7-9</b>	Sound understanding and explanation of the results and of the geography involved; use of geographical terminology; reference to primary data collected; some justification of the choice of methods; only one suggestion for improvement.
<b>4-6</b>	Some interpretation of the results; some attempt to explain the geography involved; a limited or weak suggestion for improving the project.
<b>0-3</b>	Little explanation of findings and/or justification of methods; invalid conclusions; weak evaluation; no suggestions for improving the project.
<b>Mark</b>	<b>Fieldwork expertise (8 marks)</b>
<b>7-8</b>	Candidate has shown excellent initiative/efficiency/reliability/cooperation/leadership in the field; evidence of individual learning and research; candidate has completed the write-up independently and within the time allowed.
<b>5-6</b>	Candidate has completed the data collection accurately and efficiently but without distinction; project write-up has been completed on time and with a minimum of assistance from the teacher.
<b>3-4</b>	Candidate has not shown competence in the field <b>or</b> has failed to collect and record some data accurately <b>or</b> has been unable to complete the project write-up on time without the assistance/intervention of the teacher.
<b>0-2</b>	Candidate has shown little or no interest in/regard for the task set <b>or</b> candidate has been uncooperative in the field <b>or</b> candidate has failed/struggled to complete the write-up within the set guidelines and/or time.

## APPENDIX VI

Word and PDF versions of this form should be downloaded from the ISEB website.

TO THE HEAD OF GEOGRAPHY			
SENIOR SCHOOL .....		Independent Schools Examinations Board	
<b>FIELDWORK ENQUIRY ASSESSMENT FORM</b>			
NAME .....			
PRESENT SCHOOL .....			
<i>This form should be sent (with or without the fieldwork enquiry itself) to the senior school by the published submission dates.</i>			
	<b>Max Mark</b>	<b>Mark</b>	<b>Comments (optional)</b>
<b>Introduction</b> to include aims and hypotheses (key questions) and location map	<b>4</b>		
<b>Methods of data collection</b> to include detailed descriptions of two techniques	<b>8</b>		
<b>Results/presentation of data</b> to include two different techniques	<b>8</b>		
<b>Data analysis</b> to include evaluations and final conclusions	<b>12</b>		
<b>Fieldwork expertise</b> to include individual initiative and/or team work plus overall effort in data collection and write-up	<b>8</b>		
<b>Total mark</b>	<b>40</b>		
<b>Examination mark</b>	<b>20</b>		
<b>Declaration</b> The work of this candidate has been undertaken under regular supervision. Any assistance given to the candidate is recorded below.			
Signed .....		Geography Teacher	
Date .....			