



European Schools

The Office of the Secretary-General of the European Schools

Pedagogical Development Unit

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**Orig.: FR**

## **Geography syllabus years 6 and 7 - 2 hour course**

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**APPROVED BY THE JOINT TEACHING COMMITTEE BY MEANS OF WRITTEN PROCEDURE  
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**Entry into force September 2010 for year 6  
Entry into force September 2011 for year 7**

**The programme 2010-D-411-en-2 annuls and replaces the programme 2001-D-75-en-2 for years 6 and 7**

**The programme 2001-D-75-en-2 is still being applied for years 4 and 5**

This document outlines the new Geography syllabus for years 6 and 7. It comes into force at the beginning of the school-year 2010/2011 for year 6 and 2011/2012 for year 7.

Document 2001-EN-75 (original FR) approved by the Board of Governors in Alicante 24/25 April 2001

## **1. GEOGRAPHY SYLLABUS YEARS 6 AND 7 - 2 HOUR COURSE**

### **1.1. General Objectives (shared by all subjects)**

The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils' 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. Pupils should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, an understanding of the environment in which they work and live, and a development of individual identity. In practice these tasks are inseparable within the school.

These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities.

### **1.2 Objectives and Skills**

- All the usual geographical resources (maps at different scales, graphs, statistical tables, photographs, satellite images, texts, sketches...) as well as all types of teaching materials (textbooks, articles, DVDs, GIS, Internet searches) should be used.
- Students should develop a critical use of Internet searching, especially when considering sources of material and their reliability.
- Furthermore, given the nature of many of the themes in the syllabus, students should be encouraged to follow the media very closely – quality newspapers, Internet news sites, TV and radio...)

### **1.3 Methodology**

- By year 6 students should be organising their work more and more independently.
- Frequent inclusion of oral practice in lessons is seen as essential, given that the students will face a final oral examination the following year.
- Use of ICT is also to be encouraged, not as end in itself but where it can serve as a relevant geographical tool.
- Fieldwork is an essential part of the syllabus.

## 2. Content

### 2.1. Year 6

Taking into account that, realistically, there are an estimated 48 teaching periods in the year (having deducted time for B tests, exams, school trips), each of the following 4 chapters represents work for about 10 lessons. Another 8 periods form a 5th chapter which the teacher is free to organise from a menu shown in the programme. This responds to the request from colleagues for some flexibility within the year 6 syllabus. The teacher is free to decide the order of progress.

While studying the various themes, much use should be made of regional case-studies to illustrate the topic in hand. These studies should be at different scales (a country, a region, a continent) and at different levels of development (MEDCs/LEDCs.)

In Year 6 students should acquire a knowledge of regions beyond Europe (which will be studied in year7.) European regions are not to be treated in year 6. On the other hand, it is possible to refer frequently to one regional example outside Europe (perhaps even one country), but not to the total exclusion of examples from the rest of the world.

Theme	Content	Keywords/concepts	Skills	Suggested number of periods
<p><b>Theme 1</b></p> <p><b>What is Development?</b></p>	<p><u>How can development be defined?</u></p> <ul style="list-style-type: none"> <li>• The classification and labelling of levels of development; how this has changed over time.</li> <li>• Realisation of the complexity of the real world</li> </ul> <p><u>How can development be measured ?</u></p> <ul style="list-style-type: none"> <li>• Different indicators and their limitations</li> </ul> <p><u>At least one example of one aspect of development</u> The teacher can choose a regional or thematic approach or, indeed, mix the two. This list is not intended to be exhaustive.)</p> <p><u>A regional approach:</u></p> <ul style="list-style-type: none"> <li>• A study of an NIC, an LEDC, or an emerging market</li> <li>• A study of development in sub-Saharan Africa, or in the Andean countries ...</li> </ul> <p><u>A thematic approach :</u></p> <ul style="list-style-type: none"> <li>• Poverty (malnutrition, diseases e.g. Aids, access to education, living on a dollar a day...)</li> <li>• The role of various ‘players’ in development – the IMF, the World Bank, governments, NGOs..</li> <li>• Democracy – a pre-requisite or a consequence of development?</li> <li>• Conflicts and geopolitical issues</li> <li>• Micro-credit as a source of development?</li> </ul>	<p>Development, under-development, 3rd World, North-South divide, failed states,</p> <p>GNP (PPP), HDI, ...</p> <p>MEDC, LEDC, NIC,</p> <p>IMF, World Bank, NGO, micro-credit, poverty index, democracy</p>	<p>Debate</p> <p>Graphs, simple correlation , topologically transformed maps</p> <p>Research and critical analysis</p> <p>Debate, and evaluating opinions</p>	<p>+/- 10 periods</p>



<p><b><u>Theme 3:</u></b>  <b><u>Environment in danger – managing the threats?</u></b></p>	<p><u>What environmental threats?</u></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Case study of a natural (physical) risk</li> <li>• Case study of an industrial/man-made risk</li> </ul> <p>These 2 studies should be made <u>at different scales</u> and taken from <u>different areas of the world</u> (different continents, rich/poor countries...) excluding the E.U.</p> <p>For example : the Aral Sea, urban pollution in China, salinisation, oil slicks, soil pollution, pollution of the oceans, air pollution ...</p> <p><u>Raising awareness of the need to protect the environment</u></p> <ul style="list-style-type: none"> <li>• World protocols, as at Kyoto and successive agreements</li> <li>• An example of local, regional or world protection measures</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• An example (of the teacher's choice) of a local success story, or on a world scale, to avoid a solely pessimistic view of the future.</li> </ul> <p><u>Towards a sustainable future</u>  Example (of the teacher's choice) :</p> <ul style="list-style-type: none"> <li>• Sustainable economic activity (agriculture, industry, tourism...)</li> <li>• A study of something being done locally (as a study or as a project)</li> </ul>	<p>Hazard, hazard-management, disaster, risk, geophysical events, vulnerability, man-made hazards</p> <p>magnitude, duration, spatial distribution, frequency, prediction, prevention, management</p> <p>Climate change, ozone-hole, international agreements</p> <p>Regional policy, 'players' (i.e. those involved)</p>	<p>Map, aerial and satellite imagery. GIS (eg Geoportail .fr)</p> <p>Individual research, critical analysis, updating information,</p> <p>Presentation (written/oral inside or outside of class)</p>	<p><b>+/- 10 periods</b></p>
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<p><b><u>Theme 4:</u></b> <b><u>Globalisation</u></b> <b><u>- danger or opportunity ?</u></b></p>	<p><u>What is globalisation?</u></p> <ul style="list-style-type: none"> <li>• Definition and origins of the term</li> <li>• The ‘players’</li> <li>• The means of achieving it – transport, communications, Internet</li> </ul> <p><u>The positive and negative effects of globalisation</u></p> <ul style="list-style-type: none"> <li>• The effects of globalisation on development using 2 or 3 case studies</li> <li>• Alternative proposals or views regarding globalisation (“alter-globalisation”, fair trade, micro-credit...)</li> </ul>	<p>Globalisation</p>	<p>Debate, Media-analysis, understanding increasing global interdependence</p> <p>Appreciation of different points of view</p>	<p>+/- 10 periods</p>
<p><b><u>Theme 5:</u></b> <b><u>Project</u></b></p>	<p>The teacher is free to use 8 periods (one bloc or more) in order to carry out a project:</p> <ul style="list-style-type: none"> <li>• Studying an item of breaking news</li> <li>• Going deeper into one of the themes of the syllabus</li> <li>• Fieldwork (preparation, collecting data, presentation and analysis)</li> <li>• Risk/hazard management</li> </ul> <p>The form this project takes is entirely at the discretion of the teacher:</p> <ul style="list-style-type: none"> <li>• Class-work</li> <li>• Work out of the classroom</li> <li>• Building a dossier, making a PowerPoint presentation, or a wall presentation...</li> </ul>		<p>According to the theme chosen some/all of the following may be possible:</p> <ul style="list-style-type: none"> <li>-data collection,</li> <li>-presentation,</li> <li>-hypothesis testing,</li> <li>-survey/questionnaire use</li> </ul>	<p>8 periods</p>

## **2.2. Year 7**

The 7th year syllabus is centred on Europe and the European Union and is organised into four large themes. The order in which these themes are treated is decided by the teacher.

The teaching programme should use examples from a variety of European countries and not just remain limited to the country of the vehicular language.

Since 7th year students are approaching the end of their secondary schooling, it is all the more important that they acquire the skills necessary for higher education.



Theme	Content	Keywords/concepts	Skills	Suggested number of periods
<p><b><u>Theme 1</u></b></p> <p><b>Europe and the European Union</b></p>	<p><u>What is Europe ?</u> Discussion of criteria (geographic, historical, cultural) and their limitations</p> <p><u>What is the European Union ?</u></p> <ul style="list-style-type: none"> <li>• the major steps of the evolution of the EU and their impact</li> <li>• the institutions: their roles and evolution</li> </ul> <p><u>What future for the EU ?</u></p> <ul style="list-style-type: none"> <li>• Discussion of widening and/or deepening</li> <li>• Democratic deficit</li> <li>• Solutions to current challenges</li> </ul> <p><u>What does it mean to be ‘European’?</u></p>	<p>The continent of ‘Europe’, border/limit</p> <p>ECSC, Treaty of Rome, Common Market, EEC, EU, Schengen Treaty, Treaties of Maastricht and Lisbon, The Euro, ‘acquis communautaire’, democracy</p> <p>Copenhagen criteria, enlargement. A constitution for Europe? Supranationalism, federalism</p> <p>The four freedoms, European identity.</p>	<p>Debate</p> <p>Mapwork</p> <p>Debate</p> <p>Empathy</p>	<p><b>6 – 8 periods</b> - of which <b>2-3 periods</b> maximum in collaboration with History colleagues</p>

<p><b><u>Theme 2</u></b></p> <p><b>A natural environment increasingly modified by man</b></p>	<p><u>Physical advantages and disadvantages of Europe's location</u></p> <p><u>Variety of European landscapes</u></p> <ul style="list-style-type: none"> <li>• climatic variety in a temperate zone</li> <li>• Relief : advantageous or disadvantageous for human activities ?</li> </ul> <p><u>Varied but limited natural resources</u> Distribution, challenges, a case-study (forest, water, coal, oil, hydroelectricity, new types of energy ...)</p> <p><u>Hazards and the environment</u> A minimum of <u>one</u> example from : Climate change, deforestation, drought/desertification, flooding, storms, pollution...</p>	<p>Latitude, maritime and continental influences</p> <p>Structural and landscape regions, Orogenesis, plate tectonics</p> <p>Renewable and non-renewable resources, sustainable development</p> <p>Climate change</p>	<p>Using an atlas, use of mapping software (Google Earth...)</p> <p>Analysis of a climagraph</p> <p>Diagrams and maps</p> <p>Argument, use of models and modelling</p>	<p><b>10 – 12 periods</b></p>
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<p><b><u>Theme 3</u></b></p> <p><b>Europeans</b></p>	<p><u>Where do the Europeans live?</u> Description and explication of their distribution</p> <p><u>European cities</u></p> <ul style="list-style-type: none"> <li>• distribution and urban networks</li> <li>• Characteristics and change over time</li> <li>• <u>One</u> example of your choice of a conurbation or an urban problem.</li> </ul> <p><u>Demographic evolution and its consequences</u></p> <p><u>The EU and migratory flows</u></p>	<p>Density, conurbations</p> <p>Conurbations, global cities, megalopolis (blue banana), counterurbanisation, inner-city problems and regeneration, suburban sprawl, rural-urban fringe.</p> <p>Demographic transition (stage 5), fertility, ageing societies</p> <p>External and internal migration, EU policy,</p>	<p>Topological transformation maps, density-maps</p> <p>Interpreting urban landscapes, topographic maps, satellite and aerial images</p> <p>Population pyramids</p> <p>Migration-flow maps, Mapwork</p>	<p><b>8 – 10 periods</b></p>
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<p><b>Theme 4</b></p> <p><b>The economic sector in change</b></p>	<p><u>Agriculture in Europe</u></p> <ul style="list-style-type: none"> <li>• A controversial issue, economic importance, declining workforce, financing, environmental impact...</li> <li>• Changes in rural land use</li> </ul> <p><u>Deindustrialization: problems and solutions</u></p> <ul style="list-style-type: none"> <li>• one example of a major industrial conversion</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Industrial innovation</li> </ul> <p><u>Growth of the tertiary sector</u></p> <ul style="list-style-type: none"> <li>• The role of transport AND/OR</li> <li>• Tourism sector growth; one approach to economic development? AND/OR</li> <li>• One other example of tertiary activity</li> </ul> <p><u>The impact of the EU regional policies:</u></p> <ul style="list-style-type: none"> <li>• European regional disparities and policies</li> <li>• EU intervention: Aid to a region in difficulty and/or a region which has benefited from EU aid.</li> </ul> <p><u>The role of the EU in global trade and aid: issues and challenges</u></p>	<p>Intensive agriculture, organic farming, sustainable agriculture, CAP, GMO</p> <p>Abandoned industrial locations, regeneration, outsourcing, hi-tech industry, business and science parks</p> <p>Flows, networks, hubs, TEN-T (Trans-European networks), mass tourism, sustainable tourism</p> <p>Core, Periphery, indicators, ERDF</p> <p>European aid, WTO</p>	<p>Landscape analysis, satellite photos</p> <p>Topographical maps and analysis of changes in industrial land use</p> <p>Analysis of maps and land uses</p> <p>Map analysis</p> <p>Media analysis</p>	<p><b>20-22 periods</b></p>
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### **3.0 Teaching and learning organisation**

#### **3.1 Principles of learning organisation**

The teaching lesson is marked by a constant interaction between teacher and pupils. The teaching process covers the following basic points:

- definition of objectives;
- transmission of skills and content;
- development of social values;
- development of understanding through example and discovery;
- students must be active and involved in the learning.

The principal objective is the acquisition of the concepts of Geography, however 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.

#### **3.2 Teaching strategies**

The application of different working methods needs to be adapted to the changing classroom situation. The strategies should include:

- teaching strategies must be varied,
- involving the students in active written and oral tasks,
- teacher & student exposition,
- reference to the Lisbon Process of 2000,
- dialogue between teacher and pupils, and
- open class discussion and enquiry.

The teaching content and the use of resource materials (including Internet, interactive CDs, and educational technology) in geography lessons make increasingly possible a more student centred approach, such as work in pairs, groups, role-playing games and simulations.

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 cannot be achieved only through the traditional passive recipient learning methods, but requires increasing emphasis on teaching strategies with greater student involvement.

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...)

#### **Homework**

Homework can be used to complement the practice and review exercises done in class. It can also help to prepare the pupil for new work about to be covered or may involve research. Homework can be both preparation for oral work in class, and/or of a written nature. Homework plays an important role in furthering technical competence (e.g. the drawing of diagrams, with or without computer support, interpretation of maps and diagrams.) In setting homework, however, one should be aware of the overall workload of the students.

### Inter-disciplinary work

As a result of the position of geography between the natural sciences and the social sciences, there are many appropriate links for inter-disciplinary work. Biology, history, economics and information technology are of particular importance in this respect. Therefore it is desirable that close contacts with the teachers of these subject areas be established. In addition, co-operation with language teachers is also to be recommended, since it is helpful with regard to improving the pupils' language level as well as their ability in geography.

### Resources and activities

Learning activities away from school (e.g. visits or excursions) and sources of information from outside the classroom are of particular importance in geography. Newspapers and magazines, radio and television programmes, sources of information using modern techniques (e.g. CD ROMs, Internet), as well as personal experiences in the pupil's own surroundings (e.g. at home, on a journey) should be used, but require critical analysis by both teacher and pupil. These resources must be placed in their geographical context to maximise the pupils' motivation.

## **4. Assessment of Learning Outcomes**

### **4.1 Functions and principles of assessment of learning outcomes**

Assessment is both a formative and a summative process. Formative assessment of learning outcomes is an ongoing process. Its purpose is to provide information about pupils' learning. It should also be a basis for pupils' further achievement and plays an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment of learning outcomes need not involve the award of a mark reflecting performance in every case and it should not be punitive, but it should evaluate performance. For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be observed:

Performance against all the objectives as defined in the syllabus should be assessed. This will be done through the knowledge and skills set out in the syllabus.

- *Assessment must relate to work which has been covered in the course.*
- *All types of work done by the pupil on the course should be a part of the assessment process – e.g. oral and written contributions, class tests, practical work.*
- *Pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale.*
- *Pupils should know how their performance compares with other pupils, in the same or other sections. This requires co-ordination between the teachers of the same and different sections to ensure comparability.*

## 4.2 Participation in class

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.

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

Geography as a subject lends itself to active student oral participation, and teachers are encouraged to seek creative ways of involving students in lessons. This might include debates, simulations, role-play and oral /multimedia presentations of personal research or group projects.

## 4.3 Written work and tests

### A mark

Written work and short tests undertaken during lessons may contribute to the student's A mark. Students should be clear about the objectives of each piece of written work required by the teacher, and some indication should be given of the expected length and level of detail. Teachers need to be aware of the need to judge the subject quality of the work, rather than making it an assessment of the student's ability in their working language.

Homework and written group projects may be included in the assessment of the student as well as his/her commitment during lessons and fieldwork.

### B mark

The two B marks in Year 6 and Year 7 are the results obtained in the two tests per 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 try to ensure that students that are weaker linguistically can understand them. Questions have to include materials which involve students in describing and analysing 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 Part exams in Years 6-7:

Class	Number per year	Length	Regulations
6	4	45 minutes	2 per Semester
7	4	45 minutes	2 per Semester

Corrections and comments should be written on the test papers, and major language mistakes should be noted, but only to assist the student. Students should be encouraged to present their work clearly.

#### **4.4. Oral examination**

##### **The Baccalaureate**

The student may also choose an Oral Examination in Geography at the end of the 2nd semester

##### *(1) Duration of the 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.

##### *(2) The Questions*

- The stock of questions should be drawn from the official programme for year 7. The skills and competences acquired in Year 6 should also be examined.
- All candidates will choose from the same number of questions (i.e. all questions remain in the stock throughout the course of the examinations.)
- The total number of questions shall be equal to the number of candidates plus 5, but only up to a maximum of 20 questions in all for larger groups.
- The examination will be based on the question, with its attached documents, drawn at random by the candidate.
- All questions and supporting documents must be typewritten or at least clearly legible photocopies of typed originals. Particular care should be taken with the presentation of maps, diagrams and photographs.

##### *(3) The Conduct of 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.

(4) *Marking*

- 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 assessment are the subject-related content of the candidates’ performance, and the marking should not be influenced by possible deficiencies in the language of the candidates, unless communication with the examiner is impaired by such deficiencies.
- In awarding their marks, examiners should bear in mind the following principles:  
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.

## Marking criteria

- 0 in cases of non-excused absence or fraud.
- 1 the candidate says nothing at all of any relevance.
- 2 - 5,5 the candidate who fails will show a combination of the following deficiencies:
- *insufficient facts,*
  - *factual errors;*
  - *wrong or missing geographical terminology;*
  - *unjustified and/or incorrect arguments*
- 6 - 6,5 the candidate has done enough to pass – a sufficient but not substantial knowledge of the facts, the ability to describe and explain in simple terms the geographical relationships or distributions demanded by the question, and the correct use of geographical terminology.  
However, the candidate will have had some difficulty in taking the arguments further, in dealing with supplementary questions, or in putting the questions in a broader context.
- 7 - 10 Here the candidate will demonstrate an increasingly impressive combination of the following:
- *comprehensive factual knowledge;*
  - *the ability to explain and analyse as well as simply describe;*
  - *an ability to marshal arguments and support them with relevant evidence;*
  - *an awareness of the background or context to the questions set; familiarity with geographical ideas or methods;*
  - *a sound appreciation of the physical and human factors which affect geographical relationships;*
  - *the ability to deal with supplementary questions with confidence.*

***A 10 should be awarded to any candidate who demonstrates outstanding ability with regard to all these criteria.***

Each examiner will award a mark out of 10, with half marks permitted, bearing in mind not only the performance of the candidate according to the criteria cited above, but also after discussion with the other examiner. A full range of marks should be used where appropriate.

It is strongly recommended that definitive marks are not given immediately to the first candidates, but examiners should wait until at least three candidates have been tested.

The final mark will be the mathematical average of the two examiners' marks (which, perhaps, may therefore be expressed finally to two decimal places.)

[Appended is a guideline document to help with the preparation of Baccalaureate oral questions.]

## **Appendix 1**

### **SUMMARY GUIDELINES FOR PREPARING BACCALAUREATE ORAL QUESTIONS**

#### **DOCUMENTS**

- There should be no more than two documents per question.
- A wide range of document types should be used in the package of questions (e.g. tables, graphs, maps and texts.)
- The student must need to use the document(s) in their answer.
- 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 (e.g. CAP surpluses.)
- 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.

#### **QUESTION STRUCTURE**

- Each question should focus on one theme or part of the syllabus.
- There should be 3 or 4 sub-questions.
- These should be 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.

#### **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.