



**WINCHESTER**  
COLLEGE

## **WINCHESTER COLLEGE GEOGRAPHY DEPARTMENT**

### **ENTRANCE SYLLABUS**

**First examination May 2022**

#### **Introduction**

This document gives details of the knowledge and skills that should be included for a suitable programme of study during Key Stage 3 for the Winchester Geography Entrance exam.

#### **Aims**

A course based on this syllabus should enable pupils to develop:

- a love of learning about the Earth including its people, places, landscapes, natural processes and phenomena
- their knowledge and understanding of geographical concepts and appreciate their relevance to a rapidly changing world
- an appreciation of and concern for the environment
- practical geographical enquiry skills and apply their learning to the real world through fieldwork

## **Assessment objectives**

### **AO1: Knowledge and understanding**

Candidates should be able to demonstrate knowledge and understanding of:

- the places, concepts, processes and principles of the syllabus content
- the relationship between human activity and the environment

### **AO2: Skills and analysis**

Candidates should be able to:

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- use and apply geographical knowledge and understanding to stimulus material
- interpret and analyse geographical data, and recognise patterns and relationships
- apply understanding in unfamiliar contexts
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- use map work skills

## **WRITTEN EXAMINATION (75 marks; 60 minutes)**

### **Section A: UK and Global Location knowledge (15 marks)**

Only locations found in Appendix I of the CE Syllabus will be included. Students are expected to know lines of longitude and latitude, equator, tropics, Arctic and Antarctic Circles.

### **Section B: Physical Thematic studies (20 marks)**

This section will comprise of two questions, of which one must be answered. The questions will be on the following topics:

- Tectonic Processes
- Weather and Climate
- Rivers and Coasts

### **Section C: Human Thematic studies (20 marks)**

This section will comprise of two questions, of which one must be answered. The questions will be on the following topics:

- Population and Settlement
- Economic Processes (including; transport, industry, economic sectors, and the use of natural resources).

### **Section D: Fieldwork skills (20 marks)**

This section has an emphasis on AO2, skills and analysis. Candidates do not need any place-specific knowledge to answer questions in this section. Questions will test processing, presentation and analysis of data. To prepare for this section of the paper, it is best if candidates carry out fieldwork investigations.

### **Syllabus Content**

The syllabus incorporates both the Common Entrance (CE) syllabus and National Curriculum for Key Stage 3 Geography. Pupils taught solely from one of the aforementioned syllabi will be able to take the exam.

Questions in Section A, B and C will be based on the CE syllabus and designed to comply with the National Curriculum Key Stage 3 syllabus.

### **Fieldwork**

Candidates are not required to submit a piece of coursework for Winchester Entrance. However, there should be an opportunity for the development of skills used in geographical enquiry. Section D of the exam tests candidates' fieldwork skills. Fieldwork investigations that collect, analyse and draw conclusions from geographical data are therefore essential.

It is recommended that fieldwork assignments follow the CE guidance. Some more guidance of the accepted 'route to geographical enquiry' is given below.

<b>The route to geographical enquiry</b>	
Identification of issue, question or problem	A topic for investigation is decided by reading of theory, observation, discussion, or previous study. This leads to the design of hypotheses to test the issue, question or problem.
Objectives of the study are defined	The objectives of the study are defined in specific terms. Decisions are made on: (a) what data are relevant to the study (b) how the data can be collected.

Collection of data	Candidates carry out a group or individual set of tasks, which may include fieldwork to collect primary data, such as undertaking questionnaires, mapping or sketching, observation, recording counts or measurements (e.g. traffic and pedestrian counts, environmental quality surveys). This may also involve gathering data from secondary sources such as census information, the internet, published maps, books, newspapers or magazines.
Presentation and recording of the results	Record results and present findings in appropriate forms using a variety of maps, graphs, etc. Opportunity for development of ICT skills, particularly Excel.
Analysis and interpretation	Analyse and interpret findings in response to the issue/question/problem with reference to relevant geographical concepts.
Making effective conclusions and evaluation	Draw conclusions from findings and make evaluations related to the original objectives.

#### Examples of suitable coursework assignments

<b>Physical Geography</b>
<ul style="list-style-type: none"> <li>○ Does river velocity increase downstream?</li> <li>○ Does the bedload of a local river become smaller and more rounded downstream?</li> <li>○ A comparison of two beaches to see if the size of beach material gets larger towards the top of a beach nearer to the cliff.</li> <li>○ Does the direction of the wind and waves influence the size and location of pebbles on a beach?</li> </ul>

<b>Human Geography</b>
<ul style="list-style-type: none"> <li>○ What are the benefits and problems created by tourists visiting an area/settlement?</li> <li>○ To what extent has the physical landscape influenced settlement patterns in an area?</li> <li>○ Are the leisure facilities of a settlement area adequate for the needs of its population?</li> <li>○ Use a particular city or town(s) to find out if newer housing areas have better environments than older housing areas.</li> </ul>

- Does environmental quality change with distance from the centre of a settlement?
- How does the pattern of land use vary with distance from the centre of a settlement?
- Does pedestrian density change with distance from the centre of a settlement?

### **ICT Skills**

Candidates should be encouraged to use ICT skills and given opportunity to develop their ability to use Microsoft Word, Excel and PowerPoint. If, and when, field work investigations are completed, ICT should be used.