

Matching the new 2008 Edexcel GCE AS/A2 Geography specification to the current Edexcel GCE AS/A2 Geography specification B

New AS Unit 1 - Global Challenges

New specification	Current specification B
<p>Topic 1: World at Risk</p> <p>1 Global hazards</p> <p>Global warming</p> <p>2 Global hazard trends</p> <p>3 Global hazard patterns</p> <p>4 Climate change and its causes</p> <p>5 Impacts of global warming</p> <p>6 Coping with climate change</p> <p>7 The challenge of global hazards for the future</p>	<p>Foundation Option 5.2 – Living with hazardous environment, issues of risk, hazards, disasters and vulnerability</p> <p>Unit 4.3 – climate change (Global Challenge)</p> <p>Generalisation 4 – Living with hazardous environments, global trends</p> <p>Generalisation 2 – spatial variations in impacts</p> <p>Unit 4.3.1 – climate change (Global Challenge)</p> <p>Unit 4.3.2 – consequences of global warming New work – detailed case studies of Arctic and continent of Africa</p> <p>Unit 4.3.3 – solutions to climate change</p> <p>Some links to Option 5.2 and 4.3 – slightly new slant</p>
<p>Topic 2: Going Global</p> <p>1 Globalisation</p> <p>2 Global groupings</p> <p>3 Global networks</p> <p>4 Roots</p> <p>5 On the move</p> <p>6 World cities and urbanisation</p> <p>7 Global challenges for the future</p>	<p>Unit 4.11 – globalisation and changing economic activity (Global Challenge)</p> <p>Unit 4.10 – global groupings in introducing the world's economy (Global Challenge)</p> <p>Unit 4.11.2 – the role of TNCs but slightly new slant</p> <p>Unit 4.7 – dynamics of population change (Global Challenge) New work on UK population change</p> <p>Unit 4.9 – the global challenge of migration</p> <p>Unit 2.1 and 2.6 – urban environments Unit 2.9 – urban futures (sustainability) New slant on case studies of Eastern European migration and retirement flows to the Mediterranean.</p> <p>Some links to Unit 4.11 and 4.12c but slightly new slant.</p>

Further notes:

The conclusion is that there is very little new work. There are new **designated** case studies to develop. The 80% Global is familiar but the 20% on personal decisions and involvement eg carbon and eco footprints, consumption and roots is **new**.

New AS Unit 2 - Geographical Investigations

New specification		Current specification B
OR	Topic 1: Extreme Weather 1 Extreme weather watch 2 Extreme impacts 3 Increasing risks 4 Managing extreme weather	Option 5.2 – living with hazardous environments Unit 4.0 and 4.1 (Global Challenge) Option 5.2 – living with hazardous environments Unit 4.0 and 4.1 (Global Challenge) Option 5.2 – living with hazardous environments Unit 1.3 (Floods) Unit 1.5 (River Management) Unit 4.9 and 4.1 Option 5.2 (Hazards)
	Note: Whilst the material is familiar the investigative orientation with fieldwork, research and GIS is new .	
OR	Topic 2: Crowded coasts 1 Competition for coasts 2 Coping with pressure 3 Increasing risks 4 Coastal management	Unit 1.9 but new slant on crowded coasts Unit 1.9 – pressures on the coast, development and reworking Unit 1.8 – coastal erosion and flooding Unit 1.10 – note links to coasts and coastal ecosystems
	Note: Whilst much of the material is familiar from Unit 1 Coasts , the investigative orientation and emphasis on coastal risk is a new slant .	
OR	Topic 3: Unequal Spaces 1 Recognising inequality 2 Inequality for whom 3 Managing rural inequalities 4 Managing urban inequalities	Partially referred to in 2.1, 2.4, 2.5 (rural), 2.7.4 and 2.8 (urban) 2.4 and 2.8 2.4 (option – managing rural poverty/deprivation) 2.8 (option – managing inequalities) Some linkage to Option 5.5 disparities
	Note: Whilst much of the materials comes from current Unit 2, in the rural and urban sections it is done in greater depth and less breadth and therefore requires some development including fieldwork and research.	
OR	Topic 4: Rebranding places 1 Time to rebrand 2 Rebranding strategies 3 Managing rural rebranding 4 Managing urban rebranding	Very little linkage to current Unit 2 Some linkage to 2.5 Rural Future and 2.5 Urban Future (flagships) 2.3.3, 2.4 option 1, 2.5 2.9.1 some linkage to Option 5.8 - the geography of sport and leisure.
	Note: Whilst some material comes from current Unit 2 in the rural and urban sections, much of the focus is new including the fieldwork and research.	

Further notes:

- These topics are 80% local/small scale and the investigative component (fieldwork and research) will require development of new types of fieldwork and rethinking of locations eg topic 2 and topic 4 **managing and rebranding** a crowded coast.
- The 20% may require **new** case studies in exotic locations eg Florida's crowded coast or could be **old** ones such as inequalities in Rio/Sao Paulo or rebranding and reimagining Manchester.

New A2 Unit 3 - Contested Planet

ABOUT RESOURCE USE

ABOUT INEQUALITIES OF RESOURCE CONSUMPTION

New specification	Current specification B
Topic 1: Energy security	Largely a new topic for all except the handful of centres Studying option 5.1 – Environment and Resources - some linkage to 5.4 Wilderness Regions
<ol style="list-style-type: none"> 1 Energy supply, demand and security 2 The impacts of energy security 3 Energy security and the future 	
Note: This is a new topic, although teachers will be very familiar with energy issues and there is a huge range of books, articles and websites available. It was a key topic in the 16-19 project, but has now come into world prominence again.	
Topic 2: Water conflicts	Some linking to Unit 1.1 (global water cycles) and Unit 1.4 but in reality a new topic Some linkage to option 5.3 Pollution of the Environment Some linkage to Development Work in Unit 2 and Unit 4 eg Water Aid.
<ol style="list-style-type: none"> 1 The geography of water supply 2 The risks of water insecurity 3 Water conflicts and the future 	
Note: This topic is a new focus although teachers will be very familiar with the concepts of water supply and demand and potential conflicts. There is already a high availability of relevant books, articles and websites. It was an original 16-19 project topic.	
Topic 3: Biodiversity under threat	Unit 4.4.3 + 4.5 (Global Challenge Biomes) Unit 4.4.4 + 4.5 (Global Challenge Bio threats) Unit 4.6 + 4.5 (Global Challenge Biodiversity Management)
<ol style="list-style-type: none"> 1 Valuing biodiversity 2 Biodiversity threats 3 Managing biodiversity 	
Note: This is an in depth focus on biodiversity which can link to the current Global Challenge Ecosystems section. It will require upgrade to take into account the M.E.A. Work from marine or terrestrial options which will be relevant.	
Topic 4: Superpower geographies	Global Challenge - Unit 4.10 and 4.11.4 and 4.12a all look at the changing economic role and rise of new NIC superpowers, but the actual focus is new. Option 5.5 Development and Disparities raises some trade issues.
<ol style="list-style-type: none"> 1 Superpowers and geopolitics 2 The role of superpowers 3 Superpower futures 	
Note: This is a new topic focused on the changing geopolitics of World Powers. There is a huge amount of current journal and website material available to build up resources for students.	
Topic 5: Bridging the development gap	Strong links to 4.10.1 and 2 – The Development Gap Strong links to unit 4.12b (Global Challenge) There are links to Option 5.5 Development & Disparities
<ol style="list-style-type: none"> 1 The causes of the dev gap 2 The consequences of the dev gap 3 Reducing the development gap 	
Note: This topic has an in-depth focus on the Development Gap and is familiar as a major component in the current Unit 4: Global Challenge.	
Topic 6: The technological fix	Some linkage to Unit 4.10.4 (info rev) and Unit 4.12a Impact of New Technology Some linkage to Unit 1 eg mega dams or Unit 2 Intermediate technology Also links to Option 5.2 Disaster Management, Option 5.3 Pollution, Option 5.6 Feeing the World’s people, Option 5.7 Health & Welfare
<ol style="list-style-type: none"> 1 The geography of technology 2 Technology and development 3 Technology, environment and the future 	
Note: This topic looks very new, but as the links show much of it is very familiar. Some new resources will be needed and much existing material refocused. There are many articles in magazines such as <i>New Scientist</i> which can contribute to resourcing this new topic.	

Further notes:

The style of the assessment is similar to Global Challenge with 2 of the 6 shorter units, Topic 3 and Topic 5, bearing close links to the former Global Challenge. The other 4 topics are substantially new as reflected in the need to **update** the geography, although there are links as indicated. There is also a new style of synoptic assessment which requires students to develop links across the 6 topics to address the question of **'Managing the Contested Planet'** via the vehicle of **players, actions** and **futures**.

New A2 Unit 4 - Geographical Research

Option 1 - Tectonic Activity and Hazards	Option 2 - Cold Environments – landscapes and change	Option 3 - Life on the margins and food supply
Strong linkage to Unit 5 Tectonic Hazards Option 5.2 Living with hazardous environments	Linkage to Unit 5 Option 5.4 Wilderness environments. Some linkage to Unit 4.1-3 Polar climates	Linkage to Unit 5 Option 5.6 Feeding the world's people and Option 5.5 Development and disparity, also Unit 2 Rural Development, Unit 4.5 Desertification
New work on tectonic landscapes 4.1.2	New work on cold environments, glacial and periglacial processes	
Option 4 - The Geography of Culture People and Places	Option 5 - Pollution and Human Health at Risk	Option 6 – Consuming the Rural Landscape, Leisure and Tourism
Unit 4.10 Cultural Globalisation Unit 2 Rural Landscape diversity	Strongly links to Unit 5 Option 5.3 The pollution of natural environments and Option 5.7 Health and Welfare	Strong linkage to Unit 2 Rural Tourism Unit 5 Option 5.4 Fragile wilderness landscapes Option 5.8 Leisure component of Geography of sport and leisure
Largely new look at the geography of culture, value of culture and globalisation impacts on diversity and cultural attitudes to environment.	Depends on whether 5.3 or 5.7 studied. New ideas on linkage between two options.	

Further notes: Centres can set up systems which will support their students in choosing one **option** to study (options range across from physical to human foci). The degree of innovation is up to them as some options are very familiar and others almost completely new. Much will depend on student choice, staff expertise, size of centre, pre-existing resource bases for study, nature of students and appropriate learning styles etc. Centres will be strongly encouraged to offer a range of options from which their students will choose one, which interests them, to research.