



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

---

## Geography 3031 and 3036 *Specification A* 2009

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- Teachers' Guide

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.

Telephone: 0870 410 1036 Fax: 0161 953 1177

or

can be downloaded from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

# Contents – Full Course

## Background Information

- |   |  |   |
|---|--|---|
| 1 | The Revised General Certificate of Secondary Education | 7 |
| 2 | Specification at a Glance                              | 8 |
| 3 | Availability of Assessment Units and Entry Details     | 9 |

## Scheme of Assessment

- |   |                       |    |
|---|-----------------------|----|
| 4 | Introduction          | 10 |
| 5 | Aims                  | 12 |
| 6 | Assessment Objectives | 13 |
| 7 | Scheme of Assessment  | 14 |

## Subject Content

- |    |                                    |    |
|----|------------------------------------|----|
| 8  | Summary of Subject Content         | 16 |
| 9  | People and the Natural Environment | 19 |
| 10 | People and the Human Environment   | 27 |
| 11 | Geographical Skills Checklist      | 35 |

## Key Skills and Other Issues

- |    |   |    |
|----|---|----|
| 12 | Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence | 37 |
| 13 | Spiritual, Moral, Ethical, Social, Cultural and Other Issues                          | 43 |

## Centre-Assessed Component

14	Nature of the Centre-Assessed Component	50
15	Guidance on Setting the Centre-Assessed Component	50
16	Assessment Criteria	51
17	Supervision and Authentication	52
18	Standardisation	53
19	Administrative Procedures	54
20	Moderation	55

## Awarding and Reporting

21	Grading, Shelf-Life and Re-Sits	56
----	---------------------------------	----

## Appendices

A	Grade Descriptions	57
B	Overlaps with Other Qualifications	59

# Contents – Short Course

## Background Information

1	The Revised General Certificate of Secondary Education	60
2	Specification at a Glance	61
3	Availability of Assessment Units and Entry Details	62

## Scheme of Assessment

4	Introduction	63
5	Aims	64
6	Assessment Objectives	65
7	Scheme of Assessment	66

## Subject Content

8	Summary of Subject Content	68
9	Natural Environment Topics	71
10	Human Environment Topics	76
11	Geographical Skills Checklist	80

## Key Skills and Other Issues

- |    |  |    |
|----|--|----|
| 12 | Teaching, Developing and Providing Opportunities for Generating Evidence | 82 |
| 13 | Spiritual, Moral, Ethical, Social, Cultural and Other Issues             | 88 |

## Centre-Assessed Component

- |    |   |    |
|----|---|----|
| 14 | Nature of the Centre-Assessed Component           | 92 |
| 15 | Guidance on Setting the Centre-Assessed Component | 92 |
| 16 | Assessment Criteria                               | 93 |
| 17 | Supervision and Authentication                    | 95 |
| 18 | Standardisation                                   | 96 |
| 19 | Administrative Procedures                         | 97 |
| 20 | Moderation  | 98 |

## Awarding and Reporting

- |    |                                 |    |
|----|---------------------------------|----|
| 21 | Grading, Shelf-Life and Re-Sits | 99 |
|----|---------------------------------|----|

## Appendices

- |   |                                    |     |
|---|------------------------------------|-----|
| A | Grade Descriptions                 | 100 |
| B | Overlaps with Other Qualifications | 102 |

# Background Information

## Full Course

### 1

## The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

### Changes at GCSE

#### Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

#### ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

#### Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A\* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A\* - D.

#### Citizenship

From 2002, students in England will be required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

# Specification at a Glance

## Geography A

	<b>GCSE 3031</b>
Foundation Tier	<p><b>Paper One</b> <span style="float: right;">40 % of total marks</span></p> <p><b>People and the Natural Environment</b> <span style="float: right;">1<sup>3</sup>/<sub>4</sub> hours</span></p> <p>Section A: Geographical skills</p> <p>Section B: Answer <b>three</b> questions from:</p> <ol style="list-style-type: none"> <li>1. Tectonic Activity</li> <li>2. Rocks and Landscapes</li> <li>3. River Landscapes</li> <li>4. Glacial Landscapes</li> <li>5. Coastal Landscapes</li> <li>6. Weather and Climate</li> <li>7. Ecosystems</li> </ol>
3031F	
Higher Tier	<p><b>Paper Two</b> <span style="float: right;">35 % of total marks</span></p> <p><b>People and the Human Environment</b> <span style="float: right;">1<sup>1</sup>/<sub>2</sub> hours</span></p> <p><b>Three</b> structured questions to be answered:</p> <p><b>One</b> from: <ol style="list-style-type: none"><li>1. Population</li><li>2. Settlement</li></ol></p> <p><b>One</b> from: <ol style="list-style-type: none"><li>3. Agriculture</li><li>4. Industry</li></ol></p> <p><b>One</b> from: <ol style="list-style-type: none"><li>5. Managing Resources</li><li>6. Development</li></ol></p>
3031H	
	<p><b>Coursework</b> <span style="float: right;">25 % of total marks</span></p> <p>Coursework of approximately 2500 words based on a fieldwork investigation at a local/small scale.</p>

This is one of three specifications in the subject offered by AQA. AQA GCSE in Geography B is essentially place specific which provides the opportunity to address geographical themes and issues within prescribed areas. AQA GCSE in Geography C is an issues-based specification. All specifications emphasise the need to address contemporary concerns and issues.

There are two tiers of assessment: Foundation (G-C) and Higher (D-A\*).



## 3

## Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The <b>Subject Code</b> for entry to the GCSE award is 3031.</p>
3.3 Private Candidates	This specification is available for private candidates. Private candidates should write to AQA for a copy of “ <i>Supplementary Guidance for Private Candidates</i> ”.
3.4 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, VCE, GCSE, GNVQ, Entry Level &amp; Key Skills</i></p> <p>This document can be viewed via the AQA web site (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)</p>
3.5 Language of Examinations	All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelge.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

AQA GCSE in Geography A complies with the following:

- The GCSE Subject Criteria for Geography;
- The GCSE and GCE A/AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

The new specification for AQA GCSE in Geography A will be introduced from September 2001 for the first award of the qualification in August 2003.

The specification is designed to provide students following GCSE geography with a course that develops a sound understanding and knowledge of geographical themes, issues and skills.

A people-environment theme has been adopted throughout the specification highlighting the importance of this interaction.

The use of examples and case studies is seen as fundamental in the delivery of the specification detail in order to achieve meaningful understanding of the themes being studied. The case studies and examples are to be studied at a variety of scales and in differing environments including areas at various stages of economic development.

### 4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification.

This specification builds on the knowledge, understanding and skills established by the National Curricula of England, Wales and Northern Ireland.

This specification builds on the four aspects of geography identified in the English National Curriculum:

- geographical skills and enquiry;
- knowledge and understanding of places;
- knowledge and understanding of patterns and processes;
- knowledge and understanding of environmental change and sustainable development;

and the three strands of geography identified in the Welsh National Curriculum:

- geographical enquiry and skills;
- places;
- themes.

---

#### 4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies.

It lays an appropriate foundation for further study of Geography or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

## Aims

The aims set out below describe the educational purposes of following a course based on this specification. Some of these aims are reflected in the assessment objectives, others are not readily translated into measurable objectives. They are not listed in order of priority.

This specification offers opportunities for students to:

- a. acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;
- b. develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;
- c. develop an understanding of global citizenship and the ways in which places and environments are interdependent;
- d. appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;
- e. understand the significance and efforts of people's values and attitudes, including their own, in how decisions are made about the use and management of environments and resources, in relation to geographical issues and questions;
- f. acquire and apply the skills and techniques – including those of mapwork, fieldwork and information and communication technology (ICT) – needed to conduct geographical study and enquiry.

## 6

## Assessment Objectives

### 6.1 Summary of Assessment Objectives

Candidates are required to demonstrate their ability to:

- a. show knowledge of places, environments and themes at a range of scales from local to global and with a consideration of their wider context and interdependence (AO1);
- b. show understanding of the specified content (AO2);
- c. apply their knowledge and understanding in a variety of physical and human contexts (AO3);
- d. select and use a variety of skills and techniques appropriate to geographical studies and enquiry (AO4).

### 6.2 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The Quality of Written Communication will be assessed in the Coursework and the Written Papers.

# Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises three components.

Paper One	1¾ hours
40 % of the total marks	70 marks

### People and the Natural Environment

Comprises two sections:

#### Section A: Geographical Skills

This section examines skills related to Ordnance Survey mapwork, photographs, sketch maps, cross-sections, satellite images and other resources. The Ordnance Survey map will always have a UK context. This section is worth 25 marks.

#### Section B: People and the Natural Environment

There are seven resource-based, short structured questions, one on each of the topics. Candidates answer any **three** questions. Each question is worth 15 marks.

Paper Two	1½ hours
35 % of the total marks	75 marks

### People and the Human Environment

There are three sections, each with two resource-based, structured questions, one on each of the topics. Candidates answer **three** questions, one from each section.

Each question is worth 25 marks.

Coursework	
25 % of the total marks	30 marks

Coursework of approximately 2500 words based on a fieldwork investigation at a local/small scale.

The topic(s) chosen for investigation must relate to some part of the specification content.

## 7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	Paper 1	Paper 2	Coursework	
AO1	12	13	0	25
AO2	9	11	0	20
AO3	3	2	10	15
AO4	16	9	15	40
<b>Overall Weighting of Units (%)</b>	40	35	25	100

Candidates' marks for each assessment unit are scaled to achieve the correct percentage.

# Subject Content

## 8

### Summary of Subject Content

All candidates must study a range of themes, places and environments at different scales (local, regional, national, international and global) and in different contexts including the UK, the EU and countries in various states of development. A summary of the range of coverage is given in (8.3).

Candidates must show an understanding of the physical and human processes that contribute to the development of spatial patterns and the geographical characteristics of particular places.

For assessment purposes the Natural Environment and Human Environment topics have been assessed separately in Papers One and Two respectively. A people-environment theme is preserved throughout the subject content and candidates will be assessed on this theme.

A development of geographical terminology and locational knowledge should be achieved through a knowledge and understanding of the specification detail.

Centres designing a scheme of work from this content may select their own range of located examples for use as case studies. Questions will **not** be dependent on candidates having studied prescribed areas. Candidates will use the selected case studies to examine the key geographical ideas.

Candidates must show an understanding of geographical aspects of selected contemporary, social, economic, political and environmental issues, questions and problems. Candidates should be aware of the significance and effects of the values and attitudes of people involved in geographical issues and decision-making about the use and management of environments and resources as well as their own view. The opportunities for such study are given in the thematic matrix (8.4).

Candidates must understand the meaning and importance of sustainable development and how this can inform the management of a variety of geographical issues and environments.

Candidates need to be aware of the wider context of places studied and the ways in which they are interdependent with other places.



Within this subject content detail the following abbreviations are used:

UK	United Kingdom (for candidates in Wales and Northern Ireland, a specific focus on Wales and Northern Ireland respectively).
EU	European Union
MEDC	More Economically Developed Country
LEDC	Less Economically Developed Country

---

## 8.1 Summary of Topics

### People and the Natural Environment

- Tectonic Activity (9.1)
- Rocks and Landscapes (9.2)
- Glacial Landscapes (9.3)
- River Landscapes (9.4)
- Coastal Landscapes (9.5)
- Weather and Climate (9.6)
- Ecosystems (9.7)

### People and the Human Environment

- Population (10.1)
- Settlement (10.2)
- Agriculture (10.3)
- Industry (10.4)
- Managing Resources (10.5)
- Development (10.6)

---

## 8.2 Summary of Geographical Skills

- Cartographic
- Graphical
- Geographical Enquiry
- ICT Skills

### 8.3 Place and Scale Matrix

Place/scale	People and the Natural Environment topics	People and the Human Environment topics	Coursework
Local/small scale	✓	✓	✓
Regional/ National scale	✓	✓	
International scale	✓	✓	
Global scale	✓	✓	
UK	✓	✓	✓*
EU	✓	✓	
LEDC	✓	✓	
MEDC	✓	✓	

✓\* usually but not a requirement

### 8.4 Thematic Matrix

Theme	People and the Natural Environment topics	People and the Human Environment topics	Coursework
Interdependence		✓	
Global citizenship	✓	✓	
Sustainable development	✓	✓	✓
Contemporary issues	✓	✓	✓
Values and attitudes	✓	✓	✓
Decision making	✓	✓	✓
Spiritual, moral, ethical, social and cultural issues	✓	✓	✓

These themes are further elaborated in Section (13.5).

## People and the Natural Environment Topics

The specification content is divided into the Key Ideas and Specification detail. There are two key ideas in each of the Natural Environment topics. The first key idea largely focuses on the physical processes and landforms. The second key idea emphasises the human-environment interaction. Examination questions in any year are likely to examine elements of both key ideas although the balance may vary. Candidates need to study a minimum of three natural environment topics from this section.

Additional guidance is given which illustrates the depth of coverage required and suggested case studies and exemplars.

### **Guidance on the use of the Scale column.**

The scale column indicates the expected scale of study of the subject content referred to. In all sections Centres should select the scale of study appropriate for the subject content. There is no requirement to study any section at more than one scale of study.

On some occasions R/L or I/N etc are used. This indicates that Centres are free to select the scale of study according to the resources available. There is no requirement to study the subject content at both scales identified.

When the subject content requests the study of social, environmental, political and economic issues the scale column often indicates N/R/L. This reflects the nature of the issues and centres should study each issue at the appropriate scale. For example, political issues may be pertinent at national, regional or local scales whereas environmental issues tend to have a more local focus.

The required scale of study is given in the fourth column of the table. The following abbreviations are used.

L	Local
R	Regional
N	National
I	International
G	Global

9.1 Tectonic Activity

	Specification Detail	Guidance	Scale
The Earth's crust is unstable and creates hazards.	Global distribution of continental plates. Tensional and compressional margins.	The processes of plate movements should be understood and their role in the formation of fold mountains, earthquakes and volcanoes.	G
	Characteristic features and formation of fold mountains, earthquakes (focus, epicentre) and volcanoes (composite and shield volcanoes).		R
	Occurrence and measurement of earthquakes.	The link between earthquakes and plate boundaries to be understood.	R
The interaction between people and the environments and hazards created by tectonic activity.	Description and explanation of human activity in one range of young fold mountains.	Study of one range of fold mountains <i>e.g. tourism, farming, and HEP in the Alps or Rockies.</i>	R/L
	Case study of effects and responses to a volcanic eruption and an earthquake to include primary and secondary effects and the short medium and long term responses.	Two case studies are required, a volcanic eruption <i>e.g. Montserrat</i> and an earthquake <i>eg. Kobe</i> . Study to include the short, medium and long term responses of different interest groups <i>e.g. local and national government, aid agencies etc.</i> There are opportunities here to use ICT in both researching different examples of tectonic hazards and in presenting student work on a disaster.	R/L
	Settlement issues in areas of tectonic activity – the advantages and disadvantages of settlement in areas of tectonic activity.	Students should appreciate that areas affected by tectonic activity present both advantages and disadvantages for settlement <i>e.g. the threat of a volcanic eruption versus the fertile soils for farming as on the slopes of Mount Etna or the threat of avalanches and difficulty of communications versus the valuable minerals able to be mined in the Andes mountains.</i>	R/L
	Variations in the effects of and responses to tectonic activity between rural and urban areas, and between MEDCs and LEDCs.	Choice of earlier case studies from both an MEDC and LEDC will make it easier for students to appreciate these variations.	R/L
	A consideration of the values and attitudes of different interest groups.	Consideration may be given to differences in population densities, building materials, availability of emergency services, quality of communication networks, relative wealth etc. Values and attitudes to tectonic activity may include the unwillingness of some people to accept the hazard or the need to use the fertile soils through to those who would advise abandonment of areas prone to tectonic activity.	

## 9.2 Rocks and landscapes

	Specification Detail	Guidance	Scale
The earth's crust is composed of different rock types and is modified by weathering.	Basic definitions, characteristics (including formation) and examples of igneous, sedimentary and metamorphic rocks.	This content is intended to introduce students to the main rock types and to provide the background to the later study of granite, Carboniferous Limestone and chalk and clay landscapes.	G/N
	Weathering processes of frost shattering and limestone solution.	Centres may prefer to integrate the weathering processes with the landforms to encourage students to describe and explain the formation of features with the process detail.	G/N
	The characteristics and formation of landforms and landscapes (including drainage patterns) in areas of granite, Carboniferous Limestone and a chalk escarpment.	The choice of one example of each type of landscape would be advisable in covering this, and the next content statements. <i>E.g. for granite, the tors and scree in Dartmoor or the Cairngorms; for carboniferous Limestone the Karst scenery of the former Yugoslavia (stalagmites, stalactites, caverns, potholes, gorges, limestone pavements, clints and grykes) and for chalk and clay the cuestas, dry valleys and clay vales of the Downs.</i>	R/L
The interaction between people and landscapes produced by different rock types.	Land uses and economic uses of landscapes of: granite; Carboniferous Limestone and chalk; and clay.	The selected examples used for the study of the physical geography would provide the ideal context in which to look at the land uses and economic uses.	R/L
	Quarrying as a contemporary issue – a case study of a quarry and its advantages and disadvantages. The reclamation and use of abandoned quarries. Contemporary consideration re reclamation for recreation versus waste tips.  A consideration of the values and attitudes of interested parties e.g. local people, extraction companies, Governments etc. as well as social, economic, environmental and political issues should be made. This should include consideration of sustainability in the use of the Earth's resources	Quarrying may be taken to include sand and gravel extraction, opencast mining or the quarrying of other rocks and minerals. At least one case study should be studied to include the advantages and disadvantages of the extraction as well as the range of possibilities for their reclamation and use. Opportunities are available here to include decision making exercises about whether a quarry should go ahead or be extended and in connection with the final reclamation plans.	R/L

9.3 River landscapes and processes

	Specification Detail	Guidance	Scale
The earth's crust is modified by fluvial processes which result in distinctive landforms.	Long and cross profiles, processes of erosion (hydraulic power, corrosion, corrasion, attrition), transport (traction, saltation, suspension, solution) and deposition.	How a river profile changes downstream and the relative importance of the processes at work such as the typical V shaped valley in the upper course where vertical corrasion dominates.	R/L
	The characteristics and formation of waterfalls, gorges, meanders, ox-bow lakes, levees, flood plains and deltas.	Students will be expected to be able to name an example, describe each feature and to explain its formation making reference to the processes at work.	R/L
	Recognise and describe fluvial features on Ordnance Survey maps and photographs.	There is an opportunity in this section to revise the OS skills as on page 37 as well as to introduce photographic interpretation etc.	R/L
The interaction between people and fluvial environments.	River basin management issues – the causes and effects of flooding in river basins in the context of both LEDCs and MEDCs.	River basin management issues should be studied in the context of both LEDCs <i>eg. Bangladesh</i> and MEDCs <i>eg. the European floods of the 1990s</i> . One case study from the MEDW and LEDW should be chosen to study the physical and human causes of flooding and the impact of the floods. TV news is a good source of up to date information.	R/L
	The short, medium and long term strategies used to attempt to manage the floods.	Flood management should include efforts to prevent flooding and strategies used to ameliorate the impact. Candidates should be aware of how and why the methods used are different between the LEDW and MEDW and now currently there is a move away from hard engineering <i>eg. dams on the Colorado</i> to softer approaches <i>eg. flood plain zoning, improved warning system</i> .	N/R/L
	Contemporary issues concerning use of 'hard' v 'soft' strategies and attempts to achieve sustainability.	Opportunities to use ICT to research flood disasters and for students to present work.	
	The social, economic, environmental and political issues that have an impact upon strategies and the values and attitudes of interested groups.		

**9.4 Glacial  
landscapes  
and processes**

	Specification Detail	Guidance	Scale
The earth's crust is modified by glacial processes which result in distinctive landforms.	<p>Freeze thaw and the processes of erosion – abrasion and plucking. The characteristics and formation of corries, aretes, pyramidal peaks, glacial troughs, ribbon lakes, hanging valleys, truncated spurs, boulder clay/till, moraines and drumlins.</p> <p>Recognise and describe glacial features on Ordnance Survey maps and photographs.</p>	The processes should be understood in the context of their role in forming the glacial features listed. Candidates should appreciate the landscapes produced in areas of glaciation and that it is the assembly of the features that makes the glaciated landscape distinctive. The use of photographs and Ordnance Survey maps would prove helpful in this context. Candidates may be expected to name examples and describe the characteristics of the features and explain their formation with reference to the appropriate processes that have been at work.	R/L
The interaction between people and glacial environments.	<p>The human uses of an upland glaciated area to include farming, forestry and tourism.</p> <p>The social, environmental and political issues currently affecting upland glaciated areas and the management strategies for contemporary issues re conservation and sustainability e.g. grants for conservation, Stewardship schemes, repair and maintenance of footpaths, eco-friendly new developments as examples of contemporary solutions.</p> <p>The conflicts that arise out of the values and attitudes of different interest groups in upland glaciated areas.</p>	<p>One case study <i>e.g. the Lake District, Alps, Rockies, Himalayas</i> is advised to enable students to describe and explain the human uses of the landscape in upland glaciated areas.</p> <p>Contemporary issues may include depopulation of these remote areas, conflicts between authorities promoting tourism and local inhabitants, environmental degradation etc. Students should be aware of the different attitudes and values of the groups and examples of the strategies being used to combat the issues.</p> <p>Opportunities prevail for decision making exercises <i>e.g. on plans for new winter sports facilities or speed limits on lakes etc.</i></p>	R/L  N/R/ L

9.5 Coastal landscapes and processes

	Specification Detail	Guidance	Scale
The earth's crust is modified by coastal processes which result in distinctive landforms.	<p>Constructive and destructive waves. Processes of erosion (hydraulic power, corrosion, corrasion; attrition; transport (traction, saltation, suspension, solution, longshore drift) and deposition. Landforms and characteristic features and formation of wave cut platforms, cliffs, caves, arches, stacks, beaches, spits in the context of an example of an erosional coastline and a depositional coastline.</p> <p>Recognise and describe coastal features on Ordnance Survey maps.</p>	<p>The processes should be understood in the context of their role in forming the coastal features listed. Candidates should study two small stretches of coastline to illustrate erosional and depositional features and processes <i>e.g. a headland as in the Lulworth Cove area, Marsden Rock, Flamborough Head, Hurst Castle, Spurn Point etc.</i> The use of photographs and Ordnance Survey maps would prove helpful in this context. Candidates may be expected to name examples and describe the characteristics of the features and explain their formation with reference to the appropriate processes that have been at work.</p>	R/L
The interaction between people and coastal environments.	<p>Coastal management issues – coastal erosion and tourism. The social, environmental and political problems caused by coastal erosion and tourism <i>e.g. cliff collapse, coastal flooding, problems of resorts.</i></p> <p>The strategies used to solve problems such as coastal defences <i>e.g. groynes, sea walls, extending the tourist season and providing new facilities.</i> The different values and attitudes of interested groups to coastal protection strategies and tourist developments and which strategies constitute sustainable development.</p>	<p>Students should be aware of small scale exemplars of coastal areas where management issues occur. <i>Such examples may include the Holderness coast (erosion), a Spanish resort and Bangladesh (coastal flooding).</i> Students should be aware of the problems caused and their impact on different groups such as locals, governments and visitors.</p> <p>Students should be aware of the advantages and disadvantages of the strategies to different groups of people such as the impact further along a coast of building groynes and the possibility of overcrowding when new facilities are provided. Other possibilities include measures taken to meet the EU guidelines for Blue Flag awards land use conflicts <i>e.g. dredging near Blackpool.</i></p> <p>Opportunities exist for decision making exercises about the implementation of strategies.</p>	<p>N/R/ L</p> <p>L</p>



## 9.6 Weather and Climate

	Specification Detail	Guidance	Scale
Weather and climate are influenced by location.	Simple global distribution of climates and the effect of latitude, altitude, distance from the sea and prevailing winds.	Students will not be required to annotate world maps or write about the global distribution of particular climates. This section is intended to provide the background to the later study of individual climates and to provide a general understanding of variations in temperature and precipitation in different parts of the World. Small scale studies of the impact of latitude, altitude etc. are required.	G
	Understanding of climate graphs.	Students should have the opportunity to construct and interpret information on climate graphs showing both temperature and rainfall.	N
	UK climate – explanation of the patterns of temperature and precipitation.	Students should be able to explain the generalised climate graph for the UK but also patterns of temperature and precipitation. An understanding of air masses is not required.	N/R
	Characteristics of depressions and anticyclones and their associated weather. The sequence of weather associated with the passage of a depression and contrasting weather of winter and summer anticyclones.	Study of characteristics should include the pattern of isobars and fronts (in depressions), wind speed and direction, cloud cover, pressure.	N/R
	Understanding of weather symbols, synoptic charts and satellite images.	Students may be expected to interpret a synoptic chart and satellite photograph in order to recognise depressions, fronts, anticyclones, cloud cover and other meteorological symbols for which a key will always be provided.	
The interaction between people and the environments and hazards influenced by weather and climate.	The way in which climate influences environments and human activity. The contrast between two environments in terms of their climate, environment and human activity.	Centres are advised to select two contrasting climates, one of which may well be the UK having already studied the climate. Study should include the human response to the climate and environment in the chosen areas. <i>The traditional human response may include e.g. agriculture practices, housing, vegetation, way of life but may also make reference to contemporary activities e.g. how environment and climate have been overcome in Alaska for oil exploration.</i>	N/R
	The impact of and response to climatic hazards in different parts of the world. Study of the causes (human and physical), impact and response to drought and tropical storms in an LEDC and MEDC and how it is affected by the level of development of an area and other social, economic and political issues, including the need for sustainable development.	Suggested examples may include <i>for e.g. the drought in the UK in the 1990's compared to a country in the Sahel in Africa; the impact and response to hurricanes in south-east USA compared to the Windward Islands in the Caribbean.</i> The impact should consider the social, environmental and political issues.	N/R/ L

9.7 Ecosystems

	Specification Detail	Guidance	Scale
Globally, different ecosystems can be recognised.	Understanding of the basic global distribution of ecosystems.	A simple map of the distribution will highlight the main vegetation zones as determined by climate. The aim is to introduce the concept and for students to have the knowledge of location of particularly the three ecosystems to be studied in detail.	G
	Description and explanation of the main vegetation and soil characteristics of tropical rainforests, coniferous woodlands and savanna (tropical) grasslands.	Centres may choose to look at the characteristics generically or to attach the study to a specific area or region. There is no requirement to study small scale variations that may occur due to minor changes in relief, drainage etc.	N/R
	Adaptations of the vegetation in the three ecosystems to the soil and climate.		
The interaction between people and ecosystems.	The human uses of tropical rainforests – the social and environmental effects of logging, road building, mineral extractions, slash and burn on the soil, hydrology, vegetation and local (indigenous) people. The social, environmental and political issues involved and the different attitudes of the interested groups.	Students should be aware of the conflicts of interest that exist in the debate over the development of the rainforests. ICT through the Internet has a wealth of information on <i>for e.g. Brazil and Malaysia and Indonesia</i> . The conflicts and different attitudes may be explored through role play and decision making exercises.	R/L
	The human uses of savanna grasslands – the effects of drought, population pressure, overcultivation, overgrazing causing soil erosion and desertification. Strategies that may be employed to reverse the process.	Students should be aware that current evidence suggests the process of desertification is not irreversible.	R/L
	The need for the global management of forests – why is there a need for sustainable forestry and how can it be achieved.	Examples of sustainable forestry may be taken from all areas of the World <i>e.g. zoning and reserves in Sweden, replanting strategies in Brazil, economic forestry in the UK etc.</i>	G
	The need for and the advantages and disadvantages of solutions to sustainable development in areas affected by desertification.	Students should be aware that solutions such as out migration and irrigation schemes bring both advantages and disadvantages in such fragile environments <i>e.g. out migration causes problems in other areas – shanty towns and desertification on the margins of cities; irrigation leading to salinisation as in the Sabel, SW. Australia..</i>	N/R

## People and the Human Environment Topics

There are two or three key ideas in each of the human environment topics. Within the key ideas the specification detail provides the guidance as to what candidates should know and understand. The key ideas contain a combination of the processes of human geography and the people environment interactions within each topic area.

Examination questions in any year are likely to examine elements of at least two of the key ideas. However, the balance of marks within each key idea may vary. Candidates should study a minimum of three human geography topics, one from each pair of topics.

Additional guidance is given which illustrates the depth of coverage required and suggested case studies and exemplars.

### **Guidance on the use of the Scale column.**

The scale column indicates the expected scale of study of the subject content referred to. In all sections Centres should select the scale of study appropriate for the subject content. There is no requirement to study any section at more than one scale of study.

On some occasions R/L or I/N etc are used. This indicates that Centres are free to select the scale of study according to the resources available. There is no requirement to study the subject content at both scales identified.

When the subject content requests the study of social, environmental, political and economic issues the scale column often indicates N/R/L. This reflects the nature of the issues and centres should study each issue at the appropriate scale. For example, political issues may be pertinent at national, regional or local scales whereas environmental issues tend to have a more local focus.

The required scale of study is given in the fourth column of the table. The following abbreviations are used.

L	Local
R	Regional
N	National
I	International
G	Global

10.1 Population

	Specification Detail	Guidance	Scale	
The global distribution of population is uneven.	World pattern of population distribution. The difference between density and distribution. Small scale exemplars to illustrate the reasons for different population densities – physical: relief, climate, vegetation, resources; human – socio-economic and political factors.	Students should be able to recognise and name areas of high and low density on the global scale and to explain factors that contribute to the distribution.	G	
Population change depends upon birth rate, death rate and migration and presents challenges to human populations.	World population growth. Birth rate and death rate. Countries pass through different phases of population growth as shown by the Demographic Transition Model. Stage 5 is to be included for MEDCs and the reasons for changes in the birth and death rates.	Students should be familiar with the typical exponential graph of World population growth and the stages in the model.	G/N	
	Contrasts between MEDCs and LEDCs in population growth, population pyramids and stage reached in the Demographic Transition model.	The contribution of MEDCs and LEDCs to World population growth should be known and linked to the appropriate stages in the Demographic Transition Model. The characteristics of population pyramids should be understood and students should know how to construct and interpret them including linking them to the stages in the model.	N	
	Population change within a country is also a product of migration, a result of decision making push and pull factors. The causes (voluntary and forced) and types of migration to include an example of International refugees and economic migrants.	Students should appreciate the role of migration on the national and regional scale as influencing growth rate or decline. The examples of migration should consider the chosen places in their wider context and interdependence. Contemporary examples may include <i>Palastinian refugees, Mozambique, Hong Kong boat people, Kosovans to the UK etc.</i>	I/N	
	Advantages and disadvantages of emigration and immigration to the losing and receiving area/country and to the migrant and their family to include an evaluation of Spiritual, Moral, Ethical, Social, Cultural and Other Issues and values and attitudes.			
	The social, economic and political implications of population changes and the need to achieve sustainable development. The contemporary social, environmental and political problems of population growth in LEDCs and of ageing populations in EU.	Students should appreciate that while world population growth is beginning to slow down there are still problems of rapid growth in some areas leading to environmental degradation. Suggested examples include refugee camps, urbanisation, desertification. Problems associated with ageing populations may be studied in a number of countries in the EU where issues about welfare and health provision are current concerns.	N/R	
Strategies for coping – resource exploitation and birth control in LEDCs and ageing populations in the EU.	Sample case studies should be used to illustrate these ideas <i>e.g. the transmigration policy in Indonesia, birth control in China and the re direction of resources into care homes and facilities for the aged in various EU countries.</i>	N/R		

## 10.2 Settlement

	Specification Detail	Guidance	Scale
Settlements vary in site, size, function and structure.	Site – dry and wet point, aspect, shelter, defence, resources and communications. Many siting factors important in the past are now no longer important due to technological change. Settlements with a favourable site especially in respect of communications e.g. gap towns, route centres and bridging points often grew into trading centres.	Small scale studies may serve to illustrate the past importance of the factors <i>e.g. Ely, Durham and Corfe</i> . Many settlements exhibit the importance of more than one factor. Students should appreciate how many of these are insignificant today and settlements may be built almost anywhere if the economic argument is strong enough.	L
	Size – the hierarchy of settlement linked to population size, services and sphere of influence.	Detailed case studies of settlements at each level of the hierarchy are not required. However, examples should be considered in their wider context and the way in which they are interdependent e.g. a village may grow into a market town as a result of increasing trade with surrounding settlement.	R
	Function – types of settlements and how their function may change over time.		L
	Urban morphology models of an MEDC and LEDC city – contrast in morphology.	One example of a model for the MEDC such as Burgess, and one for the LEDC are appropriate. Students should appreciate the limitations of the models perhaps by considering their application to a settlement in the local area and also the similarities and differences between the models for the MEDC and LEDC.	L/R
	The characteristics of the urban zones – the CBD, inner city, suburbs and rural urban fringe in the MEDC and the CBD, high class sector, shanty towns in the LEDC.	Students should be able to describe and explain the characteristics of the zones.	L
Urbanisation is a global phenomenon and presents challenges to human populations.	Definition and causes of urbanisation. The different pattern of urbanisation in MEDCs and LEDCs.	Students should appreciate the different pace and causes of urbanisation between MEDCs and LEDCs.	G/N
	The problems of urbanisation -  Social, economic, environmental issues in the CBD and inner city in MEDCs and in the shanty towns in LEDCs.	Chosen case studies should be considered in their wider context.  The problems should be investigated in the context of one or more urban areas in each of the MEDC and LEDC. These may be the same as those used to study the characteristics of urban zones.	R/L
	Contemporary solutions to problems of the CBD and inner cities in MEDCs and to shanty towns in LEDCs to achieve sustainable development. Solutions should be considered in the light of Spiritual, Moral, Ethical, Social, Cultural and Other Issues and Values and Attitudes and the growing practice of encouraging local residents and communities to have a say in the nature of changes that take place.	The solutions should also be studied in the context of named urban areas and in their wider context and may include redevelopment schemes, <i>e.g. UK docklands</i> integrated transport systems, Newcastle gentrification, dockside redevelopments in MEDCs and schemes to improve shanty towns in LEDCs. <i>E.g. Sao Paulo, Calcutta</i> . Emphasis should be on schemes to solve socio-economic and environmental problems.	

	<p>The nature of and reasons for urban sprawl in MEDCs e.g. demand for new housing, roads, business parks, leisure facilities and shopping centres etc. The advantages and disadvantages of urban sprawl including the values and attitudes of interest groups e.g. local residents, commuters, developers and governments. The contemporary efforts to manage the growth of urban areas for a sustainable future and to solve environmental conflicts and issues in the rural urban fringe e.g. transport policies, green belts, conservation, the use of brownfield sites within cities rather than greenfield sites.</p>	<p>The study of urban sprawl should be made in the context of one or more urban areas in the MEDW. There are opportunities for role-play and decision making exercises to explore the issues and different viewpoints.</p>	<p>R/L</p>
--	---	--	------------

## 10.3 Agriculture

	Specification Detail	Guidance	Scale
Farming as a system.	The inputs, processes and outputs of a farm system.		
Agricultural activity varies from place to place.	Distribution and explanation of farm types in the UK dairying, arable, hill sheep, mixed farming and market gardening.  Explanations are to take account of the social, political, economic and environmental factors affecting farming – relief, soils, climate, market, finance, labour, politics and choice.	Individual case studies of farms are not required here only the distribution and explanation of the farm type.	N
Agricultural activity is influenced by many factors.	Case studies to illustrate commercial, subsistence, intensive and extensive farming. Case studies of different farming systems should be chosen with at least one from each of UK, EU and LEDCs. Studies should include the farm as a system, the physical and human factors that affect the type of farming, the nature of the farming and recent problems and changes.	A minimum of three case studies will be required to cover the place contexts i.e. UK, EU and LEDC. One possible combination would be <i>market gardening in the Netherlands, nomadic herding in North Africa and dairying in the UK</i> although many other combinations are possible.	R/L
Agricultural change can have both advantages and disadvantages.	Agricultural change in LEDCs and MEDCs – overview of increasing world population, rising demand for food supplied, demands for higher efficiency and political policies such as the CAP in the EU.  Sample studies of agricultural changes. The social, economic and environmental consequences to be covered e.g. soil erosion and over production in MEDCs and soil erosion, salinisation and inappropriate technology in LEDCs.  The contemporary solutions being suggested to ensure sustainable development in farming regions to include soil conservation, EU policies such as quotas, set aside the stewardship schemes; organic farming and appropriate technology.	Small scale case studies should be employed to illustrate agricultural changes: <i>e.g. hedge removal and increased use of chemicals in MEDCs and the impact of the Green Revolution and irrigation in LEDCs</i> . Both the advantages and the disadvantages of the changes should be considered.	G/I  R/L  I/R/ L

10.4 Industry

	Specification Detail	Guidance	Scale
Industry as a system	The inputs, processes and outputs of industry.		
Industrial activity can be classified.	Definition of primary, secondary, tertiary and quaternary industry. Types of goods associated with these industries and the links between them.	Individual case studies are not required.	
Industrial location is influenced by many factors.	A consideration of locational factors: transport, government policy, raw materials, finance, labour, energy, physical site. Case studies of secondary industries to illustrate the changing relative importance of locational factors: a traditional area of heavy industry, a footloose industry and those associated with TNCs and NICS. The case studies are to consider the industry as a system, the physical and human factors affecting its location, the nature of the industry and recent problems and changes. The problems of the environmental impact of industries, particularly heavy industries and their contribution to land, sea and air pollution. Case studies of industries should be chosen with at least one from each of UK, EU and LEDCs.	A minimum of three case studies will be required to cover the place contexts i.e. UK, EU and LEDC. One possible combination would be the <i>steel industries in the Rhine-Rubur area, a UK Industrial Estate and a TNC located in an LEDC</i> although many other combinations are possible.	R/L
Industrial changes may have both advantages and disadvantages.	The reasons for industrial change: overview of globalisation of industry and the growing importance of labour costs and the world market. Sample studies to illustrate the main changes taking place such as deindustrialisation and the decline in traditional manufacturing industries in MEDCs, increasing tertiary and quaternary sectors compared with the industrialisation in LEDCs and the growth in importance of TNCs. Legislation to reduce pollution and encourage sustainable development. The socio-economic, political and environmental issues and consequences for areas of traditional heavy industry now in decline, for LEDCs where TNCs have located and for rural urban fringes under pressure from developers of Science or Business parks. The values and attitudes of interest groups should be included.	One possible example would be the changes that have taken place in <i>north-east England from heavy engineering and coal to inward investment led by the Japanese</i> and more recently the mushrooming of call centres. Candidates should consider the increase in legislation to clean up the air and rivers etc. especially in MEDCs whilst the LEDCs are still prone to considerable pollution from industry.  Opportunities exist here for role play and decision making exercises to investigate the different values and attitudes of groups involved or affected by industrial changes.	G  G/I/R  R/L



## 10.5 Managing Resources

	Specification Detail	Guidance	Scale
Management of resources is crucial to sustainable development.	What is a resource? The reasons for the increased use of resources – overview of world population growth, increased wealth and technological advances. Relationship between resource use and levels of development and population growth.	An overview is required that considers the reasons for both the very high rate of resource consumption in MEDCs and the rapidly growing consumption in LEDCs.	G/N
	The social, economic, environmental and political issues and consequences of increased resource use, especially those that are non-renewable. Achieving sustainable development through conservation, resource substitution, recycling, pollution control and the use of renewable energy. The importance of this for global citizenship	Case studies are not required but the general issues such as the creation of a consumer society fuelled by materialism, the problem of pollution and possibility of global warming, the search for alternative energy sources backed by International and European directives on pollution controls and the use of renewable energy sources etc.	G/N
	One example of renewable energy, explanation of its location and its advantages and disadvantages. The possible causes and solutions for global warming as an example of pollution control. The importance of pollution control for global citizenship.	Students should be aware of the conflicting nature of the evidence for and against global warming. Causes and consequences should be treated as being possible rather than actual although all efforts to reduce pollution are likely to have positive side effects for the world.	R/L/ G
Tourism in MEDCs and LEDCs and its consequences.	Different environments favour tourism: study of one named UK tourist area e.g. a National park or coastal resort and one named tourist area in an LEDC eg. Game Park , tropical island or coastal resort.	For each case study the physical and human attractions are important as well as the nature of the tourist industry in the area.	R/L
	The socio-economic and environmental consequences of tourism in LEDCs and MEDCs. The interdependence in the tourist trade.	Consequences needs to include both advantages and disadvantages and students should appreciate the complementarity, the interdependence as well as appreciating the possibilities of exploitation of LEDCs by tour operators, Hotel chains from MEDCs.	I/N/ L
	The need for stewardship and conservation and the growth of green tourism. Sample studies to illustrate ways in which tourism can benefit the environment, the local people and the country.	Increasingly countries recognise the need to manage, preserve and enhance the environment (built and natural) to maintain the tourist trade. Students should be aware of the variety of ways this is being achieved <i>e.g. through planning restrictions, tight building regulations, laws, ecotourism and green tourism.</i>	R/L

10.6 Development

	Specification Detail	Guidance	Scale
<p>Contrasts in development are related to economic, environmental, social and political conditions.</p>	<p>Contrasts between MEDCs and LEDCs in measures of population such as birth rate, death rate, natural increase; health such as infant mortality, people per doctor and life expectancy; housing, literacy and GNP. Economic and political conditions impact upon levels of development such as the industrial structure and the political policies of the Government.</p>	<p>Students should be able to define the measures given and to understand their significance in terms of their measurement, for example many LEDCs have death rates equal to or lower than those of MEDCs. Similarly in some countries the population data may suggest an LEDC while development indicators for health and education may approach those of MEDCs due to political policies, country size, colonial influences etc.</p>	G/I
	<p>Environmental conditions and hazards contribute to differences in levels of development. Differences in availability and cleanliness of water supply between MEDCs and LEDCs. Differences in quality and quantity of food supply in LEDCs. Sample studies to illustrate these problems and solutions to them. The solutions should illustrate the way in which some schemes use appropriate technology and promote sustainable development whereas others may not always benefit the environment and the local population.</p>	<p>Small scale studies are adequate such as <i>the problems of water supply in the Sabel and various schemes mostly operated by NGOs to build wells and provide pumps so as to improve water supplies contrasted with say the UK where in general water supplies are abundant and clean.</i></p>	N/R/L
<p>Trade and aid in MEDCs and LEDCs and its consequences.</p>	<p>North v South – the main pattern of trade and the balance of trade between the north and the south. The types of products produced. The socio-economic, environmental and political advantages and disadvantages of this pattern of trade to MEDCs and LEDCs. Small scale studies to show how trade is interdependent.</p>	<p>Students should appreciate the global imbalance in trade and the problems of countries, mostly LEDCs that rely on a limited range of primary produces susceptible to world markets and the buying power of the MEDCs. Advantages and disadvantages should be considered from the economic, social political and environmental viewpoints and the attitudes of different interest groups should be considered.</p>	G/I
	<p>The possible solutions to the imbalance of trade such as fair trade and its importance for global citizenship.</p> <p>Why is aid needed? Different types of aid – emergency (short term), political, charitable, conditional (tied) aid, long term aid. Sample studies to illustrate the different types of aid and the advantages and disadvantages of these types of aid.</p>		R/L

## Geographical Skills Checklist

Candidates are required to develop a range of skills used in geographical study and enquiry (including the use of ICT), namely:

- select, use and develop a variety of techniques appropriate to geographical study and enquiry;
- identify geographical questions and issues and establish appropriate sequences of investigations;
- identify and collect evidence from primary sources (including fieldwork), secondary sources (including maps at a variety of scales, photographs, satellite images, statistical data) and ICT-based resources, and record and present it (including use of maps, graphs and diagrams);
- describe, analyse and interpret evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

Section A of Paper One will always contain an Ordnance Survey map at either the 1:25 000 or 1:50 000 scale. In addition Section A may also include any of the skills noted below. Section B of Paper One may also examine the skills. All maps and charts will be provided with a key where appropriate.

Questions in Section A of Paper One will not require candidates to know specific geographical vocabulary connected with the teaching of the physical units. For example, questions demanding description of relief from an OS map extract of a landscape of upland glaciation will not require candidates to be able to recognise and describe corries, arêtes, pyramidal peaks etc. Steep slopes, ridges, flat floored valleys will all be acceptable answers and maximum marks may be achieved without the specialist terms.

### 11.1 Basic Skills

Labelling and annotation of diagrams, maps, graphs, sketches etc.

Drawing sketches from photographs and in the field.

Literacy: most communication is through the written word raising the importance of good literacy skills.

Photographs: candidates should be able to use and interpret aerial/oblique and satellite photographs of rural and/or urban landscapes.

## 11.2 Cartographic Skills

Atlas maps: recognising and describing distributions and patterns of both human and physical features.

Sketch maps: draw, label, understand and interpret sketch maps.

Ordnance survey maps:

1:25 000 or 1:50 000 scale, recognise symbols, four and six figure grid references, straight line and winding distances; direction, draw and annotate cross-sections, height and degree of slope, simple contour patterns, patterns of vegetation and land use; patterns of communications; location, shape and pattern of settlement; different land use zones of settlements; infer human activity from map evidence; using maps in association with photographs.

---

## 11.3 Graphical Skills

Construct line, bar, scattergraphs and pie diagrams.

Complete a variety of graphs and maps including choropleth, isoline and proportional symbols.

Interpret a variety of graphs including those located on maps and topological diagrams.

---

## 11.4 Geographical enquiry skills

Identification of geographical questions, issues, hypotheses.

Establish and follow appropriate enquiry approaches to include:

- identifying and collecting a range of appropriate evidence from primary (including fieldwork) and secondary sources;
  - recording, processing and presenting the data collected;
  - description, explanation, analysis of the data;
  - drawing conclusions;
  - evaluation of the methods of data collection, the results and the conclusions;
  - understanding and application of the geographical principles underlying the enquiry.
- 

## 11.5 ICT Skills

The use of ICT skills to include:

- photographs and satellite images; (9.6)
  - use of databases such as census and population data; (10.1)
  - use of the Internet for example to investigate case studies of volcanic eruptions, floods etc; (9.1)
  - extraction of information from video and TV programmes; (9.3)
  - word processing, data presentation and analysis techniques; (10.2)
  - use of spreadsheets and data handling; (10.6)
  - research and presentation of coursework. (16.1)
-

## Key Skills and Other Issues

12

### Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA Website ([www.qca.org.uk/keyskills](http://www.qca.org.uk/keyskills)).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Geography can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

#### 12.1 Key Skills Opportunities in Geography

The study of a course based on this specification enables candidates to develop their abilities to use and interpret a variety of different types of documents, to form judgements for themselves, to express themselves coherently and to contribute to the process of debate. A study of geography offers students many opportunities to produce evidence of attainment of the key skill of Communication, Application of Number, Information Technology and Working with Others. In addition the coursework presents opportunities for attainment in the ‘wider’ key skills of Improving own Learning and Performance and Problem Solving. The matrices below signpost the opportunities for the acquisition, development and production of evidence for the key skills at Level 1 and Level 2.

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>C1.1</b> Take part in discussions	✓	✓	✓
<b>C1.2</b> Read and obtain information	✓	✓	✓
<b>C1.3</b> Write different types of documents	✓	✓	✓

**Application of Number Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>N1.1</b> Interpret information from different sources	✓	✓	✓
<b>N1.2</b> Carry out calculations	✓	✓	✓
<b>N1.3</b> Interpret results and present findings	✓	✓	✓

**Information Technology Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>IT1.1</b> Find, explore and develop information	✓	✓	✓
<b>IT1.2</b> Present information, including text, numbers and images	✓	✓	✓

**Working with Others Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓	✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓	✓*
<b>WO1.3</b> Identify progress and suggest improvements	✓	✓	✓

✓\* applicable to group work.

**Improving own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓	✓
<b>LP1.3</b> Review progress and achievements	✓	✓	✓

**Problem Solving Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>PS1.1</b> Confirm understanding of given problems	✓	✓	✓
<b>PS1.2</b> Plan and try out ways of solving problems			✓
<b>PS1.3</b> Check if problems have been solved and describe the results			✓

**Communication Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>C2.1a</b> Contribute to discussions	✓	✓	✓
<b>C2.1b</b> Give a short talk	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓	✓	✓
<b>C2.3</b> Write different types of documents	✓	✓	✓

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>N2.1</b> Interpret information from different sources	✓	✓	✓
<b>N2.2</b> Carry out calculations	✓	✓	✓
<b>N2.3</b> Interpret results and present findings	✓	✓	✓

**Information Technology Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>IT2.1</b> Search for and select information	✓	✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓	✓	✓



**Working with Others Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>WO2.1</b> Plan work and confirm working arrangements	✓*	✓*	✓*
<b>WO2.2</b> Work co-operatively towards achieving identified objectives	✓*	✓*	✓*
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others			✓

✓\* in group work

**Improving Own Learning and Performance Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓	✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓	✓	✓

**Problem Solving Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓	✓
<b>PS2.2</b> Plan and try out options			✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results			✓

**12.2 Further Guidance**

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

## 13

# Spiritual, Moral, Ethical, Social, Cultural and Other Issues

## 13.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

Geography A provides numerous opportunities to heighten candidates' awareness of spiritual, moral, ethical, social and cultural issues and can help clarify and develop a candidate's own values and attitudes in relation to geographical issues.

Candidates should gain a greater awareness of aspects of human life other than the physical and material. They should be encouraged to discern, consider and discuss moral and ethical issues.

Candidates should show knowledge and an awareness that society is made up of individuals with a variety of opinions that may lead to conflicts of interest. The fragility of natural systems and the concept of sustainable development should be familiar.

Candidates should be aware that the peoples of the world embrace a variety of cultures and that these change over time and space and may be shaped and influenced by their physical environment.

People and The Natural Environment Topics	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
Tectonic Activity (9.1)	Power of the earth's forces and impact upon people.	Responsibility to others to respond to disasters.	Peoples' attitudes and perceptions of natural disasters.	Differing attitudes to natural disasters and preferences for places to live.
Rocks and Landscapes (9.2)	Awe and wonder at the creation of rocks and landscapes.	Issues related to the siting of extractive industries close to centres of population.	Quality of life associated with being close to quarries.	Differing attitudes to quarrying.
River Landscapes (9.3)	The wonder of nature and the power of floods.	Conflicting attitudes to dealing with floods.	Attitudes and perceptions to flood hazards and methods of prevention.	Differing attitudes to natural forces and their consequences.
Glacial Landscapes (9.4)	The wonder and power of natural forces, the beauty of the landscape.	Economic versus environmental arguments in glaciated areas.	Attitudes and perceptions to the conflicting land uses.	Differing attitudes and values of interest groups; farmers, locals, tourists.
Coastal Landscapes (9.5)	The wonder and power of natural forces, the beauty of the landscape.	Conflicting attitudes over the use of sea defences.	Social attitudes in holiday resorts, perceptions of natural hazards and solutions to them.	Differing attitudes to natural forces and their consequences in LEDCs and MEDCs.

Weather and climate (9.6)	The wonder and power of natural forces, the beauty of the skies.	Responsibility to help others in a disaster.	Attitudes and responses to climatic hazards.	Differing attitudes to natural forces and their consequences.
Ecosystems (9.7)	The wonder of creation; world biodiversity. Human threats to the planet.	Development versus sustainability issues, impacts upon indigenous peoples.	Social attitudes and values to development and sustainability.	Different values and attitudes of governments, developers, locals etc.

People and the Human Environment Topics	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
Population (10.1)	The wonder of human life.	Reasons for migration, treatment of refugees, birth control issues, the status of women in societies.	Preferences for high and low density living, attitudes to birth control, propensity for migration.	Cultural differences in attitudes to birth control and social groupings.
Settlement (10.2)	The wonder and beauty of the built environment.	Dilemma of urban regeneration schemes and green belt developments.	Social segregation in cities in LEDCs and MEDCs, problems in shanty towns. Attitudes to solving urban problems.	Cultural differences in city structure and city life and attitudes to change and redevelopment.
Agricultural (10.3)	A closeness to nature especially with more primitive forms of farming.	Conflicting attitudes to changes and developments in farming e.g. organic farming.	Varying social attitudes in rural areas and their influence upon development.	Cultural differences giving rise to different farming systems.
Industry (10.4)	Threats to the planet through pollution etc.	Exploitation of resources including human versus sustainable development.	Social attitudes to industrial development and change.	Cultural differences, globalisation.
Managing Resources (10.5)	The wealth of the resources on the planet.	Conflicting attitudes to resource use, exploitation versus conservation and stewardship.	Social influences on resource development and different values about recycling, renewable power etc.	Cultural issues to global concerns about the environment and cultural damage by western tourists to LEDCs.
Development (10.6)	All life is precious, ideas about equality in the world.	Aid issues – the work of NGOs, tied aid etc. The imbalance in trade.	Social attitudes to trade and aid and solving environmental problems in LEDCs.	Cultural attitudes in LEDCs and MEDCs.

### 13.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. The specification provides candidates with an opportunity to become familiar with contemporary European issues (examples are given in Section 13.5).

### 13.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers.

The people environment theme of the specification promotes an awareness of the fragility of the environment and the need for careful management and sustainable development (examples are given in Section 13.5).

**13.4 Citizenship**

Geography A offers scope to include citizenship. Candidates should develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, economic development and environmental issues (examples are given in Section 13.5).

A fieldwork investigation, for example, may encourage the skill of enquiry into a local issue and a consideration of the role of groups and other bodies in the conflict resolution.

**13.5 Opportunities for study of wider issues**

Natural Topics	Signposting of opportunities to study matters related to:				
	Environmental Issues	European Dimension	Citizenship	Contemporary Issues	Values and attitudes
Tectonic Activity (9.1)	The environmental impact of volcanic eruptions.	Opportunity to study case studies from within the EU.	Ways of participating in relief of the consequences of tectonic activity, responsibility to others throughout the world.	Responses to volcanic and earthquake activity.	People's/ Government's responses to areas affected by tectonic activity.
Rocks and Landscapes (9.2)	The impact on the environment of quarrying.		Involvement of different groups in decision making.	Environmental versus economic arguments over the development of extractive industries.	The different values and attitudes of interest groups in areas where quarrying takes place or is planned.
River Landscapes (9.3)	River basin management schemes especially those aimed at flood control.	Opportunity to study floods and flood management in a European context.	Ways of participating in relief of the consequences of flooding, an appreciation that different solutions are appropriate to different circumstances.	Flood management strategies increasingly looking at soft rather than hard engineering.	The different values and attitudes of interest groups towards flooding and flood control.
Glacial Landscapes (9.4)	Conflicts of use and management in upland glaciated areas.	Opportunities to study glaciated environments in a European context.	Involvement of people in decision making.	Depopulation of these remote uplands, conflicts between residents, visitors and Authorities environmental degradation.	The different values and attitudes of interest groups to the use and management of upland glaciated environments.

Coastal Landscapes (9.5)	Coastal erosion and tourism and the management and strategies to prevent erosion and to accommodate tourism.	Opportunities to integrate management with EU legislation on safe bathing water and clean beach legislation.	Involvement of people in decision making.	The environmental consequences of coastal management strategies e.g. groyynes. The need to manage tourism and to cater for new fashions and demands for new facilities.	The different values and attitudes of people to coastal protection strategies and tourist developments.
Weather and climate (9.6)	The influence of weather and climate on the environment including the impact of drought and tropical storms.	Study of the general climate in the EU and in the UK in detail.	Ways of participating in the relief of the consequences of drought and tropical storms.	The environmental consequences of global warming.	The different values and attitudes of people affected by and responding to droughts and tropical storms.
Ecosystems (9.7)	The removal of tropical rainforests and human impact in savanna areas. The need for sustainable forestry.	Basic distribution of vegetation as part of a global study. Opportunity to study coniferous forests in a European context.	Involvement of people in decision making and an understanding of the global issues in forest management.	Human impact on ecosystems and the need for sustainable development.	The different values and attitudes of people involved in rainforest development.

Human Topics	Signposting of opportunities to study matters related to:				
	Environmental Issues	European Dimension	Citizenship	Contemporary Issues	Values and attitudes
Population (10.1)	The influence of the environment on population distribution. Environmental problems caused by population growth.	Opportunities to study population changes, distributions and migrations with a European context.	Issues to do with migration, social consequences of high birth rates and ageing populations.	The ageing populations of many MEDCs, attitudes to migrants.	The different values and attitudes to migrants and ways of coping with population growth and change.
Settlement (10.2)	The environmental problems of urbanisation, environmental problems within cities and those caused by urban sprawl.	Opportunities to study settlements, urban morphology, problems and solutions to urbanisation in a European context.	Issues to do with the quality of life, individual, corporate and group responsibilities for human well being in settlements including decision making at the local level.	Best options for redevelopment or urban areas in LEDCs and MEDCs including gentrification, integrated transport, dockside re-developments etc. Managing urban sprawl and planning the use of the rural urban fringe.	Differing viewpoints about the redevelopment of areas within urban areas and the issues surrounding the rural urban fringe.
Agriculture (10.3)	The environmental issues that arise from agricultural changes e.g. increased use of chemicals and hedgerow removal.	Compulsory study of a farm system in the EU and of the impact of CAP.	The responsibility of farmers to ensure sustainable development through their farming practices.	Agricultural changes e.g. intensification of farming, the introduction of GM crops, growth of organic farming, etc.	The values and attitudes of farmers that help determine the nature of farming in a particular area.
Industry (10.4)	The impact of industry and industrial decline on the environment.	Compulsory study of an industry in the EU and the changes in industry encouraged by EU directives on pollution, social conditions etc.	Responsible behaviour by industries and entrepreneurs in the siting and operation of their businesses.	Changing relative importance of locational factors in industry, de-industrialisation, the globalisation of industry.	The different values and attitudes of those affected by industrial changes.



Resources (10.5)	Impact of increasing resource use, environmental advantages of renewable energy, global warming, environmental impacts of tourism in LEDCs and MEDCs.	Opportunities to study tourism in the EU context.	Global citizenship in the use of resources and environments for tourism.	Resource depletion, sustainable development, resource substitution, recycling, pollution control, renewable energy, interdependence, stewardship and conservation in the tourist trade.	The different viewpoints of people about global warming, the impact of tourism, conservation of resources, development of tourist facilities.
Development (10.6)	How issues such as water supply affect levels of development.	Opportunities to study contributions by the EU to aid efforts around the world and to patterns of trade.	Ways of participating in relief of consequences and responsibility to others around the world. Individual responsibilities, consumerism.	The trade gap between rich and poor, levels of inequality between countries, the balance of trade and fair trade. The provision of aid.	Viewpoints of different groups about the balance of trade and inequalities in the world.

### 13.6 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

### 13.7 Health and Safety

Candidates should be made aware of health and safety issues particularly in developing the skills and techniques required in fieldwork investigation.

## Centre-Assessed Component

14

### Nature of the Centre-Assessed Component

This component requires one geographical fieldwork investigation at a local/small scale to be produced which allows each candidate to investigate an argument, problem or issue. The investigation which candidates undertake should be appropriate to their abilities and allow them to show their initiative. First-hand data collection (e.g. a questionnaire, stream survey or pedestrian count), recording and use must take place within the investigation. The topics chosen for investigation must relate to some part of the specification content.

15

### Guidance on Setting the Centre-Assessed Component

#### 15.1 Presentation

Coursework should be completed and compiled into one folder. This should be presented on A4 paper (any larger material must be folded to this size). The sheets of each candidate's work must be numbered and secured together and must be identified with the centre and candidate number.

Investigations may be hand-written or prepared using information technology (ICT). The use of ICT is encouraged, although candidates will not gain any extra credit simply for its use. The quality of presentation and range of skills used, regardless of the methods employed, will be assessed.

Candidates are to be advised that the total coursework should be approximately 2500 words.

#### 15.2 Planning

Teachers should advise candidates on their choice of topic to ensure that each candidate is able to show "what he or she understands and can do". Where work is undertaken within a group, or is teacher initiated, it is important that candidates are able to show their own initiative and that their own work is readily identifiable. Centres should select tasks appropriate to the abilities of their candidates. The design of the tasks should give all candidates the opportunity to achieve the level of marks commensurate with their ability.

Candidates may be advised on the focus of the investigation and the selection of source materials (such as statistics, visits, people to interview, techniques to be used in the field and the production of their reports).

#### 15.3 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

# Assessment Criteria

## 16.1 Criteria

Criteria for assessing coursework component.

Strand	Level 1 Marks 1-2	Level 2 Marks 3-4	Level 3 Marks 5-6
<b>Applied Understanding</b>	The candidate locates the study area in a basic manner and through brief description, demonstrates some understanding of the ideas and concepts involved and can apply them in a simple manner to the geographical topic. Uses a limited range of geographical terminology.	The candidate locates the study area and demonstrates through description and explanation an understanding of the ideas and concepts involved and can apply them to the geographical topic. Uses a range of geographical terminology.	The candidate locates the study area in detail and demonstrates through description and explanation a thorough understanding of the ideas, concepts and processes involved and can apply them constructively to the geographical topic. Uses a wide range of geographical terminology.
<b>Methodology</b>	The candidate identifies a question or issue and lists the methods used in obtaining the information. Selection, observation, collection and recording uses a limited range of basic techniques.	The candidate identifies a question or issue, the sequence of investigation and describes the methods used in obtaining the information. Selection, observation, collection and recording uses a range of appropriate techniques. The work is organised and planned and shows some evidence of the development of tasks.	The candidate identifies a question or issue, explains why that particular question or issue was chosen. The candidate describes the sequence of investigation, the methods used in obtaining the information and explains why the methods selected are relevant to their investigation. Selection, observation, collection and recording uses a comprehensive range of appropriate techniques. The work is well organised, planned and shows evidence of originality and initiative by the candidate.
<b>Data Presentation</b>	The candidate uses a limited range of basic techniques, some of which are ICT based, to present the information and express simple ideas with some degree of accuracy.	The candidate uses accurately a range of techniques, some of which are ICT based, to present and develop the information; and express ideas with considerable accuracy in the use of English.	The candidate uses accurately a range of more complex techniques, some of which is ICT based, to present and develop the information appropriate to their investigation; and express ideas in a clear, fluent and logical form using precise and accurate English.
<b>Data Interpretation</b>	The candidate gives a brief description of the results and/or suggests basic reasons for the results.	The candidate makes valid statements about the results. Attempts are made to analyse the results. Conclusions are drawn that relate to the original purpose of the enquiry.	The candidate demonstrates links through a detailed analysis of the material. In referring specifically to the data valid conclusions are drawn that relate to the original purpose of the enquiry.
<b>Evaluation</b>	The candidate briefly describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data.	The candidate describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data and/or the accuracy of the results.	The candidate describes how the enquiry process can be improved by questioning how the reliability of the methods used to collect the data have affected the accuracy of results and the validity of conclusions.

## 16.2 Coursework Mark Table

Assessment Objective Coverage	Strand	Maximum Mark Available
AO3	Applied Understanding	6
AO4	Methodology	6
AO4	Data Presentation	6
AO3	Data Interpretation	6
AO4	Evaluation	6
	<b>Total</b>	<b>30</b>

### 16.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided.

# 17

## Supervision and Authentication

### 17.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

### 17.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

**17.3 Unfair Practice**

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

**17.4 Authentication of Candidates' Work**

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

**18****Standardisation****18.1 Standardising Meetings**

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

**18.2 Internal Standardisation of Marking**

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

## Administrative Procedures

- 
- 19.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Section 16. The marks and supporting information must be recorded in accordance with the instructions in Section 17. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
- 
- 19.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
- 
- 19.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
- 
- 19.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

## Moderation

### 20.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

### 20.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

## Awarding and Reporting

### 21

## Grading, Shelf-Life and Re-Sits

21.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in Geography A.
21.2 Grading System	<p>The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.</p> <p>Candidates must be entered for either the Foundation Tier or Higher Tier (or Foundation Tier, Intermediate Tier or Higher Tier in Mathematics). For candidates entered for the Foundation Tier, grades C – G are available. For candidates entered for the Higher Tier A*- D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.</p>
21.3 Re-Sits	<p>Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.</p> <p>This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.</p>
21.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
21.5 Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
21.6 Awarding and Reporting	The regulatory authorities, in consultation with GCSE Awarding bodies, will develop a Code of Practice for GCSE qualifications to be introduced in September 2000. This specification will comply with the grading, awarding and certification requirements of the revised Code of Practice for courses starting in September 2001.



# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade A** Candidates recall accurately detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of the environments.

Candidates undertake geographical investigation, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively outcomes and critically evaluating the validity and limitations of evidence and conclusions.

**Grade C** Candidates recall accurately information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical investigation, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

**Grade F** Candidates recall basic information about places, environments and themes, at more than one scale, as required by the specification and show an elementary level of knowledge of location and geographical terminology.

Candidates understand some simple geographical ideas from the specification content in a particular context. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They understand some simple interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the attitudes and values of people involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical investigation, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of the evidence.

Candidate Record Forms are available on the AQA website in the Administration area. They can be accessed via the following link [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

## B

## Overlaps with other Qualifications

There are overlaps in content between AQA GCSE in Geography A and other GCSE Geography specifications. Reference to a restriction on multiple entry for AQA GCSE in Geography A with other GCSE Geography specifications is made in Section 3.3. There is some degree of overlap with the following AQA GCSE specifications.

In GCSE Humanities there is overlap with the key ideas of Core Module 1, Environmental Issues; and some overlap with the Option Module 5, Global Inequality.

There are some overlaps in content with GCSE Travel and Tourism Module 1, Tourism Destinations, and Module 2, the Relationships between society, Environment and Tourism.

There is peripheral overlap with GCSE Religious Studies Specification B. All modules in this GCSE look at issues concerning poverty and/or environmental conservation, although the perspective relates to beliefs and morality.

There is overlap with GCSE Environmental Science in which the following themes all touch upon content that can be found within Specification A. The focus and approach to study is however different.

- Air, Water and Energy
- Organisms and the Environment
- Farming Fisheries and Forestry
- Waste and Pollution

GCSE Science: Single and Double Award, along with GCSE Human Physiology and Health, have some peripheral overlap with Specification A. The focus and scientific approach to study is significantly different to that for geography.

Foundation GNVQ in Leisure and Tourism has overlap in the optional units of :

- 7 UK leisure and tourism destinations;
- 10 People and leisure.

At Intermediate level the relevant optional units are:

- 4 Impacts of tourism;
- 5 UK tourist destinations.

# Background Information

## Short Course

### 1

## The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

### Changes at GCSE

#### Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

#### Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

#### ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

#### Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A\* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A\* - D.

#### Citizenship

In 2002, students in England will be required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

## 2

## Specification at a Glance

### Geography A (Short Course)

Foundation Tier
3036F
Higher Tier
3036H



GCSE 3036	
Paper One	75 % of total marks
People and the Environment	1½ hours
Section A:	Geographical skills
Section B:	<p><b>Two</b> questions from:</p> <ol style="list-style-type: none"> <li>1. Tectonic Activity</li> <li>2. River Landscapes</li> <li>3. Glacial Landscapes</li> <li>4. Coastal Landscapes</li> </ol>
Section C:	<p><b>One</b> question from:</p> <ol style="list-style-type: none"> <li>1. Settlement</li> <li>2. Agriculture</li> <li>3. Managing Resources</li> </ol>
Coursework component	25 % of total marks
Coursework of approximately 1250 words based on a fieldwork investigation at a local/small scale.	

This is one of three short course specifications in the subject offered by AQA. AQA GCSE (Short Course) in Geography B is essentially place specific which provides the opportunity to address geographical themes and issues within prescribed areas. AQA GCSE (Short Course) in Geography C is an issues-based specification.

All short course specifications emphasise the need to address contemporary concerns and issues.

There are two tiers of assessment: Foundation (G-C) and Higher (D-A\*).

3

## Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The <b>Subject Code</b> for entry to the GCSE award is 3036.</p>
3.3 Private Candidates	This specification is available for private candidates. Private candidates should write to AQA for a copy of “Supplementary Guidance for Private Candidates”.
3.4 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, VCE, GCSE, GNVQ, Entry Level &amp; Key Skills</i></p> <p>This document can be viewed via the AQA web site (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)</p>
3.5 Language of Examinations	All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelge.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This specification complies with the following:

The GCSE Subject Criteria for Geography;

- The GCSE and GCE A/AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

The new specification for AQA GCSE (Short Course) in Geography A will be introduced from September 2001 for the first award of the qualification in August 2003.

The specification is designed to provide students following Geography A (Short Course) with a course that develops a sound understanding and knowledge of geographical themes, issues and skills. Geography A (Short Course) is a subset of the content of Geography A (Full Course).

A people-environment theme has been adopted throughout the specification highlighting the importance of this interaction.

The use of examples and case studies is seen as fundamental in the delivery of the specification detail in order to achieve meaningful understanding of the themes being studied. The case studies and examples are to be studied at a variety of scales and in differing environments including areas at various stages of economic development.

### 4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification.

This specification builds on the knowledge, understanding and skills established by the National Curricula of England, Wales and Northern Ireland.

This specification builds on the four aspects of geography identified in the English National Curriculum:

- geographical skills and enquiry;
- knowledge and understanding of places;
- knowledge and understanding of patterns and processes;
- knowledge and understanding of environmental change and sustainable development;

and the three strands of geography identified in the Welsh National Curriculum:

- geographical enquiry and skills;
- places;
- themes.

---

#### 4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies.

It lays an appropriate foundation for further study of Geography or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

---

## 5

## Aims

The aims set out below describe the educational purposes of following a course based on Geography A (Short Course). Some of these aims are reflected in the assessment objectives, others are not readily translated into measurable objectives. They are not listed in order of priority.

This specification offers opportunities for students to:

- g. acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;
- h. develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;
- i. develop an understanding of global citizenship and the ways in which places and environments are interdependent;
- j. appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;
- k. understand the significance and efforts of people's values and attitudes, including their own, in how decisions are made about the use and management of environments and resources, in relation to geographical issues and questions;
- l. acquire and apply the skills and techniques – including those of mapwork, fieldwork and information and communication technology (ICT) – needed to conduct geographical study and enquiry.



## 6

## Assessment Objectives

### 6.1 Summary of Assessment Objectives

Candidates are required to demonstrate their ability to:

- a. show knowledge of places, environments and themes at a range of scales from local to global and with a consideration of their wider context and interdependence(AO1);
- b. show understanding of the specified content (AO2);
- c. apply their knowledge and understanding in a variety of physical and human contexts (AO3);
- d. select and use a variety of skills and techniques appropriate to geographical studies and enquiry (AO4).

### 6.2 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The Quality of Written Communication will be assessed in Coursework and the Written Paper.

# Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises two components.

Paper 1	1½ hours
75 % of the total marks	70 marks

### People and the Environment

Comprises **three** sections:

#### Section A: Geographical Skills

This section examines skills related to Ordnance Survey mapwork, photographs, sketch maps, cross-sections, satellite images and other resources. The Ordnance Survey map will always have a UK context. This section is worth 20 marks.

#### Section B: People and the Natural Environment

There are four resource-based short structured questions, one on each of the physical topics.

Candidates answer **two** questions. This section is worth 30 marks.

#### Section C: People and the Human Environment

Three resource-based, structured questions. Candidates answer **one** question. Each question is worth 20 marks.

### Coursework

25 % of the total marks	30 marks
-------------------------	----------

Coursework of approximately 1250 words based on a fieldwork investigation at a local/small scale.

The topic(s) chosen for investigation must relate to some part of the specification content.

## 7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	Written component	Coursework	
AO1	25	0	25
AO2	20	0	20
AO3	5	10	15
AO4	25	15	40
<b>Overall Weighting of Units (%)</b>	75	25	100

Candidates' marks for each assessment unit are scaled to achieve the correct percentage.

# Subject Content

## 8

### Summary of Subject Content

All candidates must study a range of themes, places and environments at different scales (local, regional, national, international and global) and in different contexts including the UK, the EU and countries in various states of development. A summary of the range of coverage is given in (8.3).

Candidates must show an understanding of the physical and human processes which contribute to the development of spatial patterns and the geographical characteristics of particular places.

For assessment purposes the Natural Environment and Human Environment topics have been assessed separately in Sections B and C respectively in the written paper. A people-environment theme is preserved throughout the subject content and candidates will be assessed on this theme.

A development of geographical terminology and locational knowledge should be achieved through a knowledge and understanding of the specification detail.

Centres designing a scheme of work from this content may select their own range of located examples for use as case studies. Questions will **not** be dependent on candidates having studied prescribed areas. Candidates will use the selected case studies to examine the key geographical ideas.

Candidates must show an understanding of geographical aspects of selected contemporary, social, economic, political and environmental issues, questions and problems. Candidates should be aware of the significance and effects of the values and attitudes of people involved in geographical issues and decision-making about the use and management of environments and resources as well as their own view. The opportunities for such study are given in the thematic matrix (8.4).

Candidates must understand the meaning and importance of sustainable development and how this can inform the management of a variety of geographical issues and environments.

Candidates need to be aware of the wider context of places studied and the ways in which they are interdependent with other places.

Within this subject content detail the following abbreviations are used:

UK United Kingdom (for candidates in Wales and Northern Ireland, a specific focus on Wales and Northern Ireland respectively)

EU European Union

MEDC More Economically Developed Countries

LEDC Less Economically Developed Countries

---

## 8.1 Summary of Topics

People and the Natural Environment

Physical Geography Topics

- Tectonic Activity (9.1)
- River Landscapes (9.2)
- Glacial Landscapes (9.3)
- Coastal Landscapes (9.4)

People and the Human Environment Topics

- Settlement (10.1)
  - Agriculture (10.2)
  - Managing Resources (10.3)
- 

## 8.2 Summary of Geographical Skills

- Cartographic
- Graphical
- Geographical Enquiry
- ICT Skills

### 8.3 Place and Scale Matrix

Place	People and the Natural Environment	People and the Human Environment	Coursework
Local/small scale	✓	✓	✓
Regional/ National scale	✓	✓	
International scale	✓	✓	
Global scale	✓	✓	
UK	✓	✓	✓*
EU	✓	✓	
LEDC	✓	✓	
MEDC	✓	✓	

✓\* (usually, but not a requirement)

### 8.4 Thematic Matrix

Theme	People and the Natural Environment	People and the Human Environment	Coursework
Interdependence		✓	
Global citizenship	✓	✓	
Sustainable development	✓	✓	✓
Contemporary issues	✓	✓	✓
Values and attitudes	✓	✓	✓
Decision making	✓	✓	✓
Spiritual, moral, ethical, social and cultural issues	✓	✓	✓

These themes are further elaborated in Section (13.5).

## Subject Content

### Natural Environment Topics

The specification content is divided into the Key Ideas and Specification detail. There are two key ideas in each of the Natural Environment topics. The first key idea largely focuses on the physical processes and landforms. The second key idea emphasises the human-environment interaction. Examination questions in any year are likely to examine elements of both key ideas although the balance may vary. Candidates need to study a minimum of two natural environment topics from this Section.

Additional guidance is given which illustrates the depth of coverage required and suggested case studies and exemplars.

#### **Guidance on the use of the Scale column.**

The scale column indicates the expected scale of study of the subject content referred to. In all sections Centres should select the scale of study appropriate for the subject content. There is no requirement to study any section at more than one scale of study.

On some occasions R/L or I/N etc are used. This indicates that Centres are free to select the scale of study according to the resources available. There is no requirement to study the subject content at both scales identified.

When the subject content requests the study of social, environmental, political and economic issues the scale column often indicates N/R/L. This reflects the nature of the issues and centres should study each issue at the appropriate scale. For example, political issues may be pertinent at national, regional or local scales whereas environmental issues tend to have a more local focus.

The required scale of study is given in the fourth column of the table. The following abbreviations used are:

L	Local
R	Regional
N	National
I	International
G	Global

9.1 Tectonic Activity

	Specification Detail	Guidance	Scale
The Earth's crust is unstable and creates hazards.	Global distribution of continental plates. Tensional and compressional margins.	The processes of plate movements should be understood and their role in the formation of fold mountains, earthquakes and volcanoes.  The link between earthquakes and plate boundaries to be understood.	G
	Characteristic features and formation of fold mountains, earthquakes (focus, epicentre) and volcanoes (composite and shield volcanoes).		R
	Occurrence and measurement of earthquakes.		R
The interaction between people and the environments and hazards created by tectonic activity.	Description and explanation of human activity in one range of young fold mountains.	Study of one range of fold mountains <i>e.g. tourism, farming, and HEP in the Alps or Rockies.</i>	R/L
	Case study of effects and responses to a volcanic eruption and an earthquake to include primary and secondary effects and the short medium and long term responses.	Two case studies are required, a volcanic eruption <i>e.g. Montserrat</i> and an earthquake <i>eg. Kobe</i> . Study to include the short, medium and long term responses of different interest groups <i>e.g. local and national government, aid agencies etc.</i> There are opportunities here to use ICT in both researching different examples of tectonic hazards and in presenting student work on a disaster.	R/L
	Settlement issues in areas of tectonic activity – the advantages and disadvantages of settlement in areas of tectonic activity.  Variations in the effects of and responses to tectonic activity between rural and urban areas, and between MEDCs and LEDCs.  A consideration of the values and attitudes of different interest groups.	Students should appreciate that areas affected by tectonic activity present both advantages and disadvantages for settlement <i>e.g. the threat of a volcanic eruption versus the fertile soils for farming as on the slopes of Mount Etna or the threat of avalanches and difficulty of communications versus the valuable minerals able to be mined in the Andes mountains.</i>  Choice of earlier case studies from both an MEDC and LEDC will make it easier for students to appreciate these variations. Consideration may be given to differences in population densities, building materials, availability of emergency services, quality of communication networks, relative wealth etc. Values and attitudes to tectonic activity may include the unwillingness of some people to accept the hazard or the need to use the fertile soils through to those who would advise abandonment of areas prone to tectonic activity.	R/L



9.2 River  
landscapes  
and processes

	Specification Detail	Guidance	Scale
The earth's crust is modified by fluvial processes which result in distinctive landforms.	Long and cross profiles, processes of erosion (hydraulic power, corrosion, corrasion, attrition), transport (traction, saltation, suspension, solution) and deposition.	How a river profile changes downstream and the relative importance of the processes at work such as the typical V shaped valley in the upper course where vertical corrasion dominates.	R/L
	The characteristics and formation of waterfalls, gorges, meanders, ox-bow lakes, levees, flood plains and deltas.	Students will be expected to be able to name an example, describe each feature and to explain its formation making reference to the processes at work.	R/L
	Recognise and describe fluvial features on Ordnance Survey maps and photographs.	There is an opportunity in this section to revise the OS skills as on page 37 as well as to introduce photographic interpretation etc.	R/L
The interaction between people and fluvial environments.	River basin management issues – the causes and effects of flooding in river basins in the context of both LEDCs and MEDCs.	River basin management issues should be studied in the context of both LEDCs <i>e.g. Bangladesh</i> and MEDCs <i>e.g. the European floods of the 1990s</i> . One case study from the MEDW and LEDW should be chosen to study the physical and human causes of flooding and the impact of the floods. TV news is a good source of up to date information <i>e.g. the floods of South East England and Southern Europe October 2000</i> .	R/L
	The short, medium and long term strategies used to attempt to manage the floods.	Flood management should include efforts to prevent flooding and strategies used to ameliorate the impact. Candidates should be aware of how and why the methods used are different between the LEDW and MEDW and how currently there is a move away from hard engineering <i>e.g. dams on the Colorado</i> to softer approaches <i>e.g. flood plain zoning, improved warning systems</i> .	N/R/ L
	Contemporary issues concerning use of 'hard' v 'soft' strategies and attempts to achieve sustainability.		
	The social, economic, environmental and political issues that have an impact upon strategies and the values and attitudes of interested groups.	Opportunities to use ICT to research flood disasters and for students to present work.	

9.3 Glacial landscapes and processes

	Specification Detail	Guidance	Scale
The earth's crust is modified by glacial processes which result in distinctive landforms.	<p>Freeze thaw and the processes of erosion – abrasion and plucking. The characteristics and formation of corries, aretes, pyramidal peaks, glacial troughs, ribbon lakes, hanging valleys, truncated spurs, boulder clay/till, moraines and drumlins.</p> <p>Recognise and describe glacial features on Ordnance Survey maps and photographs.</p>	The processes should be understood in the context of their role in forming the glacial features listed. Candidates should appreciate the landscapes produced in areas of glaciation and that it is the assembly of the features that makes the glaciated landscape distinctive. The use of photographs and Ordnance Survey maps would prove helpful in this context. Candidates may be expected to name examples and describe the characteristics of the features and explain their formation with reference to the appropriate processes that have been at work.	R/L
The interaction between people and glacial environments.	<p>The human uses of an upland glaciated area to include farming, forestry and tourism.</p> <p>The social, environmental and political issues currently affecting upland glaciated areas and the management strategies for contemporary issues re conservation and sustainability eg. grants for conservation, Stewardship schemes, repair and maintenance of footpaths, eco-friendly new developments as examples of contemporary solutions.</p> <p>The conflicts that arise out of the values and attitudes of different interest groups in upland glaciated areas.</p>	<p>One case study <i>e.g. the Lake District, Alps, Rockies, Himalayas</i> is advised to enable students to describe and explain the human uses of the landscape in upland glaciated areas.</p> <p>Contemporary issues may include depopulation of these remote areas, conflicts between authorities promoting tourism and local inhabitants, environmental degradation etc. Students should be aware of the different attitudes and values of the groups and examples of the strategies being used to combat the issues.</p> <p>Opportunities prevail for decision making exercises <i>e.g. on plans for new winter sports facilities or speed limits on lakes etc.</i></p>	<p>R/L</p> <p>N/R/L</p>

9.4 Coastal  
landscapes  
and processes

	Specification Detail	Guidance	Scale
The earth's crust is modified by coastal processes which result in distinctive landforms.	<p>Constructive and destructive waves. Processes of erosion (hydraulic power, corrosion, corrasion; attrition; transport (traction, saltation, suspension, solution, longshore drift) and deposition. Landforms and characteristic features and formation of wave cut platforms, cliffs, caves, arches, stacks, beaches, spits in the context of an example of an erosional coastline and a depositional coastline.</p> <p>Recognise and describe coastal features on Ordnance Survey maps.</p>	<p>The processes should be understood in the context of their role in forming the coastal features listed. Candidates should study two small stretches of coastline to illustrate erosional and depositional features and processes <i>e.g. a headland as in the Lulworth Cove area, Marsden Rock, Flamborough Head, Hurst Castle, Spurn Point etc.</i> The use of photographs and Ordnance Survey maps would prove helpful in this context. Candidates may be expected to name examples and describe the characteristics of the features and explain their formation with reference to the appropriate processes that have been at work. Opportunities for fieldwork, data handling and recording <i>e.g. changes in size and shape of beach material.</i></p>	R/L
The interaction between people and coastal environments.	<p>Coastal management issues – coastal erosion and tourism. The social, environmental and political problems caused by coastal erosion and tourism <i>e.g. cliff collapse, coastal flooding, problems of resorts.</i></p> <p>The strategies used to solve problems such as coastal defences <i>e.g. groynes, sea walls, extending the tourist season and providing new facilities.</i> The different values and attitudes of interested groups to coastal protection strategies and tourist developments and which strategies constitute sustainable development</p>	<p>Students should be aware of small scale exemplars of coastal areas where management issues occur. <i>Such examples may include the Holderness coast (erosion), a Spanish resort and Bangladesh (coastal flooding).</i> Students should be aware of the problems caused and their impact on different groups such as locals, governments and visitors.</p> <p>Students should be aware of the advantages and disadvantages of the strategies to different groups of people such as the impact further along a coast of building groynes and the possibility of overcrowding when new facilities are provided. Other possibilities include measures taken to meet the EU guidelines for Blue Flag awards etc. land use conflicts <i>e.g. dredging near Blackpool.</i></p> <p>Opportunities exist for decision making exercises about the implementation of strategies.</p>	<p>N/R/ L</p> <p>L</p>

## Subject Content

### Human Environment Topics

There are two or three key ideas in each of the human environment topics. Within the key ideas the specification detail provides the guidance as to what candidates should know and understand. The key ideas contain a combination of the processes of human geography and the people environment interactions within each topic area.

Examination questions in any year are likely to examine elements of each of the key ideas. However the balance of marks within each key idea may vary. Candidates should study a minimum of one human environment topic.

#### **Guidance on the use of the Scale column.**

The scale column indicates the expected scale of study of the subject content referred to. In all sections Centres should select the scale of study appropriate for the subject content. There is no requirement to study any section at more than one scale of study.

On some occasions R/L or I/N etc are used. This indicates that Centres are free to select the scale of study according to the resources available. There is no requirement to study the subject content at both scales identified.

When the subject content requests the study of social, environmental, political and economic issues the scale column often indicates N/R/L. This reflects the nature of the issues and centres should study each issue at the appropriate scale. For example, political issues may be pertinent at national, regional or local scales whereas environmental issues tend to have a more local focus.

The required scale of study is given in the fourth column of the table. The following abbreviations used are:

L	Local
R	Regional
N	National
I	International
G	Global

## 10.1 Settlement

	Specification Detail	Guidance	Scale
Settlements vary in structure and different urban zones have different characteristics.	<p>Urban morphology models of an MEDC and LEDC city – contrast in morphology.</p> <p>The characteristics of the urban zones – the CBD, inner city, suburbs and rural urban fringe in the MEDC and the CBD, high class sector, shanty towns in the LEDC.</p>	<p>One example of a model for the MEDC such as Burgess, and one for the LEDC are appropriate. Students should appreciate the limitations of the models perhaps by considering their application to a settlement in the local area and also the similarities and differences between the models for the MEDC and LEDC.</p> <p>Students should be able to describe and explain the characteristics of the zones.</p>	<p>L/R</p> <p>L</p>
Urbanisation is a global phenomenon and presents challenges to human populations.	<p>Definition and causes of urbanisation. The different pattern of urbanisation in MEDCs and LEDCs.</p> <p>The problems of urbanisation -</p> <p>Social, economic, environmental issues in the CBD and inner city in MEDCs and in the shanty towns in LEDCs.</p> <p>Contemporary solutions to problems of the CBD and inner cities in MEDCs and to shanty towns in LEDCs to achieve sustainable development Solutions should be considered in the light of Spiritual, Moral, Ethical, Social, Cultural and Other Issues and Values and Attitudes and the growing practice of encouraging local residents and communities to have a say in the nature of changes that take place.</p> <p>The nature of and reasons for urban sprawl in MEDCs e.g. demand for new housing, roads, business parks, leisure facilities and shopping centres etc. The advantages and disadvantages of urban sprawl including the values and attitudes of interest groups e.g. local residents, commuters, developers and governments. The contemporary efforts to manage the growth of urban areas for a sustainable future and to solve environmental conflicts and issues in the rural urban fringe e.g. transport policies, green belts, conservation, the use of brownfield sites within cities rather than greenfield sites.</p>	<p>Students should appreciate the different pace and causes of urbanisation between MEDCs and LEDCs.</p> <p>Chosen case studies should be considered in their wider context.</p> <p>The problems should be investigated in the wider context of one or more urban areas in each of the MEDC and LEDC. These may be the same as those used to study the characteristics of urban zones. Opportunity to investigate databases on socio-economic characteristics of inner city areas.</p> <p>The solutions should also be studied in the context of named urban areas and in their wider context and may include redevelopment schemes, <i>e.g. UK docklands</i>, integrated transport systems, Newcastle gentrification, dockside redevelopments in MEDCs and schemes to improve shanty towns in LEDCs <i>e.g. Sao Paulo, Calcutta</i>. Emphasis should be on schemes to solve socio-economic and environmental problems.</p> <p>The study of urban sprawl should be made in the context of one or more urban areas in the MEDW. There are opportunities for role-play and decision making exercises to explore the issues and different viewpoints.</p>	<p>G/N</p> <p>R/L</p> <p>R/L</p>

10.2 Agriculture

	Specification Detail	Guidance	Scale
Agricultural activity is influenced by many factors	<p>Case studies to illustrate commercial, subsistence, intensive and extensive farming. Case studies of different farming systems should be chosen with at least one from each of UK, EU and LEDCs.</p> <p>Studies should include the farm as a system, the physical and human factors that affect the type of farming, the nature of the farming and recent problems and changes.</p>	A minimum of three case studies will be required to cover the place contexts i.e. UK, EU and LEDC. One possible combination would be <i>market gardening in the Netherlands, nomadic herding in North Africa and dairying in the UK</i> although many other combinations are possible.	R/L
Agricultural change can have both advantages and disadvantages	<p>Agricultural change in LEDCs and MEDCs – overview of increasing world population, rising demand for food supplied, demands for higher efficiency and political policies such as the CAP in the EU.</p> <p>Sample studies of agricultural changes. The social, economic and environmental consequences to be covered e.g. soil erosion and over production in MEDCs and soil erosion, salinisation and inappropriate technology in LEDCs.</p> <p>The contemporary solutions being suggested to ensure sustainable development in farming regions to include soil conservation, EU policies such as quotas, set aside the stewardship schemes; organic farming and appropriate technology.</p>	<p>Small scale case studies should be employed to illustrate agricultural changes: <i>e.g. hedge removal and increased use of chemicals in MEDCs and the impact of the Green Revolution and irrigation in LEDCs</i>. Both the advantages and the disadvantages of the changes should be considered.</p>	<p>G/I</p> <p>R/L</p> <p>I/R/L</p>

### 10.3 Managing Resources

	Specification Detail	Guidance	Scale
Management of resources is crucial to sustainable development	<p>What is a resource?</p> <p>To achieve sustainable development a need to develop renewable energy and control pollution. One example of renewable energy, explanation of its location and its advantages and disadvantages. The possible causes and solutions for global warming as an example of pollution control. The importance of pollution control for global citizenship.</p>	<p>Students should be aware of the conflicting nature of the evidence for and against global warming. Causes and consequences should be treated as being possible rather than actual although all efforts to reduce pollution are likely to have positive side effects for the world.</p>	<p>G/N</p> <p>R/L/ G</p>
Environments offer possibilities for tourism development	<p>Different environments favour tourism: study of one named UK tourist area e.g. a National park or coastal resort and one named tourist area in an LEDC eg. Game Park , tropical island or coastal resort. For each case study the physical and human attractions are the important as well as the nature of the tourist industry in the area.</p> <p>The socio-economic and environmental consequences of tourism in LEDCs and MEDCs. The interdependence in the tourist trade.</p> <p>The need for stewardship and conservation and the growth of green tourism. Sample studies to illustrate ways in which tourism can benefit the environment, the local people and the country.</p>	<p>Photographic evidence can be used to explore the attractions of different tourist areas.</p> <p>Consequences needs to include both advantages and disadvantages and students should appreciate the complementarity, the interdependence as well as appreciating the possibilities of exploitation of LEDCs by tour operators, Hotel chains from MEDCs.</p> <p>Increasingly countries recognise the need to manage, preserve and enhance the environment (built and natural) to maintain the tourist trade. Students should be aware of the variety of ways this is being achieved <i>e.g. through planning restrictions, tight building regulations, laws, ecotourism and green tourism.</i></p>	<p>R/L</p> <p>I/N/ L</p> <p>R/L</p>

# Geographical Skills Checklist

Candidates are required to develop a range of geographical skills including cartographic, graphical, enquiry and ICT skills.

- select, use and develop a variety of techniques appropriate to geographical study and enquiry;
- identify geographical questions and issues and establish appropriate sequences of investigations;
- identify and collect evidence from primary sources (including fieldwork), secondary sources (including maps at a variety of scales, photographs, satellite images, statistical data) and ICT-based resources, and record and present it (including use of maps, graphs and diagrams);
- describe, analyse and interpret evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

Section A of Paper One will always contain an Ordnance Survey map at either the 1:25 000 or 1:50 000 scale. In addition, Section A may also include any of the skills noted below. Sections B and C of Paper One may also examine the skills. All maps and charts will be provided with a key where appropriate.

Questions in Section A of Paper One will not require candidates to know specific geographical vocabulary connected with the teaching of the physical units. For example, questions demanding description of relief from an OS map extract of a landscape of upland glaciation will not require candidates to be able to recognise and describe corries, arêtes, pyramidal peaks etc. Steep slopes, ridges, flat floored valleys will all be acceptable answers and maximum marks may be achieved without the specialist terms.

## 11.1 Basic Skills

Labelling and annotation of diagrams, maps, graphs, sketches etc.

Drawing sketches from photographs and in the field.

Literacy – most communication is through the written word raising the importance of good literacy skills.

Photographs – candidates should be able to use and interpret aerial/oblique and satellite photographs of rural and/or urban landscapes.



---

**11.2 Cartographic Skills**

Atlas maps: recognising and describing distributions and patterns of both human and physical features.

Sketch maps: draw, label, understand and interpret sketch maps.

Ordnance survey maps:

1:25 000 or 1:50 000 scale, recognise symbols, four and six figure grid references, straight line and winding distances; direction, draw and annotate cross-sections, height and degree of slope, simple contour patterns, patterns of vegetation and land use; patterns of communications; location, shape and pattern of settlement; different land use zones of settlements; infer human activity from map evidence; using maps in association with photographs.

---

**11.3 Graphical Skills**

Construct line, bar, scattergraphs and pie diagrams.

Complete a variety of graphs and maps including choropleth, isoline and proportional symbols.

Interpret a variety of graphs including those located on maps and topological diagrams.

---

**11.4 Geographical enquiry skills**

Identification of geographical questions, issues, hypotheses.

Establish and follow appropriate enquiry approaches to include:

- identifying and collecting a range of appropriate evidence from primary (including fieldwork) and secondary sources;
- recording, processing and presenting the data collected;
- description, explanation, analysis of the data;
- drawing conclusions;
- evaluation of the methods of data collection, the results and the conclusions;
- understanding and application of the geographical principles underlying the enquiry.

---

**11.5 ICT Skills**

The use of ICT skills to include:

- photographs and satellite images; (10.3)
- use of databases such as census and population data; (10.1)
- use of the Internet for example to investigate case studies of volcanic eruptions, floods etc; (9.1)
- extraction of information from video and TV programmes; (9.2)
- word processing data presentation and analysis techniques; (10.1)
- use of spreadsheets and data handling; (9.4)
- research and presentation of coursework. (16.1)

## Key Skills and Other Issues

### 12

## Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### 12.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA Website ([www.qca.org.uk/keyskills](http://www.qca.org.uk/keyskills)).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Geography can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

### 12.2 Key Skills Opportunities in Geography

The study of a course based on this Geography Specification enables candidates to develop their abilities to use and interpret a variety of different types of documents, to form judgements for themselves, to express themselves coherently and to contribute to the process of debate. A study of geography offers students many opportunities to produce evidence of attainment of the key skill of *Communication, Application of Number, Information Technology* and *Working with Others*. In addition the coursework presents opportunities for attainment in the ‘wider’ key skills of *Improving own Learning and Performance* and *Problem Solving*. The matrices below signpost the opportunities for the acquisition, development and production of evidence for the key skills at Level 1 and Level 2.

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>C1.1</b> Take part in discussions	✓	✓	✓
<b>C1.2</b> Read and obtain information	✓	✓	✓
<b>C1.3</b> Write different types of documents	✓	✓	✓

**Application of Number Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>N1.1</b> Interpret information from different sources	✓	✓	✓
<b>N1.2</b> Carry out calculations	✓	✓	✓
<b>N1.3</b> Interpret results and present findings	✓	✓	✓

**Information Technology Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>IT1.1</b> Find, explore and develop information	✓	✓	✓
<b>IT1.2</b> Present information, including text, numbers and images	✓	✓	✓

**Working with Others Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓	✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓	✓*
<b>WO1.3</b> Identify progress and suggest improvements	✓	✓	✓

✓\* applicable to group work

**Improving own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓	✓
<b>LP1.3</b> Review progress and achievements	✓	✓	✓

**Problem Solving Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>PS1.1</b> Confirm understanding of given problems	✓	✓	✓
<b>PS1.2</b> Plan and try out ways of solving problems			✓
<b>PS1.3</b> Check if problems have been solved and describe the results			✓

**Communication Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>C2.1a</b> Contribute to discussions	✓	✓	✓
<b>C2.1b</b> Give a short talk	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓	✓	✓
<b>C2.3</b> Write different types of documents	✓	✓	✓

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>N2.1</b> Interpret information from different sources	✓	✓	✓
<b>N2.2</b> Carry out calculations	✓	✓	✓
<b>N2.3</b> Interpret results and present findings	✓	✓	✓

**Information Technology Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>IT2.1</b> Search for and select information	✓	✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓	✓	✓

### Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>WO2.1</b> Plan work and confirm working arrangements	✓*	✓*	✓*
<b>WO2.2</b> Work co-operatively towards achieving identified objectives	✓*	✓*	✓*
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others			✓

✓\* in group work

### Improving Own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓	✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓	✓	✓

**Problem Solving Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Natural Environment	Human Environment	Geographical Skills
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓	✓
<b>PS2.2</b> Plan and try out options			✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results			✓

**12.3 Further Guidance**

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

13

# Spiritual, Moral, Ethical, Social, Cultural and Other Issues

## 13.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

This specification provides numerous opportunities to heighten candidates’ awareness of spiritual, moral, ethical, social and cultural issues and can help clarify and develop a candidate’s own values and attitudes in relation to geographical issues.

Candidates will have the opportunity to gain a greater awareness of aspects of human life other than the physical and material. The concept of quality of life should be considered together with the social and cultural wealth of nations (e.g. 10.1).

Candidates should be encouraged to discern, consider and discuss moral and ethical issues such as the treatment of individuals, communities or groups by others (e.g. 10.1).

Candidates should show knowledge and an awareness that society is made up of individuals with a variety of opinions that may lead to conflicts of interest (e.g. 9.1). The fragility of natural systems and the concept of sustainable development should be familiar (e.g. 10.3).

Candidates should be aware that the peoples of the world embrace a variety of cultures and that these change over time and space and may be shaped and influenced by their physical environment (e.g. 10.2).

People and The Natural Environment Topics	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
Tectonic Activity (9.1)	Power of the earth’s forces and impact upon people	Responsibility to others to respond to disasters	Peoples’ attitudes and perceptions of natural	Differing attitudes to natural disasters and preferences for places to live
River Landscapes (9.2)	The wonder of nature and the power of floods	Conflicting attitudes to dealing with floods	Attitudes and perceptions to flood hazards and methods of prevention	Differing attitudes to natural forces and their consequences.
Glacial Landscapes (9.3)	The wonder and power of natural forces, the beauty of the landscape	Economic versus environmental arguments in glaciated areas.	Attitudes and perceptions to the conflicting land uses	Differing attitudes and values of interest groups e.g. farmers, locals, tourists
Coastal Landscapes (9.4)	The wonder and power of natural forces, the beauty of the landscape	Conflicting attitudes over the use of sea defences	Social attitudes in holiday resorts, perceptions of natural hazards and solutions to them	Differing attitudes to natural forces and their consequences in LEDCs and MEDCs



People and the Human Environment Topics	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
Settlement (10.1)	The wonder and beauty of the built environment.	Dilemma of urban regeneration schemes and green belt developments.	Social segregation in cities in LEDCs and MEDCs, problems in shanty towns. Attitudes to solving urban problems.	Cultural differences in city structure and city life and attitudes to change and redevelopment.
Agricultural (10.2)	A closeness to nature especially with more primitive forms of farming.	Conflicting attitudes to changes and developments in farming e.g. organic farming.	Varying social attitudes in rural areas and their influence upon development.	Cultural differences giving rise to different farming systems.
Managing Resources (10.3)	The wealth of the resources on the planet.	Conflicting attitudes to resource use, exploitation versus cons.	Social influences on resource development and different values about recycling, renewable power etc.	Cultural issues to global concerns about the environment and cultural damage by western tourists to LEDCs.

### 13.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. The specification provides candidates with an opportunity to become familiar with contemporary European issues (examples are given in Section 13.5).

### 13.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers.

The people environment theme promotes an awareness of the fragility of the environment and the need for careful management and sustainable development (examples are given in Section 13.5).

### 13.4 Citizenship

Geography A (Short Course) offers scope to include citizenship. Candidates should develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, economic development and environmental issues (examples are given in Section 13.5).

A fieldwork investigation, for example, may encourage the skill of enquiry into a local issue and a consideration of the role of groups and other bodies in the conflict resolution.

**13.5 Opportunities for study of wider issues**

Natural Topics	Signposting of opportunities to study matters related to:				
	Environmental Issues	European Dimension	Citizenship	Contemporary Issues	Values and attitudes
Tectonic Activity (9.1)	The environmental impact of volcanic eruptions.	Opportunity to study case studies from within the EU.	Ways of participating in relief of the consequences of tectonic activity, responsibility to others throughout the world.	Responses to volcanic and earthquake activity.	People's/ Government's responses to areas affected by tectonic activity.
River Landscapes (9.2)	River basin management schemes especially those aimed at flood control.	Opportunity to study floods and flood management in a European context.	Ways of participating in relief of the consequences of flooding, an appreciation that different solutions are appropriate to different circumstances.	Flood management strategies increasingly looking at soft rather than hard engineering.	The different values and attitudes of interest groups towards flooding and flood control.
Glacial Landscapes (9.3)	Conflicts of use and management in upland glaciated areas.	Opportunities to study glaciated environments in a European context.	Involvement of people in decision making.	Depopulation of these remote uplands, conflicts between residents, visitors and Authorities environmental degradation.	The different values and attitudes of interest groups to the use and management of upland glaciated environments.
Coastal Landscapes (9.4)	Coastal erosion and tourism and the management and strategies to prevent erosion and to accommodate tourism.	Opportunities to integrate management with EU legislation on safe bathing water and clean beach legislation.	Involvement of people in decision making.	The environmental consequences of coastal management strategies e.g. groynes. The need to manage tourism and to cater for new fashions and demands for new facilities.	The different values and attitudes of people to coastal protection strategies and tourist .

Human Topics	Signposting of opportunities to study matters related to:				
	Environmental Issues	European Dimension	Citizenship	Contemporary Issues	Values and attitudes
Settlement (10.1)	The environmental problems of urbanisation, environmental problems within cities and those caused by urban sprawl.	Opportunities to study settlements, urban morphology, problems and solutions to urbanisation in a European context.	Issues to do with the quality of life, individual, corporate and group responsibilities for human well being in settlements including decision making at the local level.	Best options for redevelopment or urban areas in LEDCs and MEDCs including gentrification, integrated transport, dockside re-developments etc. Managing urban sprawl and planning the use of the rural urban fringe.	Differing viewpoints about the redevelopment of areas within urban areas and the issues surrounding the rural urban fringe.
Agriculture (10.2)	The environmental issues that arise from agricultural changes eg. increased use of chemicals and hedgerow removal.	Compulsory study of a farm system in the EU and of the impact of CAP.	The responsibility of farmers to ensure sustainable development through their farming practices.	Agricultural changes e.g. intensification of farming, the introduction of GM crops, growth of organic farming, etc.	The values and attitudes of farmers that help determine the nature of farming in a particular area.
Managing Resources (10.3)	Impact of increasing resource use, environmental advantages of renewable energy, global warming, environmental impacts of tourism in LEDCs and MEDCs.	Opportunities to study tourism in the EU context.	Global citizenship in the use of resources and environments for tourism.	Resource depletion, sustainable development, resource substitution, recycling, pollution control, renewable energy, interdependence, stewardship and conservation in the tourist trade.	The different viewpoints of people about global warming, the impact of tourism, conservation of resources, development of tourist facilities.

### 13.6 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

### 13.7 Health and Safety

Candidates should be made aware of health and safety issues particularly in developing the skills and techniques required in fieldwork investigation.

## Centre-Assessed Component

14

### Nature of the Centre-Assessed Component

This component requires one geographical fieldwork investigation at a local/small scale to be produced which allows each candidate to investigate an argument, problem or issue. The investigation which candidates undertake should be appropriate to their abilities and allow them to show their initiative. First-hand data collection (e.g. a questionnaire, stream survey or pedestrian count), recording and use must take place within the investigation. The topics chosen for investigation must relate to some part of the specification content.

15

### Guidance on Setting the Centre-Assessed Component

#### 15.1 Presentation

Coursework should be completed and compiled into one folder. This should be presented on A4 paper (any larger material must be folded to this size). The sheets of each candidate's work must be numbered and secured together and must be identified with the centre and candidate number.

Investigations may be hand-written or prepared using information technology (ICT). The use of ICT is encouraged. The quality of presentation and range of skills used, regardless of the methods employed, will be assessed.

Candidates are to be advised that the total coursework should be approximately 1250 words.

#### 15.2 Planning

Teachers should advise candidates on their choice of topic to ensure that each candidate is able to show "what he or she understands and can do". Where work is undertaken within a group, or is teacher initiated, it is important that candidates are able to show their own initiative and that their own work is readily identifiable. Centres should select tasks appropriate to the abilities of their candidates. The design of the tasks should give all candidates the opportunity to achieve the level of marks commensurate with their ability.

Candidates may be advised on the focus of the investigation and the selection of source materials (such as statistics, visits, people to interview, techniques to be used in the field and the production of their reports).

#### 15.3 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

## 16

## Assessment Criteria

## 16.1 Criteria

## Criteria for assessing coursework component.

Strand	Level 1 Marks 1-2	Level 2 Marks 3-4	Level 3 Marks 5-6
<b>Applied Understanding</b>	The candidate locates the study area in a basic manner and through description, using geographical terms, demonstrates some understanding of ONE idea or concept involved and can apply them in a simple manner to the geographical topic. Uses a limited range of geographical terminology.	The candidate locates the study area and through description and explanation, using a range of geographical terms, demonstrates an understanding of ONE idea or concept involved and can apply them to the geographical topic. Uses a range of geographical terminology.	The candidate locates the study area in detail and through description and explanation, using a wide range of geographical terms, demonstrates a thorough understanding of ONE idea, concept and process involved and can apply them constructively to the geographical topic. Uses a wide range of geographical terminology.
<b>Methodology</b>	The candidate identifies a question or issue and lists the methods used in obtaining the information. Selection observation, collection and recording uses ONE basic technique.	The candidate identifies a question or issue, the sequence of investigation and describes the methods used in obtaining the information. Selection, observation, collection and recording uses TWO of appropriate techniques. The work is organised and planned and shows some evidence of the development of tasks.	The candidate identifies a question or issue explains why that particular question or issue was chosen. The candidate describes the sequence of investigation, the methods used in obtaining the information and explains why the methods selected are relevant to their investigation. Selection, observation, collection and recording uses THREE appropriate techniques. The work is well organised, planned and shows evidence of originality and initiative by the candidate.
<b>Data Presentation</b>	The candidate uses ONE basic technique, which is ICT based, to present the information and express simple ideas with some degree of accuracy.	The candidate uses accurately TWO techniques, ONE of which is ICT based, to present and develop the information; and express ideas with considerable accuracy in the use of English.	The candidate uses accurately THREE more complex techniques ONE of which is ICT based, to present and develop the information appropriate to their investigation; express ideas in a clear, fluent and logical form using precise and accurate English.
<b>Data Interpretation</b>	The candidate gives a brief description of the results and/or suggests basic reasons for the results.	The candidate makes valid statements about the results. Attempts are made to analyse the results. Conclusions are drawn that relate to the original purpose of the enquiry.	The candidate demonstrates links through a detailed analysis of the material. In referring specifically to the data valid conclusions are drawn that relate to the original purpose of the enquiry.
<b>Evaluation</b>	The candidate briefly describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data.	The candidate describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data and/or the accuracy of results.	The candidate describes how the enquiry process can be improved by questioning how the reliability of the methods used to collect the data have affected the accuracy of results and the validity of conclusions.

## 16.2 Coursework Mark Table

Assessment Objective Coverage	Strand	Maximum Mark Available
AO3	Applied Understanding	6
AO4	Methodology	6
AO4	Data Presentation	6
AO3	Data Interpretation	6
AO4	Evaluation	6
	<b>Total</b>	<b>30</b>

## 16.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided.

## 17

## Supervision and Authentication

- 
- 17.1 Supervision of Candidates' Work** Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.
- 
- 17.2 Guidance by the Teacher** The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.
- 
- 17.3 Unfair Practice** At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
- 
- 17.4 Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.
-

## Standardisation

### 18.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

### 18.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.



## 19

**Administrative Procedures****19.1 Recording Assessments**

The candidates' work must be marked according to the assessment criteria set out in Section 16. The marks and supporting information must be recorded in accordance with the instructions in Section 17. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

**19.2 Submitting Marks and Sample Work for Moderation**

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

**19.3 Factors Affecting Individual Candidates**

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

**19.4 Retaining Evidence and Re-Using Marks**

The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

## Moderation

---

### 20.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

### 20.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

# Awarding and Reporting

## 21

## Grading, Shelf-Life and Re-Sits

21.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE (Short Course) in Geography A.
21.2 Grading System	<p>The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.</p> <p>Candidates must be entered for either the Foundation Tier or Higher Tier (or Foundation Tier, Intermediate Tier or Higher Tier in Mathematics). For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier A*–D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.</p>
21.3 Re-Sits	<p>Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.</p> <p>This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.</p>
21.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
21.5 Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf life.
21.6 Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, VCE and GNVQ Code of Practice 2007 and will be revised in the light of any subsequent changes.

# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade A** Candidates recall accurately detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of the environments.

Candidates undertake geographical investigation identifying relevant questions, implementing effective sequence of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively outcomes and critically evaluating the validity and limitations of evidence and conclusions.

**Grade C** Candidates recall accurately information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical investigation, identifying questions or issues, suggesting appropriate sequence of enquiry, collecting appropriate evidence from a variety of primary and secondary sources, using a range of appropriate techniques, reaching a plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

**Grade F** Candidates recall basic information about places and themes, at more than one scale, as required by the specification, and show an elementary level of knowledge of location and geographical terminology.

Candidates understand some simple geographical ideas from the specification content in a particular context. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They understand some simple interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the values and attitudes of people involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical investigation, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of the evidence.

## B

# Overlaps with other Qualifications

There are overlaps in content between AQA GCSE (Short Course) in Geography A and other GCSE Geography specifications. Reference to a restriction on multiple entry for AQA GCSE (Short Course) in Geography A with other GCSE Geography specifications is made in Section 3.3. There is some degree of overlap with the following AQA GCSE specifications.

In GCSE Humanities there is overlap with the key ideas of Core Module 1, Environmental Issues; and some overlap with the Option Module 5, Global Inequality.

There are some overlaps in content with GCSE Travel and Tourism Module 1, Tourism Destinations, and Module 2, the Relationships between society, Environment and Tourism.

There is peripheral overlap with GCSE Religious Studies Specification B. All modules in this GCSE look at issues concerning poverty and/or environmental conservation, although the perspective relates to beliefs and morality.

There is overlap with GCSE Environmental Science in which the following themes all touch upon content that can be found within AQA GCSE (Short course) in Geography A. The focus and approach to study is however different.

- Air, Water and Energy
- Organisms and the Environment
- Farming Fisheries and Forestry
- Waste and Pollution

GCSE Science: Single and Double Award, along with GCSE Human Physiology and Health, have some peripheral overlap with Specification A (Short course). The focus and scientific approach to study is significantly different to that for geography.

Foundation GNVQ in Leisure and Tourism has overlap in the optional units of :

- 7 UK leisure and tourism destinations;
- 10 People and leisure.

At Intermediate level the relevant optional units are:

- 4 Impacts of tourism;
- 5 UK tourist destinations.