



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

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## Geography 3032 and (3037) *Specification B* 2010

Material accompanying this Specification

- 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.

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# Background Information

## 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 onwards.

### 1.1 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

Since 2002, students in England have been 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 B

Foundation Tier	←	GCSE 3032	
3032F		Paper 1	30% of total marks 1¼ hours
Higher Tier		Short answer questions and two structured questions on the UK. A UK Ordnance Survey map will be provided and may be used in one or more questions. All questions are compulsory.	
3032H		Paper 2	45% of total marks 2 hours
		Short answer questions and a structured question on each of the following.	
		<ul style="list-style-type: none"> <li>• The European Union</li> <li>• The Wider World</li> <li>• Global Issues</li> </ul>	
		Coursework	25 % of total marks
		Coursework of approximately 2500 words based on a fieldwork investigation at a local/small scale.	

This is one of three specifications in the subject offered by AQA.

AQA GCSE in Geography A adopts a people-environment theme throughout the subject content, highlighting the importance of this interaction.

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 3032.</p>
3.3 Prohibited Combinations	<p>Candidates entered for GCSE Geography B may not enter for any other GCSE Geography specification in the same examination series.</p> <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is 3910.</p>
3.4 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> ”.
3.5 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 for Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i>  <i>GCE, AEA, VCE, GCSE, GNVQ, Entry Level &amp; Key Skills</i>  This document can be viewed via the AQA web site (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6 Language of Examinations	All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This GCSE Geography 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

This specification is distinctive amongst those provided by AQA in that it is essentially place specific. The specification includes a number of prescribed areas which provide the opportunity to address geographical themes and issues at local, regional, national and global scales. Where place is not specified centres may use their own choice of case studies. In this specification there is not the concentration of skills in a separate section/component of the examination; they are assessed wherever appropriate throughout the three components.

Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.

Geography B encourages the development and provides many opportunities for the development of literacy and numeracy skills.

### 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 enquiry and skills;
- 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.

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#### 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 GCSE Geography Specification B. Some of these aims are reflected in the assessment objectives; others are not because they cannot readily be translated into measurable objectives. The aims are not listed in order of priority.

The specification offers opportunities for candidates 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 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 faced by people in different places;
- c. develop an understanding of global citizenship and the ways in which people 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 (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 Knowledge and Understanding

In terms of knowledge and understanding candidates should be able to:

- a. recall specific facts and demonstrate knowledge, including geographical terminology and locational knowledge, related to the specification content across the range of local, regional, national, international and global scales;
- b. show an understanding of the geographical ideas and concepts specified in the syllabus, and an ability to apply this understanding in a variety of physical and human contexts;
- c. recall and show an understanding of the physical and human processes which contribute to the development of spatial patterns, and the geographical characteristics of particular places, and apply this understanding in a variety of contexts;
- d. describe and offer explanations for the interactions between people's activities and the environment;
- e. show an understanding of geographical aspects of selected contemporary, social, economic, political and environmental issues, questions and problems at a variety of scales;
- f. show an understanding of the significance and effects of the attitudes and values of groups and individuals involved in geographical issues, and in decision-making about the use and management of environments and resources, and apply this understanding in a variety of contexts;
- g. show an understanding of the meaning and importance of sustainable development and show how this can inform the management of a variety of geographical issues and environments at a range of scales from local to global;
- h. show an understanding of the limitations of geographical evidence and the tentative and incomplete nature of some explanations.

**6.3 Skills**

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

- a. select, use and develop a variety of techniques appropriate to geographical study and enquiry;
- b. identify geographical questions and issues, and establish appropriate sequences of investigation;
- c. 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);
- d. describe, analyse and interpret evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- e. evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

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**6.4 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 Papers.

## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises three components.

Paper 1	1¼ hours
30% of the total marks	75 marks

The paper will comprise a series of short answer questions\* and two structured questions on the United Kingdom.

The paper will include one or more questions based on a UK Ordnance Survey map extract at a scale of 1: 50 000.

All questions will be compulsory.

Paper 2	2 hours
45% of the total marks	120 marks

The paper will comprise four sections.

Section A will comprise a series of short answer questions\* taken from all three of the following areas of the specification content.

- The European Union
- The Wider World
- Global Issues

Sections B to D will each comprise a structured question on one of these three areas of the specification content.

All questions will be compulsory.

Coursework	30 marks
25% of the total marks	

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

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

\* Short answer questions may include, for example, definitions, cloze exercises, multiple choice questions, multiple completion questions and questions based upon stimulus material (such as photographs, diagrams and graphs). (A cloze exercise presents candidates with a passage of text in which key words are missing. The candidate has to complete the passage using geographical words chosen from a given word bank.) Some short answer questions may require candidates to write one or two sentences.

**7.2 Weighting of Assessment Objectives**

The assessment objectives will be assessed in the different components in approximately the following proportions.

The terminal examination will consist of two written papers which will be set and marked by AQA.

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	
AO 1 Knowledge	8	12	0	20
AO 2 Understanding	10	15	0	25
AO 3 Application of Knowledge and Understanding	6	9	10	25
AO 4 Skills	6	9	15	30
<b>Overall Weighting of Units (%)</b>	30	45	25	<b>100</b>

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



# Subject Content

## 8

## Summary of Subject Content

The prescribed areas for study in Geography B are listed for convenience in 8.1 to 8.4, inclusive. Through the medium of these areas, the specification content requires the study of features of physical, human and environmental concepts and processes to provide a balanced overview of geography. These features appear in the second column of the detailed specification content in Sections 9 to 12, inclusive.

Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.

### 8.1 The United Kingdom:

- The Lake District
- East Anglia
- The M4 corridor

### 8.2 The European Union:

- Southern Italy
- Spain
- The European urban core with reference to **one** major conurbation to be chosen from:
  - Rotterdam/Europoort;
  - The Ruhr conurbation;
  - The Paris region;
  - The Milan/Turin/Genoa industrial triangle.

### 8.3 The Wider World:

- Amazonia
- The Ganges Delta
- Japan

### 8.4 Global Issues:

Global issues will be considered with reference to the topics listed below. It is expected that centres will probably study these topics through reference to the other three areas of the specification content identified in 8.1 to 8.3, inclusive.

- Population growth and urbanisation
- Aid, investment and international development
- Global warming: its causes and consequences

## 8.5 Other Aspects of Geography

The detailed specification content must be studied with reference to the following aspects of geography. Each of these aspects is identified at the appropriate point in the specification content using the letters indicated below.

<b>(I):</b>	Interdependence between places and environments
<b>(G):</b>	Global citizenship
<b>(S):</b>	Sustainable development
<b>(C):</b>	Contemporary social, economic, political and environmental issues
<b>(D):</b>	The significance and effects of the values and attitudes of those involved in decision-making

## 9

# The United Kingdom

Through selected studies of the United Kingdom (UK) based, where possible on the study of specified regions, students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at local, regional and national scales. They should develop an awareness of interactions between people and their environment, and an appreciation of the need to plan for the sustainable use of the environment. Students should be aware that many aspects of the geography of the country are in a state of change, and that this change presents challenges and constraints to people.

## 9.1 River Basins and their Management

- The hydrological cycle (Global scale).
- The landforms and processes associated with rivers and their valleys. Landforms must include: upland rivers (V-shaped valleys, interlocking spurs, waterfalls) and lowland rivers (flood plain, meanders, ox-bow lakes). Processes must include: erosion processes (hydraulic erosion, solution, attrition and abrasion); transportation processes (suspension, saltation, traction and in solution); deposition (Local, Regional scales).
- The definitions of “watershed” and “drainage basin” (Local, Regional scales).
- River basin management as exemplified by flood control, management of water quality and amenity provision (Local, Regional scales) **(D)**.
- The provision of water supplies for urban areas exemplified by **one** example of the use of ground water supplies and **one** example of the use of an upland reservoir (to be studied as part of a multiple use development) (Regional scale) **(I)(S)(D)**.

## 9.2 Farming, Food and the Environment

- Inputs, processes and outputs on a commercial farm (Local scale).
- The general influence of the natural environment on farming systems in the UK.
- Hill sheep farming in the Lake District, including a farm case study. Questions will be limited to:
  - the influence of physical factors: landforms; climate (including the processes leading to the formation of relief rainfall and the pattern of its distribution in the Lake District) and soil (Local scale) **(I)(C)(D)**.

- the influence of other factors: Common Agriculture Policy (CAP) subsidies, government policy and competition in the global market leading to diversification of the rural economy (Local, Regional, National, International, Global scales) **(I)(C)(D)**.

- Arable farming in East Anglia, including a farm case study (Local scale). Questions will be limited to:
    - the influence of landform, climate and soil (Local scale);
    - the influence of other factors: CAP subsidies, government policy and competition in the global market; the demands of the market on farming, with reference to the demands of supermarket chains and food processing firms (Local, Regional, National, International, Global scales) **(I)(C)(D)**;
    - the environmental impact of high input farming: chemical inputs, destruction of habitats and attempts to reduce these impacts (Local, Regional scales) **(I)(S)(C)(D)**.
- 

**9.3** Tourism in a Glacial Environment: The Lake District National Park

- The aims of National Parks (Regional scale) **(I)(S)(C)(D)**
  - The major glacial landscape features of the Lake District: upland glaciation, including the processes of frost shattering, plucking and abrasion, leading to the formation of corries, arêtes, glacial troughs, and ribbon lakes (Local, Regional scales).
  - The impact of tourism in the Lake District on farming, house prices, traffic and employment (Local, Regional scales) **(I)(C)(D)**.
  - The pressure of tourism, the need for conservation of the landscape and the conflicts of interest caused, with reference to footpath erosion and the development of “honey pot” sites, to include a case study of **one** honey pot site (Local, Regional scales) **(I)(S)(C)(D)**.
- 

**9.4** Electricity Generation for the Future

- Describe and explain the locations of gas fired, coal fired, nuclear and hydro-electric power stations, and wind farms, with reference to **one** named example of each (Local scale).
  - Compare the advantages and disadvantages of gas fired, coal fired, nuclear and hydro-electric power stations, with reference to their economic and environmental impacts (Local, Regional, National, International, Global scales) **(I)(S)(C)(D)**.
  - Reasons for the development of alternative sources of power. The advantages and disadvantages of wind and solar power (Local, Regional, National, International, Global scales) **(I)(S)(C)(D)**.
  - The future energy mix of the United Kingdom.
- 

**9.5** The Changing Location of Manufacturing Industry

- Manufacturing industry as a system. Question will be limited to:
    - inputs, processes and outputs;
    - the influence of site, raw materials, fuel supplies, labour supply, transport, markets and government policy on industrial location (Local, Regional, National scales) **(I)(C)(D)**.
-

- A case study of a chemical industry on a river estuary to illustrate the nature and location of a heavy industry (Local, Regional scales).
- Modern, footloose industry (information and communication technology (ICT) and micro-electronics) along the M4 corridor to illustrate the influence of transport, skilled labour, research centres and greenfield sites on location (Local, Regional scales) **(I)(C)(D)**.

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## 9.6 Understanding the Modern Urban Environment

- The growth, characteristics and morphology of **one** large urban area in the United Kingdom (Local, Regional scales).
- The processes leading to the development of a conurbation (Local, Regional scales).
- The causes and effects of inner city decline (Local scale) **(I)(C)(D)**.
- The process of urban renewal (Local scale) **(I)(C)(D)**.
- Development on the rural-urban fringe: suburbanisation; counter-urbanisation; the growth of commuting and commuter villages (Local, Regional scales) **(I)(C)(D)**.
- The changing location of the retail trade: out-of-town shopping centres and retail parks and their effect on the High Street (Local, Regional scales) **(I)(C)(D)**.
- The impact of the increased use of road transport on urban structure and environment. Possible solutions to the problems of traffic in towns (Local, Regional, National scales) **(I)(S)(C)(D)**.

## The European Union

Through selected studies of the European Union (EU), based on the study of specified regions, students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at regional, national and international scales. They should realise that places within the EU are interdependent and, in particular, they should develop some understanding of the ties between the UK and the rest of the EU. Students should develop an awareness of interrelationships between people and their environment, and an appreciation of the need to plan for the sustainable use of the environment. They should also be aware that many aspects of the geography of Europe are in a state of change, and that this change presents challenges and constraints to people.

### 10.1. Rich and Poor Regions in the European Union

- Be aware of the general pattern of areas of more than average and less than average levels of economic development within the European Union (the core and the periphery) (International scale).
- Suggest why the core area has highly developed economies, and why many areas in the periphery have less developed economies (International scales) **(I)(C)(D)**.
- Be aware of attempts by the European Union to reduce the differences between levels of development in regions of the European Union (Local, Regional, National, International, Global scales) **(I)(G)(S)(C)(D)**.
- 10.1 should be considered as an introduction to the regional studies given in 10.2 to 10.4, inclusive.

### 10.2 Farming in Southern Italy: Problems and Development on the Periphery

- The characteristics of traditional farming in the Mezzogiorno (Regional scale).
- The influence of relief, climate and soil on farming in the region (Regional scale).
- The push and pull factors causing migration to and from the region. The process of migration and its effect on the region. (Regional, National scales) **(I)(C)(D)**.
- Land reform and changes in farming practices (Local, Regional scales) **(I)(S)(C)(D)**.
- The influence of the "Cassa per il Mezzogiorno" and the EU's "Integrated Mediterranean Programme" on farming practices (Regional, International scales) **(I)(C)(D)**.

- 
- 10.3 Tourism in Mediterranean Spain: Development on the Periphery and the Results of this Development**
- Location of major tourist areas and the resorts (National scale).
  - The physical factors (including landscape and climate) and the economic factors which led to the growth of the tourist industry in Spain and the source regions from where the tourists originate. (Local, Regional scales) **(I)(C)(D)**.
  - The origins of tourists visiting Mediterranean Spain (International scale) **(I)**.
  - The effects of tourism on the economy and the environment of the region (Local, Regional scales) **(I)(C)(D)**.
- 
- 10.4 Development of the European Urban Core**
- A study of the location, situation, functions and reasons for the growth of **one** major conurbation within the core region of the European Union to be chosen from:
    - (a) Rotterdam/Europoort;
    - (b) the Ruhr conurbation;
    - (c) the Paris region;
    - (d) the Milan/Turin/Genoa industrial triangle(Local, Regional, National, International scales).
  - A planning issue in the chosen conurbation (Local, Regional scales) **(I)(S)(C)(D)**.
  - The links between England and the rest of the European Union. Questions will be limited to:
    - **one** major port (excluding London), its road links within its hinterland, its port infrastructure and its sea links to Europe;
    - the Channel Tunnel and its road and rail links with continental Europe(International scale) **(I)(C)(D)**.
-

## The Wider World

Through selected studies of the wider world, based on the study of specified regions, candidates are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at regional, national and international scales. Students should realise that places throughout the world are interdependent. In particular, students should develop some understanding of the ties between more economically developed and less economically developed countries (MEDCs and LEDCs). This should help students to develop further their understanding of global citizenship. Students should also develop an awareness of interactions between people and their environment, and an appreciation of the need to plan for the sustainable use of the environment. They should be aware that many aspects of the geography of the world are in a state of change, and that this change presents challenges and constraints to people.

### 11.1 Amazonia: Development in the Rainforest Environment

- The location of Amazonia (Regional, National scales).
- Description and simple explanation of the climate, including the formation of convection rainfall (Regional, Global scales).
- The relationship between climate, soil and vegetation in the rainforest ecosystem (Local, Regional scales).
- Traditional shifting cultivation, modern farming, timber exploitation and mining, showing the impact of each of these on the environment. A consideration of the possibility of sustainable development in the context of these case studies. The role of international aid donors in encouraging sustainable development. (Local, Regional, Global scales) **(I)(G)(S)(C)(D)**.
- The development of eco-tourism. A consideration of the contribution eco-tourism could make to sustainable development (Local, Regional, International scales) **(I)(G)(S)(C)(D)**.

### 11.2 The Ganges Delta: Dense Population in a High Risk Environment

- The location of the Ganges Delta (Regional, International scales)
- The formation and physical features of the Ganges Delta (Regional, International scales).
- Description of the tropical monsoon climate. Description and explanation of the processes leading to the development of the monsoon (Local, Regional, National, International, Global scales).
- The causes and consequences of tropical storms and floods, and attempts to reduce the damage they cause (International, Global scales) **(I)(G)(S)(C)(D)**.



- Traditional subsistence rice farming and the changes to the people/environment brought about by technological changes linked with the Green Revolution. A consideration of whether these changes can lead to sustainable development (Local, Regional scales) **(I)(G)(S)(C)(D)**.
- Factors affecting birth rates and death rates in **either** India **or** Bangladesh (Regional, National scales) **(I)(S)(C)(D)**.

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### 11.3 Japan: Urbanisation and Industrialisation in a Resource-Poor Environment

- The location of the four main islands and the major settlements on Honshu (National scale).
- The main physical features of Japan and their influence on population distribution and industrial zones (Regional, National scales).
- Japan's shortage of raw materials, the need for imports and the influence of these on the distribution of population (National, International scales) **(I)(S)(C)(D)**.
- The organisation of the Japanese manufacturing industry. Factors affecting the distribution of the motor vehicle and electronics industries within Japan (Regional, National scales).
- Industrial pollution in Japan: its causes and attempted solutions (Regional, National scales) **(I)(S)(C)(D)**.

## Global Issues

Students will study selected global issues, developed from topics studied in the previous sections of the specification content, 9 to 11, inclusive. Through these studies students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at international and global scales. They should realise that places throughout the world are interdependent. In particular, students should develop some understanding of the ties between more economically developed and less economically developed countries (MEDCs and LEDCs). This should help students to develop further their understanding of global citizenship. They should develop an awareness of interactions between people and their environment and an appreciation of the need to plan globally for the sustainable use of the environment. They should be aware that many aspects of the geography of the world are in a state of change, and that this change presents challenges and constraints to people.

### 12.1 Population Growth and Urbanisation

- A comparison of population structure in **one** less economically developed country (India, Bangladesh or Brazil) with that in one more economically developed country (e.g. Japan or the United Kingdom) (National, International scales) **(I)(G)(S)(C)(D)**.
- The consequences of rapid population growth in less economically developed countries (Local, Regional, National, International scales) **(I)(G)(S)(C)(D)**.
- The world pattern of urbanisation (Global scale).
- The push/pull model of urbanisation as seen in **either** Brazil **or** India **or** Bangladesh (Local, Regional, National scales) **(I)(S)(C)(D)**.
- The development of squatter settlements and the informal sector of the economy as a consequence of rapid urbanisation in **one** large urban area in **either** Brazil **or** India **or** Bangladesh (Local, Regional, National scales) **(I)(S)(C)(D)**.
- Attempts to improve conditions in squatter settlements, including self-help schemes and schemes managed by the authorities (Local, Regional scales) **(I)(S)(C)(D)**.

### 12.2 Aid, Investment and International Development

- The types of international aid. Questions will be limited to:
  - official aid, bilateral and multilateral;
  - voluntary aid;
  - short-term and long-term aid;
  - debt relief
 (International, Global scales) **(I)(G)(S)(C)(D)**.

- The scale of international aid compared to the needs of less economically developed countries (International, Global scales) **(I)(G)(S)(C)(D)**.
- A study of **one** development project in a less economically developed country (Local scale) **(I)(G)(S)(C)(D)**.
- The role of international aid donors in encouraging sustainable development **(I)(G)(S)(C)(D)**.
- The role of trans-national corporations in international development. Japanese investment in the EU and the Pacific Rim countries **(I)(G)(S)(C)(D)**.

### 12.3 Global Warming: Its Causes and Consequences

- Factors affecting the Greenhouse Effect. Questions will be limited to:
  - burning of fossil fuels;
  - destruction of the rainforest
 (National, International, Global scales) **(I)(G)(S)(C)(D)**.
- The consequences of global warming to the people/environment relationship. Questions will be limited to:
  - the rise in sea level and how this might affect low lying areas such as the Ganges Delta and eastern England;
  - the increase in extreme weather events and climatic unpredictability
 (Local, Regional, National, International, Global scales). **(I)(G)(S)(C)(D)**.
- Attempts to reduce global warming and to manage its consequences thus allowing more sustainable development. Questions will be limited to:
  - reduction of fossil fuel use and development of renewable energy;
  - construction of sea defences
 (Local, Regional, National, International, Global scales) **(I)(G)(S)(C)(D)**.

## List of Geographical Terms

The following words and phrases must be known and understood by candidates. The abbreviations referred to below and in Sections 9 to 12, inclusive, of the specification content must also be known to candidates.

### River basins and their management (9.1)

Abrasion	Hydraulic erosion	Saltation
Attrition	Impermeable rock	Slip-off slope
Bed-load	Infiltration	Solution
Bouncing	Interception	Source
Condensation	Interlocking spurs	Suspension
Confluence	Lateral erosion	Temperature range
Deposition	Levéé	Through flow
Discharge	Load	Traction
Dragging	Meander	Transportation
Drainage basin	Mouth	Tributary
Erosion	Ox-bow lake	Velocity
Estuary	Percolation	Vertical erosion
Evaporation	Permeable rock	V-shaped valley
Flood plain	Precipitation	Waterfall and gorge
Ground water	Reservoir	Watershed
Ground-water flow	River cliff	Water table
	Run-off	Weathering

### Farming, food and the environment (9.2)

Agri-business	Hill sheep farming	Process
Arable farming	Input	Rain shadow
Diversification	Intensive farming	Relief rainfall
Eutrophication	Mechanisation	Subsidy
Extensive farming	Output	
Habitat	Pastoral farming	

### Tourism in a glacial environment: the Lake District National Park (9.3)

Accessibility	(Glacial) abrasion	Ice Age
Arête	(Glacial) trough	National Park
Conservation	Glaciation	Plucking
Corrie	Glacier	Ribbon lake
Frost shattering	Honey pot site	

**Electricity generation for the future (9.4)**

Electricity generation	Non-renewable
Fossil fuel	energy
Hydro-electric power (HEP)	Renewable energy
	Thermal power station

**The changing location of manufacturing industry (9.5)**

Break-of-bulk	Heavy industry
Brownfield site	Location
Capital	Raw material
Footloose industry	Secondary industry
Greenfield site	Site

**Understanding the modern urban environment (9.6)**

Central Business District (CBD)	Gentrification	Rural-urban fringe
Commuter	Green belt	Shopping centre
Commuter village	Housing renovation	Slum clearance
Comprehensive re-development	Inner city	Suburb
Counter-urbanisation	Migration	Suburbanisation
	Out-of-town shopping centre	Twilight zone
	Retail park	Urbanisation
		Urban morphology

**Rich and poor regions in the European Union (10.1)**

Core	Level of development
Gross national product (GNP)	Periphery
Gross national product (GNP) per capita	

**Farming in Southern Italy: problems and development on the periphery (10.2)**

Land reform  
 “Push” and “pull” factors

**Tourism in Mediterranean Spain: development on the periphery (10.3)**

Functions  
 Situation

**Development of the European Urban Core (10.4)**

Core  
 Periphery

**Amazonia: development in the rainforest environment (11.1)**

Buttress root	
Canopy	Emergent
Convection rainfall	Leaching
Deforestation	Rain forest
Drip tip	Shifting cultivation
Eco-tourism	Sustainable development

**The Ganges Delta: dense population in a high risk environment (11.2)**

Delta	Hybrid seed
Distributary	Low pressure air
Eye	Storm surge
High pressure air	Tropical cyclone
High yielding variety (HYV)	

**Japan: urbanisation and industrialisation in a resource-poor environment (11.3)**

Assembly plant	Import
Capital investment	Pollution
Component	USA
Export	

**Population growth and urbanisation (12.1)**

Formal sector of the economy  
Informal sector of the economy  
Squatter settlement

**Aid, investment and international development (12.2)**

Bilateral aid	Primary product
Debt relief	Short-term aid
Long-term aid	Trade
Manufactured products	Transnational corporation (TNC)
Multi-lateral aid	Voluntary aid
Official aid	

**Global warming: its causes and consequences (12.3)**

Greenhouse Effect

## 14

# Geographical Skills Checklist

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

## 14.1 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.

## 14.2 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:

1:50 000 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; use maps in association with photographs.

## 14.3 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.

## 14.4 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;
- describing, explaining and analysing the data;
- drawing conclusions;
- evaluating the methods of data collection, the results and the conclusions;
- understanding and applying the geographical principles underlying the enquiry.

## 14.5 ICT Skills

Candidates are required to develop skills in the use of ICT. There is a wide range of opportunities in the specification for students to develop and use ICT skills. In the following examples the figures refer to the specification content.

- Using the Internet to access web sites which can help with an enquiry based upon 9.1, Farming, food and the environment.
- Word processing, data presentation and analysis techniques to assist in the preparation of a coursework investigation on 9.4, The changing location of manufacturing industry.
- Extraction of information from video and TV programmes about 10.2, Tourism in Mediterranean Spain.
- Use of databases made available by the EU to provide information for 10.3, Development of the European urban core.
- Photographs and satellite images concerning 11.1, The Ganges Delta.
- CD ROMs loaded with map extracts and images of different cultures as background for 11.2, Japan: urbanisation and industrialisation in a resource-poor environment.
- Use of spreadsheets and data handling to investigate 12.1, Aid, investment and international development.
- Use of the Internet and GIS to access news information on 12.2, Global warming.
- Research and presentation of coursework.



# Key Skills and Other Issues

15

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

### 15.1 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 downloaded from the QCA web site ([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.

### 15.2 Key Skills Opportunities in Geography

The study of a course based on Geography B provides ample opportunities for the development of evidence of achievement in Key Skills in the context of both classroom work and fieldwork. A course based on this specification will normally require a student to become practised in different media. The coursework component provides an opportunity for students to problem solve and work with others, but class based work will similarly produce similar opportunities.

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

**Improving own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

**Improving Own Learning and Performance Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

### 15.3 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.

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

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

The study of a course based on Geography B can contribute to a candidate's understanding of a range of moral, ethical, social and cultural issues to 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.

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

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.

Areas of Geography B that can offer opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues are signposted below.

The United Kingdom	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
9.1	The spiritual values of landscape	Responsibilities of all citizens to manage and conserve water resources and river basins.	The needs of all people for access to clean, fresh water.	Rivers in poetry, literature and music.
9.2	The spiritual values of forests and their relationship with their land and animals.	Compassion in farming. Responsibility of farmers as "custodians of the countryside".	The nature of traditional rural society and the pressures to change this	Hill steep farming as a traditional culture in the UK in conflict with modern tourist and intensive economic forces.

9.3	Values of wild, remote and unspoilt landscape.	The role of the MP and Authorities in balancing the needs of local people, tourists and the environment.	The needs of urban dwellers for open space for a variety of leisure activities.	The artist's view of the Lake District from the 18 <sup>th</sup> Century onwards.
9.4	Aesthetic aspects of energy development (e.g. affect of wind farm development on "unspoilt" scenery).	Short term exploitation of resources and the environment <i>v.</i> long term sustainable development.	The various effects of energy policy on local communities (e.g. mining communities/remote rural communities).	The special nature of mining communities in past periods and the effect on those communities of pit closing.
9.5	The threat to the planet posed by the development of industry.	A discussion of the ethical implication of greenfield <i>v.</i> brownfield development of industry.	Community needs <i>v.</i> profits in the location of industry.	A comparison of the affects of old, heavy industry and modern footloose industry on the development of local communities and culture.
9.6	The spiritual values of architecture – old and new.	Concepts of justice linked to wealth distribution and type of housing in urban areas.	Varying social attitudes in different urban areas.	Development of multicultural societies in urban areas.

<b>The European Union</b>	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	<b>Spiritual</b>	<b>Moral/Ethical</b>	<b>Social</b>	<b>Cultural</b>
10.1	The role of European integration in bringing peace and democracy to Western Europe since 1945, and the possible extension of this role into Eastern Europe.	Concepts of justice linked to wealth distribution on national and international scales.	The social advantages and disadvantages of the European Union, including the EU's support for freedom and democracy in Eastern Europe.	The multicultural nature of the EU and the development of "European" culture.
10.2	The changing position of the Roman Catholic church in Southern Italian society.	Discussion of the responsibilities of the richer areas of the EU towards the poorer areas.	The contrast between traditions in the family society based on community and church, and modern social organisation strongly influenced by national and regional government.	Aspects of Southern Italian culture, such as food, music and vernacular architecture.
10.3	The spiritual renewal aspects of holiday making in a beautiful environment.	The responsibilities of tourists towards the environment.	The effects of the development of the tourist industry on local society.	The attractions of Spanish architecture including both Moorish and local building styles.
10.4	The need for open spaces in cities to allow for spiritual renewal and relaxation from stress.	The role of urban planners in resolving conflicts between competing interests.	The differing needs of different groups, including class, gender, age and ability groups which must be addressed by the urban planners.	The contribution local culture can make to the "sense of place" of the chosen urban area.



<b>The Wider World</b>	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	<b>Spiritual</b>	<b>Moral/Ethical</b>	<b>Social</b>	<b>Cultural</b>
11.1	The attitudes of indigenous people to the environment.	Issues of exploitation versus conservation and stewardship.	Who “owns” the rainforest and the plants within it that could be exploited in future.	The contrast between “global” culture and indigenous culture and the effects of tourism on both.
11.2	Contrasts between western and eastern attitudes to development and population issues in the Indian sub-continent.	The dilemmas of developing policies influencing birth and death rates.	People’s attitudes to and perception of natural hazards.	The cultural links between India/Bangladesh during the period of the British Empire and in the present.
11.3	The contrast between traditional Japanese beliefs about the environment and modern development of the environment.	Issues involved in controlling and reversing damage to the environment both in Japan and overseas.	Contrasts between factory organisation in Japan and in the UK.	The contribution of aspects of Japanese culture to the “sense of place” of Japan.

<b>Global Issues</b>	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	<b>Spiritual</b>	<b>Moral/Ethical</b>	<b>Social</b>	<b>Cultural</b>
12.1	The role of liberation theology and worker priests in South American cities, or of Mother Theresa and her order in Indian cities.	Land rights and ownership as a “push” factor in urbanisation and as an issue in the development of squatters’ settlements.	The varying roles of the individual, the local community and the city authorities in urban development and renewal.	Contrasting cultural attitudes in “slums of hope” and “slums of despair”.
12.2	The “oneness” of humanity and the worth of each individual.	The inter-connection between the North and South. The legacy of colonialism and the debt owed by the developed world to the developing world.	The nature of different aid-giving organisations and the nature of the organisation delivering aid.	The need for aid to work within existing cultural norms but to tackle issues such as the role of women in traditional cultures.
12.3	The temporary nature of each individual compared with the permanence of the planet.	The responsibility of each individual towards the future of the human race and the environment.	The changes in society that might arise if climate change continues.	Cultural values to the planet and its future.

## 16.2 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 section on the European Union gives candidates ample opportunities to study the European dimension of 21<sup>st</sup> century society.

### 16.3 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 content of this specification promotes an understanding of geography’s contribution to environmental education, and to education for sustainable development. Examples of where the specification content contributes to this greater awareness are indicated throughout the text.

<b>The United Kingdom</b>	Signposting of opportunities to study matters related to Environmental Issues.
9.1	“The provision of water supplies for urban areas” requires the study of the conservation of water supplies and of the environmental inter-dependence between urban and rural areas.
9.2	“The influence of physical factors on hill sheep farming in the Lake District” requires a study of environmental relationships.
9.3	“The pressure on tourism, the need for conservation of the landscape and the conflicts of interest caused” requires an understanding of pressures on the environment and of the need for conservation of the landscape.
9.4	“Compare the advantages and disadvantages of gas fired, nuclear power stations with reference to their ... environmental impact” requires a study of people’s impact on the environment and of the need to manage and reduce their impact.
9.5	“Modern footloose industry ... to illustrate the influence of ... greenfield sites on location” provides the opportunity for consideration of the need to preserve greenfield sites.
9.6	“The impact of the increased use of road transport on urban structure and environment. Possible solutions to the problems of traffic in towns” requires a study of the urban environment, the pressures on that environment and ways to manage that pressure.

<b>The European Union</b>	Signposting of opportunities to study matters related to Environmental Issues.
10.2	“The push and pull factors causing migration to and from the region” requires the study of environmental pressures on people and of the inter-relationships between the environments of Northern and Southern Italy.
10.3	“The effects of tourism on the environment of the region” requires the study of the environment of Mediterranean Spain and of the way the development of the tourist industry has affected and is affecting the environment.
10.4	“A planning issue in the chosen conurbation” requires students to consider an issue in the urban environment, and the way this issue is being managed.

<b>The Wider World</b>	Signposting of opportunities to study matters related to Environmental Issues.
11.1	“Case studies to exemplify traditional shifting cultivation, modern farming, timber exploitation and mining, showing the impact of each of these on the environment” requires students to study different ways of using the resources of the rainforest and the varying environmental consequences of these economic systems.
11.2	“The causes and consequences of tropical storms and floods, and attempts to reduce the damage they cause” requires students to study environmental hazards, their causes and consequences, and attempts by people to manage their environment and the hazards it presents.
11.3	“Industrial pollution in Japan: its causes and attempted solutions” requires students to study the impact of modern industry on the environment, and attempts to reduce the damage done to the environment by improving management.

<b>Global Issues</b>	Signposting of opportunities to study matters related to Environmental Issues.
12.1	“Attempts to improve conditions in squatter settlements, including self-help schemes” requires students to study some of the most extreme problems in the urban environment and to consider ways that people can manage and improve the conditions of their environment through individual and/or community effort.
12.2	“The role of international aid donors in encouraging sustainable development”, and ways in which it can be achieved, especially through international co-operation.
12.3	“Attempts to reduce global warming and to manage its consequences” requires students to consider both attempts to reduce damage, and to manage the consequences of present and future damage i.e. to develop stewardship of the environment, even if rather belatedly.

#### 16.4 Citizenship

Geography B offers ample scope to include citizenship as part of a scheme of work and these are indicated throughout the specification content. 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 of where the specification content contributes to this greater awareness are indicated throughout the text.

#### 16.5 Avoidance of Bias

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

#### 16.6 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

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### 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.

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### Guidance on Setting the Centre-Assessed Component

#### 18.1 Presentation

Coursework must 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 paginated 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.

#### 18.2 Planning

Teachers should advise candidates on their choice of topic to ensure that each candidate is able to show "what he or she understand 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).

#### 18.3 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

## 19.1 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, through description and explanation, using a range of geographical terms, demonstrates 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, through description and explanation, using a wide range of geographical terms, demonstrates 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 are 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.

## 19.2 Coursework Mark Table

Assessment Objective Coverage	Strand	Maximum Mark Available
A03	Applied Understanding	6
A04	Methodology	6
A04	Data Presentation	6
A03	Data Interpretation	6
A04	Evaluation	6
	<b>Total</b>	<b>30</b>

### 19.3 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. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

## 20

## Supervision and Authentication

### 20.1 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.

### 20.2 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.

**20.3 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.

**20.4 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.

**21****Standardisation****21.1 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.

**21.2 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.

A specimen Centre Declaration Sheet appears in Appendix B.



## Administrative Procedures

- 
- 22.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Section 19. The marks and supporting information must be recorded in accordance with the instructions in Section 19. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
- 
- 22.2 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.
- 
- 22.3 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.
- 
- 22.4 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

### 23.1 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.

### 23.2 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

### 24

## Grading, Shelf-Life and Re-Sits

24.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in Geography B.
24.2 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. 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>
24.3 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>
24.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
24.5 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.
24.6 Awarding and Reporting	The specification complies with the grading, awarding and certification requirements of the GCSE and GCE Code of Practice 2008 and will be revised in the light of any subsequent changes for future years.

# 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 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, at a range of scales, as required by the specification, and show a broad knowledge of location and geographical terminology.

Candidates understand 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 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 evidence.

**B**

## Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link:

[www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

**C**

## Overlaps with Other Qualifications

There are overlaps in content between AQA GCSE in Geography B and other GCSE Geography specifications. Reference to a restriction on multiple entry for AQA GCSE in Geography B 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 Modules 5: Global Inequality and 6: People and Work.

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

Overlap also occurs in GCSE Environmental Science in which the following themes touch upon the content that can be found within AQA GCSE in Geography B. The focus and approach to study are, however, invariably different.

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

GCSE Science: Single and Double Awards, along with GCSE Human Physiology and Health, also have some peripheral overlap with AQA GCSE in Geography B. Again the focus and scientific approach to study is significantly different to that for geography.

## Background Information

### 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 onwards.

### 1.1 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 B (Short Course)*

GCSE 3037	
Foundation Tier	<p>Written Paper 1 <span style="float: right;">75% of total marks</span> 1¼ hours</p> <p>Each question paper/answer booklet will comprise a section on each of the following four areas:</p> <ul style="list-style-type: none"> <li>• The United Kingdom;</li> <li>• The European Union;</li> <li>• The Wider World;</li> <li>• Global Issues.</li> </ul> <p>Each section will include some short answer questions followed by a structured question. A question based upon a UK Ordnance Survey map extract at a scale of 1:50 000 will be included. All questions are compulsory.</p>
3037F	
Higher Tier	<p>Coursework <span style="float: right;">25 % of total marks</span></p> <p>Coursework of approximately 1250 words based on a fieldwork investigation at a local/small scale.</p>
3037H	

This is one of three specifications in the subject offered by AQA.

AQA GCSE (Short Course) in Geography A adopts a people-environment theme throughout the subject content, highlighting the importance of this interaction.

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 Code 3037.</p>
3.3 Prohibited Combinations	<p>Candidates entered for Geography B (Short Course) may not enter for any other GCSE full or short course geography specification in the same examination series.</p> <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is code 3910.</p>
3.4 Private Candidates	<p>This specification is available for private candidates. Private candidates should write to AQA for a copy of “<i>Supplementary Guidance for Private Candidates</i>”.</p>
3.5 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 for Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i>  <i>GCE, VCE, GCSE, GNVQ, Entry Level &amp; Key Skills</i>                      This document can be viewed via the AQA web site (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)                      Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6 Language of Examinations	<p>All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaeilge.</p>



# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This GCSE (Short Course) in Geography 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

This specification is distinctive amongst those provided by AQA in that it is essentially place specific. The specification includes a number of prescribed areas that provide the opportunity to address geographical themes and issues at local, regional, national and global scales. Where place is not specified centres may use their own choice of case studies. In this specification there is not the concentration of skills in a separate section/component of the examination; they are assessed wherever appropriate throughout the two components.

Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.

Geography B (Short Course) encourages the development and provides many opportunities for the development of literacy and numeracy skills.

### 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 enquiry and skills;
- knowledge and understanding of places;
- knowledge and understanding of patterns and processes;

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

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

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#### 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 B (Short Course). Some of these aims are reflected in the assessment objectives; others are not because they cannot readily be translated into measurable objectives. The aims are not listed in order of priority.

The specification offers opportunities for candidates 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 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 faced by people in different places;
  - c. develop an understanding of global citizenship and the ways in which people 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 (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 Knowledge and Understanding

In terms of knowledge and understanding candidates should be able to:

- a. recall specific facts and demonstrate knowledge, including geographical terminology and locational knowledge, related to the specification content across the range of local, regional, national, international and global scales;
- b. show an understanding of the geographical ideas and concepts specified in the syllabus, and an ability to apply this understanding in a variety of physical and human contexts;
- c. recall and show an understanding of the physical and human processes which contribute to the development of spatial patterns, and the geographical characteristics of particular places, and apply this understanding in a variety of contexts;
- d. describe and offer explanations for the interactions between people's activities and the environment;
- e. show an understanding of geographical aspects of selected contemporary, social, economic, political and environmental issues, questions and problems at a variety of scales;
- f. show an understanding of the significance and effects of the attitudes and values of groups and individuals involved in geographical issues, and in decision-making about the use and management of environments and resources, and apply this understanding in a variety of contexts;
- g. show an understanding of the meaning and importance of sustainable development and show how this can inform the management of a variety of geographical issues and environments at a range of scales from local to global;
- h. show an understanding of the limitations of geographical evidence and the tentative and incomplete nature of some explanations.

**6.3 Skills**

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

- a. select, use and develop a variety of techniques appropriate to geographical study and enquiry;
- b. identify geographical questions and issues, and establish appropriate sequences of investigation;
- c. 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);
- d. describe, analyse and interpret evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- e. evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

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**6.4 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.

## 7

# Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises two components.

Written Paper	1¼ hours
75% of the total marks	70 marks

The Foundation and Higher Tier question paper/answer booklets will each comprise four sections, Sections A, B, C and D, based on each of the following four areas of specification content.

Section A: The United Kingdom

Section B: The European Union

Section C: The Wider World

Section D: Global Issues

Each section will include some short answer questions\* followed by a structured question.

The paper will include one or more questions on a UK Ordnance Survey map extract at a scale of 1: 50 000.

All questions will be compulsory.

### Coursework

25 % of the total marks	30 marks
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Coursework of approximately 1250 words based on a fieldwork investigation at a local/small scale.

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

\* Short answer questions may include, for example, definitions, cloze exercises, multiple choice questions, multiple completion questions and questions based upon stimulus material (such as photographs, diagrams and graphs). (A cloze exercise presents candidates with a passage of text in which key words are missing. The candidate has to complete the passage using geographical words chosen from a given word bank). Some short course questions may require candidates to write one or two sentences.

**7.2 Weighting of Assessment Objectives**

The assessment objectives will be assessed in the different components in approximately the following proportions.

The terminal examination will consist of one written paper which will be set and marked by AQA.

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 Paper	Coursework	
A01 Knowledge	20	0	20
A02 Understanding	25	0	25
A03 Application of Knowledge and Understanding	15	10	25
A04 Skills	15	15	30
<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

The prescribed areas for study in Geography B (Short Course) are listed for convenience in 8.1 to 8.4. Through the medium of these areas, the specification content requires the study of features of physical, human and environmental concepts and processes to provide a balanced overview of geography. These features appear in the second column of the detailed specification content in Sections 9 to 12, inclusive.

The specification content in Geography B (Short Course) is a sub-set of Geography B (Full Course). For the convenience of centres also teaching the Full Course, the relationship with the content of the latter is indicated by a numbered reference printed in italicised script.

Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.

- 
- |     |                            |  |
|-----|----------------------------|--|
| 8.1 | <b>The United Kingdom:</b> | <ul style="list-style-type: none"> <li>● The Lake District</li> <li>● The M4 corridor</li> </ul> |
|-----|----------------------------|--|
- 
- |     |                            |  |
|-----|----------------------------|--|
| 8.2 | <b>The European Union:</b> | <ul style="list-style-type: none"> <li>● Spain</li> <li>● The European urban core with reference to <b>one</b> major conurbation to be chosen from:             <ul style="list-style-type: none"> <li>– Rotterdam/Europoort;</li> <li>– The Ruhr conurbation;</li> <li>– The Paris region;</li> <li>– The Milan/Turin/Genoa industrial triangle.</li> </ul> </li> </ul> |
|-----|----------------------------|--|
- 
- |     |                         |   |
|-----|-------------------------|---|
| 8.3 | <b>The Wider World:</b> | <ul style="list-style-type: none"> <li>● The Ganges Delta</li> <li>● Japan</li> </ul> |
|-----|-------------------------|---|
- 
- |     |                       |   |
|-----|-----------------------|---|
| 8.4 | <b>Global Issues:</b> | <ul style="list-style-type: none"> <li>● Global issues will be considered with reference to the topics listed below. It is expected that centres will probably study these topics through reference to the other three areas of the specification content identified in 8.1 to 8.3, inclusive.</li> <li>● Aid, investment and international development</li> <li>● Global warming: its causes and consequences</li> </ul> |
|-----|-----------------------|---|
-

**8.5 Other Aspects of Geography**

The detailed specification content must be studied with reference to the following aspects of geography. Each of these aspects is identified at the appropriate point in the specification content using the letters indicated below.

<b>(I):</b>	Interdependence between places and environments
<b>(G):</b>	Global citizenship
<b>(S):</b>	Sustainable development
<b>(C):</b>	Contemporary social, economic, political and environmental issues
<b>(D):</b>	The significance and effects of the values and attitudes of those involved in decision-making



## 9

## The United Kingdom

Through selected studies of the United Kingdom (UK), based where possible on the study of specified regions, students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at local, regional and national scales. Students should develop an awareness of interactions between people and their environment, and an appreciation of the need to plan for the sustainable use of the environment. Students should be aware that many aspects of the geography of the country are in a state of change, and that this change presents challenges and constraints to people.

### 9.1 Farming, Food and the Environment *[9.2 in Full Course Specification]*

- Inputs, processes and outputs on a commercial farm (Local scale).
- The general influence of the natural environment on farming systems in the UK.
- Hill sheep farming in the Lake District, including a farm case study. Questions will be limited to:
  - the influence of physical factors: landforms; climate (including the processes leading to the formation of relief rainfall and the pattern of its distribution in the Lake District) and soil (Local scale) **(I)(C)(D)**;
  - diversification of the rural economy (Local, Regional, National, International, Global scales) **(I)(C)(D)**.

### 9.2 Tourism in a Glacial Environment: The Lake District National Park *[9.3 in Full Course Specification]*

- The aims of National Parks (Regional scale) **(I)(S)(C)(D)**.
- The major glacial landscape features of the Lake District: upland glaciation, including the processes of frost-shattering, plucking and abrasion, leading to the formation of corries, arêtes, glacial troughs and ribbon lakes (Local, Regional Scales).
- The impact of tourism in the Lake District on farming, traffic and employment (Local, Regional scales) **(I)(C)(D)**.
- The pressure of tourism, the need for conservation of the landscape and the conflicts of interest caused, with reference to the development of “honey pot” sites, to include a case study of **one** honey pot site (Local, Regional scales) **(I)(S)(C)(D)**.

- 9.3 Electricity Generation for the Future**  
*[9.4 in Full Course Specification]*
- Describe and explain the locations of coal fired power stations and wind farms, with reference to **one** named example of each (Local scale).
  - Compare the advantages and disadvantages of coal fired power stations and wind farms, with reference to their economic and environmental impacts (Local, Regional, National, International, Global scales) **(I)(S)(C)(D)**.
  - The future energy mix of the United Kingdom.
- 
- 9.4 The Changing Location of Manufacturing Industry**  
*[9.5 in Full Course Specification]*
- Manufacturing industry as a system. Questions will be limited to:
    - inputs, processes and outputs;
    - the influence of site, raw materials, fuel supplies, labour supply, transport, markets and government policy on industrial location(Local, Regional, National scales) **(I)(C)(D)**.
  - Modern, footloose industry (information and communication technology (ICT) and micro-electronics) along the M4 corridor to illustrate the influence of transport, skilled labour, and greenfield sites on location (Local, Regional scales) **(I)(C)(D)**.
- 
- 9.5 Understanding the Modern Urban environment**  
*[9.6 in Full Course Specification]*
- The growth, characteristics and morphology of **one** large urban area in the United Kingdom (Local, Regional scales).
  - The causes and effects of inner city decline (Local scale) **(I)(C)(D)**.
  - The process of urban renewal (Local scale) **(I)(C)(D)**.
  - Development on the rural-urban fringe: suburbanisation; counter-urbanisation; the growth of commuting and commuter villages (Local, Regional scales) **(I)(C)(D)**.
  - The changing location of the retail trade: out-of-town shopping centres and retail parks and their effect on the High Street (Local, Regional scales) **(I)(C)(D)**.

## 10

# The European Union

Through selected studies of the European Union (EU), based on the study of specified regions, students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at regional, national and international scales. They should realise that places within the EU are interdependent and, in particular, they should develop some understanding of the ties between the UK and the rest of the EU. Students should develop an awareness of interactions between people and their environment, and an appreciation of the need to plan for the sustainable use of the environment. They should also be aware that many aspects of the geography of Europe are in a state of change, and that this change presents challenges and constraints to people.

## 10.1. Rich and Poor Regions in the European Union

*[10.1 in Full Course Specification]*

- Be aware of the general pattern of areas of more than average and less than average levels of economic development within the European Union (the core and the periphery) (International scale).
- 10.1 should be considered as an introduction to the regional studies given in 10.2 and 10.3, inclusive.

## 10.2 Tourism in Mediterranean Spain: Development on the Periphery and the Results of this Development

*[10.3 in Full Course Specification]*

- Location of major tourist areas and the resorts (National scale).
- The physical factors (*limited to* climate) and the economic factors which led to the growth of the tourist industry, Spain and the source regions from where the tourists originate (Local, Regional scales) **(I)(C)(D)**.
- The effects of tourism on the economy and the environment of the region (Local, Regional scales) **(I)(C)(D)**.

## 10.3 Development of the European Urban Core

*[10.4 in Full Course Specification]*

- A study of the location, situation and reasons for the growth of **one** major conurbation within the core region of the European Union to be chosen from
  - (a) Rotterdam/Europort;
  - (b) the Ruhr conurbation;
  - (c) the Paris region;
  - (d) the Milan/Turin/Genoa industrial triangle
 (Local, Regional, National, International scales).
- A planning issue in the chosen conurbation (Local, Regional scales) **(I)(S)(C)(D)**.

## The Wider World

Through selected studies of the Wider World, based on the study of specified regions, students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at regional, national and international scales. They should realise that places throughout the world are interdependent and, in particular, they should develop some understanding of the ties between more economically developed countries and less economically developed countries (MEDCs and LEDCs). This should help them to develop some understanding of global citizenship. They should develop an awareness of interactions between people and their environment and an appreciation of the need to plan for the sustainable use of the environment. They should be aware that many aspects of the world are in a state of change, and that this change presents challenges and constraints to people.

### 11.1 The Ganges Delta: Dense Population in a High Risk Environment

*[11.2 in Full Course Specification]*

- The location and physical features of the Ganges Delta (Regional, International scales).
- Description and explanation of the tropical monsoon climate (Local, Regional, National, International, Global scales).
- Traditional subsistence rice farming and the changes to the people/environment brought about by technological changes linked with the Green Revolution. A consideration of whether these changes can lead to sustainable development (Local, Regional scales) **(I)(G)(S)(C)(D)**.
- Factors affecting birth rates and death rates in **either** India **or** Bangladesh (Regional, National scales) **(I)(S)(C)(D)**.

### 11.2 Japan: Urbanisation and Industrialisation in a Resource-Poor Environment

*[11.3 in Full Course Specification]*

- The location of the four main islands and the major settlements on Honshu (National scale).
- The main physical features of Japan and their influence on population distribution and industrial zones (Regional, National scales).
- Japan's shortage of raw materials, the need for imports and the influence of these on the distribution of population (National, International scales) **(I)(S)(C)(D)**.
- The organisation of the Japanese manufacturing industry. Factors affecting the distribution of the motor vehicle industry within Japan. (Regional, National scales).

## 12

## Global Issues

Students will study selected global issues, developed from topics studied in the previous sections of the specification content, 9 to 11, inclusive. Through these studies students are expected to acquire knowledge and understanding of a range of places, environments and geographical patterns at international and global scales. Students should realise that places throughout the world are interdependent. In particular, students should develop some understanding of the ties between more economically developed and less economically developed countries (MEDCs and LEDCs). This should help students to develop further their understanding of global citizenship. Students should also develop an awareness of interactions between people and their environment, and an appreciation of the need to plan globally for the sustainable use of the environment. They should be aware that many aspects of the geography of the world are in a state of change, and that this change presents challenges and constraints to people.

**12.1 Aid, Investment and International Development**  
*[12.2 in Full Course Specification]*

- The types of international aid. Questions will be limited to:
  - official aid;
  - voluntary aid;
  - short-term and long-term aid

(International, Global scales) **(I)(G)(S)(C)(D)**.

- The scale of international aid compared to the needs of less economically developed countries (International, Global scales) **(I)(G)(S)(C)(D)**.
- A study of **one** development project in a less economically developed country (Local scale) **(I)(G)(S)(C)(D)**.
- The role of international aid donors in encouraging sustainable development **(I)(G)(S)(C)(D)**.

**12.2 Global Warming: Its Causes and Consequences**  
*[12.3 in Full Course Specification]*

- Factors affecting the Greenhouse Effect. Questions will be limited to:
  - burning of fossil fuels;
  - destruction of the rainforest

(National, International, Global scales) **(I)(G)(S)(C)(D)**.

- The consequences of global warming to the people / environment relationship. Questions will be limited to:
  - the rise in sea level and how this might affect low lying areas such as the Ganges Delta and eastern England(Local, Regional, National, International, Global scales)  
**(I)(G)(S)(C)(D).**
- Attempts to reduce global warming and to manage its consequences thus allowing more sustainable development. Questions will be limited to:
  - reduction of fossil fuel use and development of renewable energy(Local, Regional, National, International, Global scales) **(I)(G)(S)(C)(D).**

## List of Geographical Terms

The following words and phrases must be known and understood by candidates. The abbreviations referred to below and in Sections 9 to 12, inclusive, of the specification content must also be known to candidates.

### **Farming, food and the environment (9.1)**

Diversification	Mechanisation
Hill sheep farming	Output
Input	Process

### **Tourism in a glacial environment: The Lake District National Park (9.2)**

Arête	Glacier
Conservation	Honey pot site
Corrie	Ice Age
Frost shattering	National Park
(Glacial) abrasion	Plucking
(Glacial) trough	Ribbon lake
Glaciation	

### **Electricity generation for the future (9.3)**

Electricity generation	Renewable energy
Fossil fuel	Thermal power station
Non-renewable energy	

### **The changing location of manufacturing industry (9.4)**

Brownfield site	Raw material
Footloose industry	Secondary industry
Greenfield site	Site

### **Understanding the modern urban environment (9.5)**

Central Business District (CBD)	Migration
Commuter	Out-of-town shopping centre
Commuter village	Retail park
Comprehensive re-development	Rural-urban fringe
Counter-urbanisation	Suburb
Gentrification	Suburbanisation
Green belt	Twilight zone
Housing renovation	Urbanisation
Inner city	Urban morphology

**Rich and poor regions in the European Union (10.1)**

Core  
Gross national product (GNP)  
Gross national product (GNP) per capita  
Level of development  
Periphery

**Tourism in Mediterranean Spain: development on the periphery (10.2)**

Functions  
Situation

**The Ganges Delta: dense population in a high risk environment (11.1)**

Delta	Hybrid seed
Distributary	Low pressure air
Eye	Storm surge
High pressure air	Tropical cyclone
High yielding variety (HYV)	

**Japan: urbanisation and industrialisation in a resource-poor environment (11.2)**

Assembly plant	Import
Capital investment	Pollution
Component	USA
Export	

**Aid, investment and international development (12.1)**

Long-term aid	Short-term aid
Manufactured products	Trade
Official aid	Transnational corporation (TNC)
Primary products	Voluntary aid

**Global warming: its causes and consequences (12.2.)**

Greenhouse Effect



## 14

## Geographical Skills Checklist

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

### 14.1 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.

### 14.2 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:

1:50 000 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; use maps in association with photographs.

### 14.3 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.

### 14.4 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;
- describing, explaining and analysing of the data;
- drawing conclusions;
- evaluating the methods of data collection, the results and the conclusions;
- understanding and applying the geographical principles underlying the enquiry.

## 14.5 ICT Skills

Candidates are required to develop skills in the use of ICT. There is a wide range of opportunities in the specification for students to develop and use ICT skills. In the following examples the figures refer to the specification content.

- Using the Internet to access web sites which can help with an enquiry based upon 9.1, Farming, food and environment;
- Word processing, data presentation and analysis techniques to assist in the preparation of a coursework investigation on 9.4, The changing location of manufacturing industry;
- Extraction of information from video and TV programmes about 10.2, Tourism in Mediterranean Spain;
- Use of databases made available by the EU to provide information for 10.3, Development of the European urban core;
- Photographs and satellite images concerning 11.1, The Ganges Delta;
- CD ROMs loaded with map extracts and images of different cultures as background for 11.2, Japan: urbanisation and industrialisation in a resource-poor environment;
- Use of spreadsheets and data handling to investigate 12.1, Aid, investment and international development;
- Use of the Internet and GIS to access news information on 12.2, Global warming;
- Research and presentation of coursework.

## Key Skills and Other Issues

15

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

#### 15.1 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 web site ([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 B (Short Course) 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.

#### 15.2 Key Skills Opportunities in (Short Course) Geography B

The study of a course based on Geography B (Short Course) provides ample opportunities for the development of evidence of achievement in Key Skills in the context of both classroom work and fieldwork. A course based on this specification will normally require a student to become practised in different media. The coursework component provides an opportunity for students to problem solve and work with others, but class based work will similarly produce similar opportunities.

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

**Improving own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

**Improving Own Learning and Performance Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content				
	The UK	The EU	The WW	Global Issues	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				
	The UK	The EU	The WW	Global Issues	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	✓	✓	✓	✓	✓

### 15.3 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.



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

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

The study of a course based on Geography B (Short Course) can contribute to a candidate's understanding of a range of moral, ethical, social and cultural issues to 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.

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

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.

Areas of Geography B (Short Course) that can offer opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues are signposted below.

The United Kingdom	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
9.1	The spiritual values of forests and their relationship with their land and animals.	Compassion in farming. Responsibility of farmers as “custodians of the countryside”.	The nature of traditional rural society and the pressures to change this.	Hill steep farming as a traditional culture in the UK in conflict with modern tourist and intensive economic forces.
9.2	Values of wild, remote and unspoilt landscape.	The role of the MP and Authorities in balancing the needs of local people, tourists and the environment.	The needs of urban dwellers for open space for a variety of leisure activities.	The artist's view of the Lake District from the 18 <sup>th</sup> century onwards.
9.3	Aesthetic aspects of energy development (e.g. effect of wind farm development on “unspoilt” scenery).	Short term exploitation of resources and the environment v. long term sustainable development.	The various effects of energy policy on local communities (e.g. mining communities/remote rural communities).	The special nature of mining communities in past periods and the effect on those communities of pit closures.

9.4	The threats to the planet posed by the development of industry.	A discussion of the ethical implication of greenfield <i>v.</i> brownfield development of industry.	Community needs <i>v.</i> profits in the location of industry.	A comparison of the effects of old, heavy industry and modern footloose industry on the development of local communities and culture.
9.5	The spiritual values of architecture – old and new.	Concepts of justice linked to wealth distribution and type of housing in urban areas.	Varying social attitudes in different urban areas.	Development of multicultural societies in urban areas.

<b>The European Union</b>	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	<b>Spiritual</b>	<b>Moral/Ethical</b>	<b>Social</b>	<b>Cultural</b>
10.1	The role of European integration in bringing peace and democracy to Western Europe since 1945, and the possible extension of this role into Eastern Europe.	Concepts of justice linked to wealth distribution on national and international scales.	The social advantages and disadvantages of the European Union, including the EU's support for freedom and democracy in Eastern Europe.	The multicultural nature of the EU and the development of "European" culture.
10.2	The spiritual renewal aspects of holiday making in a beautiful environment.	The responsibilities of tourists towards the environment.	The effects of the development of the tourist industry on local society.	The attractions of Spanish architecture including both Moorish and local building styles.
10.3	The need for open spaces in cities to allow for spiritual renewal and relaxation from stress.	The role of urban planners in resolving conflicts between competing interests.	The differing needs of different groups, including class, gender, age and ability groups which must be addressed by the urban planners.	The contribution local culture can make to the "sense of place" of the chosen urban area.

<b>The Wider World</b>	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	<b>Spiritual</b>	<b>Moral/Ethical</b>	<b>Social</b>	<b>Cultural</b>
11.1	Contrasts between western and eastern attitudes to development and population issues in the Indian sub-continent.	The dilemmas of developing policies influencing birth and death rates.	People's attitudes to and perception of natural hazards.	The cultural links between India/Bangladesh during the period of the British Empire and in the present.
11.2	The contrast between traditional Japanese beliefs about the environment and modern development of the environment.	Issues involved in controlling and reversing damage to the environment both in Japan and overseas.	Contrasts between factory organisation in Japan and in the UK.	The contribution of aspects of Japanese culture to the "sense of place" of Japan.

Global Issues	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural issues.			
	Spiritual	Moral/Ethical	Social	Cultural
12.1	The “oneness” of humanity and the worth of each individual.	The inter-connection between the North and South. The legacy of colonialism and the debt owed by the developed world to the developing world.	The nature of different aid-giving organisations and the nature of the organisation delivering aid.	The need for aid to work within existing cultural norms but to tackle issues such as the role of women in traditional cultures.
12.2	The temporary nature of each individual compared with the permanence of the planet.	The responsibility of each individual towards the future of the human race and the environment.	The changes in society that might arise if climate change continues.	Cultural values to the planet and its future.

## 16.2 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 section on the European Union gives candidates ample opportunities to study the European dimension of 21<sup>st</sup> century society.

## 16.3 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 content of this specification promotes an understanding of geography’s contribution to environmental education, and to education for sustainable development. Examples of where the specification content contributes to this greater awareness are indicated throughout the text.

The United Kingdom	Signposting of opportunities to study matters related to Environmental Issues.
9.1	“The pressure on tourism, the need for conservation of the landscape and the conflicts of interest caused” requires an understanding of pressures on the environment and of the need for conservation of the landscape.
9.2	“Compare the advantages and disadvantages of coal fired power stations and wind farms, with reference to their environmental impact” requires a study of people’s impact on the environment and of the need to manage and reduce their impact.
9.3	“Modern footloose industry ... to illustrate the influence of ... greenfield sites on location” provides the opportunity for consideration of the need to preserve greenfield sites.
9.6	“The impact of the increased use of road transport on urban structure and environment. Possible solutions to the problems of traffic in towns” requires a study of the urban environment, the pressures on that environment and ways to manage that pressure.

<b>The European Union</b>	Signposting of opportunities to study matters related to Environmental Issues.
10.2	“The effects of tourism on the environment of the region” requires the study of the environment of Mediterranean Spain and of the way the development of the tourist industry has affected and is affecting the environment.
10.3	“A planning issue in the chosen conurbation” requires students to consider an issue in the urban environment, and the way this issue is being managed.

<b>The Wider World</b>	Signposting of opportunities to study matters related to Environmental Issues.
11.1	“The consequences of tropical storms and floods, and attempts to reduce the damage they cause” requires students to study environmental hazards, their causes and consequences, and attempts by people to manage their environment and the hazards it presents.

<b>Global Issues</b>	Signposting of opportunities to study matters related to Environmental Issues.
12.1	“The role of international aid donors in encouraging sustainable development”, and ways in which it can be achieved, especially through international co-operation.
12.2.	“Attempts to reduce global warming and to manage its consequences” requires students to consider both attempts to reduce damage, and to manage the consequences of present and future damage i.e. to develop stewardship of the environment, even if rather belatedly.

#### 16.4 Citizenship

Geography B (Short Course) offers ample scope to include citizenship as part of a scheme of work. 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 of where the specification content contributes to this greater awareness are indicated throughout the text.

#### 16.5 Avoidance of Bias

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

#### 16.6 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

17

### 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 topic chosen for investigation must relate to some part of the content specification.

18

### Guidance on Setting the Centre-Assessed Component

#### 18.1 Presentation

Coursework must 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 paginated 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 1250 words.

#### 18.2 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, persons to interview, techniques to be used in the field and the production of their reports).

#### 18.3 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

### 19.1 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 the 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 appropriate 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.

**19.2 Coursework Mark Table**

Assessment Objective Coverage	Strand	Maximum Mark Available
A03	Applied Understanding	6
A04	Methodology	6
A03	Data Presentation	6
A04	Data Interpretation	6
A04	Evaluation	6
	<b>Total</b>	<b>30</b>

**19.3 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. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

## Supervision and Authentication

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|---|---|
| <b>20.1</b> <b>Supervision of Candidates' Work</b>    | 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.  |
| <b>20.2</b> <b>Guidance by the Teacher</b>            | 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.   |
| <b>20.3</b> <b>Unfair Practice</b>                    | 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. |
| <b>20.4</b> <b>Authentication of Candidates' Work</b> | 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.   |



## 21

## Standardisation

### 21.1 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.

### 21.2 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.

A specimen Centre Declaration Sheet appears in Appendix B.

## Administrative Procedures

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- 22.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Section 19. The marks and supporting information must be recorded in accordance with the instructions in Section 19. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
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- 22.2 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.
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- 22.3 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.
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- 22.4 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.
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## Moderation

### 23.1 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.

### 23.2 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

### 24

## Grading, Shelf-Life and Re-Sits

24.1	Qualification Titles	The qualification based on this specification has the following title: AQA GCSE (Short Course) in Geography B.
24.2	Grading System	<p>The qualification will be graded on an 8 point grade scale A*, A, B, C, D, E, F and 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. 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>
24.3	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>
24.4	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
24.5	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.
24.6	Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the GCSE and GCE Code of Practice 2008 and will be revised in the light of any subsequent changes for future years.

# 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**

## Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link:

[www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

**C**

## Overlaps with Other Qualifications

There are overlaps in content between AQA GCSE (Short Course) in Geography B and other GCSE (Short Course) Geography and GCSE Geography specifications. Reference to a restriction on multiple entry in this regard is made in section 3.3. There is also 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 Modules 5 (Global Inequality) and 6 (People and Work).

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

GCSE Environmental Science, along with GCSE Science: Single and Double Award, also have some peripheral overlap with GCSE (Short Course) in Geography B. The focus and scientific approach to study, however, is significantly different from that for geography.