AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Geography 3033 and (3038)
Specification C
2010

Material accompanying this Specification

- Past Papers and Mark Schemes

- Reports on the Examinations

SPECIFICATION

This specification will be published annually on the AQA Website (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.

Set and published by the Assessment and Qualifications Alliance.

Contents – Full Course

Centre-Assessed Component

Awarding and Reporting

Appendices

Contents – Short Course

Centre-Assessed Component

Awarding and Reporting

Appendices

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.

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

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

2   Specification at a Glance
Geography C

Foundation Tier
3033F
Higher Tier
3033H

GCSE 3033

Paper 1	25% of total marks
	1½ hours

A Decision-Making Exercise (see page 15 for topic).

Comprising a series of structured questions. A question based on an Ordnance Survey map extract may be set. All questions are compulsory.

Paper 2	50% of total marks
	1¾ hours

Three structured questions on the three sections of the subject content:

- Managing Change in the Human Environment;

- Managing the Physical Environment;

- Managing Economic Development.

A question based on an Ordnance Survey map extract may be set. All questions are compulsory.

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.

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

AQA GCSE in Geography B is place specific which provides the opportunity to address geographical themes and issues within prescribed areas.

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	Normal entry requirements apply, but the following information should be noted.
		The **Subject Code** for entry to the GCSE award is 3033.
3.3	Prohibited Combinations	Candidates entered for AQA GCSE in Geography C may not enter for any other GCSE Geography specification in the same examination series.
		Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
		Centres should be aware that candidates who enter for more that 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.
		The classification code for this specification is 3910.
3.4	Private Candidates	This specification is available for private candidates. Private candidates should write to AQA for a copy of *"Supplementary Guidance for Private Candidates".*
3.5	Access Arrangements and Special Consideration	AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.
		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.
		Further details can be found in the Joint Council for Qualifications (JCQ) document: *Access Arrangements and Special Consideration* *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination* *GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills* This document can be viewed via the AQA web site (www.aqa.org.uk)
		Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Office at the centre.
3.6	Language of Examinations	All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaeilge.

Scheme of Assessment

4	Introduction

4.1	National Criteria	AQA GCSE in Geography C 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

AQA GCSE in Geography C is an issues-based specification. Twelve contemporary concerns have been selected for investigation and arranged into three sections. It is intended that the approach to teaching and learning underpinning this specification will allow students to:

a. investigate the background (characteristics and causes) to issues;

b. understand the impacts and consequences involved (the effects on people's lives);

c. consider alternative strategies for the more effective management of these issues.

AQA GCSE in Geography C is distinctive from other specifications offered by AQA in that the scheme of assessment requires candidates to work through a Decision-Making Exercise (DME) in the form of a terminal examination. The DME will require the development of particular skills which will equip candidates for the decision-making process and encourage lively, disciplined and balanced enquiry.

Where place is not specified, for example, in the Coursework component, centres in Northern Ireland must use examples of place in Northern Ireland.

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.

| 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.

5   Aims

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

This specification offers opportunities for candidates to

a. acquire and apply knowledge and understanding of a range of places, environments, spatial patterns and distributions at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;

b. develop a sense of place and an appreciation of the environment, as well as an awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;

c. develop an understanding of global citizenship and the ways in which places and environments are interdependent;

d. appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;

e. understand the significance and effects 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 appropriately the skills and techniques – including those of map work, 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 specification, 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 interrelationships 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 should be able 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 investigations;

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.

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 purpose;

• 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 in Papers 1 and 2.

7	# Scheme of Assessment

7.1   Assessment Units

The Scheme of Assessment comprises three components.

Paper 1	1½ hours
25 % of the total marks	60 marks

This component is a Decision-Making Exercise (DME).

A series of structured questions tests the background of a chosen issue (or issues), its impact upon people and its management. Questions may use resources such as photographs, newspaper articles, statistics, graphs, etc. A question based on an Ordnance Survey map extract (scale 1: 50 000) may be set. Questions may be drawn from one or more sections of the specification content

All questions are compulsory.

The context of the DME is published in the specification approximately two years in advance of the examination. The context for the 2010 examination is below.

"Paper 1 will investigate the relationship between economic development and the demand for energy.

It will examine the issue of limited energy supply and energy infrastructure in the developing world. It will consider how reliable and affordable energy can play an important part in creating economic opportunities in some of the poorest parts of the world. The paper will then consider the importance of sustainable strategies to increase energy security and the issues associated with a proposed large-scale energy project in a part of the developing world."

Paper 2	1¾ hours
50 % of the total marks	80 marks

This component comprises three structured questions. Each of the three questions are drawn from one of the three sections of the specification content. Questions may use resources such as photographs, newspaper articles, statistics graphs, etc. A question based on an Ordnance Survey map extract (scale 1: 50 000) may be set.

All questions are compulsory.

Coursework
25 % of the total marks

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

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

7.2	Weighting of Assessment Objectives

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

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	Paper 1	**Paper 2**	**Coursework**	
AO 1 Knowledge	5	20	0	25
AO 2 Understanding	5	15	0	20
AO 3 Application of Knowledge and Understanding	5	5	10	20
AO 4 Skills	10	10	15	35
Overall Weighting of Components (%)	25	50	25	100

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

7.3	Year-specific material (Decision-Making Exercise – DME)

"Paper 1 will investigate the relationship between economic development and the demand for energy.

It will examine the issue of limited energy supply and energy infrastructure in the developing world. It will consider how reliable and affordable energy can play an important part in creating economic opportunities in some of the poorest parts of the world. The paper will then consider the importance of sustainable strategies to increase energy security and the issues associated with a proposed large-scale energy project in a part of the developing world."

Subject Content

8	Summary of Subject Content

8.1 About the Presentation of the Subject Content

Introduction: The Subject Content has been grouped into three sections – Managing Change in the Human Environment, Managing the Physical Environment and Managing Economic Development. Each section is prefaced by an Introduction, which provides the general context for the content in that section.

Key Questions: Within each of the three sections, four matters of particular concern (Key Questions) are identified as being major issues facing society today. The Key Questions are intended to focus students' geographical enquiry.

Content: The Content column takes the student from a knowledge and understanding of the background geography, through an appreciation of the issues, to the various ways in which these might be resolved or managed more effectively. In preparing for the examination, candidates must be given the opportunity to study the European Union. Candidates will be expected to be familiar with abbreviations used in the content.

Scale: The following abbreviations are used: L for local; R for regional; N for national; I for international; G for global.

Commentary: The Commentary suggests how the Content might be delivered effectively. The exemplar locations and case studies (printed in italics) are given for clarification purposes only; they are not prescriptive; centres are free to select their own locations and case studies. This freedom allows centres to provide resources according to their own expertise and interests. Questions in the examination will be phrased so as to allow candidates to use the locations and case studies they have studied.

A summary of the three sections of Subject Content is given in 8.5 to 8.7.

8.2 Consideration of the Significance and Effects of Values and Attitudes

Consideration of the significance and effects of people's attitudes and values are implicit in an issues-based specification and must be taught. The impact of issues on people's lives are highlighted in part (b) of the Content and it is here that the significance and effects of different values and attitudes will be explored. The consideration of alternative management strategies in part (c) will require their further exploration. Decision-making is very much about resolving conflict and finding compromises and the specification contains many direct references to ideas of perception, risk, prejudice, conflict, religion, education, value and development.

8.3	Development of Locational Knowledge and the Acquisition and Use of Geographical Terminology	The development of locational knowledge and geographical terminology must be achieved through a knowledge and understanding of the specification subject content.
8.4	Centres in Northern Ireland	Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.

8.5	Managing Change in the Human Environment	
	Population change:	How do people in MEDCs and LEDCs meet the challenges of population change?
	Rural – Urban migration in LEDCs:	How are the causes and consequences of rural-urban migration managed in LEDCs?
	Changing city and town centres:	How are the changes which are occurring in and around an MEDC city and town centres being managed?
	Pressure at the Rural – Urban Fringe:	How can changes and pressures to develop rural-urban fringe locations in the EU or UK be managed more effectively?

8.6	Managing the Physical Environment	
	Unstable plate margins:	How can people better understand, prepare for and respond to tectonic hazards?
	Weather hazards:	How can people better manage the impacts of storms and flooding?
	Water and food supply:	How can the availability of water and food be managed to ensure supply?
	Pressures on the physical environment:	How can attractive physical environments be managed to preserve their character yet meet people's needs for recreation?

8.7	Managing Economic Development	
	Contrasting levels of development:	How can the quality of life of those most disadvantaged by economic development be improved?
	Resource depletion:	How can existing resources and their alternatives be managed to ensure future supplies?
	Economic development and the global environment:	How can economic development be sustained without damage to communities or the natural environment?
	Tourism and the economy:	How can tourism development be managed to allow economic benefits without cultural or environmental costs?

Subject Content

9 Managing Change in the Human Environment

Key Questions 9.1 to 9.4 explore issues relating to changes in population and settlement. The first of these compares the effects of population growth and age structure in MEDCs and LEDCs, then focuses on the problems created by the continuing process of rural-urban migration in LEDCs. The important changes in population and land use which occur in and around MEDC city and town centres are then considered, whilst at the other end of the urban continuum, the Rural-Urban Fringe is used to illustrate the challenges facing people and those charged with making decisions.

Key Question		Content	Scale	Commentary
9.1 Population Change: How do people in LEDCs and MEDCs meet the challenges of population change?	a.	Changes in population involve growth and age structure (pyramids), including birth rate and death rate, natural increase and decrease, immigration and emigration.	I, G	Concept of demographic change.
		The physical and human factors which may cause these changes, including natural disasters and disease, level of health care and education, customs and religion.	N	Look at a range of causes.
	b.	The consequences of population change: how contrasting population growth rates and age structures in LEDCs and MEDCs have impacts on people and resources, including unemployment, dependency, prejudice, service provision and food supplies.	N	Compare changes and effects in two contrasting countries, *e.g. in Japan and Kenya.*
	c.	Alternative strategies used to manage the causes and effects of population change, including birth control, agricultural reform, employment, and provision of health, welfare and education. The role of governments and NGOs. The likely impacts of these strategies.	N	Compare strategies to provide for population change in contrasting countries, *e.g. in UK and India.*
9.2 Rural – Urban Migration in LEDCs: How are the causes and consequences of rural-urban migration managed in LEDCs?	a.	Rural-urban migration is a continuing feature of LEDCs and includes rural depopulation and urban growth.	N, R	Concepts of rural-urban migration.
		The push and pull factors which cause this migration, including natural hazards and failing agriculture *versus* (perceived) urban opportunities.		Look at a range of causes.
	b.	The consequences of this migration for people's quality of life, including rural losses, and urban housing pressure.	R	Look at effects *e.g. in the drought region of NE Brazil and the growing cities of the SE.*
		The growth of shanty towns and the problems of pollution, crime, unemployment and poor services.		The effects in shanty towns *e.g. in Sao Paulo or Calcutta.*
	c	Alternative strategies used to improve urban housing and welfare in LEDC cities, including self help schemes and Local Authority schemes, rural enterprise and land reform.	R, L	Look at solutions tried in cities *e.g. Rio de Janeiro or Cairo,* and in rural areas *e.g. in India or Zimbabwe.*
		The advantages and disadvantages of these strategies.		

Key Question		Content	Scale	Commentary
9.3 Changing City and Town Centres: How are the changes occurring in and around MEDC city and town centres being managed?	a.	Change and development in and around town and city centres including retail, office, leisure and housing development. The causes of these changes, including increased car ownership, competition for land and business pressures within the CBD and beyond.	N, R	The concept of changing urban (city centre) land use. Look at a range of causes. Fieldwork opportunities.
	b.	The consequences of change for people, business, and decision-makers, including land use changes, traffic congestion and pollution. The environmental and economic impacts on town and city centres.	R, L	Look at the problems of town and city centres *e.g. in Los Angeles, or areas of Inner London.* Fieldwork opportunities.
	c.	Alternative strategies used to help manage changes in MEDC cities, including improving public transport, traffic management, pedestrianisation, redevelopment and regeneration. The advantages and disadvantages of these strategies.	R, L	Compare different schemes *e.g. the BART system in San Francisco or redevelopment of the centre of Birmingham.* Fieldwork opportunities.
9.4 Pressure at the Rural – Urban Fringe (RUF): How can changes and pressures to develop RUF locations in the EU or UK be managed more effectively?	a.	Changes and development in the RUF of EU or UK towns and cities including out of town retail centres, leisure provision, new housing, suburbanised villages and transport developments. The process of counter-urbanisation is caused by the push of urban problems and the pull of rural areas, including lower land values, less traffic congestion and a better quality of life.	R, L	The concepts of the RUF and counter-urbanisation. Look at a range of causes. Fieldwork opportunities. Links with 9.3a.
	b.	The consequences for people and decision-makers in the RUF, including increased commuting and traffic, loss of countryside and land use conflict. The growth in local employment and facilities may affect the CBD. The role of government and pressure groups.	R, L	Look at the effects of developments *e.g. Disneyland Paris, Manchester Airport, or the M25.* *e.g .work of CPRE and FOE* Fieldwork opportunities. Links with 9.3b.
	c.	Alternative strategies used to manage these changes and conflicts: including Green Belt, new settlements, environmental protection, redevelopment of urban centres, and use of brownfield land. The advantages and disadvantages of these strategies.	R, L	Compare different schemes *e.g. Lelystad (Netherlands) or Docklands.* Fieldwork opportunities.

Managing the Physical Environment

Key Questions 9.5 to 9.8 explore issues which arise from different aspects of the natural environment. Natural hazards show how the physical environment has an immediate impact on people's lives. Flooding results at least in part from people's interaction with the physical environment. The need to provide reliable supplies of water and food involves much greater management. Finally the natural environment itself may suffer from the pressure of development and this is illustrated by a study of recreational management.

Key Question		Content	Scale	Commentary
9.5 Unstable Plate Margins: How can people better understand, prepare for and respond to tectonic hazards?	a.	The distribution and features of earthquakes and volcanoes. The causes of and processes involved in tectonic activity.	G	Look at the nature of earthquakes and volcanoes. Concept of tectonic plates.
	b.	The different effects of earthquakes and volcanic eruptions in LEDC and MEDC countries. Why, despite the risks, people choose to live near these hazards.	N, L	Compare effects in contrasting countries, *e.g. USA. (Mt. St. Helens) or Mexico.*
	c.	Alternative strategies used to manage the risks and effects of earthquakes and volcanic eruptions, including prediction, building design and managing the aftermath. The role of local and international agencies.	N, I, L	Explore the contrast between strategies used in LEDCs and MEDCs *e.g. Japan and Afghanistan.* Links with 9.6.
9.6 Weather Hazards: How can people better manage the impacts of storms and flooding?	a.	The characteristics and processes involved in the formation of depressions and tropical storms, including strong winds, high rainfall and tidal surges. The role of natural and human factors, including deforestation and urbanisation, in causing flooding.	G, R	Concept of a depression and a cyclone *e.g. Hurricane Mitch.* Look at a range of causes of floods.
	b.	The primary effects of storm damage, increase in river discharge and flooding (river and coastal) in LEDCs and MEDCs. The secondary effects, including the spread of disease, food shortages and loss of livelihood. Why people take these risks.	I, R	Look at the effects of storms and floods in contrasting countries *e.g. in Florida or at Lynmouth, with those in Bangladesh.* Fieldwork opportunities relating to floods.
	c.	Alternative strategies used to manage the risks and effects of storms, including hurricane forecasts and emergency relief. Strategies to deal with the causes and effects of flooding, including river management and flood control. The success of these strategies.	N, I, L	Explore the contrast between LEDC and MEDC responses to storms and floods. Look at costs and benefits of responses to floods. Fieldwork opportunities relating to floods.

Key Question		Content	Scale	Commentary
9.7 Water and Food Supply: How can the availability of water and food be managed to ensure supply?	a.	The distribution of areas of poor water and food supplies, and their links with drought and famine. The natural and human causes of poor supplies, including low and unreliable rainfall, low agricultural output, pollution, and the processes of desertification and soil erosion.	G, N	The global distribution of water and food supplies. Look at a range of causes. Links with 9.1, 9.10 and 9.11
	b.	Compare the impacts of poor water and food supplies on human life, including agriculture, malnutrition, health and welfare issues in LEDCs.	R	Look at the effects of poor water and food supplies in contrasting regions *e.g. in the Sahel.*
	c.	Alternative strategies used to improve the availability of water and food supplies, including irrigation, water storage and distribution, wells and agricultural developments. The advantages and disadvantages of these strategies. The role of national and international agencies.	R, I, L	Look at a range of strategies in contrasting regions *e.g. California and Egypt.* Look at their costs and benefits. The work of *e.g. Environment, Agency, Oxfam and Water Aid.* Fieldwork opportunities. Links with 9.6.
9.8 Pressures on the Physical Environment: How can physical environments be managed to preserve their character yet meet people's needs for recreation?	a.	The features of two contrasting attractive natural landscapes and the physical processes involved in their formation, including weathering, erosion, transport and deposition. Reasons for the growth in recreation and tourism in National Parks and honey pots, including increased leisure time and easier access.	R, L	Concept of attractive scenery, landforms and processes. Look at **two** contrasting areas *e.g. river valley features and limestone scenery in the Dales, or glaciation in the Lake District.* Look at visitor patterns and their causes. Fieldwork opportunities.
	b.	The effects of recreational pressure on various groups and on the physical environment, including local employment and housing, land use conflict, traffic increase, different types of pollution, and footpath erosion.	R, L	Look at economic and environmental impacts of visitor pressure *e.g. at Castleton in the Peak District, or Yosemite.* Fieldwork opportunities.
	c.	Alternative strategies used to manage these honey pots, including National Park planning controls, park and ride, and conservation. The advantages and disadvantages of these strategies.	R, L	Look at the costs and benefits of a range of strategies, *e.g. in Northumberland National Park.* Work of *e.g. Countryside Agency.* Fieldwork opportunities.

Managing Economic Development

Key Questions 9.9 to 9.12 look at economic development and cover issues that occur across the development spectrum. They offer some definition of what economic development means, and explore the idea of sustainability. They raise concerns about resource depletion and the global impacts of economic development on people and the environment. The final focus on tourism illustrates how these issues interact.

Key Question		Content	Scale	Commentary
9.9 Contrasting Levels of Development: How can the quality of life of those most disadvantaged by economic development be improved?	a.	The distribution and features of different levels of economic development, including indicators such as GNP, population characteristics, literacy and industrial structure. The causes of contrasting levels of development, including technology and agricultural and mineral wealth.	G, N	The concepts of level of economic development, LEDCs and MEDCs. Compare the levels of development in two contrasting countries *e.g. Kenya and Japan.* Look at a range of causes *e.g. OPEC and oil resources.*
	b.	The consequences of different and changing levels of development for the people and the economies of these countries. The effects on quality of life, employment and opportunity.	R, N	Compare effects in an LEDC, an NIC and a country in the EU *e.g. Ghana, Brazil and Sweden.*
	c.	Alternative approaches to reduce the gap between MEDCs and LEDCs, including the role of TNCs, foreign aid, trade agreements, appropriate technology, and tourism. The advantages and disadvantages of these strategies.	N, L	Look at the effects on LEDCs of a range of these approaches. Look at their costs and benefits.
9.10 Resource Depletion: How can existing resources and their alternatives be managed to ensure future supplies?	a.	The non-renewable nature of some resources, including minerals, wood and fossil fuels. The reasons for their depletion.	G, R	Concepts of natural and non-renewable resources. Look at large scale mineral extraction and deforestation, *e.g. in Amazonia.*
	b.	The contrasting consequences of resource depletion for people, economies and the environment in LEDCs and MEDCs, including shortages, increasing costs, loss of exports and environmental damage.	R, N	Look at the effects in contrasting countries, *e.g. in OPEC, UK and Brazil.*
	c.	Sustainable strategies for managing depletion, renewable energy, appropriate technology, and recycling. The role of Government and NGOs. The advantages and disadvantages of these strategies. .	G, I, L	Look at a range of sustainable development strategies Look at their costs and benefits. The work of *e.g. UN and Greenpeace.* Fieldwork opportunities.

9.11 Economic Development and the Global Environment: How can economic development be sustained without damage to communities or the natural environment?	a.	The global threats posed by economic development: global warming, acid rain and ozone depletion. Their causes including deforestation and pollution.	G	Concept of global environmental threats. Explore these two causes *e.g. Rainforest clearance, burning fossil fuels and using CFCs.*
	b.	The consequences for people, global development, and the natural environment, including the effects on climate change/sea level rise, human health, and damage to ecosystems/agriculture.	G	Look at these effects and study **one** in detail.
	c.	Sustainable strategies for managing economic development, including international agreements, banning CFCs, using appropriate and new technology. The advantages and disadvantages of these strategies. The role of environmental pressure groups.	G	Look at a range of strategies and research **one** in detail. Work of *e.g. Greenpeace and WWF.* Links with 9.10 and 9.12.
9.12 Tourism and the Economy: How can tourism development be managed to allow economic benefits without cultural or environmental costs?	a.	The distribution of global tourism, and the growth of package holidays and tourism. The causes of tourism development, including climate and scenery, the affluence of people in MEDCs, growth in air travel, and the value of tourism to the economies of LEDCs.	G, I	The distribution of global tourism. Look at a range of reasons for the development of tourism.
	b.	The consequences for people, the economies and environments of places affected by tourism growth or decline. The costs and benefits tourism brings to LEDCs and MEDCs.	N, L	Look at the effects on the culture, natural environment, jobs and the economy in **one** location in *e.g. Thailand, or Spanish costas.*
	c.	Strategies needed to manage tourism developments, including planning controls and sustainable tourism such as ecotourism and conservation.	N, I	Concept of sustainable tourism. Look at strategies *e.g. Rainforest treks and Game Reserves in Kenya.*

10   Geographical Skills Checklist

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

10.1	**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.
10.2	**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.
10.3	**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.
10.4	**Geographical Enquiry Skills**	Identification of geographical questions, issues, hypotheses.
		Establish and follow appropriate enquiry approaches to include:

Establish and follow appropriate enquiry approaches to include:

- identifying and collecting a range of appropriate evidence from primary (including fieldwork) and secondary sources;

- recording, processing and presenting the data collected;

- description, explanation and analysis of the data;

- drawing conclusions;

- evaluation of the methods of data collection, the results and the conclusions;

- understanding and application of the geographical principles underlying the enquiry.

<table>
<tr><td>10.5</td><td>ICT Skills</td></tr>
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10.5   ICT Skills

Candidates are required to develop skills in the use of ICT. There is a wide range of opportunities in the specification for candidates to develop and use ICT skills.

In the following examples the figures refer to the subject content.

- Using the Internet to access websites that can help with an enquiry based upon 9.3, Changing City and Town Centres.

- Word processing, data presentation and analysis techniques to assist in the preparation of the coursework investigation on 9.4, Pressure at the Rural-Urban Fringe.

- Extraction of information from video and TV programmes about 9.5, Unstable Plate Margins.

- Photographs and satellite images concerning 9.6, Weather Hazards.

- Use of data bases made available by the EU to provide information for 9.2, Rural-Urban Migration.

- CD ROMs loaded with map extracts and images of different cultures as background for 9.9, Contrasting Levels of Development.

- Use of spreadsheets and data handling to investigate 9.1, Population Change.

- Use of Internet and GIS to access news information on 9.10, Resource Depletion.

- Research and presentation of coursework.

Key Skills and Other Issues

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

11.1 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 Website (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.

11.2 Key Skills Opportunities in Geography C

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

Communication Level 1

What you must do …		Signposting of Opportunities for Generating Evidence in Subject Content			
		Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
C1.1	Take part in discussions	✓	✓	✓	✓
C1.2	Read and obtain information	✓	✓	✓	✓
C1.3	Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do …		Signposting of Opportunities for Generating Evidence in Subject Content			
		Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
C2.1a	Contribute to discussions	✓	✓	✓	✓
C2.1b	Give a short talk	✓	✓	✓	✓
C2.2	Read and summarise information	✓	✓	✓	✓
C2.3	Write different types of documents	✓	✓	✓	✓

Application of Number Level 1

What you must do …		Signposting of Opportunities for Generating Evidence in Subject Content			
		Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
N1.1	Interpret information from different sources	✓	✓	✓	✓
N1.2	Carry out calculations	✓	✓	✓	✓
N1.3	Interpret results and present findings	✓	✓	✓	✓

Application of Number Level 2

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
N2.1 Interpret information from different sources	✓	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓	✓
N2.3 Interpret results and present findings	✓	✓	✓	✓

Information Technology Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving own Learning and Performance Level 2

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

Working with Others Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work co-operatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Problem Solving Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem Solving Level 2

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

11.3   Further Guidance

Classroom activities should provide a range of opportunities for group work including role play, "planning" enquiries and discussions about issues e.g. urban re-development, overseas aid and National Park issues. Problem solving is at the heart of many planning and decision-making activities in geography. The skills of improving own learning and performance may be linked to student action plans and periodic target and review arrangements.

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.

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

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

As AQA GCSE in Geography C is an issues based specification, it provides numerous opportunities to heighten candidate's awareness of spiritual, moral, ethical, social and cultural issues and can help clarify and develop a candidate's own values and attitudes in relation to geographical issues.

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

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 this specification that can offer opportunities to study matters related to spiritual, moral, ethical, social and cultural issues are signposted below.

Key Questions	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural Issues			
	Spiritual	Moral/Ethical	Social	Cultural
9.1 and 9.2		Reasons for migration	Housing conditions in LEDC 'shanty towns'	Development of a multicultural society
9.3 and 9.4	The "value" of urban buildings and architecture	Dilemma of urban regeneration schemes	Varying social attitudes in urban areas	Culture of city life and ethnic values
9.1	Awesome effects of storms and impacts upon people	Responsibility to others through aid	People's attitudes and perception of natural hazards	Cultural values regarding life and death
9.2	Tremendous power of the earth's forces	Responsibility to others through aid	People's attitudes and perception of natural hazards	Differing attitudes to natural forces and their consequences
9.3	The 'worth' of all people	Overseas Aid and work of NGOs in LEDCs	Concept of 'world community'	

9.4	The impact of natural scenery on the human spirit	Conflicting attitudes to development and conservation	Varying social attitudes in rural areas	"Countryside" *v.* town values
9.9		"Debt" issues and role of TNC in LEDCs	Social influences upon economic development	Colonial legacies and new nations
9.10	The nature of humanity (values) and threats to planet	Development: economic growth with sustainability	Differing values of e.g. waste disposal and recycling	Prevailing cultural attitudes in MEDCs and LEDCs
9.11	Our planet in the universe	Exploitation *versus* conservation and stewardship		Cultural attitudes to global issues about the environment
9.12	Conflicting values of tourism and spirituality	Exploitation of indigenous people	Impacts on local customs and lifestyle	Cultural damage of 'western' visitors

12.2 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. This specification provides candidates with an opportunity to become familiar with the contemporary European issues. For example in 9.4, Pressures at the Rural-Urban Fringe, provides opportunities to become aware of how this issue about a very contemporary concern is managed in Europe; 9.3, Changing City and Town Centres, allows candidates to study a city like Amsterdam or Paris to see how the changes in towns and city centres are being managed.

12.3 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.

Geography C requires the study of the fragility of the environment and the need for careful management and sustainable development.

There are very many opportunities in this issue-based specification to become aware of environmental issues. For example, in 9.8, Pressures on the Physical Environment, provides the opportunity to study the effects of recreational pressure on various people and on the physical environment. In 9.11, Economic development and the global environment, there is the opportunity to examine the consequences for people, global development and the natural environment of global warming; 9.2, Rural-Urban Migration in LEDCs, provides candidates with the opportunity to look at the effects of the migration on their local environment; 9.8, Pressures on the Physical Environment, allows candidates to explore the environmental impacts of the growth of recreation and tourism.

12.4	Citizenship

Geography C offers scope to include citizenship. Candidates should develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, economic development and environmental issues.

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

Areas of GCSE in Geography C that can offer opportunities to study matters related to citizenship are signposted below.

Key Questions	Citizenship
9.1 and 9.2	Assimilation of migrants
9.3 and 9.4	Involvement of people in decisions e.g. regeneration
9.5	Ways of participating in relief of consequences
9.6	Ways of participating in relief of consequences
9.7	Responsibility to others throughout the world
9.8	Responsible behaviour when visiting other places
9.9	Responsibility to others throughout the world
9.10	Individual responsibilities, consumerism
9.11	Individual, group and corporate responsibilities

12.5	Avoidance of Bias

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

12.6	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

13 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.

14 Guidance on Setting the Centre-Assessed Component

14.1 Presentation

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

Investigations may be hand-written or prepared using information technology (IT). The use of IT 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.

14.2 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).

14.3 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.

15   Assessment Criteria

15.1   Criteria   Criteria for assessing coursework component.

Strand	Level 1 Marks 1-2	Level 2 Marks 3-4	Level 3 Marks 5-6
Applied Understanding	The candidate locates the study area in a basic manner and through brief description, demonstrates some understanding of the ideas and concepts involved and can apply them in a simple manner to the geographical topic. Uses a limited range of geographical terminology.	The candidate locates the study area and demonstrates through description and explanation an understanding of the ideas and concepts involved and can apply them to the geographical topic. Uses a range of geographical terminology.	The candidate locates the study area in detail and demonstrates through description and explanation a thorough understanding of the ideas, concepts and processes involved and can apply them constructively to the geographical topic. Uses a wide range of geographical terminology.
Methodology	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.
Data Presentation	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 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.
Data Interpretation	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.
Evaluation	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.

15.2   Coursework Mark Table

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

15.3   Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilities 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 from the website link http://www.aqa.org.uk/admin/p_course.html.

16   Supervision and Authentication

16.1   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.

16.2   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.

16.3	**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.
16.4	**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.

17   Standardisation

17.1	**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.

17.2	**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.

18   Administrative Procedures

18.1	Recording Assessments	The candidates' work must be marked according to the assessment criteria set out in Section 15. The marks and supporting information must be recorded in accordance with the instructions in Section 15. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
18.2	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.
18.3	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.
18.4	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.

19 Moderation

19.1	**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.

19.2	**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

20 Grading, Shelf-Life and Re-Sits

20.1	**Qualification Titles**	The qualification based on this specification has the following title: AQA GCSE in Geography C.
20.2	**Grading System**	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.
		Candidates must be entered for either the Foundation Tier or Higher Tier (or Foundation Tier, Intermediate Tier or Higher Tier in Mathematics). For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier A*-D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.
20.3	**Re-Sits**	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. This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.
20.4	**Minimum Requirements**	Candidates will be graded on the basis of work submitted for assessment.
20.5	**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.
20.6	**Awarding and Reporting**	This specification complies with the grading, awarding and certification requirements of the *GCSE, GCE, VCE and GNVQ Code of Practice 2004/05* 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 http://www.aqa.org.uk/admin/p_course.php

C

Overlaps with Other Qualifications

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

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

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

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

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

- Air, Water and Energy

- 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 GCSE Geography. Again the focus and scientific approach to study is significantly different to that for geography.

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

- 7   UK leisure and tourism destinations;

- 10   People and leisure.

At Intermediate level the relevant optional units are:

- 4   Impacts of tourism;

- 5   UK tourist destinations.

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Background Information

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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. These new specifications will be used by schools and colleges for two year courses starting in September 2001.

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 C (Short Course)

GCSE 3038

Paper One	75% of the total marks

<div align="right">1¼ hours</div>

The question paper/answer book comprises three structured questions on the three sections of the subject content:

- Managing Change in the Human Environment;
- Managing the Physical Environment;
- Managing Economic Development.

A question based on an Ordnance Survey map extract may be set. All questions are compulsory.

Coursework component	25% of total marks

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

Foundation Tier

3038F

Higher Tier

3038H

This is one of three short course 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 B is essentially place specific which provides the opportunity to address geographical processes and concepts within prescribed areas.

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	Normal entry requirements apply, but the following information should be noted. The **Subject Code** for entry to the GCSE award is 3038.
3.3	Prohibited Combinations	Candidates entered for AQA GCSE (Short Course) in Geography C may not enter for any other GCSE Geography specification in the same examination series. Each specification is assigned to a national classification code, indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more that 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. The classification code for this specification is 3910.
3.4	Private Candidates	This specification is available for private candidates. Private candidates should write to AQA for a copy of *"Supplementary Guidance for Private Candidates"*.
3.5	Access Arrangements and Special Consideration	AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification. 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. Further details can be found in the Joint Council for Qualifications (JCQ) document: *Access Arrangements and Special Consideration* *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination* *GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills* This document can be viewed via the AQA web site (www.aqa.org.uk)

| 3.6 | Language of Examinations | All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaeilge. |

Scheme of Assessment

4 Introduction

4.1	National Criteria

AQA GCSE (Short Course) in Geography C 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

GCSE (Short Course) in Geography C is an issues-based specification. Five contemporary concerns have been selected for investigation and arranged in three sections. It is intended that the approach to teaching and learning underpinning this specification will allow students to:

a   investigate the background (characteristics and causes) to issues;

b   understand the impacts and consequences involved (the effects on people's lives);

c   consider alternative strategies for the more effective management of these issues.

Geography C (Short Course) is distinctive from others offered by AQA in that decision-making is a feature of the Written Paper examination and the subject content has a bias towards human geography. The specification has also been designed to develop an awareness of the environment.

Where place is not specified in this specification, for example, in the Coursework component, centres in Northern Ireland must use examples of place in Northern Ireland.

4.3	Prior Level of Attainment and Recommended Prior Learning	No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification.

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

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

- geographical skills and enquiry;

- knowledge and understanding of places;

- knowledge and understanding of patterns and processes;

- knowledge and understanding of environmental change and sustainable development;

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

- geographical enquiry and skills;

- places;

- themes.

4.4	Progression	This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies. It lays an appropriate foundation for further study of geography or related subjects.

5

Aims

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

This specification offers opportunities for candidates to

a. acquire and apply knowledge and understanding of a range of places, environments, spatial patterns and distributions at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;

b. develop a sense of place and an appreciation of the environment, as well as an awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;

c. develop an understanding of global citizenship and the ways in which places and environments are interdependent;

d. appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;

e. understand the significance and effects 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 appropriately the skills and techniques - including those of map work, 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 interrelationships 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 should be able 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 investigations;

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.

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	60 marks

This component comprises three structured questions in a question paper/answer book. Some of the questions are short answer questions; others require a more extended response. A question requiring candidates to decide between alternatives will be set.

Each of the three questions are drawn from one of the three "Management" sections of the subject content. Questions may use resources such as photographs, newspaper articles, statistics graphs, etc.

A question based on an Ordnance Survey map extract (scale 1: 50 000) may be set.

All questions are compulsory.

The context of the DME is published in the specification approximately two years in advance of the examination. The context for the 2010 examination is below.

"The issues evaluation element of the examination paper will consider how economic development affects the demand for energy and the issues associated with increasing energy demand.

It will then consider the potential advantages and disadvantages of a proposed project to generate clean and sustainable energy."

Coursework
25% of the total marks

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

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

7.2	Weighting of Assessment Objectives

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

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	Written Paper	**Coursework**	
AO 1 Knowledge	25	0	25
AO 2 Understanding	20	0	20
AO 3 Application Knowledge and Understanding	10	10	20
AO 4 Skills	20	15	35
Overall Weighting of Units (%)	75	25	**100**

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

7.3	Year-specific material (Pre-Release Topic)

"The issues evaluation element of the examination paper will consider how economic development affects the demand for energy and the issues associated with increasing energy demand.

It will then consider the potential advantages and disadvantages of a proposed project to generate clean and sustainable energy."

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Subject Content

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8	Summary of Subject Content

8.1 About the Presentation of the Subject Content

Introduction: The subject content has been grouped into three sections – Managing Change in the Human Environment, Managing the Physical Environment and Managing Economic Development. The Introduction provides the general context for the content which follows.

Key Questions: Within the three sections, five matters of particular concern (Key Questions) are identified as being major issues facing society today. The Key Questions are intended to focus students' geographical enquiry.

Content: The Content has been given a Human Geography bias, but it does include the study of both Physical Geography and People and the Environment.

The Content column takes the student from a knowledge and understanding of the background geography, through an appreciation of the issues, to the various ways in which these might be resolved or managed more effectively. In preparing for the examination, candidates must be given the opportunity to study the European Union. Candidates will be expected to be familiar with abbreviations used in the content.

Scale: The following abbreviations are used: L for local; R for regional; N for national; I for international; G for global.

Commentary: The Commentary suggests how the Content might be delivered effectively. The exemplar locations and case studies (printed in italics) are given for clarification purposes only; they are not prescriptive; centres are free to select their own locations and case studies. This freedom allows centres to provide resources according to their own expertise and interests. Questions in the examination will be phrased so as to allow candidates to use the locations and case studies they have studied.

A summary of the three sections of subject content is given in 8.5 to 8.7.

8.2 Consideration of the Significance and Effects of Values and Attitudes

Consideration of the significance and effects of people's attitudes and values are implicit in an issues-based specification and must be taught. The impact of issues on people's lives are highlighted in part (b) of the Content and it is here that the significance and effects of different values and attitudes will be explored. The consideration of alternative management strategies in part (c) will require their further exploration. Decision-making is very much about resolving conflict and finding compromises and the specification contains references to ideas of perception, risk, prejudice, conflict, religion, education, value and development.

8.3	Development of Locational Knowledge and the Acquisition and Use of Geographical Terminology	The development of locational knowledge and geographical terminology must be achieved through a knowledge and understanding of the specification subject content.
8.4	Centres in Northern Ireland	Throughout the subject content, centres in Northern Ireland must draw upon sufficient Northern Ireland examples of place to fulfil their statutory requirements.
8.5	**Managing Change in the Human Environment**	
	Rural – Urban migration in LEDCs:	How are the causes and consequences of rural-urban migration managed in LEDCs?
	Changing city and town centres:	How are the changes which are occurring in and around an MEDC city and town centres being managed?
	Pressure at the Rural – Urban Fringe:	How can changes and pressures to develop rural-urban fringe locations in the EU or UK be managed more effectively?
8.6	**Managing the Physical Environment**	
	Pressures on the physical environment:	How can attractive physical environments be managed to preserve their character yet meet people's needs for recreation?
8.7	**Managing Economic Development**	
	Economic development and the global environment:	How can economic development be sustained without damage to communities or the natural environment?

Subject Content

| 9 | Managing Change in the Human Environment |

Key Questions 9.1 to 9.3 explore issues which arise from managing the human environment, and relate to changes in population and settlement. The first of these focuses on the problems created by the continuing process of rural-urban migration in LEDCs. The important changes in population and land use which occur in and around MEDC city and town centres are then considered, whilst at the other end of the urban continuum, the Rural-Urban Fringe is used to illustrate the challenges facing people and those charged with making decisions.

Key Question	Content		Scale	Commentary
9.1 Rural – Urban Migration in LEDCs: How are the causes and consequences of rural-urban migration managed in LEDCs? *[9.2 in the Full Course Specification]*	a.	Rural-urban migration is a continuing feature of LEDCs and includes rural depopulation and urban growth. The push and pull factors which cause this migration, including natural hazards and failing agriculture *versus* (perceived) urban opportunities.	N, R	Concepts of rural-urban migration. Look at a range of causes.
	b.	The consequences of this migration for people's quality of life, including rural losses, and urban housing pressure. The growth of shanty towns and the problem s of pollution, crime, unemployment and poor services.	R	Look at effects *e.g. in the drought region of NE Brazil and the growing cities of the SE.* The effects in shanty towns *e.g. in Sao Paulo or Calcutta.*
	c.	Alternative strategies used to improve urban housing and welfare in LEDC cities, including self help schemes and Local Authority schemes rural enterprise and land reform. The advantages and disadvantages of these strategies.	R, L	Look at solutions tried in cities *e.g. Rio de Janeiro or Cairo,* and in rural areas *e.g. in India or Zimbabwe.*

Key Question		Content	Scale	Commentary
9.2 Changing City and Town Centres: How are the changes occurring in and around MEDC city and town centres being managed? *[9.3 in the Full Course Specification]*	a.	Change and development in and around town and city centres including retail, office, leisure and housing development. The causes of these changes, including increased car ownership, competition for land and business pressures within the CBD and beyond.	N, R	The concept of changing urban (city centre) land use. Look at a range of causes Fieldwork opportunities.
	b.	The consequences of change for people, business, and decision-makers, including land use changes, traffic congestion and pollution. The environmental and economic impacts on town and city centres.	R, L	Look at the problems of town and city centres *e.g. in Los Angeles, or areas of Inner London.* Fieldwork opportunities.
	c.	Alternative strategies used to help manage changes in cities, including improving public transport, traffic management, pedestrianisation, redevelopment and regeneration. The advantages and disadvantages of these strategies.	R, L	Compare different schemes *e.g. the BART system in San Francisco or redevelopment of the centre of Birmingham.* Fieldwork opportunities.
9.3 Pressure at the Rural – Urban Fringe (RUF): How can changes and pressures to develop RUF locations in the EU or UK be managed more effectively? *[9.4 in the Full Course Specification]*	a.	Changes and development in the RUF of EU or UK towns and cities including out of town retail centres, leisure provision, new housing, suburbanised villages and transport developments. The process of counter-urbanisation is caused by the push of urban problems and the pull of rural areas, including lower land values, less traffic congestion and a better quality of life.	R, L	The concepts of the RUF and counter-urbanisation. Look at a range of causes. Fieldwork opportunities. Links with 9.2a.
	b.	The consequences for people and decision-makers in the RUF, including increased commuting and traffic, loss of countryside and land use conflict. The growth in local employment and facilities may affect the CBD. The role of government and pressure groups.	R, L	Look at the effects of developments *e.g. Disneyland Paris, Manchester Airport, or the M25.* *e.g. work of CPRE and FOE* Fieldwork opportunities. Links with 9.2b.
	c.	Alternative strategies used to manage these changes and conflicts: including Green Belt, new settlements, environmental protection, redevelopment of urban centres, and use of brownfield land. The advantages and disadvantages of these strategies.	R, L	Compare different schemes *e.g. Lelystad (Netherlands) or Docklands.* Fieldwork opportunities.

Managing the Physical Environment

Key Question 9.4 is concerned with the physical environment, and looks at how attractive natural environment can suffer from the pressure of development. This is illustrated by a study of recreational management.

Key Question		Content	Scale	Commentary
9.4 Pressures on the Physical Environment: How can physical environments be managed to preserve their character yet meet people's needs for recreation? *[9.8 in the Full Course Specification]*	a.	The features of two contrasting attractive natural landscapes and the physical processes involved in their formation, including weathering, erosion, transport and deposition. Reasons for the growth in recreation and tourism in National Parks and honey pots, including increased leisure time and easier access.	R, L	Concepts of attractive scenery, landforms and processes. Look at **two** contrasting areas *e.g. river valley features and limestone scenery in the Dales, or glaciation in the Lake District.* Look at visitor patterns and their causes. Fieldwork opportunities.
	b.	The effects of recreational pressure on various groups and on the physical environment, including local employment and housing, land use conflict, traffic increase, different types of pollution, and footpath erosion.	R, L	Look at economic and environmental impacts of visitor pressure *e.g. at Castleton in the Peak District, or Yosemite.* Fieldwork opportunities.
	c.	Alternative strategies used to manage these honey pots, including National Park planning controls, park and ride, and conservation; The advantages and disadvantages of these strategies.	R, L	Look at the costs and benefits of a range of strategies, *e.g. in Northumberland National Park. Work of e.g. Countryside Agency.* Fieldwork opportunities.

Managing Economic Development

Key Question 9.5 raises concerns about the effects of economic development upon the global environment and explores the idea of sustainable development.

Key Question	Content		Scale	Commentary
9.5 Economic Development and the Global Environment: How can economic development be sustained without damage to communities or the natural environment? *[9.11 in the Full Course Specification]*	a.	The global threats posed by economic development: global warming, acid rain and ozone depletion. Their causes, including deforestation and pollution.	G	Concept of global environmental threats. Explore these two causes *e.g. Rainforest clearance, burning fossil fuels and using CFCs.*
	b.	The consequences for people, global development, and the natural environment, including the effects on climate change/sea level rise, human health, and damage to ecosystems/agriculture.	G	Look at these effects and study **one** in detail.
	c.	Sustainable strategies for managing economic development, including international agreements, banning CFCs, using appropriate and new technology. The advantages and disadvantages of these strategies. The role of environmental pressure groups.	G	Look at a range of strategies and study **one** in detail. Work of *e.g. Greenpeace and WWF.*

10		**Geographical Skills Checklist**

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

10.1	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.
10.2	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.
10.3	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.
10.4	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, explanation and analysis of the data;
- drawing conclusions;
- evaluation of the methods of data collection, the results and the conclusions;
- understanding and application of the geographical principles underlying the enquiry.

| 10.5 | ICT Skills | Candidates are required to develop skills in the use of ICT. There is a wide range of opportunities in the specification for candidates to develop and use ICT skills. |

In the following examples the figures refer to the subject content.

- Using the Internet to access web sites which can help with an enquiry based upon 9.2, Changing City and Town Centres.

- Word processing, data presentation and analysis techniques to assist in the preparation of the coursework investigation on 9.3, Pressure at the Rural-Urban Fringe.

- Extraction of information from video and TV programmes about 9.5, Economic Development and the Global Environment.

- Photographs and satellite images concerning 9.4, Pressures on the Physical Environment.

- Use of data bases made available by the EU to provide information for 9.1, Rural-Urban Migration.

- CD ROMs loaded with images of different cultures as background for the values and attitudes component of the specification.

- Use of spreadsheets and data handling.

- Use of Internet and GIS to access news information on 9.4, for example, research on National Parks.

- Research and presentation of coursework.

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Key Skills and Other Issues

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

11.1   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 (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.

11.2   Key Skills Opportunities in (Short Course) Geography C

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

Communication Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	**Managing the Physical Environment**	**Managing Economic Development**	**Geographical Skills**
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Application of Number Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	**Managing the Physical Environment**	**Managing Economic Development**	**Geographical Skills**
N1.1 Interpret information from different sources	✓	✓	✓	✓
N1.2 Carry out calculations	✓	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓	✓

Information Technology Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	**Managing the Physical Environment**	**Managing Economic Development**	**Geographical Skills**
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 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			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 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			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Problem Solving Level 1

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 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			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓
				✓

Application of Number Level 2

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
N2.1 Interpret information from different sources	✓	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓	✓
N2.3 Interpret results and present findings	✓	✓	✓	✓

Information Technology Level 2

What you must do …	Signposting of Opportunities for Generating Evidence in Subject Content			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 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			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 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			
	Managing Change in the Human Environment	Managing the Physical Environment	Managing Economic Development	Geographical Skills
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Problem Solving Level 2

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

11.3	Further Guidance

Classroom activities should provide a range of opportunities for group work including role play, "planning" enquires and discussions about issues e.g. urban re-development, overseas aid and National Park issues. The skills of improving own learning and performance may be linked to student action plans and periodic target and review arrangements.

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.

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

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

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

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

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 C (Short Course) that can offer opportunities to study matters related to spiritual, moral, ethical, social and cultural issues are signposted below.

Key Questions	Signposting of opportunities to study matters related to Spiritual, Moral, Ethical, Social and Cultural Issues			
	Spiritual	Moral/Ethical	Social	Cultural
9.1		Reasons for migration	Housing conditions in LEDC "shanty towns"	Development of a multicultural society
9.2 and 9.3	The "value" of urban buildings and architecture	Dilemma of urban regeneration schemes	Varying social attitudes in urban areas	Culture of city life and ethnic values
9.1	Tremendous power of the earth's forces	Responsibility to others through aid	People's attitudes and perception of natural hazards	Differing attitudes to natural forces and their consequences

9.2	The "worth" of all people	Overseas Aid and work of NGOs in LEDCs	Concept of "world community"	
9.3	The impact of natural scenery on the human spirit	Conflicting attitudes to development and conservation	Varying social attitudes in rural areas	"Countryside" *versus* town values
9.5	Our planet is the universe	Exploitation *versus* conservation and stewardship		Cultural attitudes to global issues about the environment

12.2   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. This specification provides candidates with an opportunity to become familiar with the contemporary European issues. For example, in 9.3, Pressures at the Rural-Urban Fringe, provides opportunities to become aware of how this issue about a very contemporary concern is managed in Europe, 9.2, Changing City and Town Centres, allows candidates to study a city like Amsterdam or Paris to see how the changes in towns and city centres are being managed.

12.3   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 the associated specimen paper.

GCSE (Short Course) in Geography C requires the study of how economic development can be sustained without damaging the environment. For example, see Section 9.5 of the specification content. There are very many opportunities in this issues-based specification to become aware of environmental issues. For example, in 9.4, Pressures on the Physical Environment, provides the opportunity to study the effects of recreational pressure on various people and on the physical environment. In 9.4, Economic Development and the Global Environment, there is the opportunity to examine the consequences for people, global development and the natural environment of global warming; 9.1, Rural-Urban Migration in LEDCs, provides candidates with the opportunity to look at the effects of the migration on their local environment; 9.8, Pressures on the Physical Environment, allows candidates to explore the environmental impacts of the growth of recreation and tourism.

12.4   Citizenship

Geography C (Short Course) offers scope to include citizenship. Candidates should develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, economic development and environmental issues.

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

Areas of Geography C (Short Course) that can offer opportunities to study matters related to citizenship are signposted below.

Key Questions	Citizenship
9.1	Assimilation of migrants
9.2 and 9.3	Involvement of people in decisions e.g. regeneration
9.4	Responsible behaviour when visiting other places
9.5	Individual, group and corporate responsibilities

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

12.6	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

13 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 content specification.

14 Guidance on Setting the Centre-Assessed Component

14.1 Presentation

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

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

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

14.2 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).

14.3 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.

15 Assessment Criteria

15.1 Criteria

Criteria for assessing coursework component.

Strand	Level 1 Marks 1-2	Level 2 Marks 3-4	Level 3 Marks 5-6
Applied Understanding	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.
Methodology	The candidate identifies a question or issue and lists the methods used in obtaining the information. Selection observation, collection and recording uses ONE basic technique.	The candidate identifies a question or issue, the sequence of investigation and describes the methods used in obtaining the information. Selection, observation, collection and recording uses TWO of appropriate techniques. The work is organised and planned and shows some evidence of the development of tasks.	The candidate identifies a question or issue explains why that particular question or issue was chosen. The candidate describes the sequence of investigation, the methods used in obtaining the information and explains why the methods selected are relevant to their investigation. Selection, observation, collection and recording uses THREE appropriate techniques. The work is well organised, planned and shows evidence of originality and initiative by the candidate.
Data Presentation	The candidate uses ONE basic technique, which is ICT based, to present the information and express simple ideas with some degree of accuracy.	The candidate uses accurately TWO techniques, ONE of which is ICT based, to present and develop the information; and express ideas with considerable accuracy in the use of English.	The candidate uses accurately THREE more complex techniques ONE of which is ICT based, to present and develop the information appropriate to their investigation; express ideas in a clear, fluent and logical form using precise and accurate English.
Data Interpretation	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.
Evaluation	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.

15.2   Coursework Mark Table

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

15.3   Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilities 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.

16 Supervision and Authentication

16.1	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.
16.2	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.
16.3	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.
16.4	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.

17 Standardisation

17.1 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.

17.2 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.

18 Administrative Procedures

18.1	Recording Assessments	The candidates' work must be marked according to the assessment criteria set out in Section 15. The marks and supporting information must be recorded in accordance with the instructions in Section 15. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
18.2	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.
18.3	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.
18.4	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 repeating the examination may carry forward their moderated mark for the coursework component once only and within a twelve month period.

19   Moderation

19.1   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.

19.2   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

20   Grading, Shelf–Life and Re-Sits

20.1	Qualification Titles	The qualification based on this specification has the following title: AQA GCSE (Short Course) in Geography C.

20.2   Grading System

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.

Candidates must be entered for either the Foundation Tier or Higher Tier (or Foundation Tier, Intermediate Tier or Higher Tier in Mathematics). For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier A*-D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.

20.3   Re-Sits

Candidates who repeat the examination may carry forward their moderated coursework marks. The credit may be used only once and within a twelve-month period.

This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.

20.4   Minimum Requirements

Candidates will be graded on the basis of work submitted for assessment.

20.5   Carrying Forward of Centre-Assessed Marks

Candidates repeating the examination may carry forward their moderated coursework marks only once and within a twelve month period.

20.6   Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, VCE and GNVQ Code of Practice 2000/01 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 conclusion, 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 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 C and other GCSE Geography specifications. Reference to a restriction on multiple entry for AQA GCSE (Short Course) in Geography C with other GCSE Geography specifications is made in Section 3.3. There is some degree of overlap with the following AQA GCSE specifications.

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

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

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

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

- Air, Water and Energy

- Organisms and the Environment

- Farming Fisheries and Forestry

- Waste and Pollution

GCSE Science: Single and Double Awards, along with GCSE Human Physiology and Health, have some peripheral overlap with AQA GCSE (Short Course) in Geography C. The focus and scientific approach to study is significantly different to that for geography.

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

- 7   UK leisure and tourism destinations;

- 10   People and leisure.

At Intermediate level the relevant optional units are:

- 4   Impacts of tourism;

- 5   UK tourist destinations.