Specification

Edexcel GCSE in Geography A (1312)

First examination 2003

November 2000

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Authorised by Sue Parker

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Introduction

Edexcel GCSE Geography A comprises a set of core units which give students a broad and balanced overview of the subject, and a series of optional units which allow them to study selected themes at greater depth. The core units cover discrete themes of physical and human geography, while the option units integrate these themes and give the opportunity to look at interrelationships between people and the environment. It provides a sound basis of knowledge for further study, as well as being a stimulating course for those students who finish their geographical studies at the end of Key Stage 4.

Edexcel's GCSE Geography specification B is also available, and offers an alternative issues-based approach to the subject.

Key features

- Emphasises a balanced understanding of physical, human and environmental geography.
- Takes a thematic approach to the subject.
- Includes core units which give a broad overview of geography.
- Offers a choice of optional units which look in greater depth at selected themes, focusing on interrelationships between people and the environment.
- Designed to have a clear and manageable case study requirement.
- Allows a free choice of coursework topic.
- Uses geographical study to develop a wide range of skills, including opportunities to develop all six key skills.
- Provides strong support and links with centres through senior examiners, local advisers and Edexcel regional offices.

Summary of the specification content

Core units (Compulsory)	
Unit A1: The physical world	Page 12
Unit A2: The human world	Page 13
Unit A3: The economic world	Page 14
Unit A4: The natural world	Page 15
Optional units (choose one B unit and one C unit)	
Either Unit B5: Managing the environment	Page 16
Or Unit B6: Managing hazards	Page 17
Either Unit C7: Managing tourism	Page 18
Or Unit C8: Managing urban areas	Page 19

Summary of scheme of assessment

The scheme of assessment is in two tiers. Foundation Tier candidates take Papers 1F and 2F, and submit one item of coursework. This tier is targeted at grades C to G. Higher Tier candidates take Papers 3H and 4H and also submit one item of coursework. This tier is targeted at grades A* to D.

Paper/component	Mode of assessment	Weighting	Length
1F or 3H	Written examination testing core units	45%	1hour 45 mins
2F or 4H	Written examination testing option units	30%	1 hour 15 mins
Coursework	Investigation based on primary data collection	25%	

Availability of external assessment

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curricula for England, Wales and Northern Ireland at Key Stages 1, 2 and 3.

In particular, it 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.

It provides a foundation for further study of Geography and related subjects at levels 2 and 3 in the National Qualifications Framework, including Vocational GCSEs, AS and Advanced GCEs, and VCEs. Subjects where the knowledge, understanding and skills developed through this GCSE will be particularly relevant include Geology, Environmental Sciences, Travel & Tourism and Leisure & Recreation.

In addition, completion of a GCSE course can lead directly into employment, often with work-related training.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 3910.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the title 'Geography'.

There are complementary links with other qualifications at levels 1 and 2 of the National Qualifications Framework, particularly the Foundation and Intermediate GNVQs in Land & Environment and in Leisure & Tourism. These qualifications offer Geography students the opportunity of applying in a different context some of the knowledge, understanding and skills developed through study of this specification.

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Geography.

Aims

The specification gives students opportunities to:

- acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development
- develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places
- develop an understanding of global citizenship and the ways in which places and environments are interdependent
- 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
- acquire and apply the skills and techniques – including those of mapwork, fieldwork and information and communication technology (ICT) – needed to conduct geographical study and enquiry.

Assessment objectives

Candidates must demonstrate their ability to:

AO1 show knowledge of places, environments and themes at a range of scales from local to global

AO2 show understanding of the specified content

AO3 apply their knowledge and understanding in a variety of physical and human contexts

AO4 select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

Scheme of assessment

Entry tiers

Candidates for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for candidates entered for the Higher Tier in this specification, and an allowed grade E can be awarded on the Higher Tier. Candidates failing to achieve grade E on the Higher Tier will be reported as Unclassified.

Assessment of the specification consists of:

- **For Higher Tier candidates** – two written papers (Paper 3H, 1 hour 45 minutes, and Paper 4H, 1 hour 15 minutes) and coursework;
- **For Foundation Tier candidates** – two written papers (Paper 1F, 1 hour 45 minutes, and Paper 2F, 1 hour 15 minutes) and coursework.

Papers 1F and 3H

Written paper, **1 hour 45 minutes**

These papers will consist of four compulsory questions, one on each of the core units. The style of the paper will be structured data-response questions, with an emphasis on the testing of skills and understanding. There will be some opportunities for extended writing and a limited requirement for recall of specified case study material. A variety of resources will be made available in the examination. A 1:50,000 Ordnance Survey map extract will be used, and other resources may include maps at other scales, graphs, diagrams, newspaper articles and photographs.

Differentiation will be achieved by:

- **task** – stimulus material may differ between the tiers, and there will be more demanding tasks set in Paper 3H
- **outcome –** since there will be some common questions for which the mark schemes will credit different levels of response.

Papers 2F and 4H

Written paper, **1 hour 15 minutes**

These papers will consist of four questions, testing Units B5, B6, C7 and C8.

Candidates choose two questions, one testing either Unit B5 or B6, and one testing either Unit C7 or C8.

The paper will contain structured, data-response questions, with an emphasis on the testing of knowledge and understanding. There will be opportunities for extended writing.

Differentiation will be achieved by:

- **task** – stimulus material may differ between the tiers, and there will be more demanding tasks set in Paper 4H
- **outcome** – since there will be some common questions for which the mark schemes will credit different levels of response.

Internal assessment moderation procedures

Candidates are required to submit one piece of coursework, which must be a geographical investigation supported by fieldwork. Full details can be found in the *Internal assessment* section (page 20). To assist centres and to provide all the information required within this document, detailed internal assessment moderation procedures are given in *Appendix 2*. If it proves necessary to amend these procedures in any way in the future, centres will receive separate notification.

Relationship of assessment objectives to external assessment

Assessment objective	Papers 1F/3H	Papers 2F/4H	Coursework	Total
Knowledge	8	12	0	20
Understanding	13	8	0	21
Application of knowledge and understanding	10	5	5	20
Skills	14	5	20	39
Total	45	30	25	100

This table gives the intended weightings for each assessment component. However, in any particular examination series, the weightings for the examination papers may vary very slightly.

Quality of written communication

The quality of written communication will be assessed in all papers, wherever a question requires a response in extended writing; and in the coursework, as part of assessment objective AO4. Candidates will be assessed on their ability 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
- use a suitable structure and style of writing.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- four GCSEs at grades D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

Assessment language

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is not available to private candidates.

Specification content

The specification content is set out in detail on pages 12-19. It is formulated within the framework provided by the Geography subject criteria. Teachers have the freedom to construct their own teaching programme based upon this specification, but any programme must fulfil the following requirements:

- the study of a range of themes which, taken together, involve work at different scales (local, regional, national, international, global), in different parts of the world and in different types of environment; contexts for thematic studies must include the United Kingdom (and for centres in Wales, Scotland or Northern Ireland, a focus on their home region), the European Union and countries in various states of development
- the development of a range of skills used in geographical study and enquiry (including the use of ICT), namely:
  - acquisition and use of geographical vocabulary
  - identification of geographical questions and issues and establishing appropriate sequences of investigation
  - identification and collection of evidence required, from primary sources (including fieldwork), secondary sources (including maps at a variety of scales, photographs, satellite images, statistical data) and ICT-based sources, and recording and presenting it (including use of maps, graphs and diagrams)
  - description, analysis and interpretation of evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task and audience
  - evaluation of the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

Specification structure

The specification is made up of four core units:

- Unit A 1 – The physical world
- Unit A2 – The human world
- Unit A3 – The economic world
- Unit A4 – The natural world

and four optional units:

- Unit B5 – Managing the environment
- Unit B6 – Managing hazards
- Unit C7 – Managing tourism
- Unit C8 – Managing urban areas.

Students should study **all** parts of the core units, **one** of the 'B' option units, and **one** of the 'C' option units. All units are designed to be of approximately equal length, and each requires about eight weeks' teaching. Sample teaching programmes are published in the Specification Guide which accompanies this specification.

The layout of the content pages

Key ideas

Each unit is divided into three key ideas which give a focus to the content.

Content (including required case studies)

Each key idea is broken down into a number of bulleted content points which specify what must be studied. Examination questions will be based on these content points. In places, the content specifies '**a study of**…' These are the **only** case studies which students may be asked to recall in the examination. For each of these studies, candidates will be expected to demonstrate good locational knowledge. In this way, the case study requirement is made absolutely clear, and is kept to a manageable level. The rest of the content should be studied in the context of a range of real places. Candidates will not be required to refer to these places in the examination, although such references would be credited if offered.

Content detail and guidance

This column does not add any extra content, but specifies the range and depth of study expected. Where guidance is offered, for example on appropriate case studies, or links that could be made to other units, it is printed in *italics*.

Scale

The scale column (S) indicates the scale at which the content should be covered in order to answer questions set in the examination. Not all the content can be related to a particular scale, however.

Key skills

The key skills column (K/S) suggests where there may be opportunities to develop key skills evidence. These opportunities are more fully developed in *Appendix 1* at the back of this specification.

(Note: Throughout the specification content on pages 12-19, More Economically Developed countries are referred to as MEDCs, and Less Economically Developed Countries as LEDCs.)

Geographical and transferable skills

Throughout their course, students should develop and learn to select from a range of geographical and transferable skills. These should be acquired both through fieldwork and the writing-up of the investigation, and through other exercises using secondary data. Specifically, candidates entered for the examination will be expected to be able to:

- use a range of source materials, including maps at a variety of scales (a 1:50,000 Ordnance Survey map will be included in the examination); photographs (taken at ground level, and vertical and oblique aerial photographs); satellite images; simple statistical data (including tables, graphs, proportional symbols and other diagrams)

- depict information in simple map and diagrammatic form, eg drawing/completing line graphs, bar graphs, (including divided bars), scattergraphs, flow lines, annotated sketch maps and diagrams, field sketches
- use appropriate vocabulary, including geographical vocabulary, in written work.

Constructing a teaching programme

The core units underpin the study of the option units, and the content has been designed so that there are clear links between them. This gives two main ways to structure a teaching programme:

- The core units can be taught in the first year of the course, so that they give a broad foundation for the more complex people-environment relationships that can then be developed in the second year of the course.
- Alternatively, individual parts of the core can lead directly on to a study of an option theme. For example study of Unit A1.1, river processes and landforms, could be followed directly by a study of flooding (Unit B5.2). Students could then move on to a study of coastal processes and landforms (Unit A1.3) which develops into a study of cliff recession for Unit B5.1.

Figure 1 shows the main links, which are reinforced in the Guidance column on the content pages which follow.

Using the specification in Wales and Northern Ireland

Where reference is made to studies in the context of the United Kingdom, centres in Wales and Northern Ireland should focus particularly on their home region. Examples suggested in the 'Specification detail and guidance' column of the specification include some from Wales and Northern Ireland, but there are many alternative ways in which centres can develop programmes of study which focus on their home region.

For centres in Wales there are opportunities to build on the Curriculum Cymreig and the Geography requirements of the Welsh National Curriculum, when appropriate. For example, there is a requirement that students should learn how decisions, made at different levels, have an influence on developments in Wales. This can be met by choosing a high-tech industry with operations in Wales in Unit 3.3, and by studying the impact of EU policies on farming in Wales in Unit 3.2.

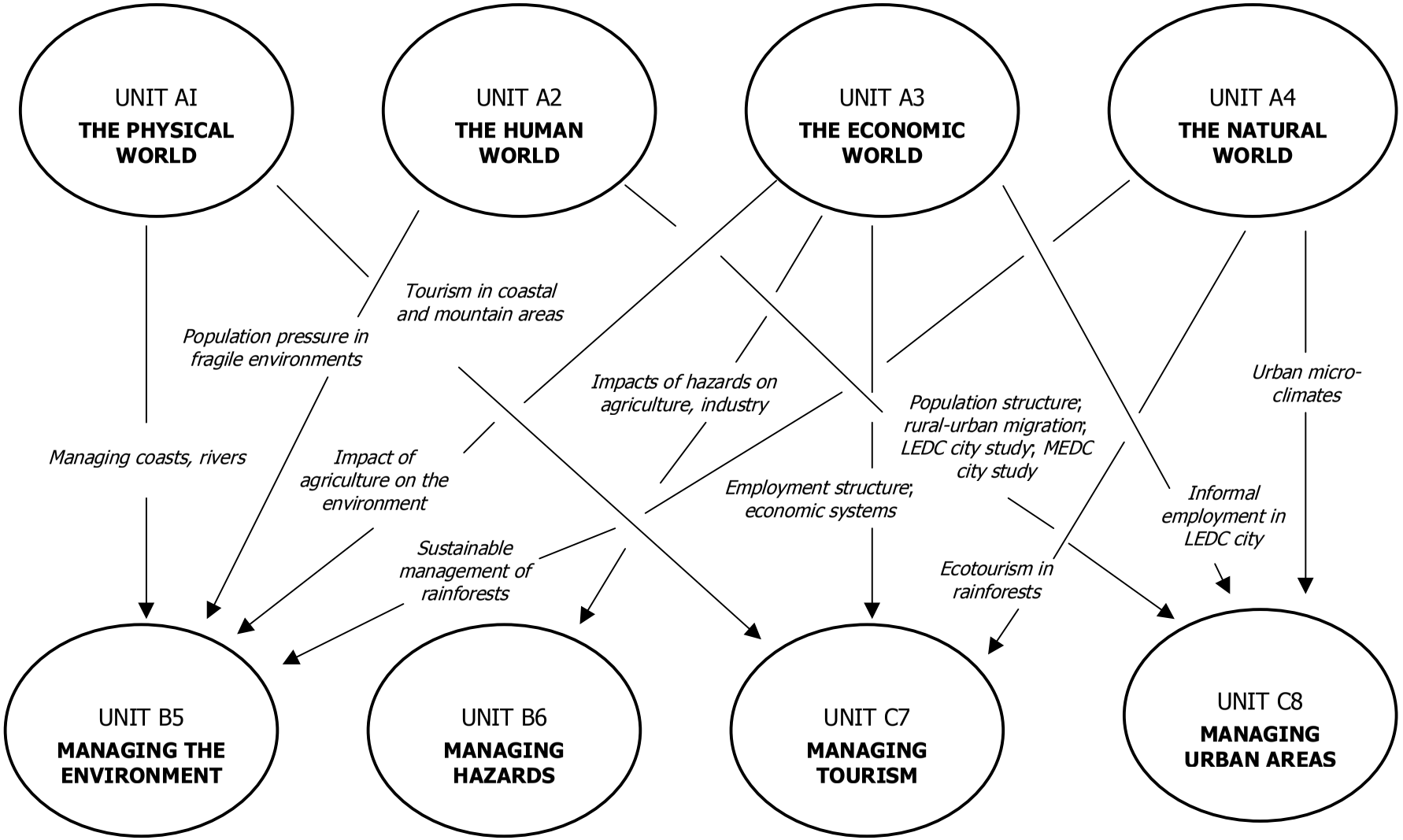


Figure 1 – Some links between the units

Unit A1 (core): The physical world

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
1.1 River processes produce distinctive landforms in their valleys	• The change in the characteristics of a river and its valley between source and mouth. • The formation of interlocking spurs, waterfalls, meanders, ox-bow lakes, flood plains, levees and deltas.	• Changes in characteristics such as width, discharge and gradient of the channel, and in the cross-section of the valley. *Knowledge of case studies will **not** be required in the exam, but there are opportunities to link landforms and processes with the river management study in Unit 5.2* • Description of the landforms specified, and explanation of their formation in terms of the processes involved. Annotated diagrams of the landforms. Recognition of the landforms specified on OS maps and in photographs.	L / R	N
1.2 The characteristics of valleys can be changed by glaciation	• The build up of ice and the formation of corries. • The changes to the river valley characteristics: U-shaped valleys, truncated spurs, hanging valleys, ribbon lakes, moraines, pyramidal peaks and arêtes.	• *Students are not expected to know about ice ages or the processes involved in ice formation beyond the build up and compaction of snow. Knowledge of case studies will **not** be required in the exam, but there are opportunities to link landforms and environments with the mountain tourism study in Unit 7.2.* • Description of the landforms specified, and explanation of their formation in terms of the processes involved. Annotated diagrams of the landforms. Recognition of the landforms specified on OS maps and in photographs.	L / R	
1.3 Coastal processes produce distinctive landforms which are subject to change	• The impact of erosion, weathering and mass-movement on the coast: cliffs and wave-cut platforms; headlands and bays; caves, arches stacks and stumps. • The impact of transportation and deposition on the coast: beaches; spits, and bars.	• For both Content statements, description of the landforms specified, and explanation of their formation in terms of the processes and factors involved, including the influence of geology and vegetation. Annotated diagrams of the landforms. Recognition of the landforms specified on OS maps and in photographs. *Knowledge of case studies will **not** be required in the exam, but there are opportunities to link landforms and processes with the coastal management study in Unit 5.1. The Environment Agency website* (www.environment-agency.gov.uk) *can be used to research information about cliff recession.*	L / R	IT

Unit A2 (core): The human world

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
2.1 Rates of population change vary from place to place and over time	• Global population change. • The balance between birth rate and death rate. • Change due to migration. • Reasons for changing patterns of birth rates and death rates. • The demographic transition model.	• Change in numbers over the past 2000 years; predicted change. • The contribution of birth rate and death rate to population change; an overview of differences between patterns in LEDCs and MEDCs. • The effect of emigration and immigration on population numbers. • Medical, social, economic and political influences. • The characteristics of the four stages, and reasons why societies might move from one stage to another; an awareness that the model is not universally applicable and is dynamic.	G N N N N	N
2.2 Population structure and characteristics vary from place to place	• Characteristics including age, sex, ethnic, religious and occupational structure. • Population pyramids. • Differences between rural and urban populations. • The impact of youthful and ageing populations, and the dependency ratio.	• An overview of differences between LEDCs and MEDCs; the fact that this information is collected in a census. *The SCAMP CD can be used to research census information*. • Population pyramids as a way of representing age and sex balance, and changing population characteristics *(eg decreasing birth rate*, *bulge due to migration)*. • Differences in characteristics, including age and occupational structure. • Impacts on provision of social services *(health*, *education*, *housing*, *pensions)* and employment *(this topic gives opportunities to develop ideas of Citizenship)*; calculating the ratio.	N L N	IT C
2.3 People live in a variety of settlements of different sizes. These settlements are often made up of distinct zones	• Physical and economic factors affecting the location, shape and growth of settlements. • **A study of one** urban area in an MEDC and **one** in an LEDC to describe and explain the characteristics and locations of the CBD, twilight zone, industrial areas and different residential zones.	• Site descriptions *(eg*, *dry point*, *bridging point)*; physical factors *(eg*, *drainage*, *gradient*, *water supply*); economic factors *(eg*, *transport links*, *mineral resources*, *port functions)*.The use of OS and sketch maps and photographs to identify locational factors. *Knowledge of case studies will **not** be required in the exam.* • The different typical patterns of an MEDC city and one in an LEDC. Reasons for the patterns in relation to a case study of a city in each type of country *(eg*, *why high quality housing tends to be found around the edge of London*, *but near the middle of Sao Paulo)*. *There are opportunities to link the MEDC study with the management of urban areas in Units 8.1 and 8.2.*	L / R L	

Unit A3 (core): The economic world

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
3.1 People work in different economic systems. These vary spatially and over time	• The relative importance of primary, secondary and tertiary industries in countries at different states of development. • The change in relative importance of the sectors over time within countries at different states of development	• The meanings of the terms, and examples of activities within each category; how importance varies, and reasons for the differences. C*ase studies of particular countries will* ***not*** *be required for the examination*, • How importance has changed, and reasons for the changes. C*ase studies of particular countries will* ***not*** *be required for the examination.*	G N	N
3.2 Farming systems show different characteristics. All farming systems have been experiencing change	• Characteristics of farm systems – intensive/extensive – commercial/subsistence – arable/pastoral – organic. • The broad physical, economic, political and human factors affecting a farmer's choices. • **A study of** intensive wet rice farming in an LEDC and **a study from** the EU to consider changes affecting farm systems.	• The meanings of the terms listed. These should be set in the context of the studies chosen below. • The impact of physical factors *(eg*, *soil quality*, *relief*, *rainfall)*, economic factors *(eg cost of land*, *distance from market)*, political factors *(eg*, *quotas and subsidies)* and human factors *(eg*, *perception of opportunity*, *tradition)*. *Much of this can be addressed through the case studies required below*. • *Studies could be regional (eg*, *arable farming in the Paris Basin or hill sheep farming in North Wales)*, *or local (eg*, *an individual dairy farm in the Netherlands)*. *The NFU website* (www.nfu.org.uk) *could be used for student research*. For each study, the relevant physical and human factors influencing the system, and the relevant changes affecting it *(eg*, *scientific advances including HYVs and chemicals*, *and land reform in LEDCs*, *increase in farm/field size and the influence of government policies*, *including diversification*, *subsidies and set-aside*, *in the EU*. *This will give opportunities to consider aspects of citizenship*.	L / R	C IT
3.3 The location of industry changes over time	• In MEDCs – the broad physical, economic, political and human factors affecting the location of secondary industries – **a study of one** modern high tech industry to consider the specific factors affecting its location. • In LEDCs: – the nature of the formal and informal sectors – **a study of** the factors attracting **one** trans-national corporation to a particular country.	• Broad factors include transport, labour, energy, raw materials, government influences and quality of the environment. The use of OS and sketch maps and photographs to investigate locational factors. The specific requirements of the high tech industry in relation to these factors. • The differences between the sectors, and typical activities. *The informal sector could include beach sellers and shoe shiners*. *There are opportunities to make links with the rural-urban migration study in Unit 8.2* – A case study is required only for the TNC; suitable TNCs could include Nike in China or Fiat in Brazil. *This topic offers the opportunity to explore ideas of economic interdependence.*	L / R N / I	

Unit A4 (core): The natural world

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
4.1 Air masses lead to changes in the UK weather	• The origins and characteristics of main air masses affecting the UK. • How the air masses influence weather in the UK, and make it so changeable. • Characteristic weather conditions associated with anticyclones and depressions. • The use of synoptic charts and satellite images to show weather conditions.	• Polar and tropical, continental and maritime air masses. Temperature and humidity characteristics of these air masses. • Influences on temperature, pressure and rainfall. Only relief and frontal rainfall processes are required. *Aric CD ROM (see IT key skill mapping for reference) could be used to obtain detailed weather data*. • Typical temperature and rainfall characteristics, together with associated cloud cover and wind characteristics. • Recognition of anticyclones and depressions, and description of the characteristic weather associated with them. *A key will be provided with any synoptic chart used in the examination, although students will be expected to recognise the three main types of front*.	N N	 IT IT
4.2 Average long term weather patterns lead to distinct climatic types	• Characteristics of west European maritime climates and east European continental interior climates, and contrasts between them. • Factors affecting these climates: – distance from the sea – ocean currents – latitude.	• Data for a weather station in each climate type to show characteristics of each. • How these factors have influenced the characteristics identified *(eg, influences on temperature range and rainfall totals/seasonality)*. The influence of latitude on climates of this region.	I G	N
4.3 Distinct forest communities develop in particular conditions. Forests are sensitive and their balance is easily upset by human interference	• The global distribution of tropical rainforests, temperate deciduous and temperate coniferous forests (taiga). • The ways in which trees in tropical rainforests and taiga have adapted to the natural environment. • **A study of** a tropical rainforest system to show the ideas of conservation, exploitation and sustainable development, and the roles of different interest groups and the conflicts between them.	• Description of the global distribution of different forest types – *explanation will **not** be asked for in the examination*. • Annotated diagrams of a typical tree from each forest type; the natural environment includes climate and soil characteristics. • The meanings of the terms listed in the content. The case study should cover the ideas of conservation, exploitation and sustainability, and look at the different groups involved *(eg, the issues surrounding the use of Malaysia's forests). There are opportunities to make links with conservation issues in Unit 7.3, and to raise issues of global citizenship*.	G R	 C

Unit B5 (option): Managing the environment

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
5.1 Coasts are under threat and need to be managed	• **A study of** the causes, effects and management of cliff recession. • The advantages and disadvantages of these techniques, and the conflicts of interest involved.	• Cliff recession with reference to process and geology *(link to Unit 1)*. The effects in relation to both the human and natural environments. Management techniques including hard engineering *eg*, *groynes*, *gabions*, *and sea walls* and soft engineering *eg*, *stabilising dunes and managed retreat*. *Suitable studies could include Holderness or Barton-on-Sea*. • An evaluation of the impact of the management techniques, both in the local area and more widely. *This can illustrate the physical interdependence of environments*. The views of different groups and individuals.	R L / I	
5.2 River floods are the result of human and physical factors	• **A study of** the causes, effects and management of river flooding. • The advantages and disadvantages of the management, and the conflicts of interest involved.	• Human factors and physical processes should be considered *(link to Unit 1)*. The effects in relation to both the human and natural environments. Management techniques should include both hard engineering, *eg*, *raising embankments and straightening channels* and soft engineering, *eg*, *reinstating the flood plain and designating washlands*. *Suitable studies could include R.Rhine or R.Ganges*, *and the impacts of a flood can be followed on* http://news.bbc.co.uk • An evaluation of the impact of the management techniques, both in the local area and more widely. *This can illustrate the physical interdependence of environments*. The views of different groups and individuals should be considered.	R / L R / L / I	N IT PS
5.3 Fragile environments require sustainable management	• Choose **two** forms of damage to fragile environments, one caused by farming, and one caused by resource exploitation. **Studies of** the causes and effects of the damage caused, **one** in the context of an LEDC and **one** from an MEDC. An evaluation of the possible management issues involved, and the attitudes of the decision-makers.	• *Suitable studies could include soil erosion in the Mezzogiorno or Himalayas*; *desertification in the Sahel or in Spain*; *oil exploitation in Alaska*, *or timber exploitation in Indonesia. There are opportunities to make links with agricultural systems and practices in Unit 3*, *with rainforests in Unit 4*, *and with the impacts of tourism on fragile environments in Unit 7. There are also opportunities to discuss aspects of global citizenship*.	R	C

Unit B6 (option): Managing hazards

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
6.1 Some places are more hazardous than others	• The global distribution of tropical storms. • The global distribution of volcanic and earthquake activity. • Plate boundaries – characteristic features at the boundaries, and the effects of movement.	• Description of the distribution of the various types of tropical storm *(eg, hurricane, cyclone, typhoon). Students will **not** be asked to explain the distribution* • Description of their distribution • Convergent, divergent and conservative boundaries; cross-section diagrams of the boundaries to show main features *(eg ocean trench, fold mountains)*; how movement leads to earthquakes and volcanoes. *Students will **not** be expected to know why the plates move, or the features of a volcano*	G G G / R	
6.2 Hazards have an impact on people and the environment	• **A study of** tropical storms, **one** in an LEDC and **one** in an MEDC. For each event, study – the impact of the storm on people and the environment – how the state of development of the country influenced the storm's impact – contrasts between how the storms affected the LEDC and the MEDC. • Reasons why people continue to live in areas at risk from tropical storms – can this be sustainable?	• Impacts should be human *(eg, loss of life, movement from area, spread of disease)*; economic *(eg, loss of crops, damage to buildings and infrastructure)*; and environmental *(eg, damage to vegetation, increased flood risk). Suitable studies could include Orissa,(NE India) 1999, and Hurricane George (Florida) 1998. The BBC News website* (http://news.bbc.co.uk) *can be used to follow news of storms as they happen*. • *Reasons are likely to be different in the LEDC and the MEDC, and may include alternative economic/environmental attractions, the economic inability to move, 'It won't happen to me'/'I am covered by insurance' attitudes*. Sustainable development in this context should refer to the potential for the country to maintain and improve levels of development in spite of the risk of tropical storms and the likelihood of rising population levels.	N / R / L	N C IT
6.3 People can prepare for hazards, and they respond to events in different ways	• **A study of** the management of **one** earthquake and **one** volcanic eruption. One of these should have happened in an LEDC, and the other in an MEDC. For each event: – evaluate measures to predict and take precautions, including reasons for the decisions made – study short-term responses and long-term recovery – contrast the responses in the chosen LEDC and MEDC – evaluate the sources of aid.	• The management of the events in terms of what happens before, (prediction/ precautions) and after the event (short-term/long-term). Evaluation of the different sources of help/aid after the event, such as home and overseas governments, and NGOs and charities *such as Oxfam, Cafod, eg, was the aid sufficient? Who should have contributed? Suitable events include earthquake in Turkey (1999), and eruption on Montserrat (1997).*	N I	IT

Unit C7 (option): Managing tourism

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
7.1 The global tourist industry has grown rapidly. Different types of tourists can be identified	• The impact of tourism on primary, secondary and tertiary industry; tourism as a trigger for the multiplier effect. • The causes of the rapid growth in tourism. • Tourists can be classified by – nature of activity – locational preference – duration of trip – distance travelled.	• The extent to which tourism has had an impact on jobs in each sector *(eg, creating a market for local produce/crafts; increased building of hotels, airports etc)*. The impact in countries at different states of development. *This could be used to develop ideas of economic interdependence. There are opportunities to make links with Unit 3.* • The growth of tourism on a global scale; social and economic influences. • Active *(eg, taking part in sports)*; passive *(eg relaxation, sunbathing)*; ecotourism, mass tourism – locational preference (*eg, mountains, coastal*) – duration (*eg, weekend break, summer holiday*) – distance (*eg, regional, national, international*).	G / N G	N
7.2 This rapid growth of tourism has had an impact on people and their environments	• **Studies of** the impacts of tourism in **one** developed coastal area and **one** mountain area. One study should come from an LEDC, and one from an MEDC, and each study should cover: – the physical and human attractions of the area – the economic, social and environmental impacts of tourism, both positive and negative – the effects on different groups of people.	• *Suitable studies include: for coastal areas, Ibiza or Malindi; for mountainous areas, the Brecon Beacons or Nepal (trekking). There are opportunities to link with coastal landscapes and glaciated landscapes in Unit 1, in particular the physical and human attractions. Details about the Brecon Beacons National Park can be researched at* www.brecon-beacons.com – A variety of people should be considered, including those who live and work in the area, and others who may be part of a wider group *like CPRE or Greenpeace, or major tour companies.*	R L / N I	C IT WO PS
7.3 These impacts have led to the need for management	• Conservation of fragile environments and sustainable tourism. • **Studies of** the issues in **one** LEDC and in **one** MEDC, to include the attitudes of the decision-makers.	• Case studies to cover the issues of conservation and sustainable tourism. *There are opportunities to make links with the studies chosen for 7.2, and with rainforests in Unit 4. There are also opportunities to explore ideas of global citizenship. Suitable studies include:* – *Galapagos Islands, Costa Rica or Kenya – ecotourism* – *The Giant's Causeway or Grand Canyon – visitor pressure.* • The responsibilities of people involved, *including perhaps visitors, tour operators and planning authorities.* • Contrasts between the LEDC case study and the MEDC study.	R / N / I	

Unit C8 (option): Managing urban areas

Key ideas	Content (including required case studies)	Content detail and *guidance*	S	K/S
8.1 Urban areas in MEDCs are subject to constant change in their land use	**A study of** one named urban area in an MEDC to explain how and why it is changing and how it can be managed in terms of: • Inner city decline: – redevelopment – renewal – brownfield potential. • Outer urban sprawl: – change at the city edge – threats to green belts and countryside (greenfield sites).	• The urban area chosen should reflect the range of changes listed in the content. *Suitable studies include London, Amsterdam, Paris.* • Description of the changes specified and explanation of the processes involved. *O.S. maps and photographs could be used to show the characteristic features of these areas. There is opportunity to use ICT such as census data here. There is also the opportunity for fieldwork.*	L L	C IT
8.2 Urban areas in LEDCs are subject to very rapid growth	• The global pattern of urbanisation – high levels in MEDCs, rapid increase in LEDCs. • **A study of** one named urban area in an LEDC to show: – reasons for rapid growth – results of rapid growth – managing rapid growth.	• *The general reasons for urbanisation, and the global variations.* • The urban area chosen should reflect the aspects of growth listed in the content. 'Reasons' to include rural-urban migration and high birth rates; 'Results' to include housing, employment and service issues; 'Management' to include the need to improve/replace squatter settlements and provide adequate services. *Suitable studies include Mexico City, Cairo, Calcutta. Examples of management attempts could include self-help site and service schemes, government loans and provision of building materials*	G L	N
8.3 There are many challenges facing managers of all large urban areas. These challenges require managers to develop more sustainable strategies	• **A study of** the causes and consequences of environmental problems in one named urban area: – noise pollution – air pollution – land-based pollution. • The development of sustainable strategies, and the attitudes of decision-makers.	• *Causes may include transport and industrial activity and decline. Consequences may include the urban heat-island effect, health problems such as asthma and derelict land. Suitable studies include Athens, Mexico City, Bangkok, Rome.* • *Sustainable strategies may include managing the transport system, planning controls on industry, recycling/reusing/repairing rather than throwing away, reusing brownfield sites.*	L L / R	C IT PS WO

Internal assessment

Introduction

It is a requirement of the GCSE Subject Criteria for Geography that all candidates should undertake geographical investigations supported by fieldwork. This will involve a process of enquiry that demonstrates their understanding and skills within a geographical context. Unlike the written papers, there are no entry tiers for coursework. All candidates will be assessed against the same criteria and will have an equal opportunity to show what they can do.

Candidates are required to use ICT at various stages of their investigation. See the section *Incorporating ICT in coursework* below.

Designing and planning the coursework

Candidates are required to submit **one** item of coursework. It must take the form of an investigation which will involve candidates in the following stages of a geographical enquiry:

1 **the planning of the topic for study** can be developed from observation, discussion, reading or previous study, and should be approached in terms of a question or problem to be investigated, a hypothesis to be tested, or a combination of these

2 **the defining of the aims** of the enquiry; the more specific the aims, the more likely is the candidate's attention to be directed to the purpose of the enquiry and specific problems or questions arising from it

3 **the planning and decision making** about what data is relevant to the study and how this data can best be obtained; the general format and development of the study should also be agreed at this stage

4 the candidate should be able to demonstrate the skills of **data refining and presentation** by presenting the material in a variety of forms appropriate to the nature of the particular study, eg maps, diagrams and charts, sketches and annotated photographs

5 **interpretation and analysis**, where the candidate should consider the significance of the collected data, leading to a formulation of conclusions relating to the original aims of the study.

The teacher must ensure that the nature and intention of this section of the specification is clearly understood by the candidate, and that the work undertaken is appropriate to the level of ability of individual candidates. Differentiation can be achieved either by task or by outcome.

- The coursework investigation should take the form of **one** in-depth study.
- The coursework must have involved the individual candidate in primary data collection through direct fieldwork, although appropriate secondary sources may also be used.
- The coursework can either relate directly to the specific content in the specification, or the content can be taken as a starting point for further investigation.

- The teacher should give guidance to the candidates with stages 1-3, mentioned above but must **not** assist in the data refining and presentation beyond giving help with the choice of technique. The teacher must not assist in the direct interpretation and analysis of the data and the formulation of the conclusions.
- If a group of candidates undertake a study relating to a common topic, it is important that each individual candidate is encouraged to show some originality of input. This could be by extension of the group's work; by the use of some original data presentation methods; or by the individuality of the analysis and conclusions.
- Candidates should avoid submitting coursework that is either extremely brief or of great length. It is recommended that approximately 2000 words should be the maximum length.

Incorporating ICT in coursework

There are three important considerations relating to the use of ICT in producing coursework:

- it must be used appropriately
- its use must enhance the investigation
- it should be properly integrated into the finished study ('built in', not 'bolt on').

Candidates' use of ICT is assessed in three of the five coursework assessment criteria.

- It is assessed as part of **Data collection**. Candidates should use ICT in some form as part of the overall data collection process. This could be research supporting secondary data, collecting primary data, or collating the data collected. Appropriate uses of ICT could include:
  - researching related geographical theory from the Internet or CD ROM, to help with the analysis and conclusions
  - using satellite images (eg, from 'Window on the World' CD ROM)
  - downloading location maps from CD ROMs (eg, Encarta) or websites (eg, www.streetmap.co.uk)
  - capturing images of the fieldwork on digital camera
  - using data loggers to help with collection of, eg, weather data
  - collating group data with the use of spreadsheet or database software.
- It is assessed as part of **Data presentation**. Appropriate uses of ICT could include:
  - printouts of spreadsheets in the form of tables, charts, graphs
  - annotated digital camera images
  - graphics packages to plot river or beach profiles from data collected in the field
  - annotated maps and satellite images.
- It is assessed as part of **Planning and organisation**. As part of this criterion, candidates will be assessed on the overall contribution that ICT has made to the study, particularly the extent to which they have been successful in using ICT appropriately, and the extent to which the use has been integrated into the finished study. Candidates should still be encouraged to produce hand-drawn diagrams where this is likely to be the more effective method – for example for annotated sketch maps.

The Specification Guide (which accompanies this specification) contains additional guidance on incorporating ICT into coursework.

The presentation of the completed investigation

- The completed coursework should consist of text supported by relevant maps, diagrams, tables, photographs and other illustrations appropriate to the nature of the enquiry. Video tapes, audio tapes and other media may be submitted, but candidates should be advised that their use is no substitute for the required text.
- The work should be submitted on A4 paper secured in a simple, lightweight folder. Plastic wallets and ring binders should not be used.
- Centre and candidate names and numbers should be clearly written on the front cover.

The assessment of the coursework

Coursework is centre-assessed, using the criteria on pages 23-27, and externally moderated by Edexcel. To assist centres and to provide all the information required within this document, detailed procedures for the submission of marks and the moderation of coursework are given in *Appendix 2*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

A copy of the Individual Candidate Record Sheet (see *Appendix 3*) should be completed for each candidate.

In assessing the coursework the following criteria are to be applied:

Assessment criteria		Mark
1	Introduction and aims	6
2	Data collection	15
3	Data presentation	15
4	Analysis and conclusions	15
5	Planning and organisation	12
	Total marks	**63**

Assessment Criterion 1 – Introduction and aims (6 marks)

This section should:

a introduce the broad purpose of the study

b refer to the specific questions/problems/hypotheses being investigated

c identify the location of the investigation.

Level One	An **outline** of the purpose of the study and/or some of the aims. There is sufficient detail for the reader to know what the study is about, and where it is located, however the question or issue is only briefly identified. The sequence of work is uncertain.	1 – 2
Level Two	A **clear statement** of the broad purpose of the study, its aims and location. The question or issue is made clear and the sequence of work is identified.	3 – 4
Level Three	The broad purpose of the study, its aims and location are given in some **detail**. Questions and issues are thoroughly identified and an effective sequence of investigation is established. (This is particularly important where the investigation is based on group work.)	5 – 6

Assessment Criterion 2 – Data collection (15 marks)

This section should:

a state the nature of the information/data required

b describe, explain and justify the methods used to collect the data

c show evidence of the data collected, in the form of tables, etc

d pass comment on any problems encountered and what attempts were made to overcome them.

Level One	The data required and the methods used to collect and record it are **described**. At the top of this mark range it is quite clear from the description how the data was collected. If secondary data is used, there should be an indication of the origin of that data. ICT: Within this mark range, the highest mark (5) can only be achieved by those candidates using ICT.	1 – 5
Level Two	In addition to description, there is some **explanation** of the methods used to collect and record the data. If secondary data is used, there is a comment on why that particular data was chosen or how it was obtained. ICT: Within this mark range, the highest marks (9-10) can only be achieved by those candidates using ICT.	6 – 10
Level Three	This level is characterised by clear explanation of the methods used to collect and record the data, and there should be some **justification** of the methods. There may be justification of the data required, in addition to a statement. If secondary data is used, there is a comment on why that particular data was chosen and how it was obtained. Where relevant, there is some reference to any **limitations** of the data, and/or problems encountered in its collection. ICT: Within this mark range, the highest marks (13-15) can only be achieved by those candidates using ICT.	11 – 15

Assessment Criterion 3 – Data presentation (15 marks)

This section should:

a select data for presentation which is relevant to the stated aims of the study

b select a variety and range of appropriate presentation techniques for this data and for the purpose of the enquiry. (The emphasis should be on 'appropriate' rather than variety for the sake of it, but this criterion carries a high mark weighting and students should be encouraged to attempt techniques beyond basic graphs and tables, and consider whether techniques such as sketch-maps, density shading, annotated sketches/photographs, proportional symbols, composite and overlay diagrams, flow lines, isolines, etc would be appropriate.)

c demonstrate the skills of the candidate by using the presentational techniques chosen neatly and accurately.

Level One	Uses a **limited range** of **basic** methods (eg bar charts) to present the data. At the lower end of this mark range, some of the required information (eg, scales, keys) may be incomplete and skills of construction/presentation weak. ICT: Within this mark range, the highest mark (5) can only be achieved by those candidates using ICT.	1 – 5
Level Two	Uses a **variety** of **appropriate** conventional methods to present the data. At the upper end of this mark range, diagrams should be neat and accurate, with titles, scales, keys etc in place. ICT: Within this mark range, the highest marks (9-10) can only be achieved by those candidates using ICT.	6 – 10
Level Three	Accurately uses a **wide variety** of appropriate methods to present the data. The candidate may have attempted some original methods of presentation. There may be some **justification** of the methods chosen. The methods chosen present the data in a particularly **clear and effective** way. ICT: Within this mark range, the highest marks (13-15) can only be achieved by those candidates using ICT.	11 – 15

Assessment Criterion 4 – Analysis and conclusions (15 marks)

This section should:

a describe what the data shows

b include analytical comments that relate the data to the original aim(s)

c identify, where appropriate, any links or relationships between different data sets

d where relevant, consider the values and attitudes of people involved

e return to the original aim(s), and consider to what extent the question has been answered, the problem solved or the hypothesis proved

f show an appreciation of the limitations of the study and suggest how it could be improved or taken further.

Level One	Makes statements **describing** the data. If relevant, there is some **awareness** of the different attitudes of some of the individuals and groups involved. There are some **general concluding comments** which have a link with the original aim(s).	1 – 5
Level Two	The data is **described in detail**, and at the upper end of this mark range there is some **genuinely analytical** comment. If relevant, some links/relationships between data sets, and/or the different attitudes of many of the individuals or groups involved, are **identified**. Concluding comments **derive from the data collected**, and there may be some awareness of the inherent **limitations** of the study and/or suggestions for taking the study further.	6 – 10
Level Three	Data is **analysed** in detail, making links, where relevant, to **appropriate geographical theory**. If quantitative analysis is attempted, it is used accurately and appropriately. Identifies and **shows relevanc**e of any links/relationships between data sets and/or the attitudes and values of most of the parties involved. Draws sound conclusions, explicitly **supported by evidence**, clearly related to the objectives of the study. Shows an awareness that explanations may be **incomplete**, and suggests how the study could be improved/taken further.	11 – 15

Assessment Criterion 5 – Planning and organisation (12 marks)

The candidate should:

a organise and integrate material in a logical order which aids understanding.

b demonstrate an ability to present relevant information in a form that suits its purpose, including appropriate use of ICT, pagination, contents, titles, headings, cross-referencing and bibliography.

c ensure that the text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Level One	The study includes some relevant items, but they have not been organised into a logical sequence. It may be incomplete and lack particular sections. There may be page numbers and a contents page and some titles and headings. Candidates spell, punctuate and use the rules of grammar with some accuracy. ICT: For the highest mark at this level (4) some aspect of ICT must have been used as part of the investigation.	1 – 4
Level Two	The content is organised in a clear and logical way. Pagination and contents are likely to be complete. Appropriate use is made of titles, headings etc. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy. ICT: For the highest marks at this level (7-8) ICT must have been used appropriately to enhance the investigation.	5 – 8
Level Three	The organisation of the study makes it easy to read and use. Diagrams are well integrated into the text, and appropriate use is made of sub-headings and cross-references. Candidates spell and punctuate with considerable accuracy, and use a range of grammatical constructions. ICT: For the highest marks at this level (10-12) ICT must have been used appropriately to enhance the investigation, and have been well integrated into the study.	9-12

Quality of written communication

Quality of written communication is assessed as part of assessment criterion 5.

The relationship between coursework assessment criteria and assessment objectives

Assessment criteria	Assessment objectives		Total marks
	Application of knowledge and understanding	Skills	
Introduction and aims	Identification of the purpose of the investigation (6)		**6**
Data collection		Identification, collection and recording of data (15)	**15**
Data presentation		Choice of methods, presentation (15)	**15**
Analysis and conclusions	Application of concepts to data collected (6)	Description, analysis and interpretation of evidence, drawing conclusions, evaluation (9)	**15**
Planning and organisation		Logical sequence, cross referencing, technical details (eg, pagination, bibliography), use of ICT, quality of written communication (12)	**12**
TOTAL MARKS	**12**	**51**	**63**
Component weighting	**5%**	**20%**	**25%**

Authentication of coursework

The teacher responsible for internal standardisation of the coursework (see *Appendix 2*) must sign the bottom of the optically-read teacher-examiner mark sheet (Optems) to confirm that the work presented for assessment is, to the best of his/her knowledge, the candidate's own. Sufficient work should therefore take place under appropriate supervision to allow this confirmation to be given.

No credit should be given for work known to have been copied directly from textbooks or from any other sources or from other students. Edexcel must be notified if substantial amounts of copied work are submitted unacknowledged, and this may result in disciplinary action.

Return of coursework

The coursework inspected by Edexcel will be returned to each centre after the publication of results. All coursework still held at the centre should be kept available for inspection until the closing date for enquiries about results. After this time coursework may be returned to the students. Edexcel reserves the right to retain examples of coursework completed by students in a particular examination, for grading and other purposes.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions 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 student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

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 enquiry, 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.

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 enquiry, 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 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 enquiry, 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 outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, Information Technology, application of number, improving own learning and performance, working with others and problem solving.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of:

- **spiritual issues**, through an appreciation of the uniqueness of places and the people living there
- **moral and ethical issues**, for example through studying the part played by charities and governments in providing relief and aid for victims of natural disasters (Unit B6.3), and through studying the need to improve squatter settlements in LEDCs (Unit C8.2)
- **social issues**, for example through studying the impacts of youthful and ageing populations on society (Unit A2.2), and through studying the impacts of tourism on people living in tourist areas (Unit C7.2)
- **cultural issues**, for example through studying why birth rates differ (Unit A2.1), and through studying reasons for the growth of tourism (Unit C7.1).

Education for Citizenship

This specification makes a significant contribution towards coverage of the knowledge, understanding and skills specified in the Key Stage 4 programme of study for Citizenship.

Links to the Citizenship programme of study include in unit

- A2, the economic and social impacts of an ageing population, and how government and voluntary bodies respond
- A3, how the economy functions – different sectors of industry, and changes in their relative importance; EU influences on farming
- A4, sustainable development in rainforests

- B5, global interdependence and responsibility are considered through environmental exploitation
- B6, the part played by governments and NGOs in providing relief and aid for victims of natural disasters
- C7, sustainable development through tourism
- C8, the development of sustainable strategies for managing urban areas.

Information and communication technology (ICT)

The GCSE criteria require that students make effective use of ICT in ways appropriate to the subject. ICT should be built into any teaching programme developed from the specification, and the use of ICT is formally assessed in the coursework.

Appropriate uses of ICT in Geography would include the use of data loggers to capture primary data; the use of the Internet and CD ROMs to research information; the use of databases and spreadsheets to present and manipulate the information; and the use of wordprocessing or desk-top publishing packages and graphics packages to write up coursework investigations.

Further suggestions can be found in the National Curriculum programme of study for Key Stage 3; and *Appendix 1* outlines some opportunities to develop the key skill of IT. At least one opportunity has been suggested for each of the teaching options.

Environmental education, health and safety education and the European and global dimension

The study of the environment is a major theme throughout the specification. In particular, the physical environment is considered in Unit 1, the built environment is part of unit 2, and weather, climate and biogeography are the main focus of Unit 4. All the optional units follow the theme of managing different aspects of the environment.

When undertaking fieldwork, groups of students and individuals should be taught to identify the hazards in their working environment and assess whether or not the risk associated with that hazard can be managed.

The European dimension is addressed through the requirement for particular case studies to be drawn from the UK and the European Union.

Textbooks and other teaching resources

There is a wide range of textbooks currently available for GCSE Geography, and most of them will contain useful material for teaching this specification. To give teachers maximum support, a textbook has been produced specifically for Edexcel GCSE Geography A.

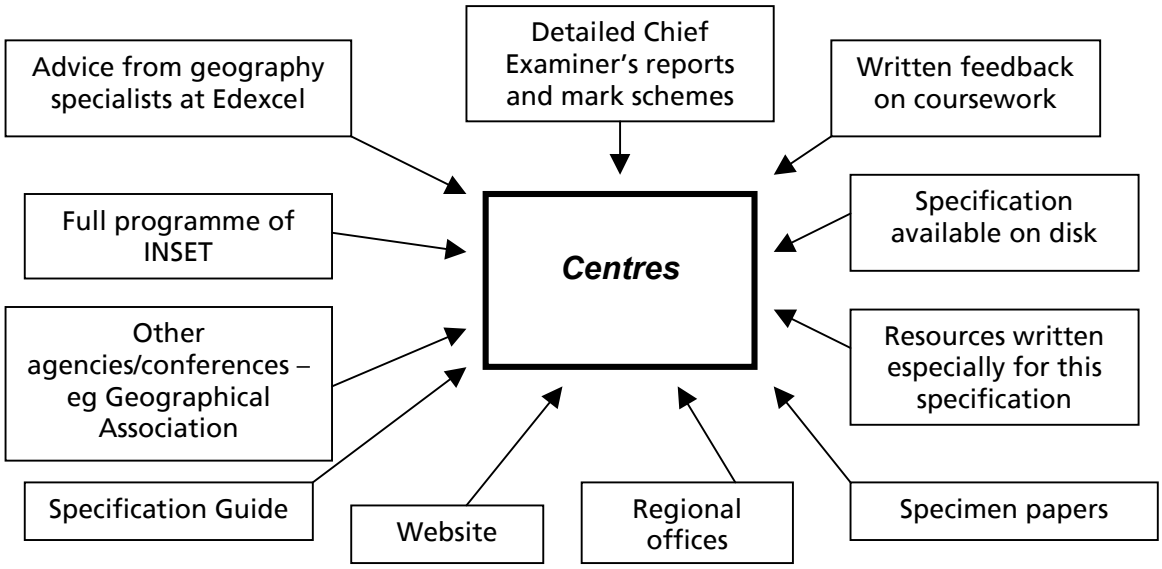
In addition to a textbook, students should obtain information from a wide range of sources, such as an atlas, newspaper articles, periodicals, videos, the Internet, CD ROMs, fieldwork and visiting speakers.

A full list of appropriate resources can be found in the Specification Guide which accompanies this specification.

Support and training

Support

An extensive support network exists to provide guidance and training for teachers.



Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- specimen papers
- Specification Guide.

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

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Appendix 1 – Key skills

The GCSE in Geography A offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed and assessed through this specification at level 2:

- application of number
- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- **Part A**: What you need to know – this identifies the underpinning knowledge and skills required of the student
- **Part B**: What you must do – this identifies the evidence that students must produce for their portfolio
- **Part C**: Guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and will contribute to the student's key skills portfolio. In addition, in order to achieve the Key Skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications, as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within this GCSE will provide opportunities for the development of all six of the key skills. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Key skills (level 2)	Unit A1	Unit A2	Unit A3	Unit A4	Unit B5	Unit B6	Unit C7	Unit C8	Coursework
Application of number									
N2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓
N2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓
N2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication									
C2.1a		✓	✓			✓	✓	✓	
C2.1b				✓	✓	✓	✓		✓
C2.2				✓	✓	✓	✓		✓
C2.3									✓
Information technology									
IT2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓
IT2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓
IT2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working with others									
WO2.1						✓	✓	✓	✓
WO2.2						✓	✓	✓	✓
WO2.3						✓	✓	✓	✓

Key skills (level 2)	Unit A1	Unit A2	Unit A3	Unit A4	Unit B5	Unit B6	Unit C7	Unit C8	Coursework
Improving own learning and performance									
LP2.1									✓
LP2.2									✓
LP2.3									✓
Problem solving									
PS2.1					✓		✓	✓	
PS2.2					✓		✓	✓	
PS2.3					✓			✓	

Application of number level 2

The GCSE in Geography provides opportunities for students to both develop the key skill of application of number and also to generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required, students are also required to undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations, and interpreting and presenting the results of the calculations.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
N2.1	Interpret information from **two** different sources, including material containing a graph		Students are required to obtain and use the information required; selecting appropriate methods to get the results required.
		A1.1	*Graphs to show cross-sectional profiles of river channels, related to 1:25,000 maps showing locations of profiles.*
		A2.1	*Line graphs and choropleth maps to show world population growth and national differences; the demographic transition.*
		A3.1	*Pie charts to show employment structure, and composite line graphs to show change over time.*
		A4.2	*Climate graphs for two locations in different parts of Europe, and a map of their location.*
		B5.1	*Hydrograph showing change in discharge during a flood; photographs showing extent of floodwater.*
		B6.2	*Graph showing variations in windspeed as hurricane passes over; map showing route of hurricane.*
		C7.1	*Graph showing change in tourist numbers; table of data showing numbers of tourists by country of origin.*
		C8.2	*Graphs showing increase in urban populations; world maps showing locations of cities.*
		Coursework	*Data from fieldwork (eg land use data for a farm) and secondary data including graph (eg, how area of farm planted with wheat has changed over the years).*

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
N2.2	Carry out calculations to do with: • amounts and sizes • scales and proportions • handling statistics • using formulae.		Students must carry out their calculations, which could relate to volumes, ratios, averages, formulae, etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary.
		A1.1	*Work out wetted perimeter and cross-sectional area of profiles.*
		A2.1	*Analysis of diagrams and data obtained for N2.1 above. For example, How long did the world's population take to double?*
		A3.1	*What proportion of the country's population is in each category at different dates?*
		A4.2	*Work out total rainfall from bar chart; temperature ranges from line graph.*
		B5.1	*Estimate the area of land under water, and the depth of the water.*
		B6.2	*Use the map to work out how fast the hurricane moved.*
		C7.1	*Use formulae to draw proportional squares to show which countries have the most tourists.*
		C8.2	*Rates of population growth in cities in different parts of the world.*
		Coursework	*Work out areas of fields from map; calculate total area for each land use; use formulae to draw pie charts to represent land use.*
N2.3	Interpret results of your calculations and present your findings. You must use at least **one** graph, **one** chart and **one** diagram		Based on their findings, students must select effective methods of presentation, using as appropriate charts, diagrams and tables. Students should explain how the results of their calculations meet the purpose of the activity undertaken. *All the activities suggested for N2.1 and N2.2 lend themselves to interpretation and presentation in a variety of ways, including written analysis.*

Evidence

Student evidence for application of number could include:

- description of the substantial activity
- copies of source materials
- records of calculations, showing methods used
- descriptions of findings.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject		Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.
		A2.2	*Discuss how societies will need to provide for youthful/ageing populations.*
		A3.2	*What effect will physical factors have on a farmer's choices?*
		B6.2	*How might an LEDC be affected by a hurricane, compared to an MEDC?*
		C7.1	*Use a series of images of scenes from a National Park; discuss the attractions of the different landscapes.*
		C8.1	*Should new developments be on greenfield sites or brownfield?*
		C8.3	*How have students noticed/been affected by urban pollution?*
C2.1b	Give a short talk about a straightforward subject, using an image		Following a period of research, students could be given the opportunity to give a short talk to the rest of their group. During the talk, students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners to follow the points which are made. The talk should include an image which illustrate the main points clearly. Images could include charts and diagrams, pictures, maps, items of equipment etc.
		A4.3	*An area of rainforest under threat, illustrated with photographs of the damage caused.*
		B5.3	*The impact of oil exploitation on Alaska, illustrated with maps.*
		B6.2	*The impact of a hurricane, illustrated with newspaper cuttings.*
		C7.2	*The attractions of a tourist area, illustrated with photographs, brochures.*
		Coursework	*An explanation of how to use a piece of fieldwork equipment, illustrated by the equipment.*

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
C2.2	Read and summarise information from **two** extended documents about a straightforward subject **One** of the documents should include at least **one** image		Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE. Extended documents may include textbooks and reports and articles of more than three pages. At least **one** of these documents should contain an image from which students can draw appropriate and relevant information. Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose – eg, for a talk, discussion or an essay. *All the suggestions for C2.1b above will need research, some of which is likely to come from reading such documents.* *Research into secondary sources to support coursework could also count towards evidence for this part of the key skill.*
C2.3	Write **two** different types of documents about straightforward subjects **One** piece of writing should be an extended document and include at least **one** image		Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages. The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured eg, through the use of headings, paragraphs, etc. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate. *The completed coursework will provide evidence of an extended document including at least one image.* *The second piece could come from a variety of other exercises carried out on the course, as long as it was different in style from the coursework.*

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays
- coursework.

Information technology level 2

When producing work for their GCSE in Geography, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE in Geography use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their geography programme, students may not be able to generate sufficient evidence required for this unit. For example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
IT2.1	Search for and select information for **two** different purposes		Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.
		A1.3	*Use of Environment Agency website (*www.environment-agency.gov.uk*) to research rates of cliff erosion.*
		A2.2	*Use of SCAMP CD to research census information.*
		A3.2	*Use NFU website (*www.nfu.org.uk/education*) to research information on rice farming in Philippines, and/or farm studies in the EU.*
		A4.1	*Use 'Atmosphere, climate and environment information programme' CD ROM (Atmosphere Research and Information Centre, Manchester Metropolitan University, 1999) to obtain UK weather data; use of satellite images to obtain weather information.*
		B.5.3, B6.2/3	*Use BBC news website (*http://news.bbc.co.uk*) to follow the story of a hurricane, earthquake, volcano or flood as it happens.*
		C7.2	*Use Lake District National Park website (*www.lake-district.gov.uk*) to research information about attractions and management issues.*
		C8.1	*Use of SCAMP CD to research data on population changes in different wards.*

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
		C8.3 *Coursework*	*Use 'Atmosphere, climate and environment information programme' CD ROM (Atmosphere Research and Information Centre, Manchester Metropolitan University, 1999) to research information about air pollution in UK cities.* *Take photographs of the fieldwork site and work in the field using a digital camera.*
IT2.2	Explore and develop information, and derive new information for **two** different purposes		Students are required to bring together information in formats, which help development, such as tables. The information could be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. *For each of the suggestions above, data obtained in the form of figures could be entered on a spreadsheet and then graphed to give trends (eg of river discharge over a year, or numbers of visitors to the National Park by seasons). The data could be ranked or manipulated to give averages.* *Digital photographs can be annotated and manipulated to highlight particular features.* *There are good opportunities to combine activities suggested for application of number, particularly for N2.2.*
dIT2.3	Present combined information for **two** different purposes. This work must include at least **one** example of text, **one** example of images and **one** example of numbers		In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence). The final piece of work should be suitable for its purpose and audience eg, GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read. *One piece of evidence could be the coursework, if it has been word-processed and has images and number manipulation.* *OHTs could be produced for use in the presentation (C2.1b)*

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements		Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities. For example suggesting ways that help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.
		B6.3	*Students work in pairs to research impact of aid programmes on hazard recovery.*
		C7.2	*Students work in pairs to research information on a national park, with the aim of doing a joint presentation on the topic.*
		C8.3	*Students work together to consider sustainable ways of managing waste, pollution etc. Opportunities to link with problem solving (see below).*
		Coursework	*Fieldwork is likely to be an ideal opportunity to generate evidence for this key skill. Students can work in groups to plan their data collection, different people taking responsibility for obtaining the necessary equipment, making a record of the results etc.*
WO2.2	Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities		Students will need to organise tasks so that responsibilities can be met. For example, obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.
			In all activities, students work together to fulfil their aims.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives		Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives. *In all activities, students review the success of their working together. The outcomes can be used to inform the students' actions when they carry out a similar task, and/or inform the actions of students who have yet to attempt the task.*

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Within GCSE Geography programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. **Over the period of the activity there will be times when the students should work without close supervision**. **However**, **students should seek and receive feedback**, **from tutors and others, on their target setting and performance**.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	*Coursework*	Students plan how they are to meet short-term targets with an appropriate person, eg, agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. *At the planning stage of the coursework, students agree an action plan for data collection and the writing of drafts and a final version. Key dates are set by which certain milestones will be achieved.*
LP2.2	Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: • studying a straightforward subject • learning through a straightforward practical activity.	*Coursework*	The plan should be implemented with performance reviews and should include working for short periods without close supervision.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task	*Coursework*	Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well., and whether targets have been met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor what action to take to improve their performance.

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving level 2

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, check whether the problem has been solved. For this GCSE, students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context. There is a variety of software available which could simulate the implementation of proposed solutions for some problems, eg river flooding. The opportunity suggested below (relating to Unit A2.3) could be carried out jointly as the piece of coursework for GCSE Geography, as well as meeting one half of the requirements for the problem solving key skill.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
PS2.1	Identify a problem and come up with **two** options for solving it	*B5.2* *C7.2* *C8.3*	Students will need to identify the problem, describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of judging success. They should use the help of others, for example their tutor, as appropriate. *Students consider the problem of managing a river flood.* *Students consider the problem of managing visitor numbers to a tourist honeypot.* *Students consider the problem of dealing with one aspect of pollution, for example household waste, or the people's attitudes to transport in cities.*
PS2.2	Plan and try out at least **one** option for solving the problem, obtaining support and making changes to your plan when needed	*B5.2* *C7.2* *C8.3*	Students should confirm with their tutor, for example, their chosen option and how they will implement it. Upon implementation relevant tasks should be organised and changes made as necessary. Support should be obtained when needed. *This could be tried out using computer software.* *Plans for solving this problem can be developed, but it is unlikely that this exercise could be carried through to PS2.3.* *Plans can be proposed for solving either of these problems, and there is scope for a small-scale implementation of a possible solution, perhaps involving other members of the teaching group.*

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
PS2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving		Students should check if the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken. Students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.
		B5.2	*If computer simulation was used in PS2.2, this part of the problem solving exercise could be completed.*
		C8.3	*If the proposed solutions were implemented, this part of the problem solving exercise could be completed.*

Evidence

Student evidence for problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

Appendix 2 – Procedures for moderation of internal assessment

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER

recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR

recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Coursework Record Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets**.

1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.

1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.

1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.

1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.

1.6 For each candidate, first ensure you have checked the arithmetic on the Coursework Record Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (Please see exemplar).

1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20 etc and the leading zero for single figures, as shown.

1.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.

1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.

a 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.

b ABS in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.

c W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

Exemplar

Encoded section

Candidate name	Number	Marks												
NEW ALAN* SP	3200	0	~~(•0•)~~ ~~(•0•)~~	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
OTHER AMY* SP	3201	5	~~(•0•)~~ (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) ~~(•5•)~~	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
SMITH JOHN AW	3202	47	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	~~(•40•)~~ (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) ~~(•7•)~~	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WATTS MARK* SP	3203	ABS	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) ~~(•A•)~~	(•200•) (•W•)
JONES ANN* AW	3205	40	(•0•) ~~(•0•)~~	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	~~(•40•)~~ (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WEST SARA SP	3207	W	(•0•) (•0•)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) ~~(•W•)~~

1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.

1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out**.

Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**;

b **second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately;

c **third copy** to be retained by the centre.

Section 2: Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

V – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation

S – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)

Z – zero mark recorded for work submitted

N – no work submitted but candidate **not** absent

A – absent for component

M – missing mark; no information available about the candidate's previous performance

F– mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

2.2 **Printout**

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

ABS – absent

W – withdrawn

* – sampled candidate

✔ – additional sampled candidates.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'*I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups*.'

Signed . . . . . Date . . . . . .

Centres are advised to retain a copy of the annotated printout.

Section 3: Coursework record sheets

A copy of the Individual Candidate Record Sheet (ICRS) is provided in *Appendix 3* for centres to photocopy. The ICRS, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the total mark is transferred correctly onto the OPTEMS or via EDI
- the required authentication statement is signed by the teacher.

Where a candidate's work is included in the sample the ICRS should be attached to the work.

Section 4: Sample of work for moderation

4.1 **Where the pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✔) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated record sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✔).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✔), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **In all cases** please note that the moderator may request further samples of coursework, as required and the work of all candidates should be readily available in the event of such a request.

4.3 **Internal standardisation**

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Appendix 3 – Individual candidate record sheet (ICRS)

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GCSE GEOGRAPHY

Specification A (1312)

Individual Candidate Record Sheet
Summer 20…..

Centre number:	**Centre name:**
Candidate number:	**Candidate name:**
Name of teacher:	

Title of coursework:
Linkage to specification: *(eg Key idea 2.3)*

Mark awarded (63)		**Moderated mark (For Edexcel use only)**	

(Please complete the breakdown of marks by criterion on the second side of this form)

Teachers may use this box to highlight any issues they wish to bring to the attention of the Moderator

Signature of teacher responsible for internal standardisation: **.....**

Date: .....

Edexcel
Success through qualifications

Mark Sheet to be used in conjunction with detailed grade descriptors.

Teacher examiners are invited to highlight relevant statements which justify the mark awarded. Please refer to the specification for the full wording of each descriptor. A candidate does not have to meet all aspects of the descriptor to be awarded a mark at a particular level, but should have met all relevant aspects, including any ICT requirements, to achieve the maximum mark at that level.

In all assessment criteria, a mark of 0 should be awarded if there is no evidence that any aspect of the Level 1 descriptor has been achieved.

Assessment Criterion 1: Introduction and aims (6 marks)

		Centre Mark	Moderator Mark
Level 1 1 – 2	Outline of purpose and/or some aims. Sufficient detail to know what the study is about and where it is located.		
Level 2 3 – 4	A clear statement of the broad purpose, aims and location.		
Level 3 5 – 6	Purpose, aims and location given in detail. Some independent input.		

Assessment Criterion 2: Data collection (15 marks)

Level 1 1 – 5	Description of data required and methods used to collect and record it. Source of secondary data indicated.		
Level 2 6 – 10	Some explanation of the methods used to collect and record data. Why secondary data chosen, or how obtained.		
Level 3 11 – 15	Clear explanation of methods used to collect and record data. Justification of methods. Justification of data chosen. Why secondary data chosen and how obtained. Limitations of data. Problems encountered in data collection		

Assessment Criterion 3: Data presentation (15 marks)

Level 1 1 – 5	A limited range of basic methods.		
Level 2 6 – 10	A variety of appropriate conventional methods.		
Level 3 11 – 15	A wide variety of appropriate methods. Some original methods. Justification of methods chosen.		

Assessment Criterion 4: Analysis and conclusions (15 marks)

Level 1 1 – 5	Describes the data. Awareness of different attitudes. Some general concluding comments.		
Level 2 6 – 10	Data described in detail. Some genuinely analytical comment. Identification of links/ relationships and/or different values/attitudes. Conclusions derived from data. Some evaluation of the study.		
Level 3 11 – 15	Data analysed in detail. Links made to geographical theory. Shows relevance of links/ relationships/values/attitudes. Conclusions supported by evidence. Evaluation of the study.		

Assessment Criterion 5: Planning and organisation (12 marks)

Level 1 1 – 4	Some material relevant, but not organised into logical sequence. The investigation is incomplete. Page numbers/content page/headings. Spelling, punctuation and grammar used with some accuracy. Some use of ICT.		
Level 2 5 – 8	Content organised in clear and logical way. Page numbers/content page/titles all used appropriately. Spelling, punctuation, grammar used with reasonable accuracy. Some appropriate use of ICT.		
Level 3 9 – 12	Study well organised so it is easy to read. Diagrams integrated with text. Sub-headings and cross-references used appropriately. Spelling and punctuation used with considerable accuracy, with a range of grammatical constructions. ICT integrated and used appropriately to enhance the study.		

TOTAL (63):

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