

**Edexcel GCSE in
Geography (Specification B) (1313)**

First examination 2003

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Introduction

This specification focuses on the changes that students are currently experiencing in the world around them, and also projects forward to the kind of changes that they are likely to experience in their adult life.

During the two-year course, students will be able to develop essential enquiry and decision-making skills as well as becoming familiar with inter-relationships between people and the environment. The course will also widen their understanding of the range of study that is possible within geography.

Students likely to move onto Edexcel AS/A level Specification B will find that the specific content of the GCSE course either complements the units they will study later, or provides a basis from which they will move onto greater depth at a later stage.

For those students who will move onto another specification, this GCSE course will offer a contrast to the more thematic approach of the coming AS/A level studies and, with its forward looking approach, is less likely to overlap or repeat the precise nature of the AS/A level work which will follow.

The focus of Specification B on the issues that so many students care about and want to investigate further means that it also provides a very relevant and interesting course for those who will complete their geographical studies at the end of the GCSE course.

This is the specification that not only raises the issues, but encourages students to think about the possible solutions. It not only concerns itself with the present, but looks forward to the future.

Planning for delivery

The suggestions given are intended as examples of what could be designed in order to cover the specification content for the various units. They have been written by a number of contributors and some include references to specific textbooks or other resources. Clearly other resources can be substituted, including the textbook written specifically for the delivery of this specification.

It is essential that the development of the teaching programme reflects the expertise and experience of the teachers involved in the delivery of the specification content, the range of resources held in the geography department, and the ability range of the students. What is an appropriate programme for one department will not necessarily be so for another.

Unit A1 Providing for population change

Assumes **12 weeks** of study with **two one-hour lessons per week**, plus a weekly one-hour homework. The numbers listed below relate to the weeks (ie 1 relates to week one).

Population dynamics

1 **World population growth**

As stimulus, consider the media presentation of the growing world population or areas of high population growth eg China, India. Look at graph to show world population changes over the years and a projection into the future. (Geog in Place pp 68-69; Waugh Wider World p 12; Atlas)

2 **Differences in growth rates in the world**

Atlas work from tables of growth rates for selected countries. Group countries – LEDC, MEDC. Group according to rapid growth, static and declining populations. (Waugh Wider World p 8; website information)

3 **Factors affecting population change**

Birth rates, death rates and the factors that lead to changes in rates. (Waugh Wider World pp 9, 17; Geog in Place p 72.) Population structures that result from birth rates and death rates. Population pyramids for selected countries. (Geog in Place pp 73,74)

4 **Migration**

Effects of emigration and immigration on losing and receiving country with reference to population structure. (Waugh Wider World pp 48, 49; Geog in Place p 91)

5 **Implications of population change in LEDCs**

The growth of a youthful population. Dependency ratios. Opportunities for growth of economy as well as problems of provision of education, health etc. **Refer to one country.** (Geog in Place p 76,77. Population Concern website www.populationconcern.org.uk)

6 **Implications of population change in MEDCs**

The issues associated with an ageing population. **Refer to one country.** (Geog in Place pp 78,79; Waugh Wider World p13. Reference can also be made to charity websites for information such as Age Concern www.ageconcern.org.uk)

Population and resources

7 **The characteristics of resources**

Renewable and non-renewable resources and their characteristics over a range of resources. (Geog in Place pp 101,113,114,115) Classifications and definitions. Photograph exemplification.

8 **The advantages and disadvantages of resources**

Opportunities to recycle, conserve and replace. Approaches to sustainability. (Waugh Wider World pp 90-95; Agenda 21 in local area – see website for local authority)

9 **Population growth and resource use**

Malthus theory and possible limits to growth issues. (Geog in Place p 92 and p 103)
Possible link back to population growth in week 2.

10 **Do these theories stand up?**

How has resource supply been ‘increased’ in recent years? (Geog in Place pp 92,93,96-99 and, in contrast, pp 93-96) Future attitudes to sustainability.

11 Thermal power in an MEDC

Refer to one country eg UK (Waugh Wider World p 98). The location, production and sustainability of thermal power stations. Their impact on the environment, local to global. (Geog in Place pp 104-108, 110-112). To cover content sections a-c, link with the ideas in weeks 9 and 10.

12 Renewable power (small scale) in an LEDC

Refer to one country eg Nepal micro-hydro scheme. Benefits and negative impacts on environment, local and global. To cover content sections a-c, link with the ideas in weeks 9 and 10.

Unit A2 Planning for change

Assumes **12 weeks** of study with **two one-hour lessons per week**, plus a weekly one-hour homework. The numbers listed below relate to the weeks (ie 1 relates to week one).

Textbooks used

Chapman et al – *Complete Geography* (OUP, CG)

Development Education Centre – *Globalisation – what's it all about?* (Birmingham, Glob, ISBN: 0 948838 69 8)

Flinders and Flinders, Hodder and Stoughton – *Issues and Debates in Geography* (IDG)

Latin American Bureau – *Whose Gold? Geest and the Banana Trade* (WG, ISBN: 0906156289)

Leat D (ed) *Thinking Through Geography* (TTG)

Rocket M (ed) – *GCSE Geography* (Causeway Press, GG)

Settlement

- 1 Use newspaper cuttings** referring to growing demand for new homes in UK to stress that although UK population is not growing rapidly, many more new homes are required at the start of the 21st century. Consider causes, eg more single households, old properties, counter-urbanisation (census data). Introduce the idea that demand is not uniform eg largest in SE England. (IDG pp 22, 23; GG pp 52, 53.) Focus on local area if possible to identify housing development on brownfield and greenfield sites. Define terms. Use photographs/estate agent details/local news cuttings/student experiences/planning proposals. Consider pros and cons of each.
- 2 Greenfield sites and rural urban fringe**
Role-play/decision-making exercise to consider why people have opposing views regarding greenfield housing. Include quality of life and hidden cost (additional road use) issues. (CG pp 188, 189; IDG p 23) Brownfield sites. OS maps/aerial photographs/photographs of urban brownfield site.

Timeline for use of site (eg industrial growth, decline, dereliction, and redevelopment).
'5W's exercise (who, what, why, where and when) to establish problems and potential for housing use.

NB Opportunities for local fieldwork/visits by planners to support 1 & 2.
- 3 Urbanisation in LEDCs**
Statistics/atlas work to create a proportional bar map of the world's fastest growing cities. Define push and pull factors, and brainstorm examples.

(GG pp 46, 47; CG pp 192, 193) Case study Jakarta. Push and pull factors for rural Indonesia/Jakarta. Population pyramid/age profile for city, linking to high rates of natural increase. Concept map to pull ideas together. (GG pp 46, 47)
- 4 Case study Jakarta**
Life in Jakarta. Profiles of residents to consider housing, environmental and employment conditions. Cartoon strip/speech bubbles to write up conversations between residents. (GG pp 48, 49) **Build your own home** ' game. Self help scheme. (CG pp 204, 205) Solving the problems in Jakarta by the authorities and individuals. (GG pp 50, 51)

- 5 **Problems of urban traffic**
Traffic ‘Odd One Out’ activity (TTG pp 14-17) to introduce issues and determine levels of understanding. Case study Singapore – Video Channel 4 ‘Asia Pacific: 5 Singapore’. Emphasise links between efficient transport and economic success. Detailed study of traffic management and public transport systems.
Role of individuals, business and authorities (CG pp 212, 213).
- 6 **Local study of town/city.** Survey of family recycling patterns. Council information on waste management. Discussion on ideas for reduction of waste. Production of information leaflets. Presentation of leaflets to class. End of unit test. One sample GCSE-style question.

Employment

- 7 **Brainstorm of jobs**
Teacher groups them on board without headings. Once complete pupils identify characteristics of each group to arrive at definitions of primary, secondary, tertiary. Check understanding by classifying jobs from job adverts. Review of UK figures from turn of 19th, 20th and 21st centuries to show idea of development over time. (GG pp 177-178) Industrial change in South Wales (to exemplify lesson 1 content – not required case study).
Mystery activity, using statements, maps and graphs to illustrate causes and effects of changes in employment (TTG pp 51-62).
- 8 **IT based lesson using comparative employment data**
(10 countries; primary, secondary, tertiary sector percentages). Spreadsheets and graphs. Discussion of trends identified. Triangular graphs to represent data (CG pp 214-215) (GG pp 178-179). Globalisation and TNCs. Variety of student activities to introduce the issues and terminology, focusing on what the impacts are for the pupils (eg corporate marketing, technology, opportunities) (Glob.).
- 9 **TNCs Case study Siemens**
Nature of company’s business and how its characteristics make it a TNC. Decision-making exercise for locating a new factory (North Tyneside finally chosen in 1995). Advantages of sites for Siemens and of chosen location for local economy. Include footnote about subsequent closure of factory due to drop in value of microchips. (GG pp 212-231) (IDG pp 40-42)
- 10 **Fairness in the global marketplace**
Case study of the banana trade. Setting the scene activities, including trading game. Role of corporations, organisations, governments and individuals in establishing problems and promoting greater equality. Group work to produce radio or TV news/campaign drama piece (perhaps based on Red Nose Day model). These should be shown to class, and might be suitable for an assembly (WG).
- 11 **Resource or fieldwork based enquiry**
What is the urban-rural fringe like? If appropriate, choose local town/city (perhaps as link to brownfield/greenfield work in Settlement unit). Use past/present OS maps/aerial photos to classify and identify changes in land use. Emphasise economic changes and growth of employment opportunities eg retail, service industries and high tech manufacturing. Make link to personal lives (eg out of town shopping and multiplex cinemas). Local newspapers to locate job/leisure opportunities in the fringe. Use maps/photos to note changes in infrastructure. Diamond-ranking exercise to consider factors influencing location decisions. Link back to housing provision using estate agent details for housing in area. Possibility of visitor from company based in area to explain reasons for their choice of site. Outcome could be group display or enquiry based extended writing. (CG pp188-189)

12 What about the city/town centre?

How has the shift to urban/rural fringe impacted on the centre? How has it adapted? Same case study. Produce annotated map to show the changes. (IDG pp 26-27) Decision-making exercise as end of unit test. Draw together themes from lessons.

Unit A3 Coping with environmental change

Assumes **12 weeks** of study with **two one-hour lessons per week**, plus a weekly one-hour homework. The numbers listed below relate to the weeks (ie 1 relates to week one).

1 **What is the coast like?**

Brainstorm to identify the varied nature of the coast together with the variety of human activities at the coastline. Use examples related to student experiences. Refer to photographs for illustration. Attempt to suggest reasons for this variety. Introduce the idea of the need for management of the coast and the forms this management can take.

2 & 3 **How is the coast managed?**

Relate to a specific stretch of coastline by means of maps, photographs and videos etc where wave attack is the main issue.

- discuss what form the erosion takes and what effect it is having on the cliff line together with the likely impact in the local people
- explain how the erosion processes work and the factors that can affect the rate of erosion
- examine the management issues. What are the options available? What are the advantages and disadvantages of each? Identify the main types of hard and soft engineering that can be used
- identify the option that was chosen in this case and suggest possible reasons why.

NB These lessons will all relate to the chosen focus case study and will involve considerable detail.

4 **What other physical processes can contribute to coastal management problems?**

Discuss the possible impact of weathering, wind action and mass movement. Relate to a case study such as Barton on Sea, the North Kent coast or the South Dorset coast around Lyme Regis. Identify how the management issues are different from simple wave attack and explore the strategies which can be attempted to deal with the problem. Examine how frequently both wave attack and land processes such as mass movement can affect the same stretch of coast.

NB The same stretch of coast could be used for both 2/3 and 4.

5 **What depositional processes can affect the coastline?**

Discuss and identify transportational and depositional processes such as longshore drift and the kind of coastal features they produce. What management issues can develop where depositional processes dominant?

6 **Why are coasts increasingly coming under human pressure?**

Discuss reasons for the concentration of settlement, recreation and industry on the coast. Identify the kind of management issues created. Choose a stretch of coastline to illustrate using maps, photographs, videos etc. NB This could involve the same stretch of coast as before. Why should the growing human use of the coast create increased management problems and potential conflict? Discuss the possible conflicts that may arise with the different opinions likely to be expressed. Role play or a DME to illustrate.

Hazards

7 **Where are the plate boundaries?**

How do they vary in type? How do the plates move?

World map to locate the plate boundaries and their names and a diagram to explain the theory of convection currents within the mantle. What happens at the plate margins? The differences between destructive, constructive and conservative margins. Diagrams of each with links to volcanic and earthquake activity.

8 **Case study** of either a major volcanic eruption or earthquake with explanation in terms of plate movement. Fact file providing details of the event and the consequences, both short and long-term.

9 **What are the management issues involved?**

Can such events be predicted? What precautions (short and long-term) can be taken?. Are there differences in the ways in which LEDCs and MEDCs cope with such hazards? If so, why do such differences exist?

10 **What causes flooding?**

What physical factors contribute? How do human actions also contribute to the frequency and severity of flooding? Reference should be made to actual examples in order to illustrate possible causes.

11 **A case study of MEDC flooding**

What were the precise details of the flood event? What were the contributory causes, both physical and human? What management strategies have been used in order to restrict the impact of the flooding? Why do people continue to live in the area of the case study if flooding is a real hazard? How are the management strategies and the scale of the problem likely to differ from that in an LEDC?

12 **A case study of LEDC flooding**

As with the MEDC case study, what are the precise details of the flood event? What were the contributory factors and what management strategies have been used? Why do people continue to live in areas so subjected to serious flooding? How do the management strategies differ from that of an MEDC and why?

Use and abuse of the environment – Water OR Weather and climate

Assumes **6 weeks** of study, with **2 one-hour** lessons and 1 homework per week. The numbers listed below relate to the weeks (ie 1. relates to week one).

Choose **EITHER** B4 Water **OR** B5 Weather and climate

B4 Water

1 **Where do our freshwater supplies come from?**

Use globe/world map to appreciate limited freshwater reserves as opposed to saline oceans, ie water is a scarce and precious resource. Rain is the primary source: study the water cycle, noting the important role of oceans. Discuss where water is stored in nature. Use local water company or textbook case study. Why does the amount of water stored vary globally?

Develop the idea of temporal as well as spatial variability using rainfall maps and graphs.

Concept of drought, both long-term and short-term. High temperatures and the link with evapotranspiration. The problem of storage where rainfall is unreliable: LEDCs and MEDCs different coping mechanisms – financial and technical issues.

2 **Is there enough water for everybody?**

Discuss implications for countries experiencing water scarcity. Discuss the various uses of water and how this will lead to conflict between different interest groups. The effect of inequality between rich and poor in terms of access to water. Discuss why uses of water vary from country to country. How will population growth demand increased food production? Discuss how increased food production can be attained. Emphasise the importance of water/irrigation: agriculture is the main consumer of water. Examine how irrigation has increased food output in an LEDC.

3 **How can urbanisation in LEDCs and MEDCs affect water demand?**

Discuss the impact of urbanisation on an LEDC city and how it will increase demand. With regard to MEDCs, social factors such as affluence, changing lifestyle can lead to increased demand. Discuss with reference to a named city.

4 **How can river management increase water supply?**

River diversions and reservoirs may be suggested by students. Confine the study to a major reservoir scheme. Examine the impacts, both human and environmental, upstream in the reservoir area and downstream of the dam. Class discussion or role play on the positive and negative outcomes. Which are the greater?

5 **What alternative ways are there for increasing water supply?**

Demand management and using water more efficiently will increase availability. Discuss other ways whereby a country can improve/increase its water supply. Other ways may include water transfer schemes and desalination. Some countries aim to import foodstuffs which require a lot of water to produce, to keep more water available for other purposes – this is known as ‘virtual’ water.

Methods adopted will depend on financial resources and skills of the country. Class discussion on water use in the home, public places and how their water company is addressing the issue of increased demand. Examine how water supplies can be increased. How can pollution damage a water resource? Examine how on-going pollution or one specific incident can affect a water resource (river or lake). Pollution wastes a valuable resource. It also impacts on ecosystems.

6 How can over-abstraction deplete water resources?

Examine how either a surface or underground resource can be depleted when demand exceeds recharge. Discuss how quality can be reduced by over abstraction, eg saline intrusion in coastal areas. The environment is also degraded. How secure are water supplies in the future? Discuss examples from different continents. Invite suggestions for averting a water crisis: for example who should be responsible for safeguarding supplies? How? Are all uses essential? Examine how we are misusing our supplies and thereby reducing them. Quality and quantity need to be considered.

B5 Weather and climate

1 How do weather and climate attract tourists?

Discuss the kind of holiday situations that are influenced by weather and climate. Contrast the ski resort with the tropical beach resort. Consider what aspects of the weather and climate are important. Examine locations where the weather and climate is less reliable and the effects on tourism, eg the ski resorts of the Scottish Highlands or the British coastal resorts.

2 How is farming influenced by the weather and climate?

Contrast different farming areas to illustrate different farming activities and the relationship to weather and climate, both within the UK and the rest of the world. How can the influence of the weather be modified? Discuss the opportunities provided by the use of irrigation, for example in Egypt, and glasshouses in the UK. Consider also the use of windbreaks and cloud seeding. Look at examples of each, considering both advantages and disadvantages.

3 How can weather and climate help to create energy resources?

Discuss the ways in which wind, rain and sun all contribute energy. Look at examples of wind power, for example in Cornwall; HEP, for example in Canada; and solar power, for example in SW USA. Explain why all are restricted in their use.

4 How can weather and climate be adversely affected?

A case study of either acid rain or urban micro-climate, looking in detail at the ways in which the weather and climate are affected. Carry out local fieldwork as an aid to understanding how micro-climates can develop.

5 What is meant by global warming and how is it caused?

A detailed look at the evidence for global warming. What effects could global warming have? A case study of one country to show the likely impacts – increased coastal flooding of low-lying areas, for example.

6 How can we restrict global warming and its effects? An examination of the various measures being taken in relation to one region or country. Why are there disputes as to what should be done?

Throughout the unit, encourage students to collect newspaper reports relating to any of the topics. Your water company may produce leaflets relating to their policy on water management. Observations on holidays regarding water shortage/management eg in hotels, irrigating flower beds, underground pipes, irrigating golf courses with grey water.

Useful videos

Channel 4 Environmental Studies (pl@net.com). Unit 1: Water: although aimed at KS2 and KS3 this video is worth viewing. Contrasts access to water in MEDCs and LEDCs. Looks at pollution.

BBC 2 The Geography Programme, World 2000. Unit 7: Water: global differences in water supply. Water supply is not only a function of rainfall but also depends upon the financial resources and technical skills of the country. It examines issues and conflicts arising from water management eg large dams. A useful revision tool.

Use and abuse of the environment – Farming OR Recreation and tourism

Assumes **6 weeks** of study, with **2 one-hour** lessons and 1 homework per week. The numbers listed below relate to the weeks (ie 1 relates to week one).

Choose **EITHER** C6 Farming **OR** C7 Recreation and tourism

C6 Farming

1 Groups of students use WWF Data Bulletin software on Changes in the UK Countryside to research different aspects of the intensification of agriculture since 1945.

Each group presents their findings to class. Homework: all students write a full summary – main changes, reasons and consequences.

2/3 Case study of the environmental impact of modern farming methods in Berkshire; eg removal of hedgerows, use of chemical fertilisers and pesticides, burning of stubble. Use ‘Environmental Issues – Hopkin and Morris – Heinemann pp 10, 11, plus associated worksheets eg compare maps of different ages, interpret text and statistics.

Homework: complete a concept map summarising the changes in farming methods in Berkshire, their causes and consequences.

In pairs, students use newspaper cuttings, video news footage and pressure groups’ literature and/or websites to research assigned roles for a **debate on GM crops and foods**.

In role, students participate in a class debate on the motion that ‘**GM crops seriously threaten our environment and should be banned now.**’

Homework: write an essay giving own views on the topic (writing frame available).

Working individually, students use the WWF Data Bulletin software on Changes in the UK Countryside to research **organic farming methods**. (Task 12 in WWF teacher guide.)

4/5 Overview of deforestation

The rain forest ecosystem, the global distribution of tropical rain forests at risk, the causes and consequences of deforestation (from CGG pp 164-167). Use CGG pp 170, 171 to evaluate some contrasting views (eg Save our Planet, FoE, Papua New Guinea government) on protecting the fragile rain forest environment.

Homework: answer GCSE question on deforestation and sustainable development (Edexcel Syllabus B 1F/3H 2000 Q2)

OR

Overview of desertification

Definition, causes and consequences.

Use an atlas to identify the areas at risk on a world map, noting the Sahel region in particular. Complete a flow diagram showing causal relationships in the desertification process.

Case study of desertification in Burkina Faso.

Watch West Africa video ‘Life on the Edge’. Make notes on a recording template. Class discuss the natural and human causes of desertification there, and the human responses to it.

Homework: with the aid of diagrams, write an account of ‘Desertification in Burkina Faso’ causes, consequences and solutions.

- 6 **Whole class read through the advance information booklet for the Decision-making Exercise on desertification in Senegal** (Edexcel Syllabus B Papers 2F/4H 1998). Teacher clarifies for the class the meanings of the terms used in the booklet and checks students’ understanding of the text.

Students individually prepare for the DME – analyse the pros and cons of the various options. **Homework:** complete this preparation work.

Timed test (1 hour) for the DME on desertification in Senegal (F or H tier).

Core textbook used: *Causeway GCSE Geography* – Rockett (editor) (Causeway).

Unit C7 Recreation and tourism

Assumes **6 weeks** of study, with **2 one-hour** lessons and 1 homework per week. The numbers listed below relate to the weeks (ie 1 relates to week one).

- 1 **Enter UK data for 1950 – 2000** on average income, car ownership, and length of paid holidays, etc in spreadsheet software, and plot a series of graphs to show trends.

Homework: summarise the trends shown on the graphs, and explain their impact on visitor numbers.

Use NWW p 148 for an overview of UK National Parks – their purpose and distribution in relation to relief, conurbations and motorway network. Consider the implications for Peak Park on the graph showing the population within a 3-hour drive of each National Park.

- 2 **Case study of Peak District National Park.** Use atlas to complete a location map. Watch a PowerPoint presentation of Peak District National Park images showing the variety of landscapes and recreational activities -- students express their feelings about them.

Analyse Peak District OS. map extract – landscapes and recreational opportunities.

Homework: draw an annotated sketch map of the Castleton/Edale area to show this.

- 3 **Analyse Peak District geological map** and land use satellite image to investigate inter-relationships. Brainstorm possible conflicts between different land users in Peak Park and suggest some solutions.

Watch video ‘Tourism’ (set in Peak District) – make notes using recording sheet. Class to discuss possible measures to control the number of visitors.

Homework: write an essay, giving own views: ‘Free for all, or should visitors to the Peak be controlled?’

- 4 **Do as a class exercise GCSE question** on rural recreation using the OS. Okehampton map (Edexcel Syllabus B 1999 Q.6)

Case study of Peak District National Park. Study information leaflet on the Upper Derwent Valley traffic management scheme – summarise the scheme’s main features and evaluate it.

- 5 **Working in pairs, students research and prepare assigned roles for a public planning enquiry** role play about a proposal to extend a limestone quarry in the Peak Park.

Public enquiry role play on extending the quarry. Homework: write a letter to the planning officer giving own opinion on the proposal.

6 **Overview of ecotourism**, and Kenya tourism case study (NWW p 156, 158, 159)
summarise benefits and drawbacks for environment, wildlife and local people.

Discuss in small groups the statement ‘Ecotourism is a sustainable form of tourism’, drawing on examples from Kenya and Ghana. Write summary of group’s conclusions.

Watch World 2000 video ‘ Ecosystems ‘ (includes case study of ecotourism in rainforests of Ghana’s Kakum National Park). Analyse benefits and drawbacks.

Core textbook used: New Wider World by Waugh (Nelson)

Assessment requirements – external 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	Decision-making exercise based on pre-released resources	25%	1 hour 15 mins
2F or 4H	Written examination	50%	2 hours
Coursework	Investigation based on primary data collection	25%	

Availability of external assessment

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

Scheme of assessment

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 Foundation Tier candidates** – the decision-making exercise (Paper 1F, 1 hour 15 minutes), a written paper (Paper 2F, 2 hours) and one piece of coursework
- **For Higher Tier candidates** – the decision-making exercise (Paper 3H, 1 hour 15 minutes), a written paper (Paper 4H, 2 hours) and one piece of coursework.

Papers 1F and 3H

Decision-making exercise, 1 hour 15 minutes

These papers will be taken ahead of the main examination period, normally in the second week of May. They are decision-making exercises and will focus on an issue arising from one of the specification core units (Units A1, A2 and A3.) The same resources will be used for both papers, and candidates will be provided with the resource booklets 21 days before the examination is due to take place. This is so that teachers have the opportunity to work through the resources with their students, making sure that the students understand what the resources show, and what the text means.

This allows students to become familiar with the materials and assimilate the information. Candidates will be provided with a fresh set of resources in the examination and **will not be allowed to take the original resource booklet into the examination room**. The examination papers will consist of a series of short structured questions, with an incline of difficulty leading up to a piece of extended writing in which the student comes to a decision and justifies his/her choice.

Differentiation will be achieved by:

- **task**, with more demanding tasks set in Paper 3H; and
- **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, 2 hours

These papers will consist of three sections.

- **Section A** will consist of **two** compulsory questions, testing two of Units A1, A2 and A3. The unit which formed the focus of the decision-making exercise (Paper 1F or 1H) will not be tested again in Paper 2F or 4H. Each question will be marked out of 30
- **Section B** will consist of **two** questions, testing Units B4 and B5. Candidates choose **one** question from this section
- **Section C** will consist of **two** questions, testing Units C6 and C7. Candidates choose **one** question from this section.

All questions will be structured with an incline of difficulty, and will offer 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; and
- **outcome**, since there will be some common questions for which the mark schemes will credit different levels of response.

A variety of resources will be made available in the examination, which will include a 1:50,000 Ordnance Survey map extract, and may include maps at other scales, diagrams, newspaper articles and photographs.

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. Students will be assessed on their ability to:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

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.

Relationship of assessment objectives to scheme of assessment

Assessment objective	Papers 1F/3H (DME)	Papers 2F/4H	Coursework	Total
Knowledge	5	15	0	20
Understanding	5	15	0	20
Application of K&U	5	10	5	20
Skills	10	10	20	40
Total	25	50	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

When levels of response marking are used, the examiner should determine the highest level reached by the candidate before awarding marks within the range allocated to that level of response. Do not be afraid to give full marks.

Not all points mentioned in the mark scheme against each level need to be met for an answer to start scoring at that level. It will be possible for a candidate to reach a score through either the breadth or depth of the answer.

Where a points mark scheme is used, candidates should be credited for each valid point made, whether the points give extra breadth or greater depth. The wording of the question should be used to determine the validity of the points offered: for example an answer requiring explanation could not gain full marks if it only describes; a question requiring 'reasons for ...' could not get full marks if only one reason is offered in depth – some breadth would be required.

The answers suggested in the mark scheme are for guidance only. In many cases it will be possible for candidates to offer valid, plausible alternatives. Examiners should use their professional judgement to decide whether a given answer is acceptable. In cases of any doubt, the examiner should refer the answer to their team leader or the principal examiner.

Where appropriate, annotated diagrams are acceptable as a substitute for text and can gain full marks if they meet the requirements of the mark scheme.

Awarding and reporting

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.

Language of assessment

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 address below 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
Stewart House
32 Russell Square
London WC1B 5DN

Assessment requirements – 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 in 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 data collected, 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 the first three stages 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 individual candidates are 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 2,000 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 to research supporting secondary data, to collect primary data, or to collate 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 presentation of the completed investigation

- The completed coursework should consist of text supported by relevant maps, diagrams, tables, photographs and other illustrations as may be 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 assessment criteria below, 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 *Procedures for moderation of internal assessment*. 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 1*) 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

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 *Procedures for moderation of internal assessment*) 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.

Completion of the Individual Candidate Record Sheet (ICRS)

In order to aid the moderation process, this form should be carefully completed in full. (Refer to *Appendix 1*.)

Centre name and number should be given.

Candidate name and number should be accurate.

The coursework title and its linkage to the specification content by code reference must be included.

Some indication of the reasons for the award of marks should be given either by highlighting the relevant words or phrases on the mark sheet or by adding appropriate comments in the space on the front of the ICRS.

It is particularly important that such indication is given where a candidate is on the borderline of the levels for the various criteria.

The nature of the coursework

All candidates must undertake a geographical investigation supported by fieldwork.

The coursework will involve a process of enquiry that demonstrates their understanding and skills within a geographical context.

Candidates are required to submit one item of coursework.

The coursework must have involved the individual candidate in primary data collection through direct fieldwork.

Secondary sources of data can also be used.

The coursework study should either relate to the specification content or an extension of the specific content through further investigation.

Teachers should give guidance as to the planning of the topic for study, the defining of the aim of the study and the planning of the data needed and its collection.

Teachers must not assist in the data refining or presentation and in the interpretation or analysis other than with general advice on the range of refining and presentation techniques available.

Where a common topic is taken for a group study, opportunities should be available for individual input, perhaps in the form of an individual extension or an individual approach to presentation, analysis or conclusion.

Candidates are advised that it should not exceed 2,000 words.

Completed coursework should be in the form of text supported by relevant maps, diagrams, tables, photographs and other illustrative material.

The submission of video tapes, audio tapes and other media should be regarded as extra material and not a substitute for text.

All coursework should be submitted on A4 paper, secured in a single, simple lightweight folder.

All pages should be clearly numbered with Centre and candidate names and numbers on the front cover.

Under no circumstances should multiple plastic wallets or ring binders be used.

All coursework will be internally assessed and externally moderated by Edexcel.

Internal standardisation of marks must take place.

An Individual Candidate Record Sheet (ICRS) should be completed for each candidate showing how the original marks were awarded under each assessment criterion.

A careful check should be made to ensure that the total mark is a correct addition and that this has been transferred onto the OPTEMS mark sheet or via EDI.

Assessing students' work

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The descriptions must be interpreted in relation to the specification content; 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 assessment may be balanced by better performances in others.

Grade F

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 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 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, effectively using relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively the outcomes, and critically evaluating the validity and limitations of evidence and conclusions.

In order to assess the completed coursework for each candidate, the five criteria set out in the specification (and reproduced below) should be used. The marks should be transferred to the ICRS. An indication as to why that particular mark was awarded should be given on the mark sheet.

Coursework assessment criteria

Assessment Criterion 1 – introduction and aims (6 marks)

This section should:

- introduce the broad purpose of the study
- refer to the specific questions/problems/hypotheses being investigated
- identify the location of the investigation.

Level 1	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.	1 – 2
Level 2	A clear statement of the broad purpose of the study, its aims and location.	3 – 4
Level 3	The broad purpose of the study, its aims and location are given in some detail , including evidence of the candidate's ability to identify questions and issues, and to establish effective sequences of investigation. (This is particularly important where the investigation is based on group work.)	5 – 6

Note the distinction between the levels –

For a level 3 mark, detail is required, not only for the aims and location, but also in the identification of the question or issue being considered. Also there needs to be an effective sequence of investigation.

To move beyond level 1, the aims and location have become clear with a definite identification of the sequence to be followed.

Assessment Criterion 2 – data collection (15 marks)

This section should:

- state the nature of the information/data required
- describe, explain and justify the methods used to collect the data
- show evidence of the data collected in the form of tables, etc
- pass comment on any problems encountered and what attempts were made to overcome them.

Level 1	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 2	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 3	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

Note the distinction between the levels –

Level 1 relates to description rather than any attempt to explain how the data was collected or recorded.

For a level 2 mark, there must be evidence of explanation.

In order to move into level 3, not only has the explanation become fuller and clearer, but some attempt is made to justify the choice of methods.

Candidates at level 3 may also make reference to the limitations of the chosen methods or refer to problems encountered during the collection of the data.

Note also that some assessment of the ICT component comes in here. At each level, the highest marks can only be awarded if some appropriate aspect of ICT has been used.

Assessment Criterion 3 – data presentation (15 marks)

This section should:

- select data for presentation which is relevant to the stated aims of the study
- select a variety and range of appropriate presentation techniques for the data gathered 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)
- demonstrate the skills of the candidate in neatly and accurately using the presentational techniques chosen.

Level 1	<p>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.</p> <p>ICT: Within this mark range, the highest mark (5) can only be achieved by those candidates using ICT.</p>	1 – 5
Level 2	<p>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.</p> <p>ICT: Within this mark range, the highest marks (9-10) can only be achieved by those candidates using ICT.</p>	6 – 10
Level 3	<p>Uses accurately 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.</p> <p>ICT: Within this mark range, the highest marks (13-15) can only be achieved by those candidates using ICT.</p>	11 – 15

Candidates need to select a variety and range of appropriate presentation techniques for the data gathered and for the purposes of the enquiry.

The key word is ‘ appropriate ‘ and not simply variety.

Students need to be encouraged to go beyond just basic graphs and tables.

They should consider whether sketch maps, density shading, annotated photographs or sketches, proportional symbols, composite and overlay diagrams, flow lines or isolines would be more appropriate.

Neatness and accuracy also feature in this part of the assessment in terms of graphical constructions, annotations etc.

Note the distinction between the levels –

At level 1, only basic methods such as bar graphs are in evidence and, at the lower end of this mark range, keys, scales etc may be incomplete.

Within level 2, a range of appropriate presentation methods is in evidence.

Level 3 students will be using a wide range of appropriate methods of data presentation. There may also be some justification of the methods used.

Note also that some assessment of the ICT component comes in here. At each level, the highest marks can only be awarded if some aspect of ICT has been used.

Assessment Criterion 4 – analysis and conclusions (15 marks)

This section should:

- describe what the data shows
- include analytical comments that relate the data to the original aim(s)
- identify, where appropriate, any links or relationships between different data sets
- where relevant, consider the values and attitudes of people involved
- return to the original aim(s), and consider to what extent the question has been answered, the problem solved or the hypothesis proved
- show an appreciation of the limitations of the study and suggest how it could be improved or taken further.

Level 1	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 2	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 3	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 relevance 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

Note the distinction between the levels –

Within level 1 the data is mainly described, but there will probably be some general concluding comments which link back to the original aim.

Level 2 looks for detailed descriptions, while those deserving the Higher marks are making analytical comment. Conclusions are related to the actual findings of the study.

The level 3 students analyse the data in detail, making reference where appropriate to geographical theory.

Level 3 conclusions are explicitly supported by evidence and the student suggests how the findings may well be incomplete and what could be done to improve the study.

Assessment Criterion 5 – planning and organisation (12 marks)

The candidate should:

- organise and integrate material in a logical order which aids understanding
- 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
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Level 1	<p>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.</p> <p>ICT: For the highest mark at this level (4) some aspect of ICT must have been used as part of the investigation.</p>	1 – 4
Level 2	<p>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.</p> <p>ICT: For the highest marks at this level (7-8) ICT must have been used appropriately to enhance the investigation.</p>	5 – 8
Level 3	<p>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.</p> <p>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.</p>	9 – 12

The emphasis here is on the organisation of the material in a logical order. It looks for evidence that the student has the ability to present the information in a form that suits its purpose. ICT use should be appropriate, and there should be pagination, a list of contents, titles, cross-referencing and a bibliography. Quality of written communication is also part of this assessment and the level of mark awarded should reflect this.

Note the distinction between the levels –

Level 1 candidates are characterised by a lack of logical sequencing with some lack of headings, page numbers etc.

Level 2 candidates organise their work in a clear and logical way.

Level 3 candidates have good linkage between text and illustrative material with good cross-referencing. Quality of written communication is high.

Note also that some assessment of ICT is built into the levels and, for the highest marks at each level, ICT is needed.

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	(00) (00)	(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	(00) (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	(00) (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	(00) (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	(00) (00)	(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	(00) (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 put 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.**

1.12 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.

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 are 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.

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.

4 Sample of work for moderation

4.1 **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 ICRS 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.

Teaching key skills with geography

This section deals with the incorporation of key skills into the teaching of this specification. The specification document includes a section on key skills which identifies where they are covered or can be covered within the specification. This section is a more practical guide to their incorporation. The schemes of work which have been produced also signpost the key skills wherever it is appropriate.

What are key skills?

Key skills are skills that are commonly needed for success in a range of activities in education and training, work and general life. The key skills units aim to develop and recognise candidates' ability to apply these skills in ways that are appropriate in order to improve the quality of learning and performance. The Key Skills qualification is made up of the three key skills of communication, application of number and information technology. Candidates need to produce a portfolio of evidence, which should derive naturally from their chosen subjects, and to sit an external examination.

The key skills units set out what candidates need to know and what they must do to meet national standards of performance. Further information about key skills can be obtained from the following websites. www.qca.org.uk/keyskills, www.open.gov.uk/dfce/key, www.edexcel.org.uk.

Which key skills can be incorporated into this specification?

Key skills were signposted in the new A level specifications which began in September 2000. They are also signposted in the new GCSE specification and certain centres may expect their candidates to complete portfolios at level 2. Key skills require candidates to prepare a portfolio of evidence and to sit an external examination. This specification could enable candidates to produce a substantial amount of their portfolio evidence and gain the skills necessary for the external examination.

Centres which have already started to look at key skills with their A level candidates will have realised that the incorporation of application of number and IT is not as simple as was first imagined. This specification will enable centres to offer evidence for separate points (as shown by the examples that follow) within the three areas of evidence. In addition it will allow the centres to offer substantial activity in the form of the coursework requirement which, if carefully planned, can cover all the areas of evidence for application of number and possibly IT. Communication and the soft key skills of working with others, improving own learning and performance and problem solving are covered by many of the tasks that are suggested in the schemes of work.

Communication

This key skill requires candidates to:

C2.1a Contribute to a discussion about a straightforward subject.

The candidates have to:

- make clear and relevant contributions in a way that suits their purpose and situation
- listen and respond appropriately to what others say
- help to move the discussion forward.

C2.1b Give a short talk about a straightforward subject, using an image.

The candidates have to:

- speak clearly in a way that suits their subject, purpose and situation
- keep to the subject and structure your talk to help listeners follow what they are saying
- use an image to clearly illustrate their main points.

There are many opportunities for discussions in geography. The specification requires candidates to develop a sense of citizenship and an awareness of sustainable development issues. Both of these areas could be used for the discussion part of C2.1. There are many opportunities for the candidates to give a short talk. It should last for 5-6 minutes and be to two or three people who are familiar to the candidate – they do not have to perform in front of the class. One topic could be the sustainable development of energy in an LEDC.

C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image

Candidates have to:

- select and read relevant material
- identify accurately the lines of reasoning and main points from the text and images
- summarise the information to suit their purpose.

Candidates could be asked to use their textbooks to read a case study which should be more than 3 pages long and then use the Internet to discover more information. For example the case study on National Parks. This would involve them selecting and reading information, identifying the main points and summarising the information to suit their purpose.

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

Candidates have to:

- present relevant information in an appropriate form
- use a structure and style of writing to suit their purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so their meaning is clear.

One of the documents should be more than three pages long and contain an image. The documents can take any form, for example, an assessment of the factors which have caused changes to farming in the EU. The image could be a plans of an individual farm showing how it has changed. The other document could be a case study on Hazard impact or any other relevant piece of work.

Application of number

This key skill requires candidates to:

N2.1 Interpret information from two different sources, including material containing a graph.

The candidates have to:

- choose how to obtain the information needed to meet the purpose of their activity
- obtain the relevant information
- select appropriate methods to get the results they need.

Therefore the candidates could be given an enquiry question but they would have to choose the techniques that were relevant to answer the question. They might come up with a questionnaire which would need a sample of at least 20 to fulfil the level 2 requirements (50 for level 3). The other technique could be a piece of secondary evidence but must be in the form of a graph. For example, tourist statistics could be used for coursework related to tourism. While statistics related to river variables (eg measured over a number of years) could be utilised for coursework concerning river changes.

N2.2 Carry out calculations to do with: a) amounts and sizes, b) scales and proportion, c) handling statistics, d) using formulae.

The candidates have to:

- carry out calculations, clearly showing their methods and levels of accuracy
- check their methods to identify and correct any errors, and make sure their results make sense.

Candidates will need to ensure that their questionnaire gathers information that will allow them to perform the tasks necessary for 2.2. For example they will need data that they can find a mean, median and mode for to fulfil the requirements on statistics. They must show all the workings out and their calculations must have at least two stages.

N2.3 Interpret the results of your calculations and present your findings. You must use at least one graph, one chart, and one diagram.

The candidates have to:

- select effective ways to present their findings
- present your findings clearly and describe their methods
- explain how the results of your calculations meet the purpose of their activity.

Candidates will need to choose their own graphical techniques and explain why they have chosen them and in doing this they will say why they are appropriate. They could use for example a line graph, a pie chart and a spider diagram of reasons for visitor usage.

Information technology

This key skill requires candidates to:

IT2.1 Search for and select information for two different purposes

Candidates have to:

- identify the information they need and suitable sources
- carry out effective searches
- select information that is relevant to their purpose.

The candidates could search for relevant information on past studies done by the centre on a location like Lulworth Cove, all stored on floppy disc. For example, if candidates are completing coursework on the impact of tourism they could search for tourist numbers in past years. In their search for information on National Parks for Communication 2.2. they will need to identify information, carry out searches and select what is relevant. This will fulfil the second purpose for IT 2.1. They must keep records of their sources and searches and the information that they obtain.

IT2.2 Explore and develop information, and derive new information, for two different purposes.

Candidates have to:

- enter and bring together information using formats that help development
- explore information as needed for their purpose
- develop information and derive new information as appropriate.

Candidates could use their tourism questionnaires, input information that they have collect into a spreadsheet showing tourist numbers for a number of different days. Some of the information could be from their search for IT2.1. The data must then be manipulated in order to calculate totals, and different types of averages. It could also be used for evidence for N2.2. This would provide one piece of evidence.

IT2.3 Present combined information for two different purposes. The work must contain at least one example of text, one of images and one example of numbers

Candidates have to:

- select and use appropriate layouts for presenting combined information in a consistent way
- develop the presentation to suit their purpose and the types of information
- ensure their work is accurate, clear and saved appropriately.

The candidates could produce their coursework using IT. This would provide an opportunity for one piece of work which includes appropriately formatted text, images and tables of data. This would then provide the evidence for one part of this element of the key skill.

Teaching ICT with geography

The aim of this section is to consider the use of information communication technology (ICT) in Geography Specification B. It is not intended to be viewed as a definitive guide describing every possible opportunity for the introduction of ICT in the specification, but its purpose is to outline of the specification requirements for the use of ICT and offer teachers a few ideas worthy of further exploration and development. A brief guide to resources and further reading is also provided at the end of the section.

What is ICT?

Traditionally, the term ‘information communication technology’ has become synonymous with computers. Although computers are very powerful tools for accessing, storing and manipulating data, the scope of ICT extends much further than this. ICT encompasses any form of information handling, storage, processing or transmission by electronic means. The key term is ‘electronic means’, because in addition to computers other devices such as fax, television (displaying text such as Ceefax/Teletext and interactive services on digital channels), short message service on mobile phones (SMS) and digital photography all constitute ICT. This definition might be particularly reassuring to centres that have limited access to traditional computing facilities.

Why incorporate ICT in GCSE Geography?

The major motivation for incorporating ICT into GCSE Geography teaching schemes is educational in that it is a very powerful teaching and learning tool. Through the use of ICT, students are able to develop skills that not only contribute to their development as geographers but are also transferable across subjects and into the workplace. Additionally, ever since the introduction of the National Curriculum there has been a legislative requirement to incorporate ICT into schemes of work. At Key Stage 4, it is required that ICT skills be developed in a subject specific context. To this end, the QCA Common Criteria to which all GCSE Specifications have to conform state that ‘*candidates should make effective use of ICT in ways appropriate to the subject and that the scheme of assessment must indicate how credit will be given for the candidates effective use of ICT*’. Likewise, the QCA Geography Subject Criteria require students to ‘*acquire and apply the skills and techniques...including those of mapwork, fieldwork and ICT needed to conduct geographical study and enquiry*’.

These statements have in turn been translated into the aims of Edexcel Geography Specification B (page 4) and also into the scheme of assessment. The appropriate use of ICT should, therefore, be built into any teaching programme developed from the Specification. Similarly, it is possible by integrating ICT into geography schemes for students to acquire much of the evidence needed for their information technology key skills portfolio at level 2.

The candidate’s use of ICT is formally assessed through the coursework element of the specification, which assumes the form of a geographical enquiry. The appropriate use of ICT in coursework is developed further in this chapter.

Some possibilities for using ICT in Edexcel Geography Specification B

This section is intended to highlight some of the possible areas how and where ICT might be incorporated into teaching programmes developed from Specification B. Since the ‘guidance’ column within the specification highlights some specific suggestions and ideas for the incorporation of ICT, this section will concentrate on how the use of ICT can enhance the teaching and learning process and contribute to the development of geographical skills.

ICT can be used within Specification B: to gain access to a wide range of geographical knowledge and information sources

In the past, students have often used books, newspapers and magazines when researching geographical topics, but in recent years the ‘Information Revolution’ has greatly widened the scope of sources available.

Major newspapers are available in CD ROM format, and the great advantage is that they can be searched at great speed on relevant topics such as floods, earthquakes, volcanic eruptions, global warming etc.

A range of commercially produced CD ROMs are also available (examples of which are listed in the resources section) which provide a wealth of statistical and visual data often with sound and moving images. These are particularly useful for topics such as global issues, rivers, coasts, weather and natural hazards.

The Internet is also an invaluable source of geographical information and a list of useful sites relevant to Specification B are listed. When using Internet-based sources, students should be encouraged to interpret information with caution and be able to detect any forms of bias or individual perspectives. One idea for using the Internet (possibly combined with other ICT sources such as CD ROMs) is to develop a decision-making exercise but using ICT based rather than paper based resources.

E-mail enables first hand contacts to be made with other localities. Some good links have been set up between GCSE students in the UK (or indeed in overseas centres) with people in contrasting localities both within Britain, Europe and the rest of the world. Similarly, many technical Internet sites such as Volcano World or the US Geological Survey have a ‘write to an expert’ facility, where students can mail questions and receive replies. The potential of e-mail as a geographical resource is explored further by Burn (1999) in a journal article listed below.

To deepen students’ understanding of environmental and spatial relationships

ICT can provide an added dimension to learning that would otherwise be unavailable to students. This is through the use of commercially available modelling packages, which enable ‘What if?’ questions to be asked. Perhaps the drainage basin is the best example of this. Students can vary the amounts of rainfall, previous weather conditions etc and examine the effects on river flow. Even human features such as reservoirs can be built and the downstream changes predicted. Similarly, the effects of deforestation in the river catchment can be simulated. This would be particularly useful when studying flooding as part of Unit A3, Enquiry Question 3.4a. In the same way, traffic flow in cities can be modelled and if one road is closed, the impact upon other roads can be predicted (Unit A2, Enquiry Question 2.3a) Another use of modelling includes examining the impact of changing birth and death rates on population structures (Unit A1, Enquiry Question 1.1b and 1.2a,b)

To enable students to experience alternative images of people, place and environment

A key feature of Specification B is that it requires the people-environment relationships to be studied at a variety of scales from local to global. Whilst the local environment can be studied through fieldwork, global environments and distant places are more difficult to teach. In addition to video, which is a very powerful tool for teaching distant places, students can also access Internet sites with pictures, view live images from webcams and even interact by e-mail with people living in these localities.

To enhance skills of geographical enquiry

Many of the geographical skills outlined on Page 8 of Specification B can be developed through the use of ICT. These include:

- selecting appropriate information from CD ROM and Internet sources
- development of graphical and mapping skills by using computer-based packages to generate maps, charts and tables. When producing these, important decisions have to be taken by the candidate on features such as scale, class intervals, axis labels and titles
- digital photography and scanning can assist in the production of visual images, which can be integrated into text reports
- many atlases are now produced in a computerised format either available on disc or CD ROM. These are one of the most valuable tools for use in GCSE Geography. They can be used in exactly the same way as a printed atlas but have the added advantage that students can select and display data on a range of geographical topics at a variety of scales from global to regional. Thematic maps of individual countries are available along with statistics on imports, exports, trade along with population pyramids etc. Although many uses of such a resource soon become apparent, a good example of their use can be seen with reference to Specification B Unit A1, Enquiry questions 1.1, 1.2, 1.3 which relate to population changes over time and space. Population structures can be compared between MEDCs and LEDCs and also spatial variations in quality of life can be mapped. Traditionally, students have spent many hours drawing and colouring choropleth maps of various demographic features such as life expectancy and the impact of medical and economic factors without any clear patterns emerging. Using a computerised atlas, these can be created in a matter of seconds, group categories changed or combined and the map re-drawn.

To consider the wider impact of ICT on people place and environment

Throughout Specification B opportunities exist to make students aware of how ICT is used in an applied capacity. Examples of such uses include flood prediction and prevention via computerised early warning systems, modelling of population structures to plan future service provision such as increased education facilities following a 'baby boom' or appropriate healthcare services for an ageing population. Simulation models are used by industry to search for locations that will maximise profits, and in meteorology ICT and satellite images are an integral part of producing long and short-term forecasts.

ICT and coursework

The geographical enquiry presented as the coursework element of Specification B offers endless opportunities for the integration of ICT. ICT can be used both in a controlled manner by the teacher when setting up the enquiry and at an individual level by the candidates when analysing and presenting data and producing their final reports.

It is through the geographical enquiry that ICT is formally assessed within Specification B. Consequently, ICT must be used appropriately by the candidates to enhance their investigations and its use must constitute an integral part of the enquiry. Three out of the five assessment criteria for coursework include some marks for the use of ICT, and consequently, only the candidates that appropriately and effectively incorporate ICT into their studies will be able to achieve the highest level Three marks. The three assessment criteria where ICT is formally assessed are C2: Data Collection, C3: Data Presentation and C5: Planning and Organisation. These three assessment criteria will now be considered in turn:

Data collection (Criterion 2)

Candidates are required to use ICT in some form as part of the overall data collection process. This can be either to research secondary sources to place the study in a wider theoretical context or for primary data collection.

Secondary sources

Although the geographical enquiry should involve the candidate in a direct fieldwork experience, secondary sources are useful for theoretical background work or to enable comparisons to be made, either over time or with different locations. Possible uses of ICT for secondary sources include:

Obtaining maps and background statistics for the locational setting of the study from the Internet, CD ROM or computerised atlas. Background theoretical information can be accessed from the Internet and CD ROM in a similar way to using books and magazines. The advantage of using ICT is that more up to date information is usually available and it can be accessed relatively quickly. Credit can be given for selecting appropriate information and evaluating its usefulness.

Data can be made available in database or spreadsheet format from previous years' fieldwork so that changes can be investigated over time. This is particularly useful in the case of weather statistics, traffic surveys, land-use and shopping patterns.

Live webcams are available and can be easily accessed via the Internet. Some good GCSE studies in previous years have used these to study shopping in centres such as Meadowhall (Sheffield) or tourist resorts around the world. Certainly comparisons can be made with local studies.

Primary sources

Often data for the geographical enquiry is collected by the whole GCSE group on a designated field day. Collation of the results in paper format from volumes of questionnaires and field measurements can be an onerous task. Databases and spreadsheets can be set up for students to enter their individual results. A complete set of results can then be issued, or students can search and interrogate the database for information relevant to their enquiry. This information can be summarised in tabular form for inclusion in the final report.

Sometimes, it is appropriate to use ICT directly in the data collection process. Possible uses include the continuous logging of weather data or river discharge. Similarly, portable computers have been successfully used in the field by GCSE students to record results directly rather than traditional written formats.

Digital cameras can be used to capture images. These can be stored on the computer in a library format for selection and use by the students in their final report. In the field, students should be encouraged to use the technology to take pictures, but the skill to be rewarded is in selecting appropriate photographs and annotating their geographical features. The use of a school digital camera eliminates the need for students to take personal cameras on fieldwork and incur processing costs. A possible equity problem is therefore resolved, because all candidates can have equal access to the digital images.

Data presentation (Criterion 3)

Whatever the nature of their individual enquiry, a full range of ICT-based techniques will be available to students to assist in the presentation of data collected. Candidates should be able to incorporate some of the following suggested techniques:

Computer graphics can be used to present data in the form of pie charts, line graphs, bar charts, choropleth maps etc. Usually in the process of producing these, candidates have also to demonstrate their geographical skills by choosing the appropriate visual technique for the data to be presented and make decisions regarding axis, scales and class intervals. Accuracy in these areas should be rewarded within the criteria mark scheme.

Images taken using a digital camera can be included with their geographical features appropriately annotated. Although this technique would often replace the traditional field sketch, it must be remembered that there will be occasions where a hand-drawn field sketch will be more effective to highlight geographical features.

Commercially produced software packages are available for plotting river channel cross-sections or beach profiles and urban transects from crude data collected in the field. Once again, however, it must be stressed that the candidates' understanding of the processes involved may be enhanced by attempting to draw at least one of the profiles by hand.

More able candidates may be able to employ simple geographical information systems for plotting census data etc.

Planning and organisation (Criterion 5)

Perhaps the most obvious use of ICT is in presenting and enhancing the quality of the final report. Word Processing and desk top publishing can be used for this purpose. It had been suggested that if students type their text directly into a Word Processor rather than merely typing up a neat version of a rough text, the quality of their written expression will improve through the facility of constantly re-editing the work. The coursework, as an extended piece of prose, could be used by the candidate to contribute to their level 2 key skills portfolio.

ICT can also be successfully used to assist with pagination and the compilation of bibliographies.

When assessing the contribution of ICT in coursework, 'appropriate' and 'integrated' are the key aspects. For level 3 marks to be awarded, candidates should have utilised aspects of ICT to enhance the study and because they were appropriate for the task in hand. ICT should also be integrated as part of an overall coherent study. Candidates who simply include some ICT to comply with the requirements of the specification and which is not integrated into the overall study can only reach a ceiling mark of level 2 on this criterion (possibly only level 1 if the ICT is not appropriate or relevant to the task).

Further support, reading and resources

The purpose of this section is to outline some of the further sources of support available for using ICT when delivering Specification B. This takes the form of a guide to INSET and training, a list of suggested resources and websites and suggestions for further reading related to issues and ideas discussed in this section of the Specification Guide.

INSET and training

Each year some of the training and support arranged by Edexcel is devoted to ICT in the geography specifications. The programme of training courses can be obtained from the INSET section at Edexcel or via the website: www.edexcel.org.uk.

Additionally, the Geographical Association which is the subject association for geography teachers publishes the journal '*Teaching Geography*' quarterly. This journal frequently contains articles and ideas for the use of ICT in geography teaching and also contains a software review page and many advertisements for new geographical computer software. The Geographical Association also organises an annual three-day conference during the Easter vacation. At the conference, workshops on various aspects of ICT are held and the large exhibition of geographical resources is the place to investigate and try out new computer software before buying.

The Geographical Association can be contacted at:

160 Solly Street
Sheffield
S1 4BF

Telephone: 0114 296 0088

Website: www.geography.org.uk

E-mail: ga@geography.org.uk

Resources

Listed below are some typical computer resources for conducting types of work suggested in this section. Inclusion of a resource is not necessarily a recommendation of its quality or suitability for this specification.

Title: **Encarta 2000**

Theme: Detailed Atlas, Photos, Video clips

Format: CD ROM

Publisher: Microsoft

Title: **Earthshaping: Glaciers**

Theme: Glaciation, Sound, Photos 3D

Format: CD ROM

Publisher: Hampshire Microtechnology

Title: **Coastal Erosion KS4**

Theme: Coastal Erosion: Holderness

Format: CD ROM

Publisher: CDI Educational

Title: **SCAMP**

Theme: Census Data and Base Maps

Format: CD ROM

Publisher: Pebbleshore Ltd

Title: **British Coastlines From the Air**

Theme: Aerial Photos

Format: CD ROM

Publisher: Anglia Multimedia

Title: **Amazonia**

Theme: Virtual Rainforest

Format: CD ROM

Publisher: Channel 4 Schools

Title: **Agriculture and the Rural Environment**

Theme: UK Farming Information/Stats

Format: CD ROM

Publisher: Scottish Farm and countryside Educational Trust

Title: **Atmosphere, Climate and Environment**

Theme: UK related weather/Environment

Format: CD ROM

Publisher: ARIC Unit. Manchester Metropolitan University

A few useful websites for Specification B

These sites and addresses are all correct and working at the time of writing. Internet sites do, however, change constantly with new sites appearing or existing sites changing their URL (address).

General geography portal sites

These link to a variety of geography sites and resources and are a good starting place to be directed to Internet sites on all geographical topics.

www.georesources.co.uk

www.sln.org.uk/geography/

www.vtc.ngfl.gov.uk/resource/cits/geog/ideas.html

www.rgs.org

www.niss.ac.uk

www.camcentral.com (good link to various live webcams)

Organisations

www.nationalgeographic.com (USA based but very good)

www.un.org (United Nations)

www.greenpeace.com (Environmental Issues)

www.environment-agency.gov.uk (good for flooding and coastal erosion)

www.nfu.org.uk/education (Good for farming case studies)

Current affairs

www.telegraph.co.uk

www.guardian.co.uk

www.teletext.co.uk

www.bbc.co.uk/news

Mapping and census data

www.ordsvy.gov.uk (Ordnance Survey)

www.upmystreet.com (Good for comparisons between areas)

www.streetmap.co.uk (Good for local maps for coursework but still limited postcode areas available)

www.census.ac.uk (UK Census Data)

www.odci.gov/cia/publications/factbook (Database of World Statistics)

Physical geography and natural hazards

www.volcano.und.nodak.edu (Volcano World: excellent site)

www.irn.org (River issues by area, topical issues etc.)

www.globalwarming.org

www.eduweb.com/amazon.html (Amazon Interactive)

www.nhc.noaa.gov (USA National Hurricane Centre)

www.ege.com/publications/kobe/introduct.htm (Kobe Earthquake)

www.virtualbangladesh.com/bd-news-info.html (Bangladesh case studies including floods)

Aspects of human geography

www.facingthefuture.org (Issues of Overpopulation)

www.globalchange.org (Global Development Issues)

www.british-industry.co.uk

www.settlement.com

www.virtualtourist.com

Further reading

Broad J – *Getting started with GIS – Teaching Geography* (Volume 25, No3, July 2000)

Burn R – *Geography – Teaching Geography* (Volume 24, No3, July 1999)

Davis R and Harris M – *An Earthquake Enquiry Using The World Wide Web – Teaching Geography* (Volume 25, No3, July 2000)

Hassell, D – *Whole Class Computer Activities – Teaching Geography* (Volume 24, No4, October 1999)

Home P – *Geography and the Internet: Adding a Key Skills Dimension – Teaching Geography* (Volume 25, No4, October 2000)

Weedon P – *Using ICT to Enhance GCSE Geography Coursework – Teaching Geography* (Volume 25, No4, October 2000)

Teaching citizenship with geography

From August 2002, schools will have the statutory responsibility to teach the National Curriculum Programmes of Study on Citizenship.

Many schools will incorporate citizenship in to their PSHE courses, but there is a clear opportunity to incorporate some aspects of citizenship throughout the curriculum. Geography has a role to play in its delivery. This can give greater emphasis to the importance of the subject and may provide another strand or argument for maintaining or negotiating more teaching time for the subject. With the change of GCSEs in September 2001, there is an opportunity to develop some aspects of the 'New Agenda' into the geography curriculum. This section concentrates upon the role of geography in trying to develop some of the themes included in the National Curriculum for citizenship.

What is citizenship?

A difficult term to define, but the following sources help:

The National Curriculum document states that 'Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.'¹

There are three strands which run through education for citizenship:

- **social and moral responsibility:** students learning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and towards each other
- **community involvement:** learning about and becoming helpfully involved in the life and concerns of their neighbourhood and communities
- **political literacy:** Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge.²

The statutory order states that 'Citizenship teaching is the knowledge, skills and values relevant to the nature and practices of participative democracy; the duties, responsibilities, rights and development of students into citizens; and the value to individuals, schools and society of involvement in the local and wider community. Both national and local and an awareness of world affairs and global issues, and the economic realities of adult life.'³

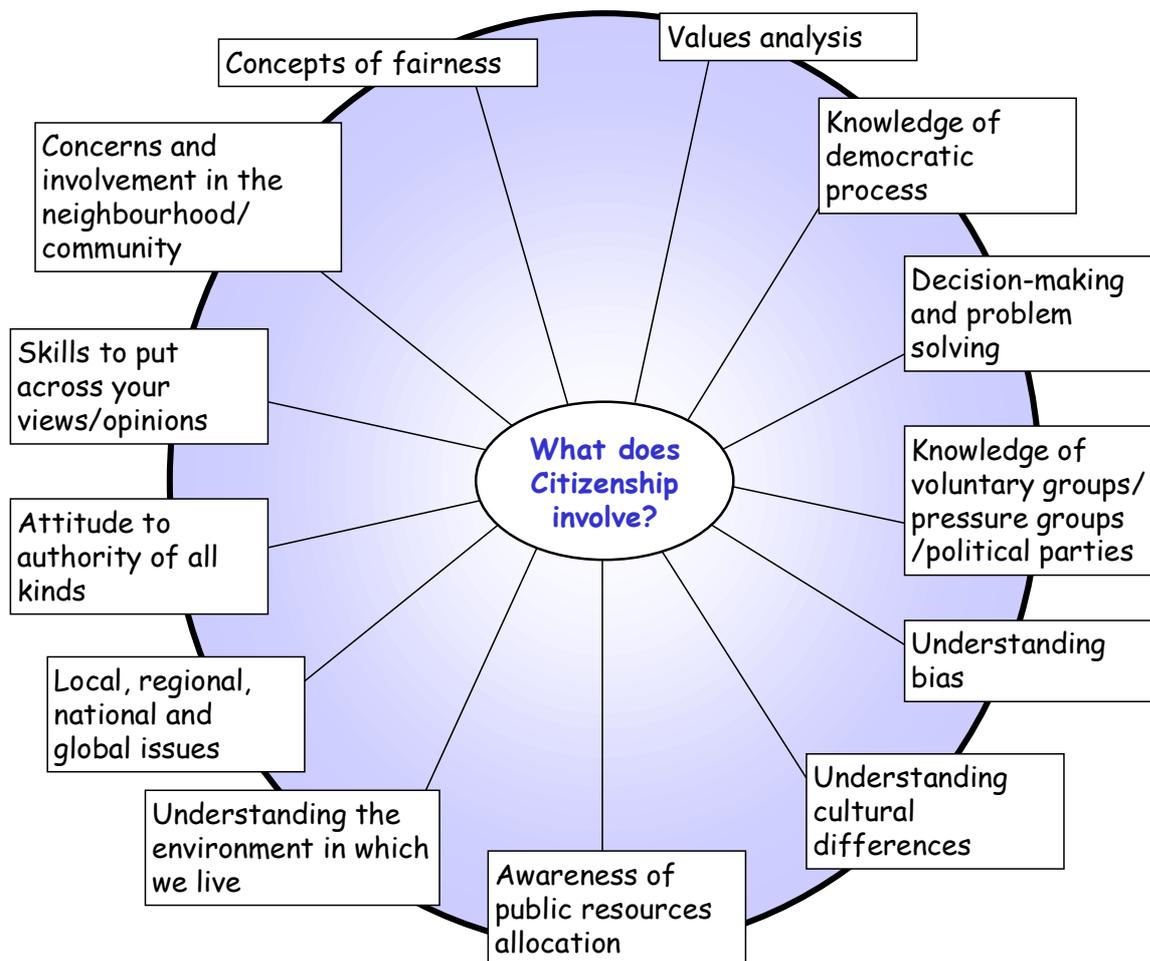
Figure 1 helps to place the key features of citizenship into the context of teaching it in geography.

¹ The National Curriculum for England: Citizenship published by the DFEE and QCA

² www.qca.org.uk/citizenship

³ www.qca.org.uk/citizenship page 2

Figure 1: What does Citizenship involve?



How can GCSE Geography contribute to the teaching of citizenship?

Figure 1 only includes some key elements of citizenship. It can be clearly seen by some of the key words used above that Geography has some role to play in the delivery of the National Curriculum for Citizenship. Prior to the development of your schemes of work, it may be helpful to know the school policy about how citizenship will be delivered in the curriculum. If geography is to play a key role, then from the outset, it would be useful to develop schemes of work where citizenship can be clearly incorporated and assessed.

There are certain statements of attainment in the National Curriculum for Citizenship to which GCSE Geography has a great deal to contribute. These include:

A.T. 1 – Knowledge and understanding about becoming informed citizens:

- 1a – the human rights and responsibilities underpinning society and how they relate to citizens
- 1b – the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1e – how the economy functions, including the role of business and financial services
- 1f – the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- 1g – the importance of the free press, and the media’s role in society, including the Internet, in providing information and affecting opinion
- 1i – the United Kingdom’s relations in Europe, including the EU, and the relations with the Commonwealth and United Nations
- 1j – the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

All statements in **A.T. 2, Developing skills of enquiry and communication** are covered in an enquiry approach to the subject.

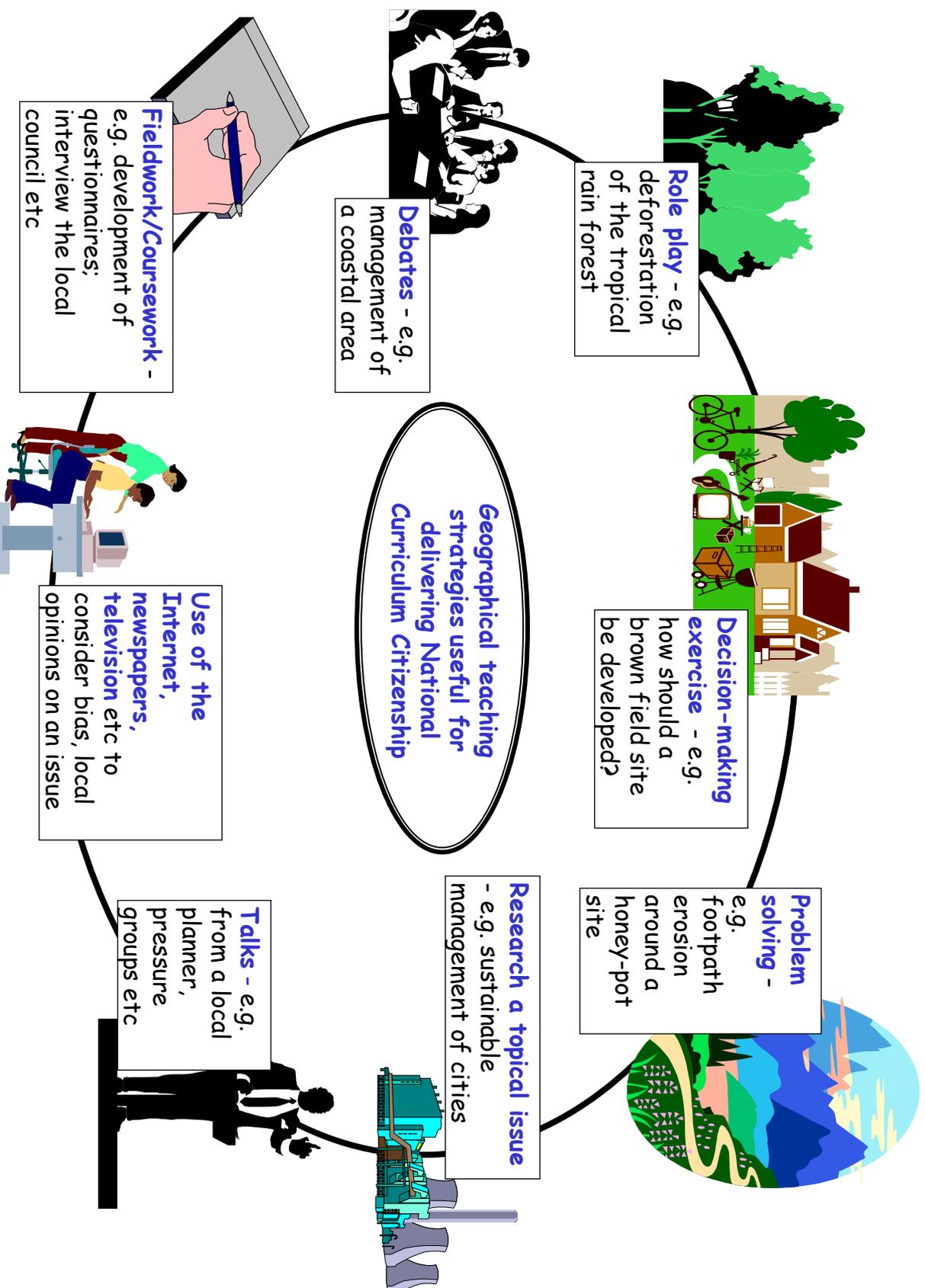
In A.T. 3, Developing skills of participation and responsible action:

- 3a – Students should use their imagination to consider other people’s experiences and be able to think about, express and critically evaluate views that are not their own.

Teaching strategies

Many of the aspects in AT2 and AT3 are already taught in Geography where an enquiry approach to learning is already used. Geographers frequently use problem-solving activities and decision-making exercises in their teaching and assessment methodology. It is in the use of this enquiry approach to learning that many of the elements of the National Curriculum for Citizenship can be covered. Figure 2 illustrates some of the teaching strategies used in geography, which can contribute to the development of the student into a ‘good’ citizen.

Figure 2: Teaching strategies



Geography and the knowledge and understanding of citizenship

Knowledge and understanding about being an informed citizen (AT 1) needs to be developed within the geography scheme of work. There are two ways to match the geography and citizenship content. These are exemplified in tables 1 (refer to *Appendix 2* and *Appendix 3*) and 2. Teaching strategies need to be considered for the effective delivery of geographical education and citizenship. The schemes of work listed earlier in this guide may provide a useful template. An additional column for cross-curricular contribution could be added and then aspects of citizenship highlighted for teaching and assessment purposes.

Table 1 (in *Appendix 2*) outlines the key ideas and content in GCSE Geography Specification B and the possible statements of attainment for citizenship that could be developed from these. Please note that in a few cases, it may be necessary to extend the content of the specification a little in order to cover the citizenship aspect in sufficient detail. However, this could give the department some further argument for either maintaining its proportion of teaching time or even extending it! Please note that the teaching strategies suggested are only basic ideas. The teaching strategy employed may be particularly useful for delivering the statements of attainment in AT2. Rather than focus upon all the statements listed, it may be sensible to concentrate on a few depending on the department's resources.

Table 2 has not been completed for this specification (ie it has been left blank in *Appendix 3*). However, it could provide a useful template in order to audit the coverage of the geography scheme of work that you develop against the National Curriculum requirements for citizenship.

The full coverage of the knowledge, understanding and skills for Key Stage 4 Citizenship can be found in the appropriate National Curriculum document.

Other references

www.qca.org.uk/citizenship

Grimwade K (general editor) – *Geography and the New Agenda* (Geographical Association)
ISBN 1 899085 85 8

Textbooks and resources

No doubt the geography department budget is feeling the strain of having to resource new A level courses, as well as changes to key stage 3. With changes to GCSE too, it may be that many departments cannot afford to purchase a full range of textbooks. Departments ought to consider carefully whether their current series of textbooks cover the new GCSE specification adequately. Other texts and/or resources may need to be explored to fill the 'gaps' which exist. Students should gain their knowledge and understanding and develop skills from using a variety of sources, such as atlases, OS maps, newspapers, magazines, CD ROMs, the Internet, video, slides, field trips and visiting speakers and so on. Over the next year Hodder and Stoughton and Oxford University Press are publishing new textbooks that are explicitly written to cover the content of the two new specifications for Edexcel.

This section aims to review a wide range of textbooks currently on the market. These are not necessarily specifically written for Edexcel syllabus B, but may be suitable for the new specification. A grid, table 3 (refer to Appendix 4), shows the areas covered in the new specification. It may be helpful to remember that units A1 to A3 are compulsory and one unit from B4 and B5, and one unit from C6 and C7 are to be studied as options.

The textbooks and resources reviewed were provided by the publishers and are not the only texts that are either available or suitable for the new specification. It may be best to consider how your current text fits to the new specification, realise the gaps and develop new resources to cover these until the new books and editions are available.

New text

It's a World Thing Bob Digby (editor) (Oxford University Press, due June 2001)

This text, which is endorsed by Edexcel, has been specially written for this specification by an experienced team of authors, including senior examiners working with this and other specifications. It will be full colour throughout and should contain 256 pages. Topics and issues will be over a double page spread. Substantive case studies will be included using an enquiry approach to teaching and learning. The people-environment perspective will be emphasised. Activities will include individual and group work, and decision-making exercises. The book is to cover a broad ability range. A teacher's pack will also be available (September 2001) to help with differentiation and assessment. The contents of the book will be: Settlement, Employment, Coasts, Hazards, Population Dynamics, Population and Resources, Water, Weather and Climate, Agriculture and Tourism. The text will focus on key generalisations from Specification B with summaries at the end of each study.

Texts intended for core use

Complete Geography by Simon Chapman, Philip Amor, Chris Drew, Rosemary Hector, Peter Simonds, Michael Yeabsley (Oxford University Press, 1998) ISBN 019 913 3980

One of the more recent publications, this book covers a wide range of themes. Not all of these themes are required to be studied by the new specification. The book has a good range of relevant clear, colour photographs. The layout of the pages are appealing with a balance between text, diagrams, maps, graphs and photographs. The figures help to place the physical and human features being discussed into context. Statistics are up to date. Diagrams are clear and well labelled and help to clarify processes in operation. Key points are highlighted and definitions are often given in a separate table. There are some useful photocopiable masters at the back of the book. The less able may struggle with some of the language used but, the photographs and diagrams may assist their understanding. Students are asked to carry out a range of tasks in the textbook, from noting the key aspects of vegetation to writing a speech about an issue and considering people's attitudes to change. The tasks tend to require application of their understanding. Skills such as constructing graphs, using statistics, analysing maps, graphs, photographs and diagrams are required.

This textbook will not cover the specification in its entirety. Few of the enquiry questions are wholly covered. There are some clear gaps in content. Ideas such as sustainability are lacking in the text. There is no real discussion about the issues associated with exploitation of resources, or ideas about conservation and sustainability (enquiry questions 1.4 and 1.5). The use of coastlines by people is a deficient area (3.2). Weather and Climate (unit B5) has limited coverage, with no detail on weather and climate as a resource and global warming is not discussed in this book (5.3). Similarly, the development of genetically modified crops and organic farming is not discussed. Where there is partial coverage, there are still quite significant gaps that need filling. In many cases there is a need to extend the basic information and ideas given or to develop further coverage of the case study to cover the all the points in the content section of the specification. Supplementary resources will be required, but these could be developed using a variety of videos, the Internet, worksheets, fieldwork and so on. Useful case studies are shown in the table below.

Enquiry question	Book/page numbers	Useful content/case study
1.3	148-9	Ageing population in the UK – Bournemouth
2.2	194-5 198-205	Rio de Janeiro – rapid growth in an LEDC city
2.3	210-213	Urban transport problems and solutions – Singapore
3.3	11-13 16-18	Kobe; Khalari, India; Mt St Helens; Nevada del Ruiz
Unit 4	118-125	Decision-making exercise on management of the River Rhine
5.2	132-133	Acid rain in Europe
6.1	70-77	Farming in East Anglia and impact of the CAP

Use of this textbook would involve 'dipping in and out' of various chapters. As a core text for this new specification, this book is limited. It would be necessary to purchase a new core text when possible.

The New Wider World by David Waugh (Nelson Thornes, 1998) ISBN 0 17 434314 0

Clearly this has been a popular book in the past. It has been updated to take account of some of its previous inadequacies. Now there are case study sections incorporated into each chapter of the text. Some of these are useful for this new specification (see the table below). Some of the enquiry questions relating to the subjects of hazards, flooding, LEDC cities, basic principles of population change, farming mismanagement and national parks are fully covered by this text. The areas neglected include the relationship between population and resources, the growing demand for new homes, the use of coastal areas by human activities and the management problems this presents, the management of waste, urban micro-climates and genetically-modified foods and the implications of these. The chapter on settlement has a more traditional approach to it than required by the specification. Where coverage of the specification is partial, then the content of the key questions are not always discussed in sufficient detail. For instance, there are some ideas for enquiry question 2.5, about the growth of employment opportunities on the rural-urban fringe, but this needs to be carefully picked out and is not written in an obvious way for the students to understand in relation to the key questions. There is no detail on the use of child labour or unfair trade in the book. For enquiry question 3.1, there is basic detail about the processes of erosion, but a detailed case study with a range of options for soft and hard methods of engineering suitable for this section is missing. Weather and climate as a resource is an area not well developed, only the aspect of producing energy from wind and the sun is well covered.

The text is suitable for a range of pupils, especially those in the middle band (grades B-D). Less able candidates may not find the text very appealing. The exercises are not always very stimulating, although new situations and examples are used to test understanding of general principles. It does not have a real people-environment feel to it, which is a key feature of this specification. Some skills are required, such as the interpretation of maps, graphs and diagrams. Despite having revised the book, it is irritating for the students to have the text and exercises separated. This does little for making the book user-friendly. Key words are only highlighted in italics. Maps and statistics are updated to the mid-1990s. There is a lot of text, which could be daunting to a poor reader.

Overall, the book is a good general text which covers basic and general principles of Geography, but needs heavily supplementing for this course to give a people-environment perspective. Some of the case studies are very useful. Use of this textbook would involve 'jumping around' the chapters to extract the relevant bits.

Enquiry question	Book/page numbers	Useful content/case study
2.2	58-69	Sao Paulo/Calcutta/Cairo/Rio de Janeiro – useful case studies on the growth, problems and possible solutions of LEDC cities
2.4	132	Ford – TNC and general information on TNCs
3.3	250-4	Mt St Helens; Kobe; Montserrat
3.4	266/7 294-7	Lynmouth flood Flooding in Bangladesh
4.2	274-7	River Nile – scheme to improve water supply
5.1	112	Energy from the wind
5.2	202/3	Acid rain in Northern Europe
6.3	241-3 222-7	Desertification in the Sahel Deforestation in the Amazon and Malaysia
7.1	160-3	Lake District National Park

Geography in Place – Books 1 and 2 by Michael Raw and Sue Raw (Collins Educational)

Book 1 1996 ISBN 0 00 326692 3

Book 2 1997 ISBN 0 00 326693 1

Together, these two books cover some of the content in the new specification. Therefore, if the department has invested in these texts they will be of some use, but will need heavily supplementing. If you do not possess class sets of this text, then they are not perhaps the best texts to invest in since much of the specification coverage is partial and only discusses some basic points.

These books are attractively laid out. The written sections, resources and exercises are well integrated. Photographs and maps are well labelled and clear. There are some extracts from OS maps and photographs, including aerial photos, to analyse. Some of the mapwork exercises will stretch the ability of all pupils. Many of the exercises are designed to test the understanding of concepts by the students. Throughout the books, there are exercises specifically designed for the more able candidate. Students are expected to use a wide range of skills from interpreting statistics, drawing sketch diagrams and labelling them, extracting key points from the text, drawing graphs to using the atlas. The language of the text tends to be aimed at the more able students. Key words are highlighted in bold type the first time they appear and their definitions can be found in a glossary at the end of the book. Each chapter has a summary of the key generalisations, but this is probably of little use for the students.

Geography in Place meets some of the requirements of the new specification which are not well developed in many other texts. The ideas relating to Malthusian theory is explored in book 2, there are some aspects of weather and climate as a resource (5.1) and there are good sections looking at global warming and eco-tourism in book 2. For enquiry question 2.5 (relating to new job opportunities in the rural-urban fringe), some of the key questions developed are in book 1. See the table below for useful case studies or content. There are however, significant areas of the specification omitted altogether: thermal energy production in an MEDC and a small-scale renewable project in an LEDC (1.6); most of unit B4 on Water including pollution, desertification and deforestation caused by agricultural mismanagement (6.3) and there is very limited information on why the countryside is being increasingly used for recreation. The areas not covered by the texts are: the growth in demand for housing (2.1), unfair trade or the issue of child labour, enquiry question 3.2, relating to human activities and management concerns on the coast, urban micro-climate (5.2), the use of GM foods and organic farming (6.2). The case study on the Lake District for unit C7, Recreation and Tourism does not cover all the content required. These texts do have their uses as shown in the table below, but there a number of areas which are inadequately developed for this specification.

Enquiry question	Book/page numbers	Useful content/case study
1.5	2/92	Malthusian Theory
2.2	2/82-4	Rural-urban migration in Peru
3.1	2/56-60	Crumbling cliffs of Holderness
3.3	1/11-13 1/18	Kobe earthquake Nevado del Ruiz
3.4	2/18-19	Flooding on the River Wyre
4.2	2/21-3	Kielder Water
5.2	2/110-2	Acid rain
5.3	2/104-9	Global warming, UK as a case study
7.2	2/123-8	Lake District National Park
7.3	2/129-136	Green tourism in Zimbabwe Tourism and conservation in the Galapagos

There are two supplementary resources which have been written specifically for the Geography in Place books:

Homework Copymasters by Michael Raw ISBN 0 00 326703 2

The Homework copymasters are designed to either build upon the lesson or develop other new case studies to extend the pupil's understanding. They do not require the textbook to be taken home. This is a useful resource to have and far more purposeful than the 'finishing off' type of homework. On each page, there is reference to the relevant book and pages that the homework sheet is designed to extend. The exercises can be demanding and do supplement or test understanding of concepts developed in the lesson. The less able may find some of the sheets too difficult, but the more able are stretched. Obviously the cost is a major consideration for departments on a tight budget. The exercises are wide ranging in their task making use of a variety of skills. They could also be used for assessment purposes. Of 92 separate homework sheets, about 38 would be useful for this new specification.

Access Pack (again copymasters) by Anne Kelly 0 00 326704 0

The Access Pack is aimed at the less able students. This may be a useful investment for mixed ability schools. It aims to simplify difficult areas of the books. Newspaper articles are more readable; lists of definitions are developed to aid the understanding of new terms; more diagrams are added for ease of labelling and questions are broken down to highlight the key points for Foundation Tier candidates. Again, there is a cross-reference on each page to the relevant book and page that the sheet is designed to simplify. Use of the resources in the text are still made. This is an excellent book to make Geography in Place more accessible to the less able. About 82 of the 152 sheets are useful for this new specification.

Key Geography for GCSE by David Waugh and Tony Bushell (Nelson Thornes, Book 1, 1998) ISBN 0 7487 3603 4 (Book 2 1998) ISBN 0 7487 3649 2

Key Geography for GCSE follows on from the books in the same series used for key stage 3. The design and format are essentially the same. The books are well laid out and appealing to read. There are many relevant, clear photographs and well-sketched diagrams, which aid the understanding and recognition of the features and concepts being discussed. Maps are well used, giving context to places discussed in the text. Graphs and tables are appropriately placed. On each page, there is a useful summary which can be used to highlight the objective of the lesson. A few OS maps and exercises can be found in book 1. Some of the exercises in the books can be rather like a comprehension exercise (similar to the Wider World, also by this author). Students are however, required to read and interpret statistics and graphs. These texts and exercises are accessible to the Foundation Tier students. However, they may not stretch the most able students who are likely to gain grades A or B.

The new specification is covered partially by these texts, but the regional approach in book 2 makes the coverage difficult to follow and tends to involve jumping from one section to another. In fact, there is content in both books one and two often relevant to just one key idea. Swapping from book to book and different sections within them would be a key characteristic if these books were used. There are some good case studies and references to a range of areas in the world, including the EU. Useful case studies and content can be found in the table below. Enquiry question 2.5 is well covered in this text, whereas it tends to be rather sketchy and less specific in other texts. Book 1 has a good case study of the eruption of Mt Pinatubo and Ruapehu, New Zealand, which are more unusual case studies (enquiry question 3.3). An area very well discussed is the change in employment structure over time and according to a country's state of development (enquiry question 2.4). As with the other texts reviewed so far, enquiry question 6.2 (genetically modified crops) is not discussed nor is the issue of unfair trade and the use of child labour (2.4). Water supply for enquiry question 4.2 and urban micro-climate (5.2) are not covered at all. Areas which are weakly developed for this specification include enquiry questions 1.6 (national production of thermal energy in the UK is considered and there is no small-scale renewable project mentioned) and 4.3 (pollution in a lake or river). Otherwise, there is some partial coverage of most of the other enquiry questions. These texts will have their uses to cover the course and there are some good sections which are not well covered by similar books at GCSE level. There will still be a need to supplement these books with other resources in order to cover the full specification.

Enquiry question	Book/page numbers	Useful content/case study
2.2	1/92-3	Calcutta – problems of urbanisation
2.3	1/110-113	Basics for traffic management – examples rather than case studies
2.4	1/116-119 1/168-171	Employment structure and patterns of change Toyota – a transnational company
2.5	1/146-149	Shopping on the edge of towns
3.1/3.2	1/160-3	Wessex coast
3.3	1/56-7 1/58-61 1/164-167	Pinatubo, 1991 – volcanic eruption Tokyo earthquake Ruapehu, New Zealand – volcanic eruption
3.4	1/12-17 1/18-21 2/108-115 and 142-3	Why do rivers flood? Mississippi floods Flooding in Bangladesh
4.1	2/26-7	Global rainfall reliability
5.1	2/28-9	Global warming
6.3	2/38-43	Deforestation in Brazil
7.2/7.3	1/152-155	Lake District

There is a teacher's resource guide for these books, but the syllabus matching guide will be out-of-date. From the update copy of the resource guide, it seems that there is a unit plan for the texts, but these do not necessarily tie in with the scheme of work you might want to develop for the specification. A commentary on sets of pages is included. Activity copymasters are also available in these resource guides (see publishers catalogue). These seem suitable for Foundation and Higher Tier pupils.

Teacher's Resource Guides:

Book 1 07487 1672 6

Book 2 07487 3710 3

Geography for GCSE (series editor) Vincent Bunce (Longman, 1997) ISBN0 582 29393 6

Geography for GCSE has a methodical lay out. At the beginning of each unit there is a large, often dramatic, photograph related to the unit. Each unit is colour coded, has a section largely based upon general principles of the subject matter (white section), followed by case studies (on coloured paper) and then the activities. At the end of each unit there is a useful review section summarising the key points. The more theoretical section tends to cover the basics and the range of examples is limited. There are a few brief case studies at the end of each chapter. Some of the statistics are becoming a little dated (the most recent are 1993). At times there are maps showing quantitative data but they have no dates. This book has a more traditional feel to it. The activities are suitable for the Foundation Tier candidates, but may not stretch the most able students. Most of the activities are straightforward. There are diagrams, photographs and graphs to interpret and use which help to simplify concepts.

This textbook partially covers aspects of this specification. The text does not contain enough detailed local scale case studies. Units B4 (Water), B5 (Weather and climate), C6 (Farming) and C7 (Recreation and tourism) are barely covered in terms of the content required for this specification. Over half of unit A1 (population change) is not developed adequately, or the case studies do not fit the requirements of the specification. For instance, there is a section looking at the implications of an ageing population in France, but the implications of a young growing population in an LEDC are limited. Similarly, energy sources are briefly covered: the case study of a thermal energy source in an MEDC is too brief and there is no renewable small-scale project for an LEDC (like many other texts). Elements of unit 2 are covered. Like the other texts reviewed, enquiry question 2.1a and 2.3 are not dealt with. No case study can be identified for 2.5 and again, the issues of child labour and unfair trade are not discussed. In unit 3, the basics are covered to a large degree, with the need to supplement some key questions. For the first time with the books reviewed so far, there is reference to the range of human activities on a coastline for enquiry question 3.2 (see in the table below). A floodplain in an MEDC is considered for enquiry question 3.4, but a contrasting case study is not available for an LEDC, although Bangladesh is mentioned. The coverage of unit 5, Weather and climate, is very limited with basic information for enquiry questions 5.2 and 5.3. This is also the case study for unit 6, but detail is limited.

If you have this textbook, it will be necessary to purchase an alternative. You will be able to use the sets to supplement some of the areas suggested above.

Enquiry question	Book/page numbers	Useful content/case study
1.3	105	The ageing population of France
2.4	144	Nike – a transnational company
3.2	52/3 54/5	Using a coastal area – Milford Haven Using a coastal area – Adriatic coast
3.3	12/13 14/15	Kobe earthquake Mt Pinatubo volcanic eruption
3.4	36/7	Flooding on the River Ouse, UK
5.2	81	London – urban microclimate

People, Places and Themes by Alan Bilham-Boult, Heather Blades, John Hancock and Mike Ridout (Heinemann, 1999) ISBN 0 435 35273 3

People, Places and Themes was written specifically for the old syllabus C for OCR (Bristol Project). It will be useful for the new specification, but as with many other texts there is only partial coverage of the units. Perhaps this text has some of the greatest coverage of the new specification seen so far. A range of useful content is shown in the table below. Unit A1 is well covered on the whole. There is a good section for enquiry questions 1.1, 1.2 and 1.3 looking at world population changes, population pyramids and the implications of population change. Enquiry questions 1.4 and 1.6 are not discussed, as with many other texts. The question considering the need for new homes (2.1(a)) has limited aspects covered. The use of a local case study is given but not the UK perspective. There are no ideas for waste management, but there are some aspects of traffic management covered with a decision-making exercise based upon Cambridge. For enquiry question 2.4, there are a lot of useful bits of information for TNCs and some background to unfair trade. As with many of the other texts reviewed, there is no real discussion of enquiry questions 3.2 (human activities and the use and management of coastal areas); all of unit 4 based upon Water; 5.1 (weather and climate as a resource); 6.1 and 6.2 (there is limited detail on the impact of modern farming methods and genetically modified crops) and finally unit 7 is very limited in terms of the resources available in this text. Overall, some aspects of the new specification are covered well (see the table below) and in other areas coverage of the content is partial. Included at the end of the book is a chapter called 'Using practical skills'. This contains some useful points for collecting data for coursework and presenting and analysing it. For a small chapter a lot of techniques are usefully discussed.

As a core textbook, this seems suitable for more able pupils. The wide variety of diagrams, tables and photographs can make this text suitable for the Foundation level. The diagrams and their labels do simplify some of the detailed processes and features. Photographs are suitably labelled to highlight their purpose. A variety of resources are used as stimulus material, which makes the textbook interesting and user-friendly. Questions appear upon each page in a highlighted blue area. These tend to be more suitable for Higher Tier candidates. There are also some decision-making exercises included, which makes for a more varied, interesting and enquiry-based approach to learning. At the end of each chapter, there is a glossary of geographical terms that have been introduced. The statistics and maps used are on the whole up to date (up to 1998). This text has a good range of case study material.

There is a teacher's resource pack to accompany the book (not provided for this review), which helps with differentiation.

Enquiry question	Book/page numbers	Useful content/case study
1.3	179 182/3	Overpopulation in China Ageing population
2.2	203-5	The growth of Mexico City: housing problems and the way forward
2.3	194/5	Decision-making exercise on Cambridge and traffic problems
2.4	156-9	Background to unfair trade and a campaign
2.5	132-3	Lille, France – changing employment in a named city/town
3.1	30-33	Coastal management on the Holderness Coast
3.3	79-81 82-3	Kobe earthquake Mt St Helens volcanic eruption
3.4	88-91 92-3 94-5	Bangladesh River Rhine, 1995 China
5.2	60/1 41	Acid rain Urban micro-climate: London
5.3	54-57	Global warming and the impact on the UK
6.3	62-67	Deforestation in Brazil
Coursework	211-223	Using practical skills

Understanding GCSE Geography by Ann Bowen and John Pallister (Heinemann) ISBN 0 435 35178 8

Teacher's Resource Pack ISBN 0 435 35179 6

This textbook was written for SEG syllabus A. The book is colourful, neatly laid out with an uncluttered combination of text, photographs, OS maps, diagrams and maps. Statistics and newspaper extracts are up to date, largely from 1995-1998. A good feature is the number of O.S. extracts used. These are scattered appropriately throughout the text for a variety of topics, not just the physical areas. With a large colour photograph, which is labelled to explain its purpose, at the beginning of each chapter, it looks inviting to use. Each chapter has a colour code. On the title page, there is a list of key ideas explored in the chapter. The textbook seems suitable for both Foundation and Higher Tier candidates. The exercises are largely straightforward with a range of activities from skill-based questions, such as drawing sketch diagrams and labelling them, using OS maps in a variety of ways to answering questions showing the understanding of processes and features.

Overall this textbook seems to have partial coverage of this particular specification. This involves searching between the chapters for the relevant pages to cover the specification content. There are some useful general sections and case studies. The areas usually not covered by many of the other texts reviewed are not discussed here either (2.3, waste and traffic management; 3.2, management of human activities on the coast; unit 4 looking at water; 6.2, genetically modified foods). In addition, there is little or no detail on 5.2 and 5.3, acid rain, urban micro-climate and global warming. There is a good section to cover many of the points in unit C7 on recreation and tourism, using the North Yorkshire Moors as a case study. Other useful content and case studies can be found in the table below. Enquiry question 2.2 is covered, but there is a variety of examples used to cover the content rather than one case study. For enquiry question 3.3, there is not a lot about the aftermath and future plans to reduce the hazards of earthquakes for Kobe.

Chapter 14 contains a section on examination technique, which is always useful to discuss with students. There is also a glossary of geographical terms, by chapter, at the end of the text. A teacher's resource pack is also available which helps with differentiation. This pack was not available for review.

Enquiry question	Book/page numbers	Useful content/case study
1.3	110-113	Population problems in MEDCs and LEDCs – overview, examples, but no case study
1.4	186-7;194	Excellent introduction for the terms used for resource management
2.2	140-3	Problems of urban growth and solutions
3.1	70-3	Coastal management and processes on the Holderness coast
3.3	14-15	Montserrat volcanic eruption
3.4	46-7	Mississippi River, 1993
5.1	80-1	Influence of temperature and precipitation on human activities in the UK
6.3	96-9	Human use of the tropical rain forest – Amazon
7.1/7.2	200-202	North Yorkshire Moors

Other suitable book resources

The following texts are not intended for core use, but may contain some useful pages or sections for the new specification. They could be purchased as mini-sets, for extension, revision or Foundation purposes. Alternatively, it may be useful for the department library for resource development.

Decision Making Exercises for GCSE Geography by Peter and Carole Goddard (Nelson, 1998) ISBN 0 17 434315 9

This book, unlike the others reviewed, is based entirely upon decision-making exercises. It provides another useful teaching strategy based upon an enquiry approach to the subject. There are twelve chapters and themes investigated. Locations are largely UK based, but also include Spain, Australia and Israel. A variety of stimulus resource materials are used throughout the book. These include a range of maps (varying scales), photographs (including aerial), leaflets, values analysis, time tables, statistics, graphs and diagrams. A series of questions in boxes guide

the pupil through the decision-making process until the final page of the chapter, when the pupil has a decision to reach with reasons. A glossary is provided in some chapters and an OS map key is provided at the back of the text. Exercises are differentiated into Foundation and Higher sections. The former include questions with fewer technical terms and the command words involve simpler activities more suitable for Foundation candidates. At the end of each chapter, there is a summary which highlights some key points and states what happened in reality and in some cases suggests why an issue still exists.

Decision-making exercise is one of the assessment strategies used by Specification B. It is therefore an essential skill that needs developing in order for students to perform well. The table below indicates some of the useful case studies for this specification. This would be a useful text to buy, as it is one of the few GCSE texts devoted to decision-making exercises. Please note this book appears last but one on the coverage grids.

Enquiry question	Book/page numbers	Useful content/case study
1.6	66-75	Partially useful, but focus is in an MEDC: Should permission be given for a wind farm on Gunson Height?
2.1b	4-33 88-97	How should Riverside, Norwich be redeveloped? The development of Whitehills, Northampton
2.3a	76-87 98-109	Improving the approach road to Ramsgate Harbour (Port Ramsgate) Salisbury bypass
3.1c	56-65	Replacing sea defences in Herne Bay
3.4	118-127	Flood alleviation in the Lavant Valley, Chichester
4.2a/b	34-45	Water management in Israel
7.2/7.3	46-55 110-117	Bodiam Castle Saving wetlands in Donana
7.3a/b	6-15	Kakadu: conflicts in park management (not EU based)

Decision Making Exercises for GCSE Geography: Teacher's Resource Book by Peter and Carole Goddard (Nelson Thornes, 1998) ISBN 0 17 434317 5

This teacher's resource book provides additional material to support and develop the issues and area studied in the main text. All resources can be photocopied and are useful for classroom and homework activities. Again, a range of resources is used. Students can annotate and complete maps, draw and interpret graphs, interpret statistics, news reports and text. A copy of this book is very useful for those wishing to develop decision-making as a teaching strategy.

Geography to GCSE by Tim Bayliss (Oxford University Press, 1998) ISBN 0 19 913397 2

Above the title of this text are the words 'summary book' and that is precisely the nature of this book. It covers parts of the new specification, but does merely summarise key points, processes and terms on a double page spread. This book may be useful for revision purposes, but would perhaps be of better use in the department library as a text for non-specialist teachers to use as a starting point if teaching GCSE Geography. Key geographical terms are highlighted in bold print. There is a 'test yourself section' suitable for Foundation Tier candidates and a 'stretch yourself' section for Higher Tier candidates. The answers are also in the back of the text.

Enquiry question	Book/page numbers	Useful content/case study
1.1	4-5	World population growth
1.6	68/9	LEDC energy: a case for alternatives – a good introduction
2.1a	36/7	London Docklands redevelopment
2.2b	28/9	Calcutta: a super city under pressure – problems
2.3a	39	Transport and urban traffic management: Hull
2.4a	72/3	Changing employment structure – uses triangular graphs
3.1	144/5	Mass movement
3.3	151 154/5	Mt Etna Kobe
3.4	142/3	Flooding in Bangladesh
4.2	56/7	A multi-purpose river project: the Aswan High Dam, Egypt
6.3	158/9	Desertification
7.2a/b	104/5	Malham – a typical honeypot location

Issues and Debates in Geography by Keith Flinders and Emma Flinders
(Hodder and Stoughton, 1998) ISBN 0 340 69731 8

This text is designed to provide a range of case studies. There are some useful case studies and references listed in the table below. The text does develop some themes just beyond the specification requirements so if you wished to supplement a particular section that the students were particularly interested in, then this book may be of some use. The photographs are not all in colour, which is a pity. The tasks are perhaps more suitable to Higher Tier candidates, although the Foundation group could cope with some of the more basic questions. The tasks do consider conflicts, attitudes and values.

Enquiry question	Book/page numbers	Useful content/case study
1.3a	16/17	China's population policy – an update
2.1a/b	22/23	Providing enough homes
2.3a	28-33	Keeping cities moving
2.4b/c	41/42	Siemens
3.1c	11	Should changing coastlines be protected? Techniques. Contains a decision-making exercise.
3.3b	4	Maharashtra earthquake, India, 1994
3.3c	1/2	Elements about volcano and earthquake prediction
3.4	7	Oder flood, 1997
4.1c/4.2a	54/55	Providing enough water
5.2	72/73	Raining acid
5.3	74-76	Warming the world up
7.1a/b	66/67	National parks
7.3a	68/69	Management schemes in national parks

World Geography by Andy Beaumont, Jane Herrington, Rob Wheatley Series Editor David Lambert (Cambridge University Press, 1997) ISBN 0 521 45697 5

Noted as a core book on its cover, but for this new specification there is only partial coverage of the content. There are some useful case studies and content as shown in the table below. The book has two interesting sections: at the beginning there is a double page spread on why study geography and at the end there is a section called 'Preparing for Exams'. 'Why study Geography?' may be useful to consider when the students begin their GCSE course, but is probably more relevant towards the end of key stage three, when the students are making their option choices. The last section dealing with examinations has some general advice and ideas about the command words used by examiners and some specimen questions. These specimen questions are divided up into Foundation and Higher Tiers. The former are perhaps a little more difficult for the lower end of this population.

The textbook is suitable for use with Foundation and Higher Tier students. It uses a range of techniques to show information, besides the use of text. There are a variety of graphs, diagrams, maps and photographs from which information can be extracted. Extracts from OS maps are suitably placed in relevant places. These are attractively presented and colourful. Activities are varied, again suitable for the less and more able candidates. Attitudes and values of different interest groups are explored in this text. Statistics are on the whole up to date, but there are a few incidents of using outdated figures (for example, figures for population pyramids from 1985 and 1989, page 9).

Also available is 'World Geography Teacher's resource book' ISBN 0 521 45700 9.

Enquiry question	Book/page numbers	Useful content/case study
2.2	55-59	Cairo, Egypt – causes, consequences and solutions of rapid urban growth
2.4	127-133	Employment structure
3.1	101 105	Holbeck Hall – Why did it go? North Norfolk coast
3.3	95-97 98-100	Kobe Mt Pinotubo
4.2	115/116	Managing the River Nile
5.3	125	Global warming
7	148-151	Snowdonia: too many tourists

World Geography: Case Studies by Vincent Bunce (Cambridge University Press, 1994)
ISBN 0 521 45667 3

One of the older texts reviewed, but it still has some very useful case study material for this specification. This is shown in the table below. It would be a useful textbook to buy, since some of the case studies cover parts of the specification not well discussed in other texts. In particular, there are a few good case studies looking at trans-national companies (2.4); aspects of river or lake pollution (4.3) and the change of industry in a couple of towns/cities (2.5).

The book is colourful and attractively presented. A range of places are studied from the local scale to the EU, MEDCs and LEDCs. At the end of each case study, there is a page with two boxes: one considers the key terms used and the other highlights the key ideas developed from the case study. There are a variety of resources used including maps, graphs, statistics (up to about 1993, so a bit dated!), newspaper reports (altered to make them succinct) and photographs. Attitudes and values are clearly explored. Exercises are suitable for the Foundation and Higher Tier students. The activities vary from filling in missing words, interpreting graphs and statistics to explaining, researching information and writing reports.

Enquiry question	Book/page numbers	Useful content/case study
2.4	46-54 131-140	Car production in Spain (covers aspects of fair trade and TNCs) Tate and Lyle – a TNC
2.5	6-14 15-24	The Cambridge phenomenon King Coal is dead – new jobs for Wakefield
4	91-100	Western USA's water crisis: the case of Mono Lake
4.2	111-120	Sokoto River project, Nigeria
4.3	65-72	Cleaning up the River Rhine
6.1	35-44	Farming in the Yorkshire Dales: issues and conflicts

The UK and Europe by David Waugh (Nelson, 1997) ISBN 0 17 434311 6

Considered a core text however the nature of the title tends to suggest that the LEDCs will not be covered. This is the case. The book uses a thematic approach with specific case studies and references being taken from the UK and Europe. There is a variety of colour photographs, maps and well-labelled diagrams. Two OS maps can be found in the back of the book. Statistics and case studies are up to date. Some of the case studies are lacking in depth. There are some wonderful photographs, diagrams and graphs in the text. For instance, there is a large aerial photograph on page 155, with a commentary on the location of the Cambridge Science Park and the population pyramid on page 92 is eye-catching with very clear labelling of the reasons for some of its features. The exercises, like Waugh's other texts, are at the end of the chapter and are not integrated onto the actual page of reference. On its own, this textbook would not be a suitable core book, but for a supplementary text it is very useful and ensures coverage of EU areas, besides Great Britain. It may be useful to have a class set of this text because of the range of useful case studies/content. Some aspects not covered in other texts are discussed here, such as organic farming, waste materials, the use/abuse of water and resource management.

Enquiry question	Book/page numbers	Useful content/case study
1.2b	98	North Africans into France
1.3b	94/95	Ageing population
1.4	182/3,187	What are resources and management?
2.1.b	118/9 122/3 158/9	Urban regeneration – Cardiff Bay Regeneration of the Don Valley A cycle of industrial change – Consett
2.3a	112/3 124/125	Traffic problems and commuting Urban transport solutions
2.3b	190/191	Waste material
2.4a	194/195	Employment structure
2.4b/c	156/157	Car industry and Nissan UK
2.5	120-121	Meadowhall, Sheffield
3.1	74/75	The Holderness coast
3.2	76 77	Delta Project, Netherlands North Norfolk
3.3	34 37	Mt Etna Heimaey, 1973
3.4	42/43 48/49 50/51	Hydrographs and useful information River Lavant, 1994 River Rhine, 1995
3.4b	42/43	River flood management
4.2b	22/23	Kielder Water

Enquiry question	Book/page numbers	Useful content/case study
4.3a	68/69 70/71	Pollution on the River Rother Pollution on the River Rhine
5.1b	10/11	Maps of the features of British weather
5.2	24	Acid rain
6.2b	143	Organic farming
7.1/7.2	174-179	National parks

Places and Cases a book series published by Stanley Thornes.

Physical Geography and People by Peter Webber and Neil Punnett (1999)
ISBN 0 7487 4303 0

This is one title in a series of texts. One other is reviewed below. This book has some detailed case studies in it. There is only partial coverage of a few enquiry questions. As the title suggests there is only discussion of areas relating to physical geography. The case studies give detail and there are colour photographs, maps and diagrams to accompany them. Newspaper articles are also used for information extraction. Some general geographical background usually precedes each of the case studies. Case studies used are up to date, 1995-1998. Most sections have a highlighted key ideas, key questions and review box. This book would be very useful to give detail to case studies and to extend the more able pupils (Higher Tier). The activities are varied and an enquiry approach is often used. Students are expected to use a variety of skills from drawing and interpreting graphs, maps and sketches to interpreting text and decision-making. This text would be a very useful text to have, if only for extra material for the teacher to use for the development of worksheets or pupil research purposes.

Enquiry question	Book/page numbers	Useful content/case study
3.1	71-73	Mappleton
3.2	74-75 76-77	The Black Sea The Severn estuary
3.3	14 15 17-20	Afghanistan earthquakes, 1998 Italian earthquake, 1997 Montserrat, 1995-1998
3.4	63-65 66/67	Flooding on the River Oder Flooding in the Midlands, River Leam
5.2	35 35/36	Urban climates Acid rain
5.3	36	Global warming
6.3	44/45	Amazon rain forest, includes a decision-making exercise

Europe by John Edwards (1998) ISBN 0 7487 2916 X

This book also has a thematic approach. There are some interesting European examples used however, few are of direct use to this specification. Those that are can be found in the table below.

Enquiry question	Book/page numbers	Useful content/case study
1.2b	85-86 88-90	Migration in Germany Migration in France
2.4b/c	54-56	Fiat
3.2	26-29	Managing the Netherlands coast
3.3	12-14	Mt Etna
4.1/4.2	15	Water supply
7	33-37	The Camargue

Geography through Diagrams by Garrett Nagle (Oxford University Press, 1998)
ISBN 0 19 913402 2

This is a revision guide. The book uses a thematic approach. All content in the book is in the form of tables, maps, graphs, statistics and diagrams. Some of these do not have dates or the names of relevant places (such as the climate graph on page 38). The book is rather bland since it uses no colour. There are no OS maps in the book. However, this text makes a useful revision aid since it partially covers some of the content in the specification. It also has its uses as a teacher resource text in the preparation of lessons. There are some useful diagrams which help to simplify complex concepts and processes, especially in physical geography. There is a test section of questions at the back, which may be more useful for the teacher to develop exercises. A brief list of revision tips exists in the front of the text. Key terms are usually defined. This is a useful text for revision, a teacher's library text for the development of homework sheets and for the Foundation candidate where diagrams can simplify features and processes.

Enquiry question	Book/page numbers	Useful content/case study
1.2	40	Population pyramids
1.2b	44	Impact of migration on population pyramids
1.5a	43	Population and resources – Malthusian theory
2.2	52	Urban problems and solutions: Cairo
3.1	25	Managing coastal areas eg Chiswell
4.1	69	Water resources: shortfall in China, access to water
4.2	70	Three Gorges dam project
5.3b	29	Potential impact of the greenhouse effect on Britain
6.1b	58	Agriculture and environmental issues
7.2	78	Tourism on Dartmoor
7.3b	77	Tourism in LEDCs

Mapwork Skills and Local Issues by Jack Gillett Second Edition (Hodder and Stoughton, 1998) ISBN 0 340 67968 9

This was the only mapwork text available for review. Obviously, there is only likely to be partial coverage of the specification since some enquiry questions are more suitable to analysis using detailed maps than others. All the classic features and areas likely to be considered for mapwork are covered in this text. There are questions/exercises suitable for Foundation and Higher Tier candidates. Aerial photographs, synoptic charts, satellite images and of course, OS maps are all present.

The book is divided into essentially three sections:

Part one deals with the basic map skills which were largely taught in key stage three. There are commentaries to teach these skills and exercises to practice them. More progressive skills, such as taking cross-sections from a map; identifying landscape features (such as cliffs, knolls and valleys, showing what they look like on a photo and the relevant shape of the contours); how contours show the shape of slopes, and making sketch maps from OS maps are covered.

Part two is called natural environments. Some of the diagrams showing the features are not the best seen, but hopefully your chosen core textbook is adequate.

Part three is called case studies and local issues. Some of this section is relevant with exercises based upon urban landscapes, tourism, industrial location and farming. There is a good section on the location of Siemens high tech factory (pages 60-61).

GCSE Geography: Questions and Skills by John Greenlees (Hodder and Stoughton, 1999) ISBN 0 340 72547 8

A book which is intended to provide exam-type questions. They are grouped by topic. A list of key words and their definitions precedes each theme. There are two sets of questions per chapter: core and extension. The former are more straightforward to answer, hence are suitable for the Foundation candidates. The extension set of questions have command words which are at a Higher level, such as explain, assess, why, examine, consideration of benefits and conflicts. The questions practise analysis and interpretation of maps, diagrams, graphs, statistics, photographs and so on. They are useful for classroom exercises, homework assignments and as class tests. At the beginning of the book there is a section on how to draw, use and interpret information sources, such as photographs, graphs and diagrams, and ways to represent information on a map. This book may be initially useful for the staff department library.

GCSE A-Z Geography Handbook by Steve Milner (Hodder and Stoughton, 1999) ISBN 0 340 72447 1

This is a geographical dictionary. It has detailed definitions of geographical terms with cross-references, maps and diagrams where appropriate. There are some extended points beyond the definition to show key characteristics/features. The terms are listed in alphabetical order. At the back of the book, there is a section which has parts of GCSE questions, where understanding of a geographical term is required. There is also a section on command words and researching and writing up a GCSE fieldwork report. This is a useful book for the school and department library. Perhaps with a generous budget it would be useful to have one copy per GCSE class. After all, the use of geographical terminology is a feature of successful Higher Tier candidates.

Tackling Geography Coursework by Ann Bowen and John Pallister (Hodder and Stoughton, 1997) ISBN 0 340 68389 9

All candidates have to complete a geographical investigation in this specification. Tackling Geography Coursework is an excellent book for students to use, with clear guidance through the stages on how to choose a topic to how it should be written up. There are four chapters: Choosing a topic, Collecting data, Presenting data and Writing up. In most sections there are checklists, tips, warnings (the don'ts of coursework), advice and comments from the moderator!

In the chapter 'Choosing a topic', there is a breakdown to show roughly how marks are allocated for coursework, using a colourful double page spread showing a diagram/sketch of an urban and rural area with comments and suggestions for possible topics to investigate. There is a significant emphasis on planning being a key to success with coursework. The 'Collecting data' section looks at fieldwork techniques, covering a wide range of topics from land use surveys and questionnaires to pollution surveys and river studies. Most of the techniques that your students are likely to use are discussed. There are ideas for booking sheets, comments on sampling and tips on safety. A variety of techniques for presenting data is given: maps of all kinds, tables, photos and sketches, all sorts of graphs, statistical analysis including Spearman rank, desire lines, star diagrams and so on. A huge range of ideas is covered with examples. Finally, the 'Writing up' chapter deals with the layout of the investigation, a section on ICT and the do's and don'ts, how to analyse data, with some examples and finally, what the conclusion should include.

Overall, this is a book that has all the basics, and more, that would be required for a GCSE student to know. It would also be useful for students at AS level. A half class set would be a minimum for use with your GCSE candidates.

Skills Base Geography by Keith Grimwade and Greg Hart (Hodder and Stoughton, 1999)
ISBN 0 340 67020 7

Resource book ISBN 0 340 67019 3

This book aims to develop specific skills relevant to this subject. It shows students how to draw and develop techniques to show geographical information. In addition, students are shown how these can be analysed. It perhaps has more direct relevance for developing methods of presenting data for GCSE coursework and the use of ICT for collecting data. The book also tries to show which geographical themes the technique links up with by using icons at the beginning of each section. The book is very well laid out and colourful. There is an excellent section containing satellite photographs and a chapter on the use of ICT, including how to use the Internet. This is an area often missing from current GCSE texts. The contents of the book include chapters on graphs, atlases and globes, map reading skills, maps in general, image interpretation and using ICT. All the chapters are very detailed and cover a large variety of skills. On each double page spread there is usually a worked example with working out and clear labels, and an exercise and an outline for a graph or chart and so on is usually provided. The workshops (exercises) contain questions involving the use of the technique and interpretation, looking for trends and explanations. The text is suitable for all GCSE students, but more able key stage three pupils could use it and AS level students may find it a useful reference. This is a useful text to have in the department library and if your department budget is generous, then a half set for the class may be a useful supplementary extra.

A resource book accompanies this text. It contains a section on how to use the textbook to support the curriculum and provide opportunities for assessment. A double page spread can be found on pages 8 and 9 which divides up themes and ability levels and shows where a skill can be appropriately incorporated. A section of photocopyable outline sheets is included, followed by an assessment section and inclusive mark schemes (assessed according to national curriculum levels) using the skills developed in the book.

Magazines

Magazines are often useful as another way to fill the gaps where a core text is lacking. There are two main providers in this category, *Geoactive* and *Wideworld*.

Geoactive

A grid, giving details of coverage of the new specification by the Geoactive modules, is shown. This only applies to the last two series, 1998/1999 and 1999/2000. Geoactive is now exclusively online and the site can be accessed through the Nelson Thornes website (www.nelsonthornes.com) and networked allowing access to all students. There are three issues per year in September, January and April.

Geoactive units useful for Specification B

Enquiry question	Geoactive - Series and unit number	Useful content/case study
1.2/1.3	10-204	Population change in India: an update – looks at reasons for limited demographic transition, has comparisons with UK and China.
	11-218	Egypt – population: natural increase and reasons for it; demographic transition model.
	11-228	Population issues in C21st
2.1b	10/206	Community forest: case study of Marston Vale
	11/211	Regenerating Birmingham – the Heartlands Development
	11/217	Land use pressures in south Manchester
2.2a/b	10/193	Sao Paulo – life in Brazil’s super city
	11/209	Ziwa La Ng’ombe: an informal settlement in Kenya
2.2b	11/218	Egypt – an LEDC
2.3a	11/219	Urban transport issues in Newcastle
2.3b	10/198	Rag picking and recycling in Bangalore
2.4b/c	10/190	Inward investment in Wales – some aspects may be of use
2.5	11/220	The Ruhr industrial conurbation – changing industrial development
2.5b/c	11/226	Wilmington: development of a commuter village
3.2	11/210	Scarborough: a tourist resort
3.2a-c	10/203	Poole Harbour: impact management
3.3	11/215	The Montserrat volcanic eruptions and the aftermath
3.4	11/214	Managing the River Stour in Dorset
3.4	11/225	When the rain came – the Easter 1998 Floods
4.2	10/192	The Three Gorges Dam Project
Coursework	11/222	Completing a personal investigative enquiry

Wideworld

This is a magazine that students may wish to purchase themselves. A department copy can always be useful too. It is colour throughout, has up to date articles, a fieldwork section, exam advice and case study material. There are four issues a year in September, November, February and April. No index of the recent issues was available.

Websites

Below is a list of websites that may be useful for this specification. This list represents a fraction of the sites available!

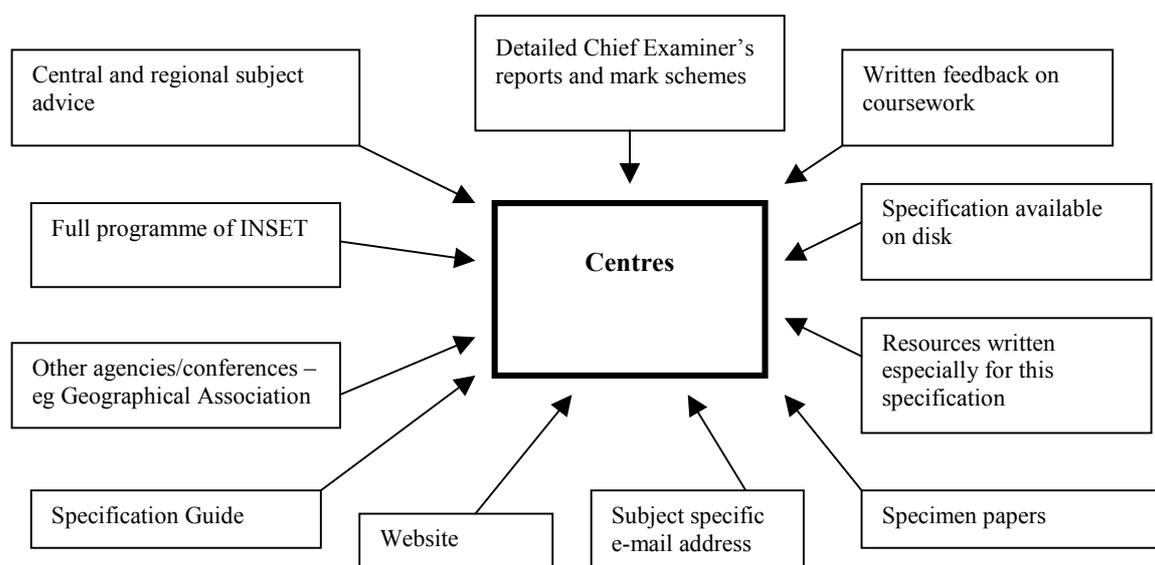
www.wda.co.uk	The Welsh Development Agency
www.actionaid.org	
www.greenpeace.org	
www.foe.co.uk	
www.detr.gov.uk	Covers a range of topics including: statistics on waste; wildlife and the countryside; consultation papers; environmental protection; the EU; housing; integrated transport; local government; local transport; planning; regeneration
www.dep.org.uk	Development Education Project – has sections on citizenship; sustainable development; earthquakes; worldwide waste; the global express back editions contains details on floods; volcanic eruptions
www.unep.ch	United Nations Environment Programme – Agenda 21 some very useful titles
http://gfd.gly.bris.ac.uk	Montserrat volcanic eruption (6.3)
www.bgs.ac.uk	British Geological Survey (6.1,6.3)
http://sosig.ac.uk	Social science information gateway covers environmental issues and a range of topics
www.meto.gov.uk	Meteorological Office (4.1,4.2)
www.environment.agency.gov.uk	
www.nfu.org.uk	National Farmers Union (3.2) – has some farm case studies
www.news.bbc.co.uk	Up to date news information (was excellent on the November 2000 storms and floods)
www.lake-district.gov.uk	
www.overpopulation.org/faq.html	Data sources on world populations
www.apps.fao.org	Food and Agriculture Organisation
www.iisd.org	International Institute for Sustainable Development
www.ordsvy.gov.uk/educate.html	OS site

www.la21-uk.org.uk	Agenda 21 website
www.forestry.gov.uk	The Forestry Commission
www.connect.ie/users/essays/wwlct/index.htm	The Wyld Court Rainforest
www.doc.mmu.ac.uk.aric.data95.html	Atmospheric Research and Information Centre of Manchester Metropolitan University has case study material on urban air quality and pollution
www.severnside.com	Severnside Recycling provide information on the services they offer to councils (8.3)
www.wastewatch.org.uk	Promotes community-based recycling schemes
www.gn.Apc.org/tourismconcern	University of North London – contains useful information on tourism and recreation
www.oneworld.org/oxfam	Oxfam UK

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
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 020 7758 5620
Fax: 020 7758 5950/5951
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.

Especially to support teachers of geography, we have a dedicated e-mail address:
geo@edexcel.org.uk

Edexcel Publications

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

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467 467

Fax: 01623 450 481

E-mail: publications@linneydirect.com

The following support materials are also available:

- Specimen papers.

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.

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Appendix 1 – Individual Candidate Record Sheet (ICRS)

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.

Centre Moderator

Assessment Criterion 1: Introduction and aims (6 marks)

		Mark	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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Appendix 2 – Table 1: GCSE Geography Specification B and citizenship – matching content

Enquiry question	Content and relationship to citizenship	NC citizenship Statement	Teaching strategy
1.2	b) The impact of international migration on a country's total population and structure – the development of a diverse nation in terms of ethnic and religious identity; the increasing issues associated with refugees.	1b, 1f, 1j	Analysis of population pyramids using the Internet www.overpopulation.org/faq.html
1.3	How do LEDCs cope with a growing number of young people? How do MEDCs deal with an ageing population? Ideas relating to the economic and social impacts of an ageing and youthful population and how the government and voluntary bodies respond.	1a, 1f, 1j	Analysis of population pyramids; statistics for the use of local services eg numbers on school roll, no. on hospital waiting lists etc. Calculation of the dependency ratio. Group work and class feedback.
1.6	b) How sustainable are energy supplies? What impact does exploitation of these resources have on the environment? One thermal energy source in an MEDC. One small -scale renewable project in an LEDC.	1j, AT2	Group research on examples to cover the needs of the specification. Group feedback to the class or production of a class display.
2.1	b) Should we build on greenfield or brownfield sites?	1d, 1e, 1j, AT2	Talk from a local planner and/or developer for various viewpoints. Use planning inquiry documents for an issue in the local urban area.
2.2	c) How can we improve quality of life in squatter settlements?	1c, 1d, 1f, 1j, AT2	Research – textbook and so on. Aspects of sustainability to be developed.

Enquiry question	Content and relationship to citizenship	NC citizenship statement	Teaching strategy
2.3	Can we solve urban traffic problems? How should we deal with waste?	1c, 1d, 1g, 1j, AT2	Problem-solving – an urban traffic problem. Research on problems of waste disposal and alternative methods. Class feedback. Visits from/to local waste disposal firms to consider the issues.
2.4	a) How have employment patterns changed? What are the impacts of TNCs in a host country? How can campaigns be used to combat unfair work situations?	1e 1e, 1h 1a, 1c, 1d, 1f, 1h	Construction and analysis of a triangular graph, divided bar charts and so on. Report looking at the impact of TNCs in the chosen country. Consider using a campaign as a source of information eg www.ilo.org or Oxfam.
2.5	Changing employment in one named town/city in an MEDC a) – d)	1e, 1j, AT2	Textbook research.
3.1	c) Why do physical processes (at the coast) need to be managed?	1j, AT2	Role-play; problem-solving. Research using a variety of sources.
3.2	c) Why is management of land uses needed at the coast?	1j, AT2	Role-play; problem-solving. Research using a variety of sources.
3.3	What management issues result from tectonic activities? Evaluate sources of help and aid.	1f, 1i, 1j, 2b, 2c	Newspaper, Internet, video, television news reports analysis.
4.2	c) What are the impacts of river management on people and the environment?	1j, AT2	Role-play; problem-solving. Research using a variety of sources.
4.3	How are we spoiling our water supplies? Can water supplies run out?	1h, 1j, 2a	Problem-solving, research from a variety of sources, group work and class feedback, field visit to a water treatment works.
5.2	How can people modify the weather? Acid rain or urban micro-climate.	1j, AT2	Research, classroom display.
5.3	Possible impact of global warming on a country or region.	1j, AT2	Research, classroom display.

Enquiry question	Content and relationship to citizenship	NC citizenship statement	Teaching strategy
6.1	The impact of changes in farm practices in an EU region.	1e, 1j, AT2	Role play, group research, class feedback.
6.2	How may people and environments be affected by the development of GM food and crops? Is organic farming a viable alternative?	1d, 1f, 1g, 1h, 1j AT2	Debate on GM crops. Visit from an organic farmer. NFU website.
6.3	How can environments be damaged by farming mis-management? Desertification or deforestation.	1g, 1j, AT2, 3a	Role play looking at the users of the TRF: the conflicts and implications. Group projects – research from a variety of sources and class feedback/display work.
7.3	a) How can the countryside be protected from conflicting pressures? b) How can eco-tourism help more sustainable development?	1e, 1f, 1j, AT2	Problem-solving, decision-making exercise, group research.

Appendix 3 – Table 2: Template to audit geography schemes of work with National Curriculum for Citizenship

Citizenship statement of attainment	Content/teaching strategy used in Specification B GCSE Geography
1 Knowledge and understanding about becoming informed citizens Students should be taught:	
a The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.	
b The origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.	
c The work of parliament, the government and the courts in making and shaping the law.	
d The importance of playing an active role in democratic and electoral processes.	
e How the economy functions, including the role of business and financial services.	
f The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	
g The importance of free press, and the media's role in society, including the Internet, in providing information and affecting opinion.	
h The rights and responsibilities of consumers, employers and employees.	

i	The United Kingdom's relations in Europe, including the EU, and relations with the Commonwealth and the United Nations.	
j	The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	

Citizenship statement of attainment		Content/teaching strategy used in Specification B GCSE Geography
2	Developing skills of enquiry and communication.	
a	Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics.	
b	Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.	
c	Contribute to group and exploratory class discussions, and take part in formal debates.	
3	Developing skills of participation and responsible action.	
a	Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.	
b	Negotiate, decide and take part responsibly in school and community-based activities.	
c	Reflect on the process of participating.	

Appendix 4 – Table 3: GCSE Geography Specification B coverage grid

- Key:**
- ✓ covers all content in key idea
 - covers part of the content in the key idea
 - X covers none of the content in the key idea

Unit name	A1-Providing for Population Change Population dynamics and resources						A2-Planning for Change Settlement/Employment						A3-Coping with Environmental Change Coasts/Hazards				B4-Use and Abuse of the Environment Water			B5-Use and Abuse of the Environment Weather and Climate			C6-Use and Abuse of the Environment Farming			C7-Use and Abuse of the Environment Recreation and Tourism		
Enquiry question	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3	
Core texts																												
Complete Geography	140-41	141-45; 153	145-49			127-29; 132-33	176-77; 180-89	194-205	206-07; 210-13	214-15	220-22	24-28; 30-32; 38-39		6-19	104-113	104	112-18; 121	122-25	130	132-33		70-77		84-87	232-33	234	237	
The Wider World	6; 10; 14	6-9; 78-79	11	106-09		108; 113	37	56-71	40-41	132-37; 168-27	43; 126-27	286-293	150-51	246-254	258-61; 266-294	206-09; 213	272-77	268-69; 271	110; 112	202-3	204-5	86-87; 96-97		238-43; 222-27	146-48; 161	149; 160-63	149; 160-63	
Geography in Place 1	✓	●	X	✓	X	●	X	✓	●	●	●	●	●	✓	✓	●	●	●	●	X	●	●	X	✓	✓	●	●	●

Unit name	A1-Providing for Population Change						A2-Planning for Change						A3-Coping with Environmental Change			B4-Use and Abuse of the Environment			B5-Use and Abuse of the Environment			C6-Use and Abuse of the Environment			C7-Use and Abuse of the Environment		
	Population dynamics and resources						Settlement/Employment						Coasts/Hazards			Water			Weather and Climate			Farming			Tourism		
Enquiry question	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3
Geography in Place 2	68-70; 149	72-75; 88-89	75-79	101-2; 112-16	92-96	114		81-84	115-17			45-51; 56-60	54-55		15-19 142	15; 142	21-23	20	114	110-12	104-09				123-26	126-28	124; 129-36
Geography Access Pack	15 CD	15 DEF; 16 ABD E	15G; 16F	17 AI; 19G			6 ADE; 7 A-C; 11C	6 BCF; 7F	7D; 17K	10A; 20 DE	10E; 11DE FG	14 A-E; 14HI		1 A-E; G-K	3GH; 12 G-J				3D 8D 8F 13F	17G	17 B-E	8E; 9 C-E		4 DE	18 CD	18E 18E; 18E- G	2D; 13H; 18E- G
GiP Homework Copymasters	15 AB	15C; 16A D	15E					6 CD; 7A 16B	7 DE; 17F	11B; 19A		14 CDF G	14F	IAC D	12 EG	X	12 AD	X	8A; 13D; 17A		17D			4B			2A; 18 BC
Key Geography One	66	66-73	72-75	128-29; 134-35	134-35	130-36	86-87; 96-103	92-93	91; 106; 110-13	116-19; 144-49	137-40; 144-49	22-25; 160-63	160-63	50-61; 164-67	12-21	12		32-33	120-21		31	124-27			44-45; 152	154-56	153
Key Geography Two		62-63				144-49	68-71	118-121		78-79; 86-87				108-15; 142-43	26-27		88	6-7	30-31; 89; 116		28-29	50-51		38-40; 92-95			

Unit name	A1-Providing for Population Change						A2-Planning for Change						A3-Coping with Environmental Change				B4-Use and Abuse of the Environment		B5-Use and Abuse of the Environment			C6-Use and Abuse of the Environment		C7-Use and Abuse of the Environment				
	Population dynamics and resources						Settlement/Employment						Coasts/Hazards				Water		Climate			Farming		Tourism				
Enquiry question	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3	
Geography for GCSE (Longman)		96-97; 100	101; 105				114; 116-17; 122	120-21; 128-29	125	134-35; 140-41; 144	118-19; 123; 137	42-47; 50-51	52-55	6-15	22-23; 28-31; 36-37					81; 89; 209	208	156-57		87; 214	66		67	
People, Places and Themes	X	●	●	X	X	X	●	●	X	●	●	●	●	✓	●	X	X	X	X	●	●	●	X	●	●	X	X	X
	172; 176	172; 180-81; 184-85	178-79; 182-83		176-77		196-97; 206-09	202-05	192-95	109; 121; 128; 136; 142-43; 156-59	127; 132-33; 137; 196-97	8-9; 24-33		74-85; 103	12-15; 88-95	12	12		40	40-41; 60-61	54-57	110; 114-15		62-67; 98		138-39	144-45	
Understanding GCSE Geography	✓	✓	✓	X	●	X	●	✓	●	●	●	✓	X	✓	✓	X	X	X	X	●	●	●	X	●	X	●	●	●
	106	107-08	109-113	186-87; 194	188-89	196-97	132-39	122; 129; 140-44		166-67; 174-75; 178-79; 182-83	138-39	62-74		6-7; 14-18	37; 43-47		115		10; 41; 58; 80-81; 147-49	195	✓	151-53		90; 94-99; 158-59	59; 198-99	59; 200-02	60; 203-07	
Other texts Geography to GCSE	4-5	8-11	6-7	X	X	62-63; 68-69; 71	36-37	25-29		72-73; 90-91	76-77	112-14; 144-45	X	148-55	118-19; 140-43	X	56-57		48-49	70	160-61	54-55		43; 128-29; 158	102-03	104-05	X	

Unit name	A1-Providing for Population Change						A2-Planning for Change					A3-Coping with Environmental Change			B4-Use and Abuse of the Environment		B5-Use and Abuse of the Environment			C6-Use and Abuse of the Environment		C7-Use and Abuse of the Environment						
	Population dynamics and resources						Settlement/Employment					Coasts/Hazards			Water		Weather and Climate			Farming		Tourism						
Enquiry question	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3	
Issues and Debates in Geography	15		16-17			62-63	22-23		28-33	41-42	18-19; 26-27; 43	11-14		1-5	6-8	54-55 54-55			10	72-73 74-76				64-65 66-67	45; 66-67		68-69	
World Geography	8	9-12		71			39-40 55-59		48-50 127-33	127-33		101-05		88-100	112-16	69; 110	115-16		X	X		X	X		67-68; 77-85	148-49 150-51		X
World Geography: Case Studies			X						46-54; 131-40		6-24		X				111-20	65-72; 91-100	X	X		X	35-44				X	
The UK and Europe	90-91	92-93; 98-99	94-95	182-83; 187			118-19; 122-23; 159	X	112-13; 124-25; 190-91	156-57; 194-95	120-21; 154-55	54-57; 74-75	76; 77	32-39	40-43; 47-53; 72-73	X	20-23	68-71 10-11; 131	X	24		X	142-43 143		164; 174	175-79		X
Physical Geography and People		85; 90										68-73	74-77	12-20	53 63-67	15	15			35-36 36	X			34; 42-45		87		X
Europe	X	X	X	X	X	X	X	X	54-56	X	X		26-29	12-14		X	X	X	X	X		X	X	X		33-37 33-37 33-37		X
Geography Through Diagrams	X	40-41; 44	X	X		43	X	52	74	46		22-25		1-3	11-14	69	70		54		29	58		56-57		78	77	

Unit name	A1-Providing for Population Change						A2-Planning for Change					A3-Coping with Environmental Change				B4-Use and Abuse of the Environment		B5-Use and Abuse of the Environment			C6-Use and Abuse of the Environment		C7-Use and Abuse of the Environment					
	Population dynamics and resources						Settlement/Employment					Coasts/Hazards				Water		Weather and Climate			Farming		Tourism					
Enquiry question	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3	
Mapwork Skills and Local Issues							48-49				59-60	32-38							43			40						
Decision Making Exercises in GCSE Geography*	X	X	X	X	X	X	53	X	X				X	X	X	X	X	X		X	X		X	X	X	X	X	
						66-75	24-33; 88-97		76-87; 98-109			56-65			118-127		34-45										46-55; 110-117	6-15
GCSE Geography Questions and Skills	X	X	X	X	X		57	X	X	X	X	35-40	X	X		X		X	74	X	X	X	78-79	X	X	X	42-46	
		81-83; 87	87					58; 64	63	67; 70-71	58-62; 67	37-40; 68	20-26	28-29; 32-33														

* This book was not written to cover the content of the specification, but to give candidates experience in decision-making exercises

Appendix 5 – Changes old to new

This new specification is issues-based just like the old syllabus, rather than having a thematic approach. The new specification not only provides students with the opportunity to investigate many of the major issues that currently face today's citizens, but it looks ahead to the challenges that are likely to affect students as the citizens of the future. The new specification has a greatly enhanced focus on the ideas of sustainability, environmental responsibility and decision-making.

The new specification now allows an element of choice in the optional units. The content has been reduced so that there is less pressure on staff and students to 'finish the course', so allowing more time for in-depth study. It also allows time to explore further those topics that particularly excite the students.

The decision-making exercise has been retained, with a 25% weighting, as before. The need for the factual recall of case studies has been made more manageable, with the list of focus case studies being considerably shorter than the list of required studies in the old syllabus.

Coursework has been reduced to one item, although the weighting remains at 25%. The assessment of the coursework has been simplified by separating the assessment of data collection from that of data presentation. The three levels of assessment remain the same.

The layout of the specification content has changed and now has three compulsory units and four optional units, rather than being organised under four themes, as in the old syllabus. Two optional units must be studied in addition to the three compulsory units. The new specification has enquiry questions, key questions, and content and focus case studies, as opposed to the key ideas, commentary and required study of the old syllabus.

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