



Specification

**Edexcel GCSE in
Geography B (2GB01)**

For certification in 2013

Issue 3

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Authorised by Martin Stretton
Prepared by Matthew Gregory
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Introduction

The Edexcel GCSE in Geography B is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Edexcel.

About this specification

The new Edexcel GCSE in Geography B has four units. This allows for a flexible modular teaching approach, where students can study a unit, complete the assessment and then move on to the next part of the course.

Units 1 and 2 will be based on compulsory areas of human and physical geography, which will be built on optional topics. These optional topics will cover specific human and physical geography processes in more depth. This will allow centres to teach the aspects of the unit that are the most suitable for their students and geographical location. Learning is tailored to students' needs.

Unit 3 is assessed through a decision-making exercise, which will be based on pre-release materials. These will be released with plenty of time for students to study them in detail and prepare for their exam. This type of assessment encourages students to develop problem-solving techniques and the ability to make and explain their decisions.

The fieldwork element of this course is now found in the controlled assessment unit. This is new to GCSEs and provides a more structured approach to internal assessment. The fieldwork tasks must be chosen from those provided by Edexcel, but centres can place them in the context of their local area.

Key subject aims

This specification gives students opportunities to:

- actively engage in the process of geography to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out-of-classroom learning
- use geographical skills, appropriate technologies, enquiry and analysis.

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Specification at a glance

The Edexcel GCSE in Geography B comprises four units.

Unit 1 Dynamic Planet

*Unit code 5GB1F/5GB1H

- Externally assessed
- Availability: January and June 2013 series

25% of the total GCSE

Overview of content

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

- **Section A – Introduction to the Dynamic Planet**
Compulsory topics: Restless Earth, Climate and Change, Battle for the Biosphere and Water World.
- **Section B – Small-scale Dynamic Planet**
Optional topics: complete **one** of either Coastal Change and Conflict or River Processes and Pressures.
- **Section C – Large-scale Dynamic Planet**
Optional topics: complete **one** of either Oceans on the Edge or Extreme Climates.

Overview of assessment

- This unit is assessed through a 1-hour, tiered, written examination, which contains a mixture of question styles. 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Unit 2 People and the Planet

*Unit code 5GB2F/5GB2H

- Externally assessed
- Availability: January and June 2013 series

25% of the total GCSE

Overview of content

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

- **Section A – Introduction to People and the Planet**
Compulsory topics: Population Dynamics, Consuming Resources, Living Spaces and Making a Living.
- **Section B – Small-scale People and the Planet**
Optional topics, complete **one** of either Changing Cities or Changing Countryside.
- **Section C – Large-scale People and the Planet**
Optional topics, complete **one** of either Development Dilemmas or World at Work.

Overview of assessment

- This unit is assessed through a 1-hour, tiered, written examination, which contains a mixture of question styles. 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Unit 3 Making Geographical Decisions***Unit code 5GB3F/5GB3H**

- Externally assessed
- Availability: June 2013 series

25% of the total GCSE**Overview of content**

- This unit will assess students' ability to make decisions about geographical issues and justify them.
- The unit includes the pressures (conflicts), players and options that are involved in making geographical decisions and which are related to sustainable development and environmental issues.

Overview of assessment

- This unit is assessed through a 1-hour, tiered, written examination.
- 54 marks are available, spread across three questions.
- Of the 54 raw marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- The theme of the resource material will be released two years in advance of the examination.
- A pack of resource material will be pre-released for each sitting of the exam. The material will be available on a secure section of the Edexcel website in January and hard copies will be sent to centres in February. Students should study this material to give a context to the skills that they have learnt in this topic. The exam will relate to this material.

Unit 4 Researching Geography***Unit code 5GB04**

- Internally assessed under controlled conditions
- Availability: June 2013 series

25% of the total GCSE**Overview of content**

- For this unit students need to complete a fieldwork investigation and report. They must complete **one** of the tasks provided by Edexcel, on one of the following themes: coastal environments, river environments, rural/countryside environments, town/city environments.

Overview of assessment

- This unit is internally assessed under controlled conditions. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork task under controlled conditions.
- The task is marked out of a total of 50 marks, across the following areas: planning, methods of data collection, data presentation and report production, analysis and conclusions and evaluation.
- The task will be marked by the teacher and moderated by Edexcel using the assessment criteria on page 40.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

A Qualification content

■ Knowledge and understanding

The Edexcel GCSE in Geography B qualification requires students to demonstrate knowledge and understanding of:

- new ideas and approaches to the study of geography in the 21st century
- the importance of geographical location
- a range of places, at local, regional, national and international scale selected from the UK, other parts of Europe and other continents, places at different levels of development are to be included
- aspects of physical and human geography and their associated processes, including relationships between people and environments
- current issues of local, national and global importance, including climate change and sustainable development
- the importance of fieldwork and out-of-classroom learning
- the use of new technologies, including Geographical Information Systems (GIS), to assist geographical investigation
- geographical concepts and ideas including uneven development and alternative futures
- the relevance of geographical studies to their lives and to the real world.

Skills

The Edexcel GCSE in Geography B provides students with the opportunity to develop the following skills:

- identify relevant geographical questions and issues, and establish appropriate sequences of investigation, incorporating geographical skills and enquiry skills
- carry out fieldwork and out-of-classroom learning
- use new technologies, including GIS, to assist geographical investigation
- extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables
- acquire and use geographical vocabulary
- communicate in a variety of ways, including extended writing and graphical forms
- make informed geographical decisions
- describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task audience
- evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions.

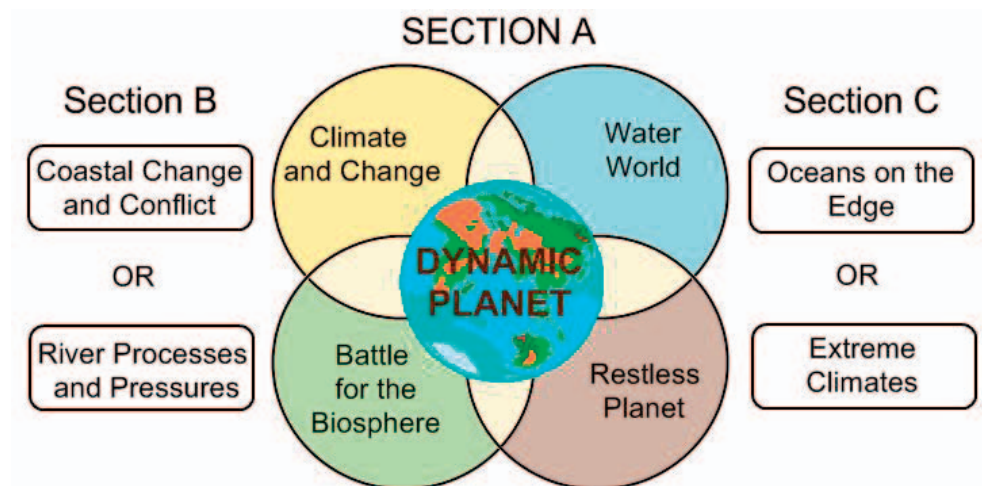
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Unit 1 Dynamic Planet

Overview

Content overview



In the compulsory topics of Section A, students will be introduced to the main areas of our planet: the geosphere, atmosphere, biosphere and hydrosphere. This section will deal with key areas that all students need to be aware of, such as how our climate is changing.

In Section B students will choose an optional topic: Coastal Change and Conflict or River Processes and Pressures. These topics give students information on how aspects of our planet work on a small scale. These Section B topics link to some of the controlled assessment tasks for Unit 4. During the delivery of these topics students should be encouraged to use Geographical Information Systems (GIS) to prepare them for their controlled assessment task.

In Section C students will choose a topic from: Oceans on the Edge or Extreme Climates. These give students information on how aspects of our planet work on a large scale.

Assessment overview

- This unit will be assessed through a 1-hour tiered examination.
- It has a total of 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C.
- Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- There will be a variety of question types, such as short answer, graphical and extended answer.
- Students must complete all the questions in Section A, one question in Section B, and one question in Section C, relating to the topics they have studied.
- Section A contains questions on the compulsory Dynamic Planet topics: Restless Earth, Climate and Change, Battle for the Biosphere and Water World.
- Section B contains questions on the two Small-scale Dynamic Planet topics: Coastal Change and Conflict, and River Processes and Pressures.
- Section C contains questions on the Large-scale Dynamic Planet topics: Oceans on the Edge and Extreme Climates.

Detailed unit content

Section A Introduction to the Dynamic Planet (compulsory topics – study topics 1, 2, 3 and 4)

Topic 1 Restless Earth

Key ideas	Detailed content
<p>1.1 How and why do Earth's tectonic plates move?</p> <p>a Earth's interior has a layered structure, with different composition and physical properties; the Earth's core generates heat and convection currents drives plate motion.</p> <p>b There are conservative, constructive and destructive plate boundaries, each with characteristic volcanic and earthquake hazards.</p>	<p>Interpreting a cross-section of the Earth, with details (temperature, density, composition, physical state) of layered structure (including the asthenosphere); using rock samples to contrast continental and oceanic crust.</p> <p>Considering the core's internal heat source (through radioactive decay), and how this generates convection which drives plate motion and generates Earth's magnetic field.</p> <p>Mapping the distribution of the three plate margin types, and naming major plates.</p> <p>Examining the causes of contrasting volcanic (volcano type, magma type and explosivity) and earthquake hazards (shallow versus deep; magnitude) at contrasting example locations, eg Iceland and Indonesia.</p>

1.2 What are the effects and management issues resulting from tectonic hazards?

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|---|--|--|
| a | Volcanic and earthquake hazards affect people in different ways and at contrasting locations. | Contrasting earthquake effects in named locations eg the 2005 Kashmir versus 1989 Loma Prieta earthquakes. Impacts on property versus people. |
| | | Contrasting economic and social volcanic hazard impacts in one developing and one developed world example location. |
| b | Management of volcanic and earthquake hazards, at contrasting locations, ranging from short-term relief to long-term planning, preparation and prediction. | Examining the issue of prediction, warning and evacuation in relation to volcanic and earthquake hazards. Contrasting hazard resistant design in the developed and developing world. |
| | | Evaluating the role of immediate response and relief efforts linked to a named tectonic hazard event, for example the Izmit earthquake in 1999. |

Topic 2

Climate and Change

Key ideas

Detailed content

2.1 How and why has climate changed in the past?

- a Climate has changed in the past through natural causes, on timescales ranging from millions to hundreds of years.

Using graphs to examine past climate changes on different timescales, eg ice ages in the Quaternary and UK climate since Roman times.

Briefly considering the natural causes of climate change including orbital changes, volcanic activity and solar output.

- b Natural climate change in the past has affected people and ecosystems.

Examining the impact of a short-term, historical event such as the Little Ice Age on people and farming.

Considering the role of geological climate events in past extinction events, eg the extinction of megafauna at the end of the last ice age.

2.2 What challenges might our future climate present us with?

- a The Earth's climate today appears to be changing as a result of human activity, and future climates are uncertain.

Examining the sources of carbon dioxide emissions (activities and countries), plotting their rise since the mid 19th century.

Considering the role of human activities in producing carbon dioxide and other greenhouse gases and how they lead to the enhanced greenhouse effect.

- b Future climates are likely to present major challenges, to the UK and especially to people in the developing world.

A brief consideration of the range of projections for global temperature and sea level rise.

Examining the range of possible economic and environmental impacts of future climate change in the UK, and in a named developing country, eg Bangladesh.

Topic 3 Battle for the Biosphere

Key ideas	Detailed content
<p>3.1 What is the value of the biosphere?</p> <p>a The distribution of global biomes reflects climate as well as other localised factors.</p> <p>b The biosphere acts as a life support system, providing a wide range of goods and services.</p>	<p>Defining a biome, and then mapping the distribution of major biomes across the planet.</p> <p>Considering the role of temperature and precipitation in biome location, plus local factors such as altitude.</p> <p>The biosphere has a crucial role in providing services, such as regulating the composition of the atmosphere, in maintaining soil health, and regulating the hydrological cycle.</p> <p>The biosphere provides humans with a range of goods such as food, medicines (gene pool) and raw materials.</p>
<p>3.2 How have humans affected the biosphere and how might it be conserved?</p> <p>a The biosphere is being degraded by human actions.</p> <p>b Management measures, at a variety of scales, are being used to conserve the biosphere and make human use of it more sustainable.</p>	<p>Using an example, eg Amazonia, to consider the role of human activity in direct destruction of the biosphere, eg deforestation, mining, conversion to farmland or over fishing.</p> <p>Degradation of the biosphere by indirect means, eg climate change induced stress.</p> <p>Examining contrasting examples of biosphere conservation, such as a global framework, eg RAMSAR or CITES, UK National Parks, a tropical forest reserve.</p> <p>Examining how the principles of sustainability can be applied to a named small-scale example of biosphere management.</p>

Topic 4

Water World

Key ideas

Detailed content

4.1 Why is water important to the health of the planet?

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| a | The hydrological cycle regulates water supply and links the atmosphere, biosphere and lithosphere. | Investigating the role of the biosphere and the lithosphere in regulating the hydrological cycle and ensuring water supply. |
| | | Workings of the hydrological cycle, as a system. |
| b | Changes to the hydrological cycle can affect both human and ecosystem health. | Investigating the impact of unreliable and insufficient water supply on humans, using a case study from a vulnerable area, eg South-eastern Australia or the Sahel. |
| | | Considering the impact of climate change on the hydrological cycle and ecosystems, in areas which may experience increased aridity. |

4.2 How can water resources be sustainably managed?

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|---|---|---|
| a | There are many threats to maintaining a healthy hydrological cycle. | Considering the consequences of human interference on water quality, eg river pollution. |
| | | Examining located examples of human interference which disrupt water supply eg deforestation, over abstraction of groundwater and reservoir construction. |
| b | There is a range of strategies, at a variety of scales, designed to manage water resources more sustainably using different levels of technology. | Considering the costs and benefits of large scale water management projects, eg The Three Gorges dam, or Colorado River. |
| | | Examining the role of named small-scale intermediate technology solutions such as water harvesting in the developing world. |

Section B Small-scale Dynamic Planet (optional topics – study topic 5 or 6)

Topic 5 Coastal Change and Conflict

Key ideas

Detailed content

5.1 How are different coastlines produced by physical processes?

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| <p>a Geological structure and rock type have a major influence on coastal development and landforms.</p> | <p>Contrasts between a named soft rock coast and a named hard rock coast in terms of cliff profiles, cliff features and erosional land forms.</p> <p>Investigating concordant and discordant coasts (headlands and bays), and the influence of joints and faults.</p> |
| <p>b Marine processes, sub-aerial processes, mass movement and climate change are also important.</p> | <p>Investigating how wave action erodes cliffs, and how wave type influences beach profile; how longshore drift forms characteristic landforms.</p> <p>Investigating how sub-aerial processes of weathering and mass movement influence landforms, and how rising sea levels and increased storm activity may affect coasts in the future.</p> |

5.2 Why does conflict occur on the coast, and how can this be managed?

- | | |
|--|--|
| <p>a Physical processes lead to coastal change and retreat, which threatens people and property and generates conflicting views.</p> | <p>Examining an example of rapid coastal retreat, eg Holderness or the Dorset Coast to identify how physical processes and causing coastal problems and threats.</p> <p>Exploring the conflicting views of how the case study coast should be managed.</p> |
| <p>b There is a range of coastal management options from traditional hard engineering to more modern holistic approaches.</p> | <p>Investigating the costs and benefits of traditional coastal engineering structures.</p> <p>Considering the costs and benefits of more radical approaches such as 'do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management (ICZM) and whether they are sustainable.</p> |

Topic 6 River Processes and Pressures

Key ideas	Detailed content
<p>6.1 How do river systems develop?</p> <p>a River systems develop characteristic landforms and channel shapes along their long profile, from source to mouth.</p> <p>b These characteristics result from processes of erosion, transport and deposition, with geology and slope processes also playing a role.</p>	<p>Investigating landform contrasts in upper courses, mid-courses and lower courses of rivers.</p> <p>Investigating how channel shape and characteristics change along a long profile for a named river.</p> <p>Investigating the role of erosion processes, transport and deposition in river landform formation.</p> <p>Investigating the influence of geology and slope processes on river valley shape and sediment load.</p>
<p>6.2 Why do rivers flood and how can flooding be managed?</p> <p>a River flooding has natural causes, but flooding may be made worse by human activities, including those causing climate change.</p> <p>b Flood management involves both traditional hard engineering and more modern, integrated and sustainable approaches.</p>	<p>Investigating the different factors that cause river flooding through the concept of the flood hydrograph.</p> <p>Examining how human actions can alter hydrograph shape and increase flood risk through urbanisation and land use change eg deforestation.</p> <p>Investigating existing flood defences and the impacts of flooding for a case study such as Carlisle (2004), York (2002) or River Severn (2007).</p> <p>Comparing one traditional flood management schemes, eg York, with one sustainable approach, eg River Skerne, and assessing costs versus benefits.</p>

Section C Large-scale Dynamic Planet (optional topics – study topic 7 or 8)

Topic 7 Oceans on the Edge

Key ideas

Detailed content

7.1 How and why are some ecosystems threatened with destruction?

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|--|--|
| <p>a Human activities are degrading and destroying marine ecosystems on a global scale.</p> | <p>Investigating the global pattern of human use of one named marine ecosystem, such as coral reefs, the continental shelf or mangrove swamps.</p> <p>Assessing the global pattern of threats to this marine ecosystem, through human activities such as overfishing, tourism and pollution.</p> |
| <p>b Unsustainable use of marine ecosystems leads to the disruption of food webs and nutrient cycles and can lead to extinction.</p> | <p>Investigating the processes that disrupt marine food webs, eg overfishing and cause nutrient cycles to be disrupted, eg eutrophication, siltation.</p> <p>Examining the role of climate change in adding additional stress to threatened marine ecosystems, eg bleaching, warming oceans or sea level rise.</p> |

7.2 How should ecosystems be managed sustainably?

- | | |
|--|--|
| <p>a The pressure to use marine ecosystems is growing, due to rising populations and resource demand, creating difficult choices for humans.</p> | <p>Using a local-scale, named case study to investigate the growing localised pressures on a named marine ecosystem.</p> <p>Examining the extent to which different local groups have conflicting views on how the chosen ecosystem should be managed.</p> |
| <p>b Sustainable management is needed locally and globally, if the oceans are to be protected from further degradation.</p> | <p>Assessing two local case studies of marine management, eg sustainable management in St Lucia, management of fish stocks in the North Sea, marine reserves.</p> <p>Assessing the role of global actions to maintain ocean health.</p> |

Topic 8 Extreme Climates
Key ideas
Detailed content
8.1 What are the challenges of extreme climates?

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|---|---|
| <p>a Extreme climates are located in polar regions and hot arid areas; each has key physical characteristics.</p> | <p>Investigating the climate of one named extreme environment either polar, eg Alaska, Siberia, or hot arid, eg the Sahel or Kalahari.</p> <p>Examining how flora and fauna are successfully adapted to the chosen climate, but are also vulnerable to change.</p> |
| <p>b People adapt to the challenges of extreme climates in a variety of ways.</p> | <p>Investigating the adaptations people make in one named extreme polar or hot arid climate, such as farming methods, building styles, clothing, transport, energy use.</p> <p>Considering the uniqueness and value of the culture of peoples living in the chosen extreme climate.</p> |

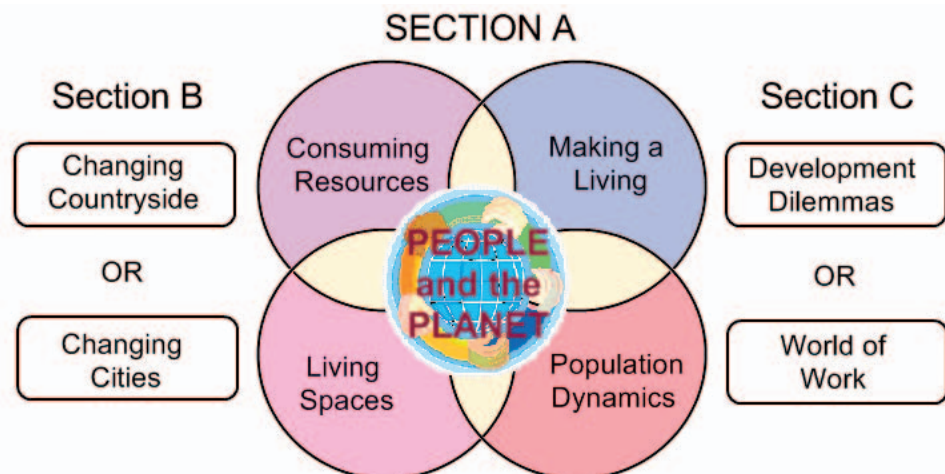
8.2 How can extreme environments be managed and protected from the threats they face?

- | | |
|---|---|
| <p>a Extreme climates are under threat from a range of processes, which include climate change.</p> | <p>Investigating the threats to people and natural systems in one named polar or hot arid extreme climate area, such as cultural dilution through tourism, pollution through resource exploitation, and land degradation through poor land management.</p> <p>Investigating how climate change could threaten people and natural systems, eg melting, desertification or species migration, in the chosen area.</p> |
| <p>b Sustainable management is needed locally and globally, if extreme environments are to survive.</p> | <p>Assessing a range of local actions, eg intermediate technology, adaptation to changing climates for a named polar or arid extreme climate area.</p> <p>Assessing the role of global actions to protect extreme environments from the threat of climate change.</p> |

Unit 2 People and the Planet

Overview

Content overview



The compulsory topics in Section A will introduce students to the main aspects of how people live on our planet. This section will cover the key areas that all students need to be aware of and understand.

In Section B students will choose which option topic they complete: Changing Cities or Changing Countryside. These will provide students with information on how people interact with different aspects of our planet on a small scale. These Section B topics link to some of the controlled assessment tasks for Unit 4. During the delivery of these topics students should be encouraged to use Geographical Information Systems (GIS) to prepare them for their controlled assessment task.

In Section C students will choose which topic they complete: Development Dilemmas or World of Work. These topics will provide students with information on how people interact with different aspects of our planet on a large scale.

■ ■ ■ Assessment overview

- This unit will be assessed through a 1-hour tiered examination.
- It has a total of 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C.
- Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- There will be a variety of question types, such as short answer, graphical and extended answer questions.
- Students must complete all of the questions in Section A, one question in Section B and one question in Section C, relating to the topics they have studied.
- Section A will contain questions on the compulsory People and the Planet topics: Population Dynamics, Consuming Resources, Living Spaces and Making a Living.
- Section B will contain questions on the two Small-scale People and the Planet topics: Changing Cities and Changing Countryside.
- Section C will contain questions on the Large-scale People and the Planet topics of Development Dilemmas and World at Work.

Detailed unit content

Section A Introduction to People and the Planet (compulsory topics – study topics 1, 2, 3 and 4)

Topic 1 Population Dynamics

Key ideas	Detailed content
1.1 How and why is population changing in different parts of the world?	
a The world's population was increasing exponentially, but future growth rates are uncertain.	<p>An overview of global population and its historical, current and future trends.</p> <p>Analyse data from a range of countries to identify the factors which are driving the changes, eg changing fertility and mortality rates, HIV/AIDS.</p>
b Population change and structure vary considerably between countries at different states of development.	<p>Compare countries to show why their population change varies, including demographic factors, migration and conflict.</p> <p>Investigate different population structures using population pyramids, and explore the issues relating to youthful and ageing populations.</p>
1.2 How far can population change and migration be managed sustainably?	
a Different policies attempt to manage change to achieve sustainable levels of population.	<p>Identify why some countries may wish to control their populations.</p> <p>Evaluate two examples of population policies eg pro-natalist (Singapore), anti-natalist (China) and <i>laissez faire</i> (UK)</p>
b Many countries have policies to control and manage migration flows.	<p>Understand why different migration policies develop to meet different needs.</p> <p>Evaluate different migration policies, eg open-door, skills tests and tensions that sometimes arise as a result of some of these.</p>

Topic 2 Consuming Resources

Key ideas	Detailed content
<p>2.1 How and why does resource consumption vary in different parts of the world?</p> <p>a Resources are classified as renewable, sustainable and non-renewable, and this has implications for their consumption.</p> <p>b Patterns of resource supply and consumption have produced a changing world of 'haves' and 'have nots'.</p>	<p>Define and classify different resources.</p> <p>Assess the costs and benefits of obtaining and consuming one resource of each type.</p> <p>Investigate inequalities in the supply and consumption of one global resource eg oil.</p> <p>Assess the future pressures on both supply and consumption of this resource brought by global economic growth.</p>
<p>2.2 How sustainable is the current pattern of resource supply and consumption?</p> <p>a Different theories exist about how far the world can cope with the current consumption of resources.</p> <p>b The challenges for future resource consumption centre on achieving sustainability.</p>	<p>Discuss the differences between Malthusian, Boserupian and 'limits-to-growth' theories about the population-resource equation.</p> <p>Evaluate these differences in the light of global resource supplies and demands.</p> <p>Identify ways in which resource demand might be reduced.</p> <p>Evaluate the potential for the switch to alternative and renewable resources, and ways in which technology might 'fix' the problem.</p>

Topic 3 Living Spaces

Key ideas

Detailed content

3.1 What are the ingredients of good living spaces?

- a People vary in their perception of what makes a good living space.

Identify what constitutes a good living space, eg by age, people's perceptions, eg urban or rural, and how these vary between different countries.

Examine the processes that have led to variations in quality of living spaces.

- b People in different parts of the world are attracted to live in different kinds of living space.

Evaluate urban and rural living spaces – the 'rural idyll' in developed countries versus the 'rush for the towns' in developing countries.

Assess how personal choices about living spaces can be affected by life cycles, eg the re-urbanisation of inner cities by 'twenty-somethings' and retirement migration to Spain.

3.2 How far can growing demands for good living spaces become more sustainable?

- a Current demands for living space are rising, placing pressure on the quality of different living spaces.

Analyse pressures faced by two contrasting rural areas in developed countries in creating more living spaces, eg for housing, transport.

Identify why urban spaces are in demand, eg London, Tokyo, Mumbai and how far these demands compromise the desire for good quality living space.

- b Different strategies exist to enable future living spaces to become more sustainable.

Evaluate one attempt to develop more sustainable living spaces, eg John Prescott's 'sustainable cities'.

Assess the potential for 'sustainable cities', eg urban algae farms, new eco cities in rural Britain.

Topic 4 Making a Living
Key ideas
Detailed content
4.1 How and why is work changing in different places?

- | | |
|---|--|
| <p>a The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing.</p> | <p>Interpret the Clarke Fisher model to explain changing employment in countries at different states of development.</p> <p>Contrast employment in two countries, one of which is industrialising and the other de-industrialising.</p> |
| <p>b The impacts of employment change between urban and rural populations.</p> | <p>Identify links between economic change and urbanisation in an industrialising country, eg emergence of an informal urban economy.</p> <p>Identify the factors currently leading to diversification of the rural economy, eg broadband revolution.</p> |

4.2 How can the environmental impacts of changing work be managed more sustainably?

- | | |
|---|--|
| <p>a Changing employment has environmental impacts, some of which are positive and some negative.</p> | <p>Assess the environmental impacts of de-industrialisation and economic diversification in a developed country.</p> <p>Assess the environmental impacts of employment change in one rapidly growing city in a developing country.</p> |
| <p>b The impacts of employment change can be managed more sustainably.</p> | <p>Examine alternative proposals for regeneration and environmental change on one brownfield site.</p> <p>Examine the potential for growth in the 'green' employment sector.</p> |

Section B Small-scale People and the Planet (optional topics – study topic 5 or 6)

Topic 5 Changing Cities

Key ideas

Detailed content

5.1 What are the environmental issues facing cities?

- a Urban regions can generate huge eco-footprints.

Assess the environmental impacts and footprints of different urban areas and activities.

Consider how people vary in their own eco-footprints, especially between urban and rural, and between developing and developed countries.

- b There are tensions between cities as generators of wealth and as eco-friendly organisms.

Identify how cities develop by consuming energy and resources from other environments, and export their waste back to those and other locations.

Assess the impact of urban activities, eg landfill, energy consumption on surrounding regions.

5.2 How far can these issues be resolved sustainably?

- a Cities have huge potential for reducing their eco-footprints.

Assess how one city is reducing its eco-footprint by reducing energy consumption and waste generation.

Analyse the potential for more sustainable transport alternatives in their own local area.

- b Different role models exist for greener urban futures.

Evaluate examples of green consumerism in urban areas, eg food purchasing and farmers' markets.

Assess the nature of and potential for green consumer behaviour in their own local area, eg increasing recycling, using public transport.

Topic 6 Changing Countryside

Key ideas	Detailed content
<p>6.1 What are the issues facing rural areas?</p> <p>a Rural areas face a number of challenges such as isolation, economic change, second homes and tourist pressures.</p> <p>b These challenges often result from changes outside the rural areas themselves, eg in the global economy or in urban areas.</p>	<p>An overview of the issues facing two rural areas. One should be from a developed and one from a developing country</p> <ul style="list-style-type: none"> • eg, in a developed country – rural isolation, changes to rural services, changes in the global economy, tourist pressures, the effects of counter-urbanisation; • eg, in a developing country – rural depopulation, isolation, changing farm economy or landholdings, urban opportunities. <p>An analysis of the links between the issues above and changes outside the two rural areas</p> <ul style="list-style-type: none"> • eg, in a developed country, changes in counter-urbanisation, second home ownership, tourism; • eg, in a developing country, changes in the global or national economy, or to food production, rural-urban migration.
<p>6.2 How might these issues be resolved sustainably?</p> <p>a Planners and local initiatives can bring about change which can boost the rural economy in developing countries.</p> <p>b The future of rural areas in developed countries needs to be managed more sustainably.</p>	<p>Evaluate initiatives in one rural area in a developing country, designed to address one or more of the issues studied in 6.1a.</p> <p>Assess how this rural area could develop more sustainably in future.</p> <p>Evaluate initiatives in one rural area in a developed country, designed to address one or more of the issues studied in 6.1a.</p> <p>Assess how this rural area could develop more sustainably in future.</p>

Section C Large-scale People and the Planet (optional topics – study topic 7 or 8)

Topic 7 Development Dilemmas

Key ideas	Detailed content
7.1 How and why do countries develop in different ways?	
<p>a Countries can develop in ways that bring different effects to different regions.</p> <p>b Types of development vary between top-down and bottom-up.</p>	<p>Identify how economic development has led to regional economic differences in one developing country.</p> <p>Assess the effects of the disparity between urban core and rural periphery regions in the same country.</p> <p>Compare the differences between top-down and bottom-up development.</p> <p>Evaluate the impacts of one 'top-down' large-scale project, eg a dam, in a developing country for different people.</p>
7.2 How might countries develop more sustainably in the future?	
<p>a Bottom-up schemes are designed to bring effects at a local scale.</p> <p>b Such schemes may be more sustainable for the future.</p>	<p>Identify the characteristics of bottom-up development.</p> <p>Evaluate one 'bottom-up' small-scale project in a rural area of a developing country. This can be in the same country or a different one as that studied in 7.1.</p> <p>Identify the characteristics of what makes rural development 'sustainable' or not.</p> <p>Assess how far top-down or bottom-up schemes are more appropriate for developing countries in future.</p>

Topic 8

World of Work

Key ideas

Detailed content

8.1 How does the 'new economy' function in different places? Who wins and who loses?

- a The global economy is changing, with new employment sectors replacing traditional work.

Know the meaning of the 'new economy' and its meaning and implications for people in different parts of the world.

Evaluate the 'new economy' for different groups of people, eg developed/developing countries, women/men, children.

- b Transnational companies (TNC) control a substantial part of the global economy, and have created a global shift.

A study of one TNC to show how the new economy operates in different parts of the world, eg out sourcing, the global shift in manufacturing.

The advantages and disadvantages brought by TNCs to different countries for different people.

8.2 How sustainable might the future world of work be?

- a Changes in employment location and technology are creating different forms of work.

Assess the impact of the service economy, eg outsourcing and call centres on one developing country.

The benefits and problems brought by these changes for different people.

- b Workplaces are likely to change in response to company relocation, new technology and outsourcing.

Assess how workplaces might change for different people in future.

Evaluate whether changes in workplace and work practice are sustainable, eg company relocation, outsourcing, and new technology, eg working at home.

Unit 3 Making Geographical Decisions

Overview

Content overview

The focus on this unit is on the importance of making decisions to safeguard the future of the planet. The planet is experiencing increasing pressures from the demands of a rising population for resources, food and water, energy and industrialisation.

This unit is designed to give students the opportunity to investigate geographical issues related to change and development, set in a pre-announced theme. The theme will be released two years ahead of the examination. The resource booklet will contain information about the theme that students can study before the examination. They can also use the information within the examination. Students should be able to use the knowledge, understanding and skills they have derived from Units 1 and 2, as well as ideas derived from the resources.

The chosen issues will focus on a variety of environments and places, from pristine natural environments to highly-urbanised built environments in countries at all states of development. Each year the issues will be set at different scales from local/small scale, regional, national and continental to global, as shown by the examples below:

- sustainable development and regeneration in the environmental city of Leicester (local)
- reviewing employment opportunities for South Wales (regional)
- sustainable development projects for Bangladesh (national)
- the future of Antarctica (continental)
- sustainable forest futures (global).

Teachers should take every opportunity to allow students to study how the decision-making process operates. Students should look at a range of geographical issues in a variety of places and environments, and explore how conflicting demands for land and resources can put pressure on people and threaten the environment. They should review the possible options or strategies available to the players involved in making decisions, in order to assess the likely environmental and socio-economic impact. Possible solutions should be evaluated, including a sustainable development pathway.

Assessment overview

This unit will be assessed through a 1-hour tiered examination. It offers a total of 54 marks and will contain a number of tasks in three questions. These will be based on the pre-release resource booklet (see below for details).

Of the 54 marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

In both Foundation and Higher tier examinations there will be an incline of difficulty. The paper will begin with shorter structured questions which test students' knowledge, understanding and skills regarding the geographical background and nature of the issue. This will be followed by more extended answer questions, involving aspects of the decision-making process.

The theme of the examination will be released two years in advance. The pre-released resource booklet will be available as a secure item on the Edexcel website in January. Hard copies will be sent to centres in February. The resource booklets must be brought into the examination completely unmarked.

In the booklet, guidance will be given on using the resources in the classroom to prepare students for the examination. The suggested amount of study time (10-15 hours) will allow students to research the issue thoroughly and to use the resources to enhance the depth of their examination answers.

Detailed unit content

1

Skills

- a Communication using a structured route to enquiry.
- b Interpretation and analysis of a range of data and resources to focus on a number of issues in a new context.
- c Evaluation of a range of opinions about an issue in particular, analysing conflicts about the actions of players, for example when considering exploitation versus conservation.
- d Weighing up potential solutions to the chosen issue, including the sustainable development pathway.

2

Knowledge and understanding

- a Sustainable development is a key strategy for the survival of the planet and its people.
- b Sustainable development is not easy to achieve as there are often conflicts between environmental and socio-economic sustainability.
- c Conflicting and increasing demands for land and resources are leading to pressures on the planet, for example degradation and resource depletion.
- d These pressures are likely to increase in the future unless they are managed.
- e A number of players with differing values and attitudes are responding to the challenges of managing the planet, both at present and in the future.
- f Some of these players are focused on conservation but others are concerned with exploitation.
- g There are many planning and management options available to these players in resolving and minimising threats to the planet.
- h Solutions to environmental threats are complex and need to operate at a variety of scales from global to local.

Unit 4 Researching Geography

Overview

Content overview

For this unit students need to complete a fieldwork investigation and report. They must complete **one** of the tasks provided by Edexcel, on one of the following themes:

- coastal environments
- river environments
- rural/countryside environments
- town/city environments.

Each theme will have two tasks to provide flexibility of choice. These themes will be the same for the duration of this specification. However, the individual tasks will be changed every year, in accordance with QCA regulations.

The fieldwork investigation and report is split into different areas:

- a planning
- b methods of data collection
- c data presentation and report production
- d analysis and conclusions
- e evaluation.

All fieldwork investigations and reports should contain the same type of information. This will explain how the students planned, carried out, analysed and evaluated their investigation. The quality of written communication (QWC) will be very important in the report as how students present, order and explain their work links directly to how well it is understood by the reader.

Assessment overview

This unit is an internally assessed unit with controlled conditions. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork report under controlled conditions.

The task is marked out of a total of 50 marks, across the following areas:

- a planning (8 marks)
- b methods of data collection (7 marks)
- c data presentation and report production (15 marks)
- d analysis and conclusions (14 marks)
- e evaluation (6 marks).

The fieldwork report will be marked by teachers and moderated by Edexcel.

Detailed unit content

Delivery of the controlled assessment

Skills

The tasks will be questions for the students to investigate. Students should demonstrate the ability to carry out the following skills when completing this investigation:

- a identify, analyse and evaluate geographical questions and issues
- b establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills
- c extract and interpret information from a range of different sources, such as Ordnance Survey maps, photographs, drawing, diagrams and tables, and using technologies
- d evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions
- e use Geographical Information Systems (GIS) and digital maps during their geographical investigation.

Geographical Information Systems

The use of Geographical Information Systems (GIS) and digital maps should be used during the students' fieldwork investigations. Assessment criterion b – methods of data collection and assessment criterion c – data presentation and report production assess the student's ability to use GIS in the fieldwork investigation.

Examples of GIS are Google Earth, Google Maps etc as well as dedicated mapping or GIS software, including Anquet Maps, Infomapper, Aegis and ArcMapper.

Areas covered in the investigation and report

a Planning

Includes planning the topic for study, including any background research, ie a geographical context, establishing the aims of the enquiry and describing the location.

b Methods of data collection

Includes planning the methods of data collection, group/individual data collation, for example using a spreadsheet, and sharing/selection of results.

c Data presentation and report production

Includes individual data collation and presentation, and the overall presentation of the report.

d Analysis and conclusions

Includes data refining and manipulation; interpretation and analysis of own results, including descriptions and explanations, discussion of conclusion(s). Also includes linking back to original aims and any links between different data sets.

e Evaluation

Includes evaluation of findings/fieldwork process through reflecting on the task set.

Suggested timings of each area

a Planning	5 hours
b Methods of data collection	2 hours + 1 day
c Data presentation and report production	5 hours
d Analysis and conclusions	5 hours
e Evaluation	3 hours

Total of 20 hours and one day in the field.

Variety of report formats

The final report should be approximately 2000 words if produced in a written format. However, the use of alternative formats is also encouraged such as:

- DVDs
- PowerPoint presentations
- personal diaries
- personalised GIS maps (created through web-based applications)
- web pages.

If students are using an alternative format for their final report they will need to produce the equivalent of 2000 words. This would include diagrams and other audio visual information to support the work.

Centres are at liberty to mix the formats used. For example, students may present some of their work in a written format (areas A and C), some as a GIS map (area B) and some as a short series of annotated flow diagrams (areas D and E). In these instances the word limit would be reduced to take into account supporting visuals and figures.

For all types of report format the level of demand required of the students should be equivalent to producing a 2000-word written report.

Levels of control

Internal assessment under controlled conditions has levels of control for task setting, task taking and task marking. These must be adhered to when students are completing their investigation.

Task setting

High level of control

Tasks will be set by Edexcel and centres will choose from a list of tasks.

The task sheets for this controlled assessment are confidential and must not be shown to students before they start the tasks. They will be available on the Edexcel website for teachers to download. Teachers can view all the task sheets available before deciding which task the students will complete. It is acceptable for all the students in a class to complete the same task. However, the same task does not have to be chosen for all students and they can work on a mixture of different tasks.

The tasks will change every year, in accordance with the Ofqual regulations for GCSE Geography. Teachers must take care when using these tasks to ensure that students are completing the correct task for a particular year. The front sheet of each task will show the dates for which it is valid. Each task will be valid from June of one year to May of the next year, for example June 2013 to May 2014.

Task taking**a Research and data collection – limited level of control**

Research and data collection, including fieldwork, will be carried out under limited control. Students may work collaboratively when collecting data from fieldwork, but other additional research should be completed individually.

Students may carry out their secondary research and data collection whilst not being directly supervised by a teacher, for example in a library, at home. The secondary research can include extracts from books and websites. The secondary research cannot be directly incorporated into the final report, it can be included only as extracts and must be correctly referenced.

b Analysis, conclusions and evaluation of findings – high level of control

The production of the final report, including the analysis, conclusions and evaluation, will take place in centres under high levels of control. This part of the write-up must be carried out individually by the students, under the supervision of a teacher. The final report must be completed under these conditions, but should include the use of notes from the research and data collection phase. It may also include access to a limited number of recommended websites, for example to allow the production of online personalised GIS maps.

The production of the final report will usually take place over several lessons, so the students' materials must be collected in at the end of the lesson and handed back at the beginning of the next one. Students' final reports must be produced individually.

Task marking**Task marking – medium level of control**

The marking of the tasks will be carried out by teachers and moderated by Edexcel.

Feedback to students

Feedback can be given to students during the controlled assessment, as part of the research and data collection phase. The details of this feedback must be recorded with the students' final work. Teachers may give students general feedback on:

- the plan of their investigation
- methods of data collection
- suitability of materials obtained through secondary research
- techniques of data presentation
- structure of the final report
- skills involved in the analysis and evaluation.

Students should receive a copy of the assessment criteria so that they are aware of what they need to do to access the full range of marks.

Quality of written communication

Opportunities for QWC have been identified within assessment criterion c – Data presentation and report production. This assesses the student's ability to:

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

Health and safety

Students must observe safe practice when they are carrying out fieldwork. It is the responsibility of centres to carry out risk assessments for all fieldwork that they undertake with their students.

In this internal assessment, teachers will have limited control when students are collecting their data, but it should be carried out under full supervision for health and safety reasons. The limited control means that students can work collaboratively to collect their data.

Marking procedure

Teachers should use the assessment criteria descriptors to assess into which mark range the work falls. When this has been determined, teachers must decide whether the work is placed at the 'bottom', 'middle' or 'top' of this mark range. A mark can then be confidently assigned to the work.

Assessment criteria

Assessment criterion a – Planning

Mark range	Descriptor
0	No outline of the purpose of study or location.
1-3	Limited outline only of the issue to be studied; location may be absent or unclear. Limited introduction, context, framework and rationale are absent or wholly incomplete. Use of secondary data may be absent.
4-6	A satisfactory statement to identify the issue to be studied, including aims and location. A satisfactory introduction providing some geographical background and purpose. Likely to reference to secondary data and research.
7-8	A clear, focused statement of aims, purpose and location, of the issue to be studied, including appropriate maps. Some justification for study provided in the introduction, for example an attempt to contextualise fieldwork and research. Student uses secondary data and research to inform study.

Assessment criterion b – Methods of data collection

Mark range	Descriptor
0	No description of methods of data collection.
1-2	Very limited description of data-collection methods, no explanation of choice of methods. The evidence for data collection is absent or extremely limited and the use of GIS is not included.
3-5	Satisfactory description of data-collection methods (may include some explanation at top of band). The evidence for data collection is sometimes appropriate and will include the use of GIS, which may not be relevant.
6-7	Clear description (and possibly some explanation) of methods used to collect and record data. Expect some justification for maximum marks. There is evidence of data collection which is linked to the task and GIS is used well.

Assessment criterion c* – Data presentation and report production

Mark range	Descriptor
0	No data presentation techniques have been used and the report is not structured.
1-3	Very limited range or only partial attempts to present data in a meaningful way. Limited to very basic techniques. These may be incomplete, with no attention to detail and finishing. GIS is not included. Very limited organisation and structure, and weak style of writing. Abundant spelling and grammatical errors. Geographical terminology likely to be absent.
4-7	Limited range of sometimes appropriate techniques to present data. Errors in terms of technical correctness and finishing. GIS is included but may not be relevant. Organisation and structure likely to be satisfactory; some errors in spelling and punctuation. Work is legible. Use of geographical terminology has been attempted.
8-11	Uses some range of appropriate data presentation methods, although they may not always be technically correct. The presentation techniques are nearly always clear and complete. The use of GIS is relevant and clear. A generally well-organised and structured piece of work linked to the enquiry sequence. There are few grammar, punctuation and spelling errors and use of geographical terminology is generally accurate.
12-15	A good range of appropriate data-presentation methods which are fit for purpose. The techniques are neat and clear, possibly including some original ideas. The use of GIS is clear and supports the report well. An organised and well-structured report showing the sequence of enquiry followed. Grammar, punctuation and spelling errors are almost non-existent. Clear and accurate use of geographical terminology.

* Opportunity for students to be assessed on quality of written communication strands:

- i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Assessment criterion d – Analysis and conclusions

Mark range	Descriptor
0	There is no evidence of any data analysis. A conclusion has not been attempted.
1-3	Data analysis is very basic and highly restricted. There is no linkage to geographical theory. A very limited attempt which forms a short and very basic conclusion. Comments are brief and unfinished. Original aims tend to be overlooked or ignored.
4-6	Partial data analysis which is brief and descriptive only. Connections between data sets have not been explored. Limited linkage to any geographical theory. A basic conclusion is attempted, using generalised and simplistic comments. There is limited linkage to original aims.
7-9	Data is analysed in a satisfactory manner, but tends to be more descriptive than analytical. There is a limited attempt to identify possible geographical connections between data collected. Plausible conclusions are drawn, but there is somewhat limited evidence used to support findings.
10-12	Data is analysed using some analytical tools. Links and connections between data sets may be identified. There may be some linkage to relevant geographical theory. Conclusions are generally clear and relevant, with some linkage back to the original aims of the investigation. Some evidence is used to support conclusions, possibly recognising their wider geographical significance.
13-14	Data is analysed in detail using appropriate processing tools. Some links and connections are identified between data presented. Expect linkage to geographical theory (where relevant). Conclusions are clear, relevant and focused. Evidence is used to support conclusions. Expect comment on the wider geographical significance of the work. There are links to the original aims of the investigation.

Assessment criterion e – Evaluation

Mark range	Descriptor
0	There is no attempt to either review or evaluate the work.
1-2	There is only a limited or partial attempt to either review or evaluate the work. There is no comment on the validity of the task question set.
3-4	The work is reviewed/evaluated in a satisfactory manner. There is some attempt to evaluate the outcomes with respect to the task question. Expect some of the limitations of the evidence to be recognised.
5-6	A reasonable range of limitations of the evidence are considered. There is good reviewing and/or evaluation of the process and findings. The student clearly attempts to link the findings from the work to the task question. A reasonable range of limitations of the evidence are considered.

B Assessment

Assessment summary

Units 1, 2 and 3 are externally assessed through 1-hour examination papers.

Unit 4 is an internally assessed unit.

Summary of table of assessment

Unit 1	Dynamic Planet	Unit code 5GB1F/5GB1H
<p>This unit will be assessed through a 1-hour tiered examination.</p> <p>The examination has a total of 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C. There will be a variety of question types, such as short answer, graphical and extended answer questions.</p> <p>Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).</p> <p>Students must complete all of the questions in Section A, one question in Section B and one question in Section C, relating to the topics they have studied.</p>		
Unit 2	People and the Planet	Unit code 5GB2F/5GB2H
<p>This unit will be assessed through a 1-hour tiered examination.</p> <p>The examination has a total of 53 marks, with 32 marks in Section A, 9 marks in Section B and 12 marks in Section C. There will be a variety of question types, such as short answer, graphical and extended answer questions.</p> <p>Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).</p> <p>Students must complete all of the questions in Section A, one question in Section B and one question in Section C, relating to the topics they have studied.</p>		
Unit 3	Making Geographical Decisions	Unit code 5GB3F/5GB3H
<p>This unit will be assessed through a 1-hour tiered examination. The examination has a total of 54 marks and will contain a number of tasks in three questions.</p> <p>In both Foundation and Higher examinations there will be an incline of difficulty. The paper will begin with shorter structured questions which test students' knowledge, understanding and skills about the geographical background and nature of the issue. This will be followed by more extended answer questions, involving aspects of the decision-making process.</p> <p>Of the 54 marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).</p>		

Unit 4 Researching Geography

Unit code 5GB04

This unit is internally assessed. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork task under controlled conditions. The task has a total of 50 marks, across the following areas: planning, methods of data collection, data presentation and report production, analysis, and conclusions and evaluation.

Assessment Objectives and weightings

	% in GCSE
AO1: Recall, select and communicate their knowledge and understanding of places, environments and concepts.	30-40%
AO2: Apply their knowledge and understanding in familiar and unfamiliar contexts.	30-40%
AO3: Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.	30-40%
TOTAL	100%

Relationship of Assessment Objectives to units

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	9%	9%	7%	25%
Unit 2	9%	11%	5%	25%
Unit 3	9%	8%	8%	25%
Unit 4	3%	6%	16%	25%
Total for GCSE	30%	34%	36%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Students studying unitised GCSE qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements, Reasonable Adjustments and Special Considerations.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification is shown below.

Summary of conditions for controlled assessment

Internal assessment under controlled conditions has levels of control for task setting, task taking and task marking. These must be adhered to when students are completing their investigation.

Task setting

High level of control

Tasks will be set by Edexcel and centres will choose from a list of tasks.

The task sheets for this controlled assessment are confidential and must not be shown to students before they start the investigation. They will be available on the Edexcel website for teachers to download. Teachers can view all the task sheets available before deciding which task students will complete. It is acceptable for all students in a class to complete the same task. However, the same task does not have to be chosen for all students and they can work on a mixture of different tasks.

The tasks will change every year, in accordance with the Ofqual regulations for GCSE Geography. Teachers must take care when using these tasks to ensure that students are completing the correct task for a particular year. The front sheet of each task will show the dates for which it is valid. Each task will be valid from June of one year to May of the next year, for example June 2013 to May 2014.

Task taking**a Research and data collection – limited level of control**

Research and data collection, including fieldwork, will be carried out under limited control. Students may work collaboratively when collecting data from fieldwork, but any additional research should be completed individually.

Students may carry out their secondary research and data collection whilst not being directly supervised by a teacher, for example in a library, at home. Secondary research can include extracts from books and websites. The secondary research cannot be directly incorporated into the final report, and must be included as correctly referenced extracts.

b Analysis, conclusions and evaluation of findings – high level of control

The production of the final report, including the analysis, conclusions and evaluation, will take place in centres under high levels of control. This part of the write-up must be carried out individually by the students, under the supervision of a teacher. The final report should include the use of notes from the research and data collection phase. It may also include access to a limited number of recommended websites, for example to allow the production of online personalised GIS maps. Edexcel will provide a list of suitable websites.

The production of the final report will usually take place over several lessons, so students' materials must be collected in at the end of the lesson and handed back at the beginning of the next one.

Task marking**Task marking – medium level of control**

The marking of the tasks will be carried out by teachers and moderated by Edexcel.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in the centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE in Geography B: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ Instructions for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk. For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The final opportunity for modular assessment of this qualification will take place in the June 2013 series.

Your student assessment opportunities

Unit	January 2013	June 2013
Unit 1: Dynamic Planet	✓	✓
Unit 2: People and the Planet	✓	✓
Unit 3: Making Geographical Decisions		✓
Unit 4: Researching Geography		✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 2

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Geography B cash-in code: 2GB01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 400	360	320	280	240	200	160	120	80

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–79.

Resitting of units

Students can resit the assessment requirements for an internal and external unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade. For internally assessed units students will need to retake the entire assessment requirements for that unit.

Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

Language of assessment

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

Quality of Written Communication and Spelling, Punctuation and Grammar (SPaG)

Students will be assessed on their ability to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- select and use a form and style of writing appropriate to the purpose and to the complexity of the subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar (SPaG)

Additional marks will be awarded for spelling, punctuation and grammar. The questions that relate to the assessment of these skills will be clearly marked on the question paper.

Performance indicators for the assessment of SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response.

Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

- Students who successfully achieve this GCSE in Geography B can progress to a number of different qualifications at Level 3, including GCE in Geography or Geology, Environmental Sciences, Travel and Tourism and Leisure and Recreation.
- Students can also progress into employment.

Grade descriptions

A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.</p> <p>They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.</p> <p>They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity.</p> <p>They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.</p>
C	<p>Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.</p> <p>They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.</p> <p>They select and use a variety of skills, and appropriate techniques and technologies, to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.</p>

F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasoning and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

C Resources, support and training

Edexcel resources

Teacher and student support

The resources from Edexcel provide you and your students with comprehensive support for our GCSE Geography qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources needed to deliver the specification.

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.
www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel Head Office
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Application of number				
N2.1	✓	✓	✓	✓
N2.2	✓	✓	✓	✓
N2.3	✓	✓	✓	✓
Communication				
C2.1a	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓
C2.2	✓	✓	✓	✓
C2.3	✓	✓	✓	✓
Information and communication technology				
ICT2.1	✓	✓	✓	✓
ICT2.2	✓	✓	✓	✓
ICT2.3	✓	✓	✓	✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Problem solving				
PS2.1	✓	✓	✓	✓
PS2.2	✓	✓	✓	✓
PS2.3	✓	✓	✓	✓
Working with others				
WO2.1	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓
WO2.3	✓	✓	✓	✓

Development suggestions

For information on further development of key skills please refer to the Edexcel website: www.edexcel.com

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Moral	✓	✓	✓	
Ethical	✓	✓	✓	
Social	✓	✓	✓	
Cultural	✓	✓	✓	
Citizenship		✓	✓	
Environmental	✓	✓	✓	✓
European initiatives		✓	✓	
Health and safety	✓			✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Moral	Unit 1	The biosphere is being degraded by human actions.
	Unit 2	Patterns of resource supply and consumption have produced a changing world of 'haves' and 'have nots'.
	Unit 3	Some of the players are focused on conservation but others are concerned with exploitation.
Ethical	Unit 1	Management measures being used to conserve the biosphere and make human use of it more sustainable.
	Unit 2	Countries can develop in ways that bring different effects to different regions.
	Unit 3	Conflicting and increasing demands for land and resources are leading to pressures on the planet.
Social	Unit 1	How people live with volcano and earthquake hazards.
	Unit 2	People in different parts of the world are attracted to live in different kinds of living space.
	Unit 3	Examine social and economic impacts of decision making.
Cultural	Unit 1	Sustainable management of ecosystems, both locally and globally, to protect them from further degradation.
	Unit 2	Some rural areas in developing countries face a number of challenges.
	Unit 3	Reviewing employment opportunities for regions.

Issue	Unit	Opportunities for development or internal assessment
Citizenship	Unit 2	The impacts of employment change on urban and rural populations.
	Unit 3	Making decisions about the Earth's future.
Environmental	Unit 1	The changes to the Earth's climate as a result of human action and its uncertain future.
	Unit 2	Urban regions generate huge eco-footprints.
	Unit 3	Sustainable development is a key strategy for the survival of the planet and its people.
	Unit 4	An investigation into an aspect of the environment
European initiatives	Unit 2	Many countries have policies to control and manage migration flows.
	Unit 3	European sustainable development projects and initiatives.
Health and safety	Unit 1	Management of volcanic and earthquake hazards
	Unit 4	Carry out the investigation following health and safety guidelines.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	3910
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: GCSE – 500/4674/3
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5GB1F/5BG1H Unit 2 – 5GB2F/5BG2H Unit 3 – 5GB3F/5BG3H Unit 4 – 5GB04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualification.	GCSE – 2GB01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit scores to obtain the overall grade for the qualification. 	Please refer to the <i>Edexcel UK Information Manual</i> , available on the Edexcel website.

Appendix 4 Controlled assessment record sheet



Edexcel GCSE in Geography B – Unit 4 (5GB04)

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Unit 4: Researching Geography

Task title: _____

Area of the fieldwork investigation report	Marks awarded	Total marks for area
a Planning		8
b Methods of data collection		7
c Data presentation and report production		15
d Analysis and conclusions		14
e Evaluation		6
	Total marks awarded	Total marks
		50

Signed (teacher): _____ Name of teacher: _____

Date: _____

Please attach this controlled assessment record sheet to the student's work before submitting it to the moderator.

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International customers: intpublication.orders@edexcel.com

Also, you can download copies at: www.edexcel.com

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