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Specification

Edexcel GCSE in Geography B (2GB01)

For first certification 2014

Issue 4

ALWAYS LEARNING

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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. Students study Units 1 and 2 to build their core knowledge and understanding, this is developed in Units 3 and 4.

Units 1 and 2 will be based on core areas of human and physical geography and will include optional topics. These optional topics will cover specific human and physical geography processes in more depth. This will allow comprehensive coverage of geographic processes and issues.

Unit 3 is assessed through a decision-making exercise, which will be based on an unseen set of materials. This type of assessment encourages students to develop problem-solving techniques and the ability to make and explain their decisions. Students draw on learning from Units 1 and 2 in their preparation and assessment in Unit 3.

The fieldwork element of this qualification is 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 in people's views of the world and 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.

Contents

Contents

Specification at a glance

The Edexcel GCSE in Geography B comprises four units.

Unit 1 Dynamic Planet *Unit code 5GB1F/5GB1H

- Externally assessed
- Availability: June 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, Changing Climate, 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 Environments.

Overview of assessment

- This unit is assessed through a 1-hour 15-minute, tiered, written examination, which contains a mixture of question styles. 78 marks are available, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C.
- Of the 78 raw marks available, up to 6 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Unit 2 People and the Planet *Unit code 5GB2F/5GB2H

- Externally assessed
- Availability: June 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, Globalisation and Development Dilemmas.
- **Section B – Small-scale People and the Planet**
  Optional topics: complete **one** of either The Changing Economy of the UK or Changing Settlements in the UK.
- **Section C – Large-scale People and the Planet**
  Optional topics: complete **one** of either The Challenges of an Urban World or The Challenges of a Rural World.

Overview of assessment

- This unit is assessed through a 1-hour 15-minute, tiered, written examination, which contains a mixture of question styles. 78 marks are available, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C.
- Of the 78 raw marks available, up to 6 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

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

- Externally assessed
- Availability: June 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 30-minute, tiered, written examination.
- 53 total marks are available, spread across three questions.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- A resource booklet will be available in the examination. The examination will relate to the material in the booklet.

Unit 4 Investigating Geography *Unit code 5GB04

- Internally assessed under controlled conditions
- Availability: June 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 46.

*See *Appendix 3: Codes* 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:

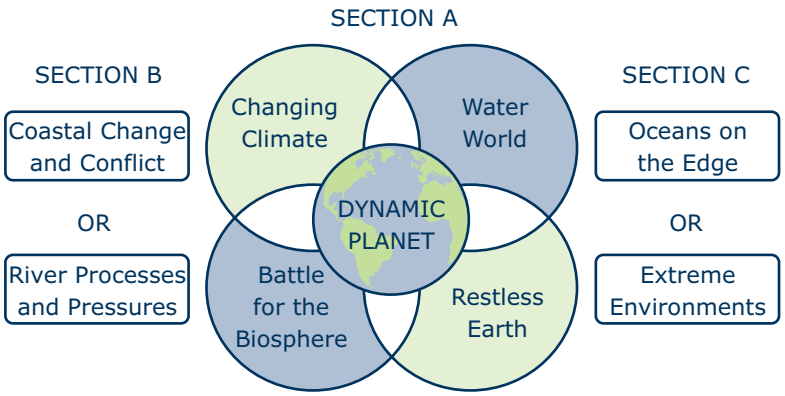
- identify relevant geographical questions and issues, and establish appropriate sequences of investigation, incorporating geographical skills and enquiry skills
- carry out fieldwork and out-of-classroom learning
- use new technologies, including GIS, to assist geographical investigation
- extract and 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.

List of unit contents

Unit 1 Dynamic Planet

Overview

Content rationale and overview



In the four compulsory topics of Section A, students will be introduced to the main areas of the planet: the geosphere, atmosphere, biosphere and hydrosphere. These four compulsory topics cover:

- the main **features** of each sphere
- the **processes** that help explain how they operate and interact (e.g. plate tectonic theory and the natural causes of climate change)
- the **threats** to natural environments (e.g. human threats to the biosphere)
- the **issues** that surround the origin of these threats (e.g. the use and misuse of water)
- the different ways in which issues can be **resolved** or **managed**.

Knowledge, understanding and skills gathered from these four compulsory topics may also be assessed in Unit 3: Making Geographical Decisions. In teaching about issues, teachers are strongly encouraged to develop students' decision-making skills, e.g. analysis and evaluation.

In Section B, students choose an optional topic: **either** Coastal Change and Conflict **or** River Processes and Pressures. Each topic:

- gives students information on the details of how the planet works on a **small scale** by investigating both the processes that drive these systems and the management issues that surround them
- links to some of the controlled assessment tasks for Unit 4.

During their study 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 choose an optional topic: **either** Oceans on the Edge **or** Extreme Environments. Each topic gives students the opportunity to study particular environments to understand:

- how aspects of the planet work on a **large scale**
- the threats posed by both human and natural change.

Assessment overview

- This unit will be assessed through a 1-hour 15-minute, tiered examination.
- It has a total of 78 available marks, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C.
- Of the 78 raw marks available, up to 6 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 will contain questions on the four compulsory Dynamic Planet topics: Restless Earth, Changing Climate, Battle for the Biosphere and Water World.
- Section B will contain questions on the two Small-scale Dynamic Planet topics: Coastal Change and Conflict, and River Processes and Pressures.
- Section C will contain questions on the two Large-scale Dynamic Planet topics: Oceans on the Edge and Extreme Environments.

Detailed unit content

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

Topic 1 Restless Earth

Key ideas		Detailed content
1.1 How and why do the Earth's tectonic plates move?		
	a The Earth's interior has a layered structure, with different composition and physical properties; the Earth's core generates heat and convection currents drive plate motion.	Interpret 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. Examine the core's internal heat source (through radioactive decay) and how this generates convection, which drives plate motion and generates the Earth's magnetic field.
	b There are conservative, constructive and destructive plate boundaries, each with characteristic volcanic and earthquake hazards.	Explain the distribution of the three plate boundary types and identify major plates. Examine the causes of contrasting volcanic (volcano type, magma type and explosivity) and earthquake hazards, including tsunami (shallow versus deep, magnitude) at contrasting example locations, e.g. Iceland and Indonesia.

Key ideas		Detailed content
1.2 What are the effects and management issues resulting from tectonic hazards?		
	a Volcanic and earthquake hazards affect people in different ways and at contrasting locations.	Investigate the primary and secondary impacts of earthquakes in two named locations, e.g. the 2005 Kashmir versus 1989 Loma Prieta earthquakes. To include reasons for contrasting impacts on property and people. Examine the primary and secondary economic and social impacts of one volcanic event.
	b Management of volcanic and earthquake hazards, at contrasting locations, ranging from short-term relief to long-term planning, preparation and prediction.	Examine the role of prediction, warning and evacuation in relation to volcanic and earthquake hazards. Contrasting hazard-resistant design in the developed and developing world. Evaluate the role of immediate response and relief efforts linked to a named tectonic hazard event, for example the Izmit earthquake in 1999.

Topic 2 Changing Climate

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 hundreds to millions of years.	Examine past climate change on different timescales, including the 'Ice Ages' in the Quaternary Period and UK climate since Roman times. Explore the natural causes of climate change, including asteroid collisions, orbital changes, volcanic activity and variations in solar output.
b	Natural climate change in the past has affected people and the environment.	Examine the impact of a short-term historical event on people and the environment, e.g. the 'Little Ice Age'. Consider the impact of major climatic changes in geological time, e.g. the mass extinction of megafauna at the end of the Quaternary Period.
2.2 What challenges might our future climate present us with?		
a	The climate of the UK appears to be changing as a result of global changes caused by human activity.	Investigate the climate of the UK today, including temperature, rainfall and seasonality, and consider why they might change in the future, including reference to ocean currents and air masses. Examine how human activities produce rising levels of carbon dioxide and methane and how these contribute to the enhanced greenhouse effect.
b	Future climates are uncertain but likely to present major economic and environmental challenges to the UK and, especially, to people in the developing world.	Consider a range of projections for global temperature change and sea level rise, including reasons for the uncertainty. Examine the possible economic and environmental impacts of future climate change for the UK and in one named developing country, e.g. Bangladesh.

Topic 3 Battle for the Biosphere

Key ideas		Detailed content
3.1 What is the value of the biosphere?		
	a The distribution of global biomes reflects climate as well as other localised factors.	Define the terms 'eco-system' and 'biome', and map the distribution of major biomes across the planet. Evaluate the role of temperature and precipitation in explaining biome location, plus local factors including altitude and soils.
	b The biosphere acts as a 'life support system', and produces a wide range of goods.	Explain how the biosphere regulates the composition of the atmosphere, maintains soil health and influences the hydrological cycle. Investigate how the biosphere provides humans with a range of goods, including food, medicines and raw materials.
3.2 How have humans affected the biosphere and how might it be conserved?		
	a The biosphere is being degraded by human actions.	Consider the role of human activity in the direct destruction of tropical rainforests, including deforestation for timber, mining and conversion to agricultural land. Examine how degradation of the biosphere takes place by indirect means, including the impact of climate change on tropical rainforests.
	b Management measures, at a variety of scales, are being used to conserve the biosphere and make human use of it more sustainable.	Examine two contrasting examples of biosphere conservation, including one global-scale approach, e.g. Ramsar or the Convention on International Trade in Endangered Species (CITES), and one national or local approach, e.g. UK National Parks, a tropical rainforest reserve. Examine the challenges of producing sustainable outcomes in economic, social and environmental terms and the possible tensions.

Topic 4 Water World

Key ideas		Detailed content
4.1 Why is water important to the health of the planet?		
a	The hydrological cycle regulates water supply and links the atmosphere, biosphere and lithosphere.	Investigate the role of the biosphere and the lithosphere in regulating the hydrological cycle and ensuring water supply. Explain how the hydrological cycle works, as a system of interlinked stores and transfers, including the processes of evaporation, condensation, precipitation and run-off.
b	Changes to the hydrological cycle can affect both human and eco-system health.	Examine the impact of climate change on the hydrological cycle, including rainfall reliability and groundwater levels, in areas which already experience aridity. Investigate the impact of unreliable and insufficient water supply on humans, using a case study from a vulnerable area, e.g. the Sahel.
4.2 How can water resources be managed sustainably?		
a	There are many threats to maintaining a healthy hydrological cycle.	Consider the consequences of human activities on water quality, including sewage disposal, industrial pollution and intensive agriculture. Examine located examples of human activities which disrupt water supply, including 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.	Consider the costs and benefits of large-scale water management schemes in the developed world and the developing world, e.g. Colorado River and The Three Gorges dam. Examine 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?		
	a Geological structure and rock type have a major influence on coastal development and landforms.	Investigate the contrasts between a named soft rock coast and a named hard rock coast in terms of cliff profiles, cliff features and erosional land forms. Compare concordant and discordant coasts (headlands and bays) and assess the influence of rock type, joints and faults.
	b Marine processes, sub-aerial processes, mass movement and climate change are also important.	Investigate how destructive waves, sub-aerial processes and mass movement create a range of erosional landforms, including cliffs, wave-cut platforms, caves, arches and stacks and how constructive waves, deposition and longshore drift create beaches, bars and spits. Explore the possible consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level.
5.2 Why does conflict occur on the coast and how can this be managed?		
	a Physical processes lead to coastal change and retreat, which threatens people and property and generates conflicting views.	Investigate a coastline experiencing rapid coastal retreat, e.g. Holderness, to examine why rates of erosion vary and the threats posed to people and the environment by rapid erosion. Explore the conflicting views of how the case study coastal area should be managed.
	b There is a range of coastal management options from traditional hard engineering to more modern holistic approaches.	For a named coastline, investigate the costs and benefits of traditional hard engineering structures, including groynes and sea walls. Consider the costs and benefits of soft engineering, including beach replenishment, and more radical approaches including 'do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management (ICZM).

Topic 6 River Processes and Pressures

Key ideas		Detailed content
6.1 How do river systems develop?		
a	River systems develop characteristic landforms and channel shapes along their long profile, from source to mouth.	Explain landform contrasts between the upper courses, mid courses and lower courses of rivers. Investigate how channel shape and characteristics change along a long profile for a named river, including width, depth, velocity and gradient.
b	These characteristics result from processes of erosion, transport and deposition, with geology and slope processes also playing a role.	Investigate the role of erosion processes, transport and deposition in river landform formation, including meanders, interlocking spurs, waterfalls, flood plains, levees and oxbow lakes. Investigate the influence of geology and slope processes on river valley shape and sediment load.
6.2 Why do rivers flood and how can flooding be managed?		
a	River flooding has natural causes but flooding may be made worse by human activities, including those causing climate change.	Investigate the factors that cause rivers to flood, using hydrographs of two contrasting rivers, one with a short lag time and one with a long lag time. Examine how human actions can alter hydrograph shape and increase flood risk through urbanisation and land use change, e.g. deforestation.
b	Flood management involves both traditional hard engineering and more modern, integrated and sustainable approaches.	Investigate the impacts of flooding and the effectiveness of flood defences for a case study, e.g. Carlisle (2004), York (2002), River Severn (2007). Compare one traditional, hard engineering, flood management scheme, e.g. York, with one soft engineering approach, e.g. River Skerne, and assess their respective costs and benefits.

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 eco-systems threatened with destruction?	
a Human activities are degrading and destroying marine eco-systems on a global scale.	Investigate the global pattern of either coral reefs or mangrove swamps, and how it has changed in the past 50 years. Examine the global threats to this marine eco-system to explain its changed distribution through human activities including overfishing, pollution and waste disposal from both land and ocean sources, tourism and coastal development.
b Unsustainable use of marine eco-systems leads to the disruption of food webs and nutrient cycles and can lead to extinction.	Investigate physical processes in marine eco-systems, including marine food webs and nutrient cycles. Examine how these processes can be disrupted through overfishing, eutrophication and siltation, as well as the impacts of climate change, including bleaching and species migration.
7.2 How should eco-systems be managed sustainably?	
a The pressure to use marine eco-systems is growing, due to rising populations and resource demand, creating difficult choices for humans.	Investigate the growing local pressures on a named and located marine eco-system. Examine the conflicting views about how the chosen eco-system should be managed.
b Sustainable management is needed locally and globally if the oceans are to be protected from further degradation	Compare two located case studies of marine management, e.g. sustainable management in St Lucia, management of fish stocks in the North Sea, marine reserves to establish the tensions between achieving economic and environmental sustainability. Assess the role of global actions to maintain ocean health, e.g. the International Convention for the Prevention of Pollution from Ships (MARPOL) and marine protected areas.

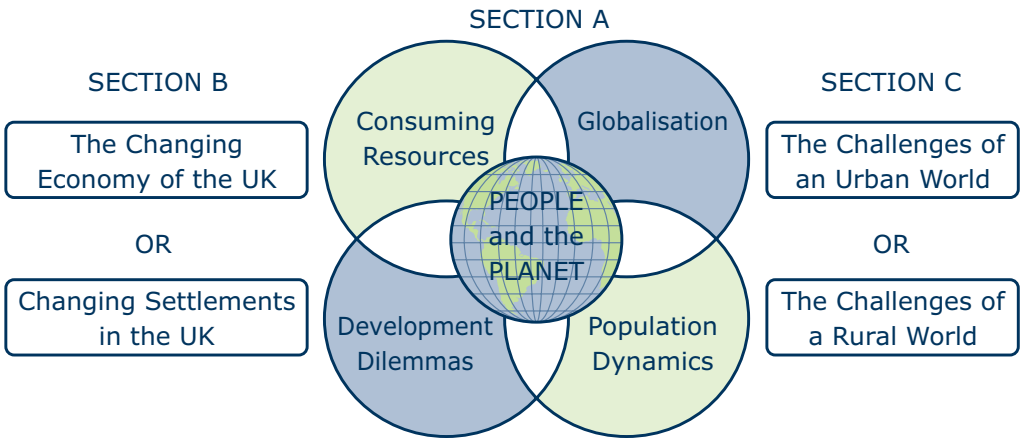
Topic 8 Extreme Environments

Key ideas		Detailed content
8.1 What are the challenges of extreme climates?		
	a Extreme climates are located in polar regions and hot arid areas; each one has key physical characteristics and they are fragile environments.	Investigate the climate of polar and hot arid areas, including precipitation, temperature range, seasonality and variability. Examine why these are fragile environments and how flora and fauna have successfully adapted to the extreme climates but are also vulnerable to change.
	b People adapt to the challenges of extreme environments in a variety of ways.	Investigate the adaptations people make in extreme environments, including farming methods, building styles, clothing, transport, energy use. Examine the culture and uniqueness of peoples living in extreme environments and the value of this culture to others.
8.2 How can extreme environments be managed and protected from the threats they face?		
	a Extreme environments are under threat from a range of processes, including climate change.	Investigate the threats to people and natural systems in extreme environments, including out-migration because of limited economic opportunities, cultural dilution through tourism, pollution though resource exploitation and land degradation through poor land management. Investigate how climate change could threaten natural systems, including melting of permafrost, loss of sea ice, desertification and species migration and the impact of these on traditional economies.
	b Sustainable management is needed locally and globally if communities in extreme environments are to survive.	Assess a range of local actions, e.g. intermediate technology and adaptation to changing climates, and assess their effectiveness in achieving a sustainable future for local communities. Assess the role of global actions to protect extreme environments from the threat of climate change.

Unit 2 People and the Planet

Overview

Content overview



In the four compulsory topics of Section A, students will be introduced to the main aspects of how people live on our planet: Population Dynamics, Consuming Resources, Globalisation and Development Dilemmas. These four compulsory topics cover:

- the main **features** of each sphere
- the **processes** driving change and how they operate and interact (e.g. changing population growth rates and structures; changing pattern of inequalities in the supply and consumption of global resources)
- the **changes** affecting human development
- the **issues** that surround this change (e.g. the development of the global economy, strategies for development)
- the various approaches to **managing change** (e.g. how countries manage their populations).

Knowledge, understanding and skills gathered from these four compulsory topics may be assessed in Unit 3: Making Geographical Decisions. In teaching about issues, teachers are strongly encouraged to develop students' decision-making skills, e.g. analysis and evaluation.

In Section B, students choose an optional topic: **either** The Changing Economy of the UK **or** Changing Settlements in the UK. Each topic:

- gives students information on how people in the UK interact with different aspects of our planet on a small scale
- links to some of the controlled assessment tasks for Unit 4.

During their study of Section B topics, students should be encouraged to use Geographical Information Systems (GIS) to prepare them for their controlled assessment task.

In Section C, students choose an optional topic: **either** The Challenges of an Urban World or The Challenges of a Rural World. Each topic gives students the opportunity to study:

- how people interact in systems and with different aspects of our planet on a large scale
- the issues posed by systems of development and economic activity.

Assessment overview

- This unit will be assessed through a 1-hour 15-minute, tiered examination.
- It has a total of 78 available marks, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C.
- Of the 78 raw marks available, up to 6 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 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 four compulsory People and the Planet topics: Population Dynamics, Consuming Resources, Globalisation and Development Dilemmas.
- Section B will contain questions on the two Small-scale People and the Planet topics: The Changing Economy of the UK or Changing Settlements in the UK.
- Section C will contain questions on the two Large-scale People and the Planet topics: The Challenges of an Urban World or The Challenges of a Rural World.

Detailed unit content

Section A Introduction to People and the Planet (compulsory 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.	Study an overview of historic trends in global population growth since 1800 and contrasting future projections. Examine the five stages of the demographic transition model to help explain changing population growth rates and structure.
	b Population change and structure vary considerably between countries at different levels of development.	Compare two countries at different levels of development to show why their population structure varies, including an assessment of the impact of economic growth, demographic factors, migration and conflict. Investigate different population structures using population pyramids, and explore the issues relating to youthful and ageing populations.
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.	Assess the reasons why some countries might wish to manage their populations, including pressure on resources, overcrowding, ageing and skill shortages. Evaluate two contrasting examples of population policies, including a pro-natalist (e.g. Singapore) and an anti-natalist (e.g. China).
	b Many countries have policies to control and manage migration flows.	Understand why different migration policies develop to either promote or reduce immigration. Evaluate different migration policies, including open-door, quotas and skills tests, and the tensions that sometimes arise as a result of these policies.

Topic 2 Consuming Resources

Key ideas	Detailed content
2.1 How and why does resource consumption vary in different parts of the world?	
a Resources are classified as renewable, sustainable and non-renewable, and this has implications for their supply and consumption.	Define and classify different types of resources, including energy, mineral, physical and biological resources. Investigate the changing pattern of global inequalities in the supply and consumption of different types of resource.
b Issues surrounding energy supply and consumption have produced a changing world of 'haves' and 'have nots'.	Examine the reasons for variations in the global supply and consumption of: • one non-renewable energy resource • one renewable energy resource. Assess the likely future pressures on both the supply and consumption of the chosen energy resources brought by global economic growth and changing international relations.
2.2 How sustainable is the current pattern of resource supply and consumption?	
a Different theories exist about how far the world can cope with the current consumption of resources.	Investigate the differences between Malthusian and Boserupian theories about the relationship between population and resources. Evaluate these theories by considering the changing relationship between global food demand and supply.
b The challenges for future resource consumption centre on achieving sustainability.	Identify ways in which governments, both national and local, attempt to manage resource consumption through education, conservation and recycling. Evaluate the potential of renewable resources and the ways in which new technologies, e.g. the hydrogen economy, might resolve resource shortages.

Topic 3 Globalisation

Key ideas		Detailed content
3.1 How does the economy of the globalised world function in different places?		
	a The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing.	Use the Clark Fisher model to investigate changing employment structure in countries at different stages of development. Contrast the importance of different employment sectors and working conditions in countries at different stages of development.
	b Globalisation is changing employment sectors in both the developed and the developing world.	Outline the role of global institutions including the World Trade Organization (WTO), the International Monetary Fund (IMF) and transnational corporations (TNCs), in creating a more globalised economy. Evaluate the impact of globalisation on different groups of people, including women as a group and men as a group, in the developed and developing world.
3.2 What changes have taken place in the flow of goods and capital?		
	a In the past 50 years both international trade and the flow of capital across international borders have expanded rapidly.	Examine the changes in the volume and pattern of international trade and foreign direct investment. Explore the reasons for these changes, including lower transport costs, TNC growth and mergers and state-led investment.
	b Transnational corporations (TNCs) control a substantial part of the global economy and have created a global shift.	Study one TNC in the secondary sector to show how it operates in different parts of the world, e.g. location of headquarters, outsourcing and the global shift in manufacturing. Study one TNC in the tertiary sector to show how it operates in different parts of the world, e.g. administrative work moving overseas, globalisation of products, including the growth of retailing chains.

Topic 4 Development Dilemmas

Key ideas		Detailed content
4.1 How and why do countries develop in different ways?		
	a Definitions of development vary as do attempts to measure it.	Examine contrasting ways of defining development, using economic criteria and broader social and political measures. Evaluate different ways of measuring development, including Gross Domestic Product (GDP) per capita, the Human Development Index and measurements of political freedom and corruption.
	b There remains a large gap between the level of development of the most developed and least developed countries.	Examine the extent of the global development gap and how this has changed over time, using a range of indicators. For one developing country in Sub-Saharan Africa, consider recent social, political and economic development and possible barriers to further progress.
4.2 How might the development gap be closed?		
	a Development strategies vary in theory.	Use theories of development to help explain why societies develop over time, including Rostow's modernisation theory and dependency theory. Levels of development may vary within a country with regional differences evident, especially between an urban core and a rural periphery.
	b Types of development vary between top-down and bottom-up strategies.	Compare the characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. Evaluate the impact of one large top-down project, e.g. a dam, on different groups of people in a developing country.

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

Topic 5 The Changing Economy of the UK

Key ideas	Detailed content
5.1 How and why is the economy changing?	
a There have been many changes in the industrial structure of the UK economy in the past 50 years as a consequence of government policies and external forces such as globalisation.	Investigate the changes in primary and secondary sectors to explain why: • employment has declined in many sectors • changes in output are more variable, with some growth areas, e.g. vehicle manufacturing, but decline in other areas, e.g. footwear and clothing. Examine changes in the tertiary and quaternary sectors, including the growth of retail, finance and business services and IT-related research.
b There have been significant changes in the structure of the workforce in the past 50 years which vary from place to place within the UK.	Explore different methods of classifying employment and investigate why the balance of types of employment has changed in terms of average wages, full time/part time, temporary or permanent, male and female. Investigate two contrasting regions of the UK, e.g. the North East and the South East, to explain the differences in their industrial structure and workforce.

Key ideas		Detailed content
5.2 What is the impact of changing work on people and places?		
a	Changing employment has environmental impacts, some of which are positive and some negative.	Assess the environmental impacts of de-industrialisation and economic diversification in one UK urban area. Examine alternative proposals for economic development by comparing the costs and benefits of a greenfield development and the regeneration of a brownfield site.
b	Employment is changing and will continue to change.	Examine the increasing contribution of the digital economy, education and research, the 'green' employment sector and foreign workforce to the growth of the UK economy. Consider the impact of changing working practices, including home working, teleworking, self-employment, flexible working and the impact of IT.

Topic 6 Changing Settlements in the UK

Key ideas		Detailed content
6.1 How and why are settlements changing?		
	a There have been many changes in urban areas in the UK in the past 50 years as a consequence of government policies, in addition to economic, social and demographic changes.	Investigate the contrasting economic, social, political and demographic processes that have transformed urban areas in the UK with some, e.g. London, experiencing significant economic growth with rapid population growth while others have experienced economic and population decline, e.g. Liverpool. Examine how these processes have led to variations in the quality of urban residential areas (including housing, services, amenities and recreational areas) and the levels of multiple deprivation within large urban areas.
	b Rural settlements in the UK have changed greatly in the past 50 years and new types of settlement have developed in that time.	Identify different types of rural settlement, including remote rural communities in upland areas, retirement communities and commuter villages, and explain how these have developed. Investigate two contrasting rural regions in the UK, e.g. the Highlands of Scotland and East Anglia, to explain the variations in the quality of life and levels of deprivation.
6.2 How easy is it to manage the demand for high quality places to live?		
	a Current demand for some urban residential areas in the UK is rising, placing pressures on the environment.	Examine the environmental, social and economic impacts of rising demand for residential areas in one urban area in the UK. Evaluate the success of strategies to improve urban areas, e.g. 'rebranding' and urban regeneration.
	b Different strategies can be used to improve the quality of settlements in rural regions of the UK to make them sustainable.	Examine the role of rural development schemes and larger projects, e.g. the Eden Project, in stimulating growth in the rural economy and arresting out-migration. Evaluate the success of planning policies such as 'green belts' and National Parks in both conserving valuable landscapes, and allowing economic development.

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

Topic 7 The Challenges of an Urban World

Key ideas		Detailed content
7.1 How have cities grown and what challenges do they face?		
a	The world is increasingly urbanised as cities grow due to different processes.	Examine urbanisation trends globally and across different regions, including reasons for growth (migration and internal growth). Contrast the economic activities, spatial growth and population of 'megacities' (cities with more than 10 million people) in the developed and developing world.
b	Cities face a range of social and environmental challenges resulting from rapid growth and resource demands.	Examine urban challenges in the developed world, including food, energy, transport and waste disposal demands that may lead to concentrated resource consumption. Examine urban challenges in the developing world, including slum housing, the informal economy and urban pollution, that lead to low quality of life.
7.2 How far can these challenges be managed?		
a	Cities in the developed world have huge potential for reducing their environmental impact (eco-footprint).	Investigate why eco-footprints vary from city to city and assess how one named city in the developed world is lessening its eco-footprint by reducing energy consumption and waste generation. Analyse the potential for more sustainable transport in a named city in the developed world.
b	Different strategies can be used to manage social and environmental challenges in developing world cities.	Consider the success of strategies to improve quality of life in cities in the developing world: self-help schemes, the work of NGOs, urban planning (e.g. Curitiba). Evaluate the advantages and disadvantages of attempts to develop less-polluted cities, e.g. Masdar City, Mexico City.

Topic 8 The Challenges of a Rural World

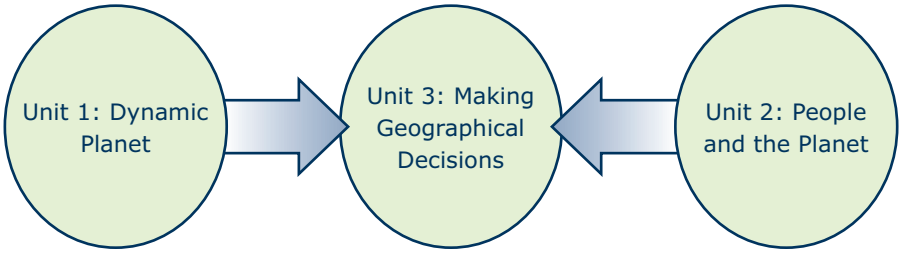
Key ideas		Detailed content
8.1 What are the issues facing rural areas?		
	a Rural areas have contrasting economic characteristics.	Explore the varied rural economy in the developed world, including commercial farming systems, employment and service provision in rural areas. Explore the varied rural economy in the developing world, including cash-crop farming for export versus subsistence farming.
	b Rural areas in the developed and developing world face a number of challenges.	Examine rural challenges in a named rural area in a developed country, including rural isolation, changes to rural services, the decline of farm employment, tourist pressures, and the effects of counter-urbanisation. Examine rural challenges in a named rural area in a developing country, including isolation, changing farm economy and landholdings, the impact of rural-urban migration and natural hazards.
8.2 How might these issues be resolved?		
	a Livelihoods and opportunities for people in rural areas in developing countries can be improved.	Examine the role of different groups involved in development projects in rural areas: national and local government, non-governmental organisations (NGOs), intergovernmental organisations (IGOs), local communities. Evaluate initiatives in contrasting rural areas in the developing world designed to improve opportunities and quality of life, e.g. micro-finance, mobile health services and education.
	b The farming economy of rural areas needs to adapt to be economically and environmentally more sustainable.	Explore how developed world farms can diversify to generate new income streams, e.g. specialist crops and food, organic farming, recreation and leisure. Explore how developing world farming can benefit from fair-trade schemes and intermediate technology to reduce soil erosion, improve water supply and raise yields.

Unit 3 Making Geographical Decisions

Overview

Content overview

Students develop knowledge and understanding of key physical geography topics in Unit 1: Dynamic Planet and key human geography topics in Unit 2: People and the Planet. Unit 3 is synoptic and requires students to have a complete understanding of the core topics of Units 1 and 2 (topics 1 to 4) so that they can examine geographical issues at a range of scales, consider solutions and justify their choices. It is expected that students will develop the skills to analyse a geographical problem and to consider, select and justify proposed solutions, using their learning from Units 1 and 2. Conceptually, Unit 3 enables students to draw together knowledge and understanding from Units 1 and 2.



Teachers should spend a quarter of the teaching time for this qualification preparing for Unit 3. The unit could be delivered as a separate element. Alternatively, some of the skills for this unit could be delivered as part of the delivery of the core topics (topics 1 to 4) from Units 1 and 2. However, time will need to be allowed after delivery of Units 1 and 2 for students to draw synoptically on their core knowledge to propose solutions to geographical problems.

Characteristics of the geographical problem

The examination will consist of a booklet of sources that exemplify a geographical problem. Geographical problems presented in the examination:

a require students to have detailed and synoptic knowledge and understanding of at least one core topic from Unit 1 and one core topic from Unit 2, including the links between topics

b require students to make effective use of, and interpret, the source material provided in the examination

c require students to develop a critical perspective on the issues studied, including the vested interests of individuals, organisations and governments

d have multiple, and sometimes conflicting, solutions

e require students to consider physical and human implications together, making reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.

Detailed unit content

Students must be able to demonstrate the following:
1. **Reference skills** – ability to accurately refer to a variety of sources for obtaining information.
2. **Communication skills** – ability to present information in a clear and appropriate way through written communication, maps and diagrams.
3. **Interpretative skills** – ability to give meaning to data.
4. **Evaluative skills** – ability to critically analyse and interpret the full range of evidence, viewpoints and options, as well as formulate and justify decisions.
5. **Problem-solving skills** – ability to enquire, and to think clearly, critically and constructively.

The key ideas, themes and focus below are intended to support development of student skills.

- Students should be able to apply skills to the key ideas below.
- One or more of the key ideas may feature in an examination.
- The detailed content examples will not be used in an examination.

Key idea	Theme and focus	Unit 1/Unit 2 reference
1. Sustainable development is an important concept.	• Investigate the meaning of the 'Brundtland' definition of sustainable development by considering how current social and economic needs can be met while also protecting the environment and its resources so that future generations might also satisfy their needs. • Examine contrasting ways of judging whether development is sustainable socially, economically or environmentally by comparing different styles of development, e.g. small-scale intermediate technology versus large-scale, top-down approaches.	Unit 1 (3.2a/b) Unit 1 (4.2a/b) Unit 2 (1.2a/b) Unit 2 (4.1a/b)
2. Since the 1990s 'environmental sustainability' has become increasingly important.	• Investigate different attitudes towards environmental sustainability such as those of transnational corporations (TNCs), governments, non-governmental organisations (NGOs) and pressure groups, e.g. the World Wide Fund for Nature (WWF), Greenpeace. • Explore the reasons why these organisations have different attitudes towards environmental sustainability and contrasting polices, including 'no-growth', 'greenwashing', tokenism and switching to renewable resources.	Unit 1 (3.2a/b) Unit 1 (4.2a/b) Unit 2 (3.2a/b) Unit 2 (4.1a/b)

Key idea	Theme and focus	Unit 1/Unit 2 reference
3. Demand for resources is rising globally but resource supply is often finite which may lead to conflict.	• Investigate how pressure on land and other resources leads to environmental degradation and problems for humans, at a range of scales from local to global, e.g. the impact of the exploitation of forests, energy and water resources. • Consider how pressures on resources are likely to increase in the future, due to population growth and increasing affluence through development and globalisation and how this can lead to conflict between different individuals and organisations, e.g. oil drilling in Nigeria and conflicts involving TNCs, governments, the Ogoni people and NGOs.	Unit 1 (3.2a/b) Unit 2 (1.2a/b) Unit 2 (2.2a/b) Unit 2 (3.2a/b) Unit 2 (4.1a/b)
4. Balancing the needs of economic development and conservation is a difficult challenge.	• Investigate how governments try to meet economic and social needs but also protect the environment, e.g. the balance of conservation areas/greenbelts versus urban and industrial development. • Investigate how global organisations, such as the United Nations (UN), have become more important in the management of environmental threats and examine why national governments have contrasting attitudes to global environmental agreements such as the Kyoto Protocol.	Unit 1 (3.2a/b) Unit 2 (2.2a/b) Unit 2 (3.2a/b)
5. Achieving sustainable development requires funding, management and leadership.	• Examine the management and funding challenges for governments trying to achieve sustainable development at both local and national scale, e.g. renewable national energy targets and promoting local recycling initiatives. • Investigate the role of NGOs in providing leadership to achieve sustainable development, e.g. the impact of Brazilian environmental groups on deforestation or the campaign to promote fair trade.	Unit 1 (2.2a/b) Unit 1 (3.2a/b) Unit 2 (2.2a/b) Unit 2 (3.2a/b)
6. Physical processes and environmental changes increasingly put people at risk.	• Examine trends in population and urbanisation to understand why increasing numbers of people, their property and livelihoods are vulnerable to tectonic hazards and the impacts of climate change. • Investigate why managing risks is challenging due to the rising demand for places to live and the uncertain and unpredictable nature of the risks.	Unit 1 (1.2a/b) Unit 1 (2.2a/b) Unit 2 (3.2a/b) Unit 2 (4.1a/b)

Assessment overview

The unit is assessed through a 1-hour and 30-minute tiered examination.

In the examination, students will receive a resource booklet, which will outline a geographical problem. Note that students will not have sight of the booklet or the geographical problem before the examination.

The unseen resource booklet and examination will draw on at least one core topic from Unit 1 and one core topic from Unit 2. Students will need to be familiar with the core Unit 1 and 2 topics and the ways in which topics can interrelate.

Students do not need to be familiar with the context set in the resource booklet and they will not be disadvantaged by unfamiliarity with the context.

Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Unit 4 Investigating Geography

Overview

Content overview

Throughout this GCSE qualification, students need to acquire a range of geographical skills. These skills should be developed through both fieldwork and linked practical exercises.

The Royal Geographical Society, Geographical Association, Field Studies Council and Ofsted (2011 subject report) all support the notion that good and regular fieldwork motivates students and enhances their learning in geography.

Fieldwork and enquiry skills linked to controlled assessment must include the following.

- Planning/Pre-fieldwork – focusing a fieldwork investigation, contextualising and localising from one of the Edexcel tasks (see page 36). This stage will include secondary data research which will contribute to the final report. Students will be marked on the focus, planning and organisation of their final report.
- Research and data collection (including primary fieldwork skills), undertaking fieldwork, including sampling, data collection and recording techniques, which will result in data presentation and analysis in the final report.
- Analysis, conclusion, evaluation and final report production, including a range of data presentation techniques, analysis of data and drawing of conclusions, evaluation of the techniques used and the conclusions drawn, commenting on the reliability and accuracy of findings and linking back to the original task. Structuring and presentation of the final report.

The task structure is shown more fully on page 38: The Route of Enquiry

The controlled conditions are shown in full on pages 42–44.

Each year Edexcel will provide eight tasks that students will use as the basis for their fieldwork. These will be based around eight themes and linked to parts of the specification (see below). These themes and their main specification links will remain the same for the duration of this specification.

Theme	Main area(s) of specification linkage	Relevant pages of the specification
Coastal Environments – physical processes	Unit 1: Section B, Topic 5 (Coastal Change and Conflict) 5.1a + 5.1b	16
Coastal Environments – conflict and management	Unit 1: Section B, Topic 5 (Coastal Change and Conflict) 5.2a + 5.2b	16
River Environments – physical processes	Unit 1: Section B, Topic 6 (River Processes and Pressures) 6.1a + 6.1b	17
River Environments – flood management	Unit 1: Section B, Topic 6 (River Processes and Pressures) 6.1a + 6.2b	17
Rural/countryside Environments – pressures including tourism	Unit 2: Section B: Topic 6 (Changing Settlements in the UK) 6.2b	28
Rural/countryside Environments – futures and management	Unit 2: Section B: Topic 8 (The Challenges of a Rural World) 8.1b	28
Town/city Environments – sustainability and eco-footprints	Unit 2: Section B: Topic 7 (The Challenges of an Urban World) 7.2b	28
Town/city Environments – contemporary urban issues	Unit 2: Section B: Topic 6 (Changing Settlements in the UK) 6.1a, 6.2a Unit 2: Section B: Topic 7 (The Challenges of an Urban World) 7.1b	28

The focus and/or context of the tasks will change on an annual basis, although centres are free to continue using the same or similar fieldwork sites and locations **only if relevant and appropriate**. New tasks will be released in secure form on the Edexcel website approximately two years before the final date of submission so that centres can plan their fieldwork appropriately.

Centres can find exemplar materials on the Edexcel website at www.edexcel.com/geography.

Assessment overview

This unit is an internally assessed unit under controlled conditions (see pages 42–44). Students complete **one** of the fieldwork tasks from the list provided by Edexcel.

The controlled assessment is marked out of a total of 50 marks, based on the following sections:

a purpose of the investigation (6 marks)

b methods of data collection (9 marks)

c methods of presenting data (11 marks)

d analysis and conclusions (9 marks)

e evaluation (9 marks)

f planning and organisation (6 marks).

The controlled assessment final report will be marked internally by teachers and a sample will be moderated by Edexcel.

Edexcel Geography Specification B, Investigating Geography – The Route of Enquiry

The work produced by students must follow the route of enquiry below.

Steps in Unit 4: Investigating Geography are as follows.

Task area	Level of control	Time allowed
Task Setting – a task for investigation is externally set by Edexcel and is selected from the published list of approved tasks.	High level of control	N/A
Task Taking (Planning/pre-fieldwork phase) • **Task contextualisation**. The task is contextualised and developed by the teacher, resulting in a focused question or questions to be addressed, a problem to be solved or an issue to be investigated. The objectives of the investigation are defined in specific terms. Assessment criteria should be discussed with students. • **Data decisions**. Students decide what data is relevant, how the primary data can be collected and what sampling pattern should be used. Students should be encouraged to assist in the planning and design of the fieldwork and to access supporting secondary data.	Limited level of control	3 hours
Task Taking – Research and data collection		
(Fieldwork phase) • Primary data is collected and recorded.	Limited level of control	One day
(Research phase) • Primary data presentation methods are agreed. • Primary data is presented. • Additional secondary data research is completed.	Limited level of control	9 hours
Task Taking (Analysis, conclusion, evaluation and final report production) • The student selects and refines the presented data to be analysed. • The student interprets and analyses the presented data that they have selected. • Conclusions are drawn relating to the original objectives. • The student evaluates the investigation in relation to the limitations of the evidence and validity of the conclusions. Improvements or further investigation are suggested. • All of the work is combined into a structured final report.	High level of control	8 hours

Note: additional information regarding fieldwork, including relevant organisations and publications, can be found in the supporting Teachers' Guide.

Detailed unit content

Delivery of the controlled assessment

Skills

Students must demonstrate the ability to carry out the following skills when completing their controlled assessment:

a identify, analyse and evaluate geographical questions and issues

b follow/establish appropriate sequences of investigation, incorporating geographical skills, both fieldwork and research

c extract and interpret information from a range of different sources, such as Ordnance Survey maps, photographs, drawings, diagrams and tables, and use of technology to support the enquiry process

d evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of their evidence and conclusions

e use Geographical Information Systems (GIS) and/or digital maps (visualisation) during their geographical investigation.

Geographical Information Systems

Geographical Information Systems (GIS) and/or digital maps (visualisation) should be used during the student's fieldwork investigations. Assessment criteria b and c will critically assess the student's ability to use GIS in the fieldwork investigation.

Examples of visualisation are Google Earth and Google Maps as well as dedicated mapping or GIS software, including Infomapper, Aegis and ArcMapper/ArcGIS. Additional support regarding GIS and visualisation can be found in the Teachers' Guide.

Suggested timings

The task should take a total of 20 hours of classroom time and 1 day in the field (approximately 10 weeks of curriculum time).

Task area	Level of control	Time allowed
Task Taking (Planning/ pre-fieldwork phase)	Limited level of control	3 hours
Task Taking – Research and data collection (Fieldwork phase)	Limited level of control	1 day
Task Taking – Research and data collection (Research phase)	Limited level of control	9 hours
Task Taking (Analysis, conclusion, evaluation and final report production)	High level of control	8 hours

Note: students with special considerations may be provided with additional time, up to a suggested maximum of an additional five hours. Exceeding the time allocation may impact negatively on other areas of student study.

Word limits

Students are required to produce around 2000 words. A student's word total may be 10% either side of the 2000-word limit. All words, including tables, graphs, quotations and references must be included in the word total. Students must sign the Controlled assessment record sheet (*Appendix 4*) to confirm that they have met the word limit requirement.

Students who produce substantially fewer than 2000 words are unlikely to have produced a response that meets the assessment requirements. Students who do not meet the word limit requirement will not have access to top marks in assessment criterion f* (page 48).

Task contextualisation

Teachers are expected to contextualise (or localise) student investigations by using the Edexcel task as a basis on which to produce an appropriate question or hypothesis that can be investigated at a local scale. In reality, this may mean adding the name of a real place to the task, or perhaps a minor refocusing to suit the local area, students or particular conditions. This may involve a suitably narrow focus that is practical and manageable for both the centre and student and that promotes an outcome which is succinct. Two examples are provided below:

Original Edexcel Task

Investigate the impact of tourism on rural areas.

Contextualised Task Example 1

An assessment of how far the positive impacts of tourism in Alnwick and Newbiggin outweigh the negative impacts.

Contextualised Task Example 2

Investigate the costs and benefits of different types of tourism in Cromer and Sheringham, north Norfolk.

Variety of report formats/possible outcomes

The final piece of work, which forms the assessed component (referred to as the 'report'), could be produced using alternative formats. Students must ensure they meet the 2000 word limit requirement, irrespective of the medium or format used. This is to ensure there is sufficient extended writing for a reliable assessment of QWC.

There may be several different ways in which a student may incorporate alternative formats into their final report. Students must always be encouraged to use geographical writing to support each of these formats – see below for examples:

Format	Example of linked geographical writing
DVD	Annotations/notes/transcripts of extended interviews, which formed part of the data collection.
PowerPoint presentations	Notes and descriptions to accompany graphs and analysis on slides, together with description of results, etc.
Interactive (online/ electronic) GIS maps	Summary writing in call-outs/placements to provide site descriptions of locations.
Website blog	A personal diary/blog which holds details of images and information about sites, weather etc. Smartphone uploads of images and text to specific website.

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 be free to choose from a list of eight tasks.

The tasks for this controlled assessment are confidential and must not be shown to students before they start the tasks. Teachers can view all the task options available before deciding which task 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 2012 to May 2013.

Task taking

a Planning/pre-fieldwork

Planning and pre-fieldwork preparation will be carried out under limited control.

Authenticity control

Students may carry out their planning and secondary data collection whilst not being directly supervised by the teacher, for example in a library or at home.

Collaboration control

Students may work together in planning their fieldwork and data collection.

Feedback control

Teachers may support students in their fieldwork preparation and in the choice of appropriate primary and secondary data to collect. Teachers may support students to ensure that plans and data collection methods are appropriate.

Resources control

The secondary data can include extracts from books and journals, and pages from websites. The secondary data cannot be directly incorporated into the final report. It may be included only as brief extracts and must be correctly referenced.

Time control

Three hours is permitted for this phase.

b Research and data collection

Research and data collection, including fieldwork, will be carried out under limited control.

Authenticity control

Fieldwork phase – the collection of primary data must be supervised by the teacher. Guidance may be given regarding the appropriateness of different forms of data collection.

Research phase – students may be supported in their choice of forms of presentation of the primary data. Students may produce their data presentation prior to the final report write-up phase. Students should produce a range of different forms of presentation, so that they can choose the most appropriate to use and adapt in the final report.

Collaboration control

Fieldwork phase – students may work collaboratively or independently when collecting primary data from fieldwork. All students must show evidence of their contribution to the collection of fieldwork primary data in the response to assessment criterion b – where they need to produce evidence of the data that they have collected and explain why the method was used. Students must collect their own primary data, but datasets may be collated and shared depending on the task focus.

Research phase – students should work individually on preparing the presentation of their data. Other additional research, and collection of all secondary data should also be completed individually.

Feedback control

Fieldwork phase – teachers can comment on the data collection being undertaken by students, e.g. on the nature and suitability of the methodology selected. Any support, both oral and written, given to students should be dated and logged. It should indicate clearly the exact nature of the advice. (Please see *Appendix 4: Controlled assessment record sheet*)

Research phase – the teacher may work with the student to suggest appropriate forms of data presentation. The teacher must not interpret the data or provide any assistance in terms of analysis and evaluation of the data. Students must individually produce their data presentations.

Resources control

Fieldwork phase – teachers should keep a record of any advice or additional primary data provided to students. This should be recorded in the Controlled assessment record sheet (*Appendix 4*)

Research phase – students should prepare a range of presentation methods for their data, which they can select from in the final report write-up.

Time control

Fieldwork phase – 1 day

Research phase – 9 hours

c Analysis, conclusion, evaluation and final report production – high level of control.

Authenticity control

Students must complete all work under direct supervision. Work may be handwritten or produced using ICT. All ICT equipment must be checked and monitored to ensure students do not access prepared drafts.

Collaboration control

Students must complete all work independently and must not communicate with each other.

Feedback control

Teachers may communicate with students to provide clarification of assessment terms and controlled conditions but must not provide suggestions or solutions to the controlled assessment.

Resources control

Students should have access only to the primary data notes, secondary data notes and task focus notes, and their prepared forms of data presentation. ICT access, for example, to enable production of online personalised GIS maps, is permitted but must be monitored.

Time control

Eight hours is permitted for completion of the final report. This time may be split between a number of sessions. All student materials must be stored securely between sessions.

Task marking

Task marking – medium level of control

The marking of the tasks will be carried out by teachers and moderated by Edexcel. There is no requirement to annotate the students' work, although it is good practice to write full justification comments on the Controlled assessment record sheet (*Appendix 4*).

Quality of Written Communication

Opportunities for students to be assessed on the Quality of the Written Communication (QWC) have been identified within assessment criterion c. 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

All centres must comply with the new requirements (2011) of relevant legislation and codes of practice, including the *Department for Education health and safety guidance for schools* (www.education.gov.uk/schools/adminandfinance/healthandssafety) and the *Health and Safety Executive – School trips and outdoor learning activities* (http://www.hse.gov.uk/services/education/school-trips.pdf).

Centres should also develop their own mechanisms so that students know the importance of ensuring their own safety and that of others. This could include developing risk assessments as part of the preparation for fieldwork, for example by using Google Maps and Google StreetView to assess likely hazards and risk.

Hazard – danger that could reasonably be expected to cause harm, e.g. contact with slippery rocks next to a stream.

Impact/severity – how someone might be harmed.

Risk – the chance that someone will be harmed by a particular hazard, e.g. a fall/slip or trip.

A *risk rating* can be developed, based on *likelihood* and *severity* (or worst-case outcome). For example, while working in a river, the likelihood of slipping on wet rocks may be described as 'infrequent' (a score of 3/5), whilst the severity could be 'injury' (a score of 3/5). These two together give a risk-rating score 9/25 (3 x 3), which would indicate that a control should be in place to minimise the chance of injury through slipping.

Additional support on this aspect of the specification is available in the Teachers' Guide.

Marking procedure

Teachers should use the assessment criteria descriptors to assess which mark range the work best fits. 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.

Note that not all descriptors have to be met for a mark to be given in a particular band. The descriptors should be used more as guidance as to the overall quality for the work, rather than explicit characteristics, i.e. a 'must have list'.

Wherever possible, centres should always try to internally moderate and cross-standardise work to ensure fairness, accuracy and reliability.

Assessment criteria

Assessment criterion a – purpose of investigation

Mark range	Descriptor
0	No location or issue identified.
1–2	The issue or question is weakly identified. Location is mentioned but unclear.
3–4	A clear statement identifies the issue or question. The location is established.
5–6	A well-focused statement that identifies and contextualises the issue or question. The location is focused on the place of the investigation.

Assessment criterion b – methods of collecting data

Mark range	Descriptor
0	There is no evidence of data collected or method(s) of collection.
1–3	There is limited evidence of primary and secondary data collected by the student. There is little explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is briefly described. Limited evidence of risk assessment. No obvious evidence of the use of GIS to gather data.
4–6	The primary and secondary data has been collected by the student and is appropriate for the investigation. There is some explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is clearly described. Clear evidence of risk assessment having been undertaken. Some limited use of GIS to collect information.
7–9	The primary and secondary data has been accurately collected by the student and is appropriate for the investigation. There is detailed explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is described in detail. Clear reference to risk assessment, explicitly linked to the investigation. Use of GIS is clear and well linked to chosen issue or question.

Assessment criterion c – methods of presenting data

Mark range	Descriptor
0	There is no evidence of data presentation.
1–4	A limited range of basic presentation techniques is used. The methods used are usually not appropriate.
5–8	A range of mainly appropriate data presentation techniques is used. Techniques are well presented, with scales and titles present on most techniques. At the top of this level, some of the techniques should be more sophisticated.
9–11	A wide range of presentation techniques is used, which is well presented and appropriate. Techniques are well presented, with scales and titles present on most techniques. A number of the presentation methods will be more sophisticated.

Assessment criterion d – analysis and conclusions

Mark range	Descriptor
0	There is no analysis or conclusion.
1–3	Data has been extracted and described. Some basic conclusions have been drawn, which vaguely relate to the question or issue investigated.
4–6	Data is described in some detail with analytical comments. Plausible conclusions are reached using the evidence, which is presented in the investigation report.
7–9	There are analytical comments, which draw together the student's findings. The conclusions are accurate and substantiated and refer to the correct theory where appropriate.

Assessment criterion e – evaluation

Mark range	Descriptor
0	There is no evaluation.
1–3	There is limited evaluation of the investigation: either all aspects of the investigation have been evaluated in limited detail or some aspects of the investigation have been evaluated in more detail.
4–6	There is evaluation of the investigation which varies in completeness between the aspects. Some of the limitations of the evidence collected have been recognised.
7–9	There is detailed evaluation of the investigation, which reflects on the limitations of the evidence collected.

Assessment criterion f* – Planning and organisation

Mark range	Descriptor
0	The investigation report lacks any planning or organisation. Geographical terminology is absent. Spelling, punctuation and grammar errors are very frequent.
1–2	The work may be incomplete and not fully organised into a logical sequence. Geographical terminology may not be used accurately or is inappropriate. Spelling, punctuation and grammar errors are very frequent.
3–4	There is a sequence of enquiry in the investigation report. Content is clear, for example page numbers are all present. The student spells, punctuates and uses the rules of grammar with some accuracy. Geographical terminology is used appropriately in the investigation report.
5–6	**Students must be within the word limit to achieve this level**. An organised and well-structured report, showing the correct sequence of enquiry followed. Diagrams are integrated into the text with appropriate sub-headings. Grammar, punctuation and spelling errors are almost non-existent. Clear and accurate use of geographical terminology to support the work.

*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.

B Assessment

Assessment summary

Units 1, 2 and 3 are externally assessed.

Unit 4 is an internally assessed unit.

Summary of table of assessment

Unit 1 Dynamic Planet **Unit code 5GB1F/5GB1H**

This unit will be assessed through a 1-hour 15-minute, tiered examination.

The examination has a total of 78 marks, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C. There will be a variety of question types, such as multiple-choice questions, short-answer, graphical and extended-answer questions.

Of the 78 marks available, up to 6 marks are awarded for spelling, punctuation and grammar (SPaG).

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.

Unit 2 People and the Planet **Unit code 5GB2F/5GB2H**

This unit will be assessed through a 1-hour 15-minute, tiered examination.

The examination has a total of 78 marks, with 48 marks in Section A, 15 marks in Section B and 15 marks in Section C. There will be a variety of question types, such as multiple-choice questions, short-answer, graphical and extended-answer questions.

Of the 78 marks available, up to 6 marks are awarded for spelling, punctuation and grammar (SPaG).

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.

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

This unit will be assessed through a 1-hour 30-minute, tiered examination. The examination has a total of 53 marks and will contain a number of tasks in three questions.

In both Foundation and Higher examinations there will be an incline of difficulty. The paper will begin with shorter, structured questions that test students' knowledge, understanding and skills in relation to the geographical background and nature of the issue. This will be followed by extended-answer questions, involving aspects of the decision-making process and core knowledge, understanding and skills acquired in Units 1 and 2.

Of the 53 marks available, up to 3 marks are awarded for spelling, punctuation and grammar (SPaG).

B Assessment

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	10.4%	10.4%	4.2%	25%
Unit 2	10.4%	10.4%	4.2%	25%
Unit 3	8%	8%	9%	25%
Unit 4	3%	6%	16%	25%
Total for GCSE	**31.8%**	**34.8%**	**33.4%**	**100%**

Entering your students for assessment

Student entry

From the June 2014 examination series onwards, students will be required to sit all of their examinations at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course and controlled assessment work must be submitted for moderation at the end of the course. Centres must ensure that controlled assessment tasks submitted are valid for the series in which they are submitted.

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

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 might 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 on 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, 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 Planning/pre-fieldwork

Planning and pre-fieldwork preparation will be carried out under limited control.

Authenticity control

Students may carry out their planning and secondary data collection whilst not being directly supervised by the teacher, for example in a library or at home.

Collaboration control

Students may work together in planning their fieldwork and data collection.

Feedback control

Teachers may support students in their fieldwork preparation and in the choice of appropriate primary and secondary data to collect. Teachers may support students to ensure that plans and data collection methods are appropriate.

Resources control

The secondary data can include extracts from books and journals, and pages from websites. The secondary data cannot be directly incorporated into the final report. It may be included only as brief extracts and must be correctly referenced.

Time control

Three hours is permitted for this phase.

b Research and data collection

Research and data collection, including fieldwork, will be carried out under limited control.

Authenticity control

Fieldwork phase – the collection of primary data must be supervised by the teacher. Guidance may be given regarding the appropriateness of different forms of data collection.

Research phase – students may be supported in their choice of forms of presentation of the primary data. Students may produce their data presentation prior to the final report write-up phase. Students should produce a range of different forms of presentation so that they can choose the most appropriate to use and adapt in the final report.

Collaboration control

Fieldwork phase – students may work collaboratively or independently when collecting primary data from fieldwork. All students must show evidence of their contribution to the collection of fieldwork primary data in the response to assessment criterion b – where they need to produce evidence of the data that they have collected and explain why the method was used. Students must collect their own primary data, but datasets may be collated and shared depending on the task focus.

Research phase – students should work individually on preparing the presentation of their data. Other additional research, and collection of all secondary data should also be completed individually.

Feedback control

Fieldwork phase – teachers can comment on the data collection being undertaken by students, e.g. on the nature and suitability of the methodology selected. Any support, both oral and written, given to students should be dated and logged. It should indicate clearly the exact nature of the advice. (Please see *Appendix 4: Controlled assessment record sheet*.)

Research phase – the teacher may work with the student to suggest appropriate forms of data presentation. The teacher must not interpret the data or provide any assistance in terms of analysis and evaluation of the data. Students must individually produce their data presentations.

Resources control

Fieldwork phase – teachers should keep a record of any advice or additional primary data provided to students. This should be recorded in the Controlled assessment record sheet (*Appendix 4*)

Research phase – Students should prepare a range of presentation methods for their data, which they can select from in the final report write-up.

Time control

Fieldwork phase – 1 day

Research phase – 9 hours

c **Analysis, conclusion, evaluation and final report production** – high level of control.

Authenticity control

Students must complete all work under direct supervision. Work may be hand written or produced using ICT. All ICT equipment must be checked and monitored to ensure students do not access prepared drafts.

Collaboration control

Students must complete all work independently and must not communicate with each other.

Feedback control

Teachers may communicate with students to provide clarification of assessment terms and controlled conditions but must not provide suggestions or solutions to the controlled assessment task.

Resources control

Students should have access only to the primary data notes, secondary data notes and task focus notes and their prepared forms of data presentation. ICT access, for example, to enable production of online personalised GIS maps, is permitted but must be monitored.

Time control

Eight hours is permitted for completion of the final report. This time may be split between a number of sessions. All student materials must be stored securely between sessions.

Task marking

Task marking – medium level of control

The marking of the tasks will be carried out by teachers and moderated by Edexcel. There is no requirement to annotate the students' work, although it is good practice to write full justification comments on the Controlled assessment record sheet (*Appendix 4*).

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

Your student assessment opportunities

The first assessment opportunity for all units of this qualification will take place in the June 2014 series, and in each following June series for the lifetime of the specification.

Unit	June 2014*	June 2015*
Unit 1: Dynamic Planet	✓	✓
Unit 2: People and the Planet	✓	✓
Unit 3: Making Geographical Decisions	✓	✓
Unit 4: Investigating Geography	✓	✓

*All units of assessment must be taken at the end of the course.

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.

The first certification for the Edexcel GCSE in Geography B (first teaching September 2012) will be 2014. All units of assessment must be taken at the end of the course.

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.

Re-taking of units

Students wishing to re-take a GCSE are required to re-take all the external units in the qualification. Students will be permitted to carry forward the result of their controlled assessment (Unit 4) if they wish and re-take only the externally assessed units.

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 marked clearly 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
- using 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:

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

Progression

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

Grade descriptions

A	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. 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. They select, evaluate and use a wide range of relevant skills and appropriate techniques and technologies effectively. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record a range of appropriate evidence from a wide range of sources, including fieldwork, accurately. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.
C	Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately. 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. 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.

F	Candidates recall, select and communicate knowledge and some limited aspects of understanding of 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 teachers' 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 and 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 re-marked
- learn about other students' experiences at university, on their travels and entering the workplace.

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

D Appendices

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 visit 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 different kinds of living space.
	Unit 3	Examine social and economic impacts of decision making.
Cultural	Unit 1	Sustainable management of eco-systems, 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 4	An investigation into an aspect of the environment.
European initiatives	Unit 2	Many countries have policies to control and manage migration flows.
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 – 600/6434/1
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: • 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 Edexcel *UK Information Manual*, available on the Edexcel website.

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Appendix 4 Controlled assessment record sheet

Edexcel GCSE in Geography Specification B
Unit 4 (5GB04) Investigating Geography

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

Unit 4 task

Assessment criterion	Total marks	Marks awarded	Moderator mark (for Edexcel use only)
a – Purpose of investigation	6		
b – Methods of collecting data	9		
c – Methods of presenting data	11		
d – Analysis and conclusions	9		
e – Evaluation	9		
f – Planning and organisation	6		
Total marks	**50**		

Details of any additional advice or support given (e.g. for candidates with special considerations).

Candidate declaration I can confirm that I have produced the attached work without assistance other than that which is acceptable under the guidelines given by the teacher. I confirm that the total number of words used is in accordance with the word limit.

Signed candidate _____ **Date** _____

Teacher declaration I can confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signed teacher _____ **Date** _____

Name of teacher _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact coursework@edexcel.com

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

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