Oxford Cambridge and RSA Examinations

RECOGNISING ACHIEVEMENT

OCR GCSE IN GEOGRAPHY A 1986

OCR GCSE (SHORT COURSE) IN GEOGRAPHY A 1086

TEACHERS' GUIDE INCORPORATING COURSEWORK ADMINISTRATION PACK

CONTENTS

1 INTRODUCTION

1.1 WHY PRODUCE A TEACHERS' GUIDE?

This handbook has been developed to help teachers deliver OCR's Geography GCSE Specification A (1986) and the GCSE Short Course (1086). Coursework exemplars are included in Section 5.2 to provide further guidelines to teachers in planning coursework.

Please note this handbook only has the status of **guidance**. All definitive statements about the specifications are in the QCA approved specification documents.

1.2 WHAT'S NEW?

Specification A builds upon Syllabus A [1586] and teachers who are familiar with that will immediately notice that the four key sections are in the same order, with the same layout of content presented on four double page spreads. The content is specified in detail and its amplification suggests some suitable case studies that are not prescriptive but help to clarify what could be included in a teaching programme. At first glance, the content spreads may appear daunting, until it is realised that the Scale and the Context columns limit the content to manageable proportions and make coverage very clear. Many of the suggested case studies are included in the textbook, 'A New Introduction to Geography for OCR GCSE Specification A' which has been written to meet the requirements of the specification. The textbook is published by Hodder and Stoughton (ISBN 0 340 74 707 2).

The specification is intended to be the essential Geography specification for candidates to age 16. It allows teachers time and space to develop topics fully and, where appropriate, to incorporate current issues and their own interests and enthusiasms. It is intentionally slim but balanced and comprehensive.

It maintains OCR's commitment to a balanced geographical education by including:

- physical and human geography;
- geographical themes, places and skills;
- separate assessment of knowledge and understanding (and its application), and skills;
- examinations and coursework.

The Short Course provides a taster of Geography to GCSE level, requiring half of the study of the Full Course. The content is a subset of Specification A's content, maintaining a balanced approach to the subject.

Specification A takes as its starting point the National Curriculum at Key Stage 3. Key Stage 3 is the foundation which candidates will bring to this Specification. In anticipation of about half of all pupils not continuing with Geography beyond the age of 14, Key Stage 3 was designed to introduce a broad range of the most important Geography. This specification sets out to develop this to a higher level.

OCR acknowledges that many able candidates follow this specification and they expect to progress to AS and A2 Level. The specification matches closely the four requirements of the A Level Geography Subject Core which are:

- the interaction of people and the environment;
- the physical environment;
- the human environment;
- a personal investigation.

It facilitates a smooth transition to the next stage providing the fundamental skills, knowledge, understanding and vocabulary for those wishing to pursue their Geography studies to a higher level.

For all abilities?

OCR has developed, in parallel with this GCSE Specification, a certification for pupils who are unlikely to achieve a GCSE grade. It is known as the OCR Entry Level Certificate in Geography A. (This was formerly the Certificate of Achievement). It has less subject content than GCSE, but all of its specified content is included in Specification A. It can, therefore, be delivered discretely in either a setted or streamed situation, or co-taught with the GCSE course.

The assessment techniques for the Entry Level Certificate have been chosen to bring out the best in candidates of low ability. Classwork from each of the four content units or short structured exercises, set and provided by OCR for teacher assessment and undertaken at appropriate points during the course, make up 50%. There is a short oral test set by OCR and a 1 hour paper, set and marked by OCR, in May of Year 11. It awards Entry 1, Entry 2 and Entry 3, which equate to Pass, Merit and Distinction. Further details are available from OCR, quoting " Entry Level Geography A" (see also Section 6.5).

How does the Short Course relate to Specification A?

OCR offers a GCSE Short Course in Geography A (Specification 1086). This is for the full ability range and is graded A* to G. It can be delivered in half of the time allocated to the full GCSE over two years ('long and thin') or in one year with the same timetable commitment as full GCSE ('short and fat'). The content and assessment are derived from Specification A, and it has been especially designed for co-teaching (see Section 6.1). Candidates take one exam paper of 1 hour 30 minutes either at Foundation or Higher level and produce coursework up to 1 500 words, which must include some fieldwork.

What support is available from OCR?

INSET Meetings are held in the Spring Term each year. They provide feedback on the performance of candidates in coursework and examinations, offer advice on teaching programmes and specification interpretation, and give the opportunity to meet teachers and senior Examiners.

It is expected that Specification A will be very popular and OCR has put in place a number of support mechanisms to assist teachers in the successful implementation and delivery of the specification. In addition to the specification and specimen question papers and mark schemes there are:

- this **Teachers' Guide**, which gives insight into the specification, scheme of assessment and coursework requirements, and providing some practical advice for teachers including a **portfolio of coursework exemplars**;
- a complimentary copy of the **Examination Mark Scheme**, available each Autumn Term, which will be invaluable for mock examinations;
- a detailed **Examiners' Report** giving information on the performance of candidates, the effectiveness of questions, advice on examination technique and examples of candidates' work and how it was marked;
- an annual programme of **INSET meetings** to address specification teaching and assessment issues;
- **Coursework Consultants** to assist Centres in delivering the specification and in particular coursework. The consultant can offer guidance on improving coursework proposals if a Centre wishes.

What choice is available to teachers of the specification?

Much of the specification is prescriptive. This is part of the deliberate attempt to reduce its content. Required place studies are indicated with a ✔.

Flexibility and choice is available through teachers being able to choose the place and often the scale of the case studies to exemplify the themes. The ✣ symbol in the specification indicates where a choice of scale or context is available.

How are the ✚ and ✔ symbols to be interpreted?

The ✔ symbol indicates where the scale and context are prescribed and must be taught to ensure Specification balance is maintained. The ✣ symbol indicates where there is a choice of scale or context but it must be used in conjunction with the amplification column which indicates how many case studies are required for example:

Unit 1 Rivers c) 'The causes, effects and management of river flooding' requires two case studies, one prescribed from an LEDC at a small/local scale, but likely to involve regional or international scale and one from either the UK or EU or MEDC at the same scale. This will give a 'rich - poor contrast'.

How are the definitions of context to be interpreted?

The following is the 'approved' interpretation.

UK	England, Wales, Northern Ireland, Scotland.
EU	the whole of the EU or countries of the European Union with the exception of the UK.
MEDC }	the best interpretation of these is to use those countries defined by
LEDC }	The Brandt commission as 'North' for the MEDC and those defined as 'South' for the LEDC. (Note that the MEDC Other refers to MEDCs other than those in the EU, including the UK.)

Examiners will take a liberal interpretation, discriminating in favour of the candidate if countries are chosen whose place within the continuum of development is uncertain e.g. Korea or Russia.

The use of acronyms UK, EU, MEDC and LEDC are acceptable at all times.

Do I have to teach the case studies given in the specification?

No! The case studies provided are examples only. They are provided to show a place study which meets the scale and context requirements. Teachers can choose their own exemplars to meet their own and their candidates' needs. This does not mean the ones provided will not be appropriate.

Examinations will recognise that teachers are able to choose their own place studies and questions will be phrased to accommodate this.

How could the specification be made into a Programme of Study?

A good way of planning a programme of study is the matrix method. It can be used at both a macro level, to plot the whole specification pattern, and a micro level to detail the actual day to day studies.

An example is shown on pages 9 and 10.

Matrix Planning - Thematic Approach Example

Themes	Key Idea	Theoretical Content	Place Study (Scale and Context)	Skill	Some Class Activities	Possible Time Allocation
PLATE TECTONICS a) Distribution of plates and earthquakes	The Earth's crust is unstable	Distribution pattern Plate boundaries - 3 types	Global	Using atlas maps of plate boundaries. Identifying patterns and interpreting relationships	1 Plot distribution 2 Identify and plot boundaries 3 Plot overlays and identify patterns 4 Sketch sections of plate boundaries 5 Explanation of pattern and anomalies	120 minutes + homework

Themes	Key Idea	Theoretical Content	Place Study (Scale and Context)	Skill	Some Class Activities	Possible Time Allocation
b) The causes and effects of earthquakes and volcanoes	Earthquakes and volcanoes occur where there is crustal weakness	Movement of plates, Richter and Mercali Scales, Seismographs	Mount St. Helens Mexican earthquake	Selecting and extracting relevant data. Writing reports	1 View video and make notes 2 Write a structured report	240 minutes + homework
c) Why people live in areas of crustal instability	Hazards and opportunities	Difficulties in prediction Cost of protection Effects on people and environment	Mount Etna Hawaii	Aerial photograph and map interpretation	1 Interpreting aerial photo, maps and assessing damage 2 Advantages and disadvantages of living in the area	120 minutes + homework

2 PLANNING A PROGRAMME OF STUDY

It is anticipated that most teachers will adopt a thematic approach to their programme of study but other approaches are possible based on real studies or skills. Whatever approach is adopted, teachers should try to ensure the following principles are considered.

Coherence

It is important to ensure the programme of study has a clear overall framework which is a legitimate approach to Geography. It presents a logical progression of study and covers all aspects of the specification.

Structure

It is presented in manageable and clearly identified sections which have a place in the overall framework.

Variety

It is essential to interest and enthuse candidates so the programme of study should permit a variety of teaching methods which will facilitate some active learning through the enquiry approach.

Examinability

When candidates have completed their course, they should have both a sound geographical education and be prepared and fitted for the assessment process. The programme of study should take cognisance of the examination structure.

With its requirement for both theoretical learning and knowledge of place, the specification allows flexibility in approach. Those who prefer to work from general to specific can present the theoretical background and move to the case study for exemplification whilst those who prefer to start with real places and show how they demonstrate the theory can work from the specific to the general.

Taking a regional approach

This Programme of Study outline uses case studies from:

- the locality of the Centre and its region (East Midlands);
- the contrasting region of the Centre's annual residential fieldcourse (West Wales);
- one European Union country (Netherlands);
- one MEDC (Japan);
- one LEDC (Brazil).

Year 10 Autumn Term - "Our City, Our Region"

- covering urban land use zones and quality of life, traffic problems and solutions, shopping in Derby, service provision and in-migration in South Derbyshire villages, former colliery villages in Mid Derbyshire, the effects of mine closure and development of open-cast mining, employment structure on the coalfield and in Derby, industrial location of Littlewood's Distribution Centre, Burton on Trent and Toyota, Burnaston.

This would address, all or in part:

- Unit 2 Settlement b, c, d, e;
- Unit 3 Economic Activities c;
- Unit 3 Energy b;
- Unit 4 Local environments a;

Year 10 Spring Term - "West Wales, a Contrasting Region"

- covering the effects of tourism and land use conflicts within the Pembrokeshire Coast National Park, (including military training and oil on beaches), coastal processes and features (including erosion control at Broad Haven), river processes (including the flooding of the River Towy at Carmarthen) and an investigation of a Pembrokeshire dairy farm.

The first week of the Summer Term is the West Wales fieldcourse which reinforces and develops the above. Data collected in one of the investigations is followed up through classwork and homework in the following three weeks. Two weeks is spent on revision and exam techniques as preparation for the Year 10 exam. The two weeks which follow are Work Experience. The year ends with a brief opportunity to review and develop the coursework.

Year 11 begins with a unit on Brazil, then provides the contrast with a unit taking its case studies from Japan and Netherlands. The final unit integrates all of the chosen regions.

3 EXAMINATIONS

3.1 FULL COURSE

Refer to specification sections	4.1	Page 14	Tiers
	4.3	Page 15	Question Papers
	4.8	Page 17	Differentiation

The question papers will consist of two tiers: Foundation and Higher. All candidates will take two papers plus coursework. The Foundation Tier (Papers 1 and 3) will assess grades C to G and the Higher Tier (Papers 2 and 4) will assess grades A* to D. The Higher Tier route will have a 'safety net' grade, with candidates who just fail to achieve grade D standard in the Higher Tier graded E. There will be no grade higher than C awarded in the Foundation Tier.

The format of the question papers will be as follows:

Paper 1 (Foundation Tier) and Paper 2 (Higher Tier) will predominantly assess knowledge, understanding and its application with a small amount of skills testing. The papers will represent 50% of the total assessment with the breakdown of assessment objectives being 25% knowledge, 12% understanding, 5% application, 8% skills. Each paper will last for two hours.

Paper 1 will contain 4 questions, which sample all four units of the specification. Each question will contain 19 possible marks. The total number of marks for the paper, with 4 marks for the quality of written communication, will be 80. Candidates must attempt all 4 questions. For this tier, candidates will answer in a question and answer booklet.

Paper 2 will contain 8 questions, two from each unit of the specification. Candidates will choose one question from each unit of the specification, containing 19 possible marks. The paper also has 4 marks for the quality of written communication. To allow Higher Tier candidates to develop their answers with extended prose, candidates will answer on lined paper.

Papers 3 and 4 will represent 25% of the total assessment, with the breakdown of assessed objectives being 18% skills, 2% understanding and 5% application of understanding. Each paper will last 1 hour. These papers will contain two questions which will total 37 marks. A further 3 marks are available for the quality of written communication. Candidates will answer both questions which may test any section of the specification; some may be across units. The two questions will not carry equal marks. Both papers will be in the form of a question and answer booklet.

In Papers 3 and 4, a variety of *geographical skills* will be tested, based upon an Ordnance Survey map extract, photographs, graphs, diagrams etc. If techniques that may be unfamiliar to some candidates are used, guidance such as a worked example, will be included in the question.

In addition to testing geographical skills, Papers 3 and 4 will also test some understanding and application of the concepts that the skills are addressing. Therefore, candidates may be asked to

give reasons that support their interpretation of the OS map, or to explain the distribution shown by a particular map or photograph, for example.

Will questions set on Papers 1 and 2 combine parts of more than one Unit?

No, each question will be based entirely on the content within one of the four units. On Papers 3 and 4 however, the theme(s) selected could cut across two or more units, but knowledge is not being tested.

Will questions set on Papers 1 and 2, within each Unit, combine different parts of that Unit?

This is possible - for example in Unit 3, a question could test knowledge and understanding of aspects of both quality of life and economic activities; in Unit 4 aspects of local and global environments could be tested in one question. On the other hand, it is likely that topics will usually be independently tested - for example, in Unit 1 a question incorporating aspects of plate tectonics and coastal erosion is unlikely.

Will the content of Papers 3 and 4 be chosen to avoid repetition of that being tested on Papers 1 and 2?

Clearly, the Examiners will seek to test as much of the specification content as possible and the choice of a theme for Papers 3 and 4 is likely to be made from that material which is not being tested in Papers 1 and 2. However, there may be sections where similar content is used to test different criteria.

Which skills will be examined?

The skills to be examined are from those in the Specification Section 5.2. Candidates should experience the full range of subject specific skills during their studies.

Will maps other than OS 1:25 000 and 1:50 000 be used?

The main colour map extract provided with the examination paper will always be an OS 1:25 000 or 1:50 000 scale map but within both Papers 1 and 2 and Papers 3 and 4 a variety of other maps will be used as stimulus resources. These could be any of those under 5.2 with the exception of weather and geology maps.

What satellite images will be used?

There will be no meteorological images so any satellite images used will be of the land surface. Whenever they are used, a matching key will be provided.

	Foundation	Higher
	PAPER 1	**PAPER 2**
Assessment Objectives	Knowledge, Understanding Application and Skills	Knowledge, Understanding Application and Skills
Target Grades	C-G	A*-D
Questions set	4 (1 from each specification section)	8 (2 from each specification section)
Questions to answer	all 4	4 (1 from each unit)
Choice	none available	1 from 2 in each unit
Duration of Paper	2 hours	2 hours
Nature of Questions	structured and short – limited extended writing	structured but longer - more extended writing required
Answers	in booklet, in spaces provided (matched to marks)	on lined paper, unrestricted space
% marks	50%	50%
Numbers of marks	80	80
	PAPER 3	**PAPER 4**
Assessment Objectives	Understanding, application and skills	Understanding, application and skills
Questions set	2 (cutting across the units)	2 (cutting across the units)
Questions to answer	2 (all parts)	2 (all parts)
Choice	none available	none available
Resources on separate sheets	OS map and may include colour photographs, satellite images	OS map and may include colour photographs, satellite images
Duration	1 hour	1 hour
Nature of questions	structured and short - limited extended writing	structured but longer - more extended writing required
Answers	in booklet; in spaces provided (matched to marks)	in booklet; in spaces provided (matched to marks)
% marks	25%	25%
Number of marks	40	40

3.2 SHORT COURSE SPECIFICATION [1086]

The examination paper will consist of two tiers, Foundation and Higher. All candidates will take one paper plus coursework. The Foundation Tier (Paper 1) will access grades C to G and the Higher Tier (Paper 2) will access grades A* to D. The Higher Tier route will have a 'safety net' grade, with candidates who just fail to achieve grade D standard in the Higher Tier graded E. There will be no grade higher than C awarded in the Foundation Tier.

The format of the question papers will be as follows:

Paper 1 (Foundation Tier) and Paper 2 (Higher Tier) will test all four assessment objectives. The papers will represent 75% of the total assessment and will last for 1 hour 30 minutes. The breakdown of objectives will be 25% knowledge, 14% understanding, 10% application and 26% skills. In each paper, 3 marks are available for the quality of written communication.

Paper 1 will contain 2 questions that sample all four units of the specification plus a question mainly testing skills, using an OS map. Candidates must attempt all 3 questions in a question and answer booklet.

Paper 2 will contain 4 questions, one from each unit of the specification. Candidates will choose two of these questions. There is also a compulsory question mainly testing skills, using an OS map. Answers will be written on answer paper. Content of the course is a subset of GCSE Specification A.

3.3 DIFFERENTIATION

Differentiation is matching the educational experience to the ability of the candidates. Its purpose, in assessment, is to ensure that the candidates have a positive experience, are able to show what they can do and are successful in the tier for which they are entered.

Through its operation of differentiated examinations since 1988, OCR has considerable experience and expertise in presenting tiered papers. These papers are targeted at different grades but test essentially the same Geography. They are constructed so that the majority of candidates for each tier should obtain around 50% of the marks for the paper; therefore the candidates achieve positively.

The skills and practice used are carried forward to the question papers for this specification.

Differentiation In OCR Specification A (1986), Some Strategies

	Examination	Coursework
Input	• tiered papers targeted at different grade bands • Foundation Tier - don't have to make choices Higher Tier - are offered some choice • some resources different in complexity, labelling and detail • different language - targeted level of readability (vocabulary and sentence structure) • different command words e.g. 'explain' (higher), 'give two reasons' (lower) • different paper format - free response writing (higher) answer; space and cues (lower) • different skills required by some questions	• same enquiry topic - different questions and methods • same enquiry - different opportunities for extension work • same enquiry - different data and samples • similar enquiries - undertaken at different places • individual enquiries - each candidate undertakes a different enquiry
Outcome	• common resource - different depth of analysis and interpretation expected • common open question – different level of response required • same closed question – number of responses required varied • same question – different levels of response required by mark scheme • incline of difficulty within questions with easier early questions, and more complex and open later questions	Same task, location and method - different levels of • data collection • processing • representation • interpretation • conclusions

3.4 ENTERING CANDIDATES

Before choosing the assessment tier into which you will enter each candidate, a thorough knowledge of the requirements of the two routes is needed. Consideration of this will lead to establishing some criteria for entering candidates.

For the Higher Tier, candidates must have good reading and analytical skills and be able to exercise sound judgement in making choice. They must be capable of developing points to produce extended written answers and comfortable with answering on lined sheets of A4. This tier is likely to be the entry route for most potential 'A' level candidates.

Candidates for the Foundation Tier will be those who need the support of short structured questions and the cues given by spaces in an answer booklet. Candidates who have some difficulty in choosing appropriate questions and producing fluent extended writing are best suited to this route. In deciding which tier to enter a borderline candidate, teachers must take into account that QCA regulations only permit a two grade overlap between tiers and that those failing to obtain one of the grades allocated to the Higher Tier will be ungraded. At the same time a capable candidate entered for the Foundation Tier cannot be given a grade above the range allocated to that tier.

Please note that candidates are entered for a tier and must keep to the same tier for the second examination. It is not possible to take Paper 1, then Paper 4, nor Paper 2, then Paper 3.

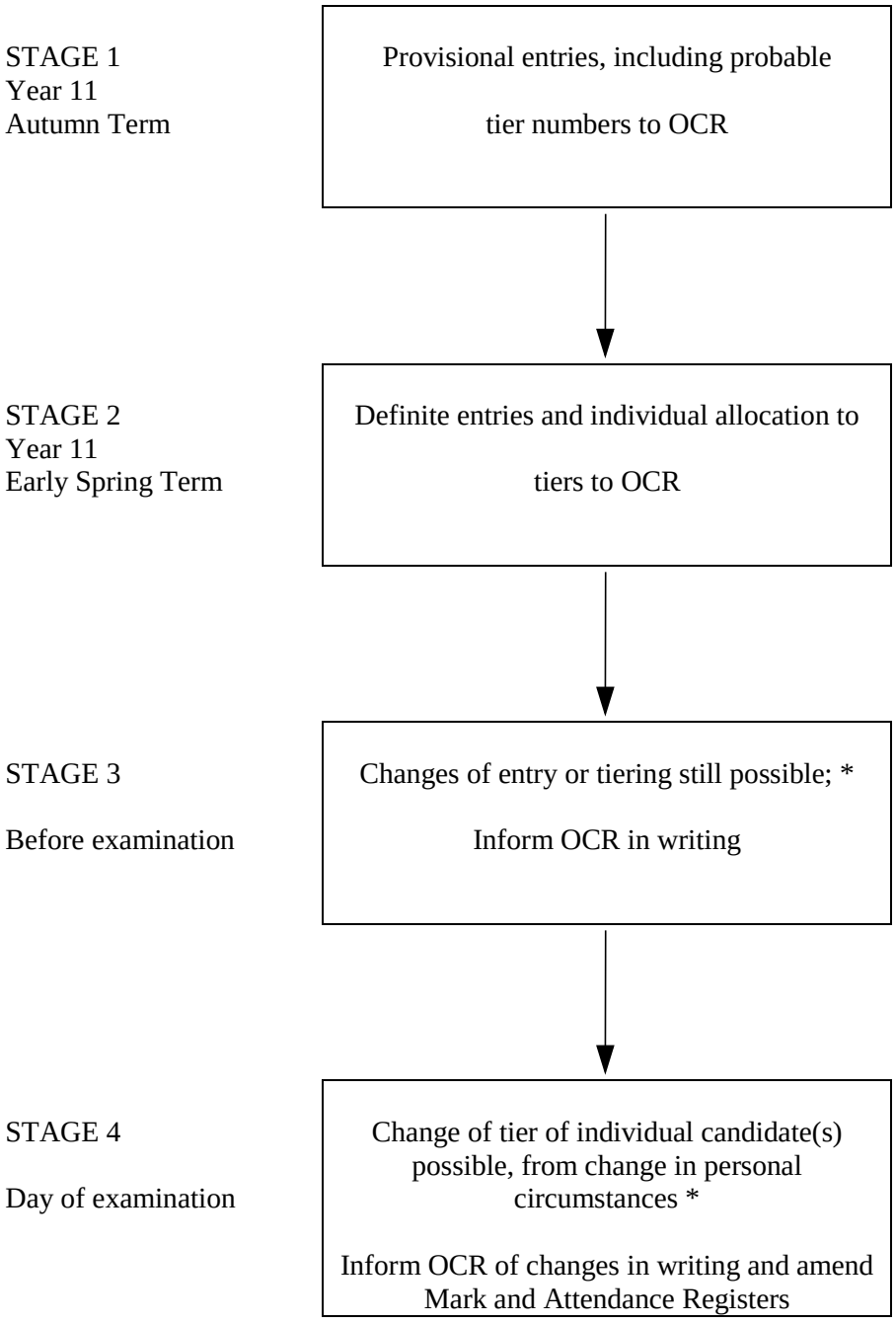
For which tier should I enter a candidate hoping for grade C or D?

1 The final grade depends on the aggregation of marks awarded for the coursework and the question papers. Disappointing performance on one component can therefore be balanced by a good performance on another. The reference in the specification to grades available refers to grades based on an aggregate mark.

2 If you do consider that a candidate has been entered for the wrong tier in the light of their performance between the entry date and the date of the examination, you can change the tier of entry. You must inform OCR in writing. A few spare papers are sent out for each examination, so it is possible to change even on the day, provided you inform OCR, and annotate the examination attendance registers.

In deciding for which tier to enter a candidate, it is important to bear in mind the strengths and weaknesses of the candidate concerned. For a candidate expected to achieve a grade D overall, the answer to the above question is clearly the Foundation Tier but for a candidate predicted to get a grade C, it is more difficult. The two tiers represent two routes to grade C. The standard expected is the same, however, and is defined by the grade description.

3.5 ENTRY PROCEDURE



***Note:** Changes to tier can normally be made up until the day of the first examination, provided the changes are reasonable in both extent and time. Change of tier is not possible after the first examination has been taken.

4 COURSEWORK

4.1 COURSEWORK ISSUES

What is the difference between primary and secondary data?

Primary data is that collected by fieldwork. Secondary data is that which has already been collected by another person, group or organisation; it may be available in many different forms – printed maps and photographs, published tables of data or electronic sources such as websites on the Internet.

The coursework submitted by all the candidates must include geographical investigation supported by fieldwork. Fieldwork can be undertaken by measurement, by questioning or by observation – either separately or combined. The use of secondary data may play an important part in the investigation process but it must be used to support, and not replace, primary data collection by fieldwork.

Is it permissible to submit coursework which is entirely physical?

Yes it is. In Physical Geography topics, candidates often score well on data representation and data collection, but they do find it much harder to offer explanations and draw conclusions. It is important in selecting a physical topic to ensure that opportunities are included for these skills to be demonstrated.

Can candidates produce two investigations?

Each candidate can only submit one investigation. Many Centres undertake two investigations; a first investigation which is largely teacher directed, followed by candidates developing a second investigation which is more individual in nature. The second may derive out of the first.

The decision on whether to undertake one or two investigations may depend on:

- the ability of the candidate;
- the degree to which enquiry approaches have been introduced in Key Stage 3;
- the Centre's policy on spreading the workload of its candidates;
- how successful a candidate has been with the first investigation.

If two investigations are undertaken, only the better one should be submitted.

Can candidates produce individual studies?

An investigation devised and developed by an able candidate is often done with considerable enthusiasm. Teachers should apply the Coursework Consultant's checklist to each. The

Coursework Consultant would not expect advice to be sought on each individual investigation but could give guidance on applying the checklist.

The grade descriptions for grades C and A (Section 4.10 in the specification) refer to candidates "identifying relevant geographical questions". This does not mean that an individual investigation is a requirement for these higher grades. Within a good investigation devised by a Centre, there will be opportunities for each candidate to show initiative - posing, investigating and answering questions about the subject of the study. Initiative is a key characteristic of Level 3 coursework and must by encouraged, identified and rewarded. Where an investigation is teacher planned, the structure of the data collection should not be so tight as to discourage candidates from showing initiative to develop beyond the structure, such as to supplement their primary data collection with some secondary source material. Where data collection involves group work, it is particularly important that the teacher records evidence of individual initiative.

Will candidates undertaking a teacher planned enquiry not be able to gain marks from the Level 3 column of the assessment grid?

They can still receive some marks at Level 3 provided that the quality of the work justifies it, but without some individual input they cannot have access to the top few marks within Level 3 for collection and location of data and for Analysis, Interpretation and Conclusions. As a 'rule of thumb', work from a candidate without any individual input in it that is discernible by the Moderator, could not exceed ninety out of the total one hundred marks. However, it is important to recognise that a candidate is not expected to meet all the requirements listed to being associated with a Level 3 response in the levels descriptions for full marks.

Strength in one area within a criterion of assessment can be traded off against weaknesses in another area. What should always be borne in mind is the standard of work that can be expected from a 16-year-old GCSE candidate.

Why is there a word limit?

Between 2 500 and 3 000 words is suggested for Specification A (1 500 words for the Short Course), but it is not a word limit. Candidates who exceed this will not be penalised and neither should those who produce fewer than 2 500 words. A coursework submission of 2 000 words, which is clearly targeted, complete and concise is worth more than 4 000 words of waffle. The number of words needed to complete the coursework also depends on the nature of the work and the techniques used to present it. Where the outcome is, for example, a series of maps, fewer words may be needed, although analysis and drawing conclusions are still likely to involve extended prose. If audio or video tapes are included in the presentation of the investigation, there must also be some work in written form. This is necessary to enable the quality of written communication to be assessed.

It must be made absolutely clear to candidates that it is quality not quantity that counts. The long-term goal is to eliminate excessively long pieces of coursework, of the type produced by the able and enthusiastic candidates. In many of these submissions, the following two areas are ones where some curtailment could frequently have been made without any adverse effect upon the marks awarded.

- References to the geographical background of the topic that are too extensive. An awareness of the place of the investigation within the broader geographical background is expected, but not the repetition of textbook detail and diagrams of a general nature unadapted to the aims of investigation.
- A technique of presentation is used for every item of data collected, followed by an individual description of each one. A candidate's time can be used more productively by concentrating upon the display of data that is of the greatest significance to the aims of the investigation. Written description can sometimes be replaced by adding labels to graphs, sketches, maps and other diagrams. Over use of just one or two methods of presentation, notably pie, vertical bar and line graphs, should be discouraged. Able candidates should be guided into a rapid move away from description towards interpretation and analysis when they write up the work.

Must coursework include ICT?

This is strongly encouraged and marks are awarded for the use of ICT. The GCSE General Criteria, which all specifications must meet, "require candidates to make effective use of ICT in ways appropriate to the subject". The criteria for Geography develop this, particularly in the context of coursework. The use of ICT is encouraged in all stages of producing coursework. ICT offers opportunities, such as in processing the results of a questionnaire or presenting data accurately and candidates should be encouraged to take these opportunities. However, a word-processed submission is not inherently worth more marks than hand written coursework.

The use of a spelling and grammar checker is appropriate, but candidates need to know how to respond to any prompts, of course.

Where a software package is used to produce graphically presented data, past experience suggests some candidates restrict their data representation to those available to them on computer, even being unwilling to include a hand drawn map. They should be advised that their choice of the most appropriate presentation techniques, whether or not computer generated, is important in deciding the mark for the work.

Where ICT is used to produce coursework, teachers are reminded of the need to be able to authenticate with confidence that it is the candidate's own work. If they are at all unsure, hand-drawn examples should be required.

Why have Coursework Consultants?

OCR supports the requirement of QCA's Code of Practice that coursework should be of an appropriate standard and conform to the requirements of the specification. To help Centres achieve this, a portfolio of possible investigations is included with this guide in Sections 5.2 and 5.3. Centres may adapt these to suit their circumstances.

Many Centres though will wish to devise their own investigations to suit their location, resources and enthusiasm. They may wish to take, as a basis, coursework successfully used for their previous syllabus. The Coursework Consultant is available to offer advice on proposals. To allow sufficient time for this, Centres that wish to seek advice should aim to send their proposed coursework to their Coursework Consultant at least six weeks before they wish their

candidates to begin work on it. A ten-point checklist which teachers may use during the devising of coursework proposals is included as Section 4, part 4.2.

Will the Coursework Consultant who approves the coursework also be the person who moderates the teachers' assessment of it?

This is unlikely. The role of the Coursework Consultant is separate from that of the person who moderates the assessment undertaken by teachers in the Centre although some people may be employed by OCR in both capacities.

What happens if the Coursework Consultant rejects a submission?

We are not expecting this to happen very often. OCR is aware of the wealth of good practice already existing in Centres. This suggests that most staff in most Centres understand the coursework needs well. It is probable that the work undertaken for your old GCSE syllabus will be a good basis for Specification A or the Short Course. Where necessary Coursework Consultants will give advice and support and will work with Centres to develop work that can be approved.

Does a Centre with over 100 candidates, all of whom do individual enquiries, need to give details of over 100 different investigations?

No. The Coursework Consultant can give guidance on the investigation process of the Centre and take an overview of the structure and context within which the candidates will be working and may consider a sample of the titles.

When should coursework be undertaken?

The point or points in the course at which coursework is produced are entirely at the Centre's discretion, to judge:

- when any relevant background teaching has been completed;
- when teaching staff can satisfy the supervision requirements of the QCA Code of Practice;
- that there will be sufficient time for the marking and moderation of the coursework.

In many Centres, an important timing consideration is that coursework demands from all subjects are spread throughout the GCSE course to reduce pressure. For many Geographers, choosing a time of year when the weather is likely to favour fieldwork is also important.

Teachers should note that the time during the course in which the coursework was produced must not be taken into account when the coursework is marked. There can be no compensation for work having been done early in the course. All coursework must be marked according to the assessment criteria.

Must coursework be based on the specification content?

There are attractions in delivering some of the specification content through the coursework. It helps to keep the content demand slim and may enable the candidate to use, in the examination, some material learned through experience.

Some good coursework will extend beyond the specification content, such as a tourism investigation which also involves considering weather or climate. Centres that wish to develop coursework not based on the specification content (or continue existing successful coursework) may do so as long as it meets the assessment criteria. For example, a Centre which wishes to include glaciation in its programme of study may do so and its candidates can be credited through their coursework.

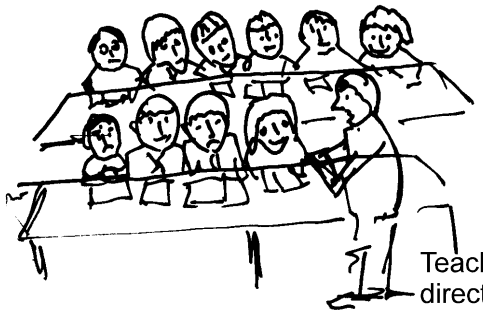
What marks will need to be shown in the assessment grid from which the total mark is obtained?

You will only need to supply the marks for the three different areas of assessment i.e. collection and selection of data; representation of data; and analysis, interpretation and conclusions. You will not be required to provide the sub-marks for skills, understanding and application for the sections in which they apply. These sub-divisions are a means of helping teachers to place candidates.

Must the candidates' work be annotated or can comments be made on a cover sheet?

OCR sees annotation and comments as a useful means of communication from the Centre to the Moderator, by giving justification for the award of marks. This can be done either on the cover sheets or on the candidates' work. Duplication is not required. Experience suggests that most teachers prefer to write on the cover sheet on which the marks are shown, after they know which work has been selected by the Moderator. Where some or all of the work has been teacher initiated, comment targeting the initiative and individuality demonstrated by a candidate is especially valuable.

Coursework: Alternative Strategies

	Strengths	Difficulties
 Individual	1. Individual initiative can be shown in all assessment areas. 2. Personal piece of work, own choice, more motivating. 3. Teacher input limited to process of enquiry and support through stages. 4. Access to all marks.	1. Requires large teacher input at setting up stage. 2. Supervision of data collection not possible. 3. May be some difficulty in the authentication of work. 4. Data sample may be small. Quality of final product may be very different from teacher directed piece. Safety considerations during data collection.
 Group	1. Many opportunities for individual initiative to be shown. 2. Large data sample. 3. Some tasks matched to individual strengths and abilities. 4. Access to all marks.	1. Some difficulty in identifying individual contribution in some sections. 2. Risk of copying between group members. 3. Requires full co-operation of all group members. 4. Some problems supervising data collection.
 Teacher directed	1. Controlled activity, relevant and safe. 2. Quality and completeness of enquiry managed by the teachers. 3. Large quantity of data which can be pooled. 4. Supervision more easy. 5. Easy to identify individual initiative.	1. Limited opportunities for individual initiative. 2. Range of marks available may be restricted. 3. All studies very similar. 4. Risk of plagiarism.

4.2 TEN POINT CHECK FOR TEACHERS

1 (a) Which unit(s) of the specification does it investigate?

(b) What background teaching will be preparation for it?

2 At what point in Year 10 or 11 does it fit?

3 If advice is to be sought, by what date should the proposal be sent to the Coursework Consultant?

4 What is the title/subject of the investigation?

5 (a) Where will fieldwork data be collected?

(b) What other primary data will be collected?

(c) What secondary data will be useful/required? Where from?

6 (a) How can candidates be introduced to a variety of techniques?

(b) What different techniques are appropriate for different ability levels?

7 (a) What arrangements need to be made to ensure there is adequate supervision?

(b) Has the Risk Analysis been completed?

8 (a) How will it be appropriate for different abilities?

(b) Where is there scope for candidates to show initiative?

9 How will effective use of ICT be made?

10 What time allocation and deadlines should be planned for the follow up?

4.3 THE SCHEME OF INTERNAL ASSESSMENT FOR COURSEWORK

4.3.1 Requirements for a Scheme of Assessment

The QCA criteria require:

- ICT must be assessed in every Geography specification. This is most realistically done by incorporating it within the assessment of coursework.
- Written communication must be assessed wherever extended prose exists. QCA suggested that phrases about the quality of written communication should match the criteria for assessing the quality of written communication.
- Decision-making is included within Geography criteria. Coursework should be structured as an investigation and should involve the candidates in decision making.

There are some reserved marks. Without these marks being claimed, the candidate cannot have access to the full 100 marks in the scheme of assessment.

- Up to 5 marks for ICT.
- Up to 5 marks for the quality of written communication.
- Up to 10 marks for individual input.

4.3.2 Important Aspects of the Scheme of Assessment

A Collection and selection of data

- Clear statement of aim(s) in the Introduction.
- Placed within the spatial (local) setting.
- Placed within the geographical context.
- Planning the methods of data collection.
- Explanation of where, when, why these methods were used.
- Carrying out the data collection:
  - accurately;
  - in line with the aim(s) of the work;
  - in the amount required by the hoped for level of achievement.
- Individual candidate input into the processes of selecting and collecting data.

B Representation of data

- Some variety present in the techniques used.
- Appropriate techniques for the types of data collected.
- Includes some that are more complex or detailed, if the hoped for level of achievement is high.
- Effectively placed to support the aim(s) of the study.
- Includes techniques that are individual or executed differently from those of others.

C Analysis, interpretation and conclusions

Completes the full investigation. This is achieved by doing the following:

- analysing the data collected and suggesting explanations;
- using geographical terms and ideas;
- interpreting the data, helped by summaries which relate back to the aim(s);
- writing a final conclusion in line with the main aim of the study;
- setting the work in its wider geographical setting;
- including a meaningful evaluation (if not already included).

5 EXAMPLES OF COURSEWORK

5.1 PORTFOLIO OF COURSEWORK EXEMPLARS

5.1.1 Coursework Exemplars Template

1 INTRODUCTION - nature of enquiry (group, class or individual); ability level; use of primary/secondary data; time required for data collection; opportunities for individual initiative; safety considerations.

2 TOPIC – title.

3 SPECIFICATION UNIT - drawn from (if applicable).

4 QUESTIONS/objectives/hypotheses for investigation.

5 LOCATION - sites for data collection.

6 DATA - nature, source, sampling - secondary data.

7 METHODS - of data collection - instruments required.

8 DATA PROCESSING - including use of ICT.

9 DATA REPRESENTATION - range of maps, photos, graphs and diagrams, including use of ICT.

10 DATA ANALYSIS - analytical techniques required.

11 DATA INTERPRETATION - application of theory.

12 CONCLUSIONS.

13 HOW WILL DIFFERENTIATION BE ACHIEVED?

14 ANY OTHER CONSIDERATIONS.

5.2 COURSEWORK INVESTIGATION EXEMPLARS

5.2.1 Studies of the CBD

Introduction

This could be a whole class investigation, or an individual study, or a mixture of the two approaches with some types of data collected by the group and other types by individuals. Primary data collection could include observation and mapping of land uses at street level, observation and recording of the uses of buildings above street level, pedestrian counts and traffic survey. Business rates or rateable values, made available by the Centre staff, would be useful secondary data for more able candidates. The Goad town plans may be a supplementary source of information useful to all.

Topic

A suggested title for the less able candidates would be:

What are the main features of the CBD of Town X?

A suggested title for a more able candidate would be:

Where are the limits of the CBD of Town X?

Specification

Unit 2 Settlement (b) land use zones within urban areas.

Objectives for investigation

(a) Map the different land uses within the centre of the town.

(b) Undertake a study of the heights of buildings and the ways in which these buildings are used above street level.

(c) Conduct pedestrian counts in key locations in and around the edge of the town centre.

(d) Undertake a traffic study, which could include traffic counts, a study of traffic systems and parking (legal and illegal).

Location of study

Begin study in the historical core; if the town or city is large, identify certain streets/transects upon which to concentrate the investigation. Identify points most suitable for the pedestrian and traffic surveys depending upon the exact topic.

Data to be collected

(a) Observation and mapping of land uses, having devised an appropriate classification (appropriate to the town to be studied and the ability levels of the candidates).

(b) Observation and display of the uses of floor levels above street level.

(c) Pedestrian counts either at key points or in two or three different positions along the transect line.

(d) Traffic counts; other traffic studies as appropriate such as number and location of illegally parked cars and length of traffic queues.

Data processing

Statistics from pedestrian and traffic counts and rateable values can be used.

Data representation

There are many opportunities for mapping; labelled photographs will enhance the land use survey. The surveys of pedestrians and traffic will provide data which can be graphed; graphs can also be used to show the land use summaries.

Analysis and interpretation

(a) Show how and suggest reasons for the ways in which the patterns of land use vary within the CBD; note any particular land use concentrations; for those attempting to delimit the CBD note where residential land uses begin to dominate.

(b) Explain the results of the pedestrian and traffic counts.

(c) For the first topic relate the features found for the town's CBD to those expected in the CBD of any town; for the second topic identify where the CBD features are replaced by those of the next zone.

Conclusions

These should answer the original title of the study and are likely to involve reference to broader urban geography.

Differentiation

This may be achieved either by title or by outcome (taking into account the relative amounts of group and individual data collection).

5.2.2 Coastal Landforms and Processes

Introduction

This is suitable as a group activity especially if beach measurements are to be undertaken. There are plentiful opportunities for both separate physical and human investigation or for studies which include a mixture of each. For fieldwork visits, some detailed pre-planning is needed including reference to tide tables and the exercise of extreme care when working near cliffs and measuring waves.

Topic

The simplest title is 'What are the physical features of the stretch of coastline between…?' More opportunities for comment may be generated if two stretches of coastline are compared. It is possible to target particular landforms, such as beaches and cliffs, although doing this is probably more suitable for candidates towards the top of the ability range. The introduction of a human dimension within a physical topic often improves access for the less able.

Specification

Unit 1 Coasts (a) and (b).

Questions for investigation

(a) What is the physical appearance and make up of:
   (i) cliffs and other features of erosion?
   (ii) beaches and other features of erosion?

(b) What are the types of waves and waves processes responsible for these coastal features?

(c) What is the evidence for the operation of longshore drift?

(d) How do landforms and processes affect human activities along the coast?

(e) What is the evidence of coastal management, the reasons for it and its effectiveness?

Location of study

The coastline that is most local to the Centre or one easy visit from a field study centre.

The cliffs and beach at (a) Hunstanton and (b) Weybourne.

Data to be collected

(a) Beach plans - features and pebble sampling.

(b) Beach profiles – by using simple surveying techniques.

(c) Cliffs:

  (i) sketches of their appearance;

  (ii) height calculation;

  (iii) cliff profiles.

(d) Observation and sketching of cliff structure and composition to be related to variations in rock types.

(e) Measure waves such as frequency, length and height.

(f) Observe, note, photograph aspects of influence of people on coasts and coasts on people. Conduct visitor questionnaires if a strong human element is included in the investigation.

Data processing

Wave process tables to calculate wave steepness and classify into surfing/surging types.

Data representation

(a) Beach profiles and plans.

(b) Cliff sketches and plans.

(c) Photographs with annotated overlays.

Data analysis and interpretation

(a) Explain beach features by reference to wave process and beach sediments.

(b) Explain cliff shape in relation to process and structure and composition.

(c) Assess the effects of the coast on people and people on the coast.

Conclusion

In relation to the questions investigated.

Differentiation

Mainly by outcome but candidates of different abilities could investigate more or fewer questions.

5.2.3 Services in Rural Areas

Introduction

This study could include an element of common coursework for the whole class using pooled data on the whole area followed by an individual component on an individual village. Reference to recent government publications detailing surveys and planning for rural areas would be part of the preparation.

Title

Investigating Services in Rural Settlements in North Cambridgeshire.

Specification

Unit 2 - Settlement	(d) Provision of services in urban and rural areas.
	(e) Changes in rural areas.

Questions

1 What services are provided in rural areas?

2 What factors influence the number and type of rural services?

3 Where are the services located within the settlement?

4 Where do rural dwellers obtain their services?

5 What services do rural dwellers want and need?

6 How could these services be provided?

Location of study

Rural settlements around Peterborough.

Data to be collected

(a) Number and type of services in each village.
(b) Population data from census returns 1951 - 2001.
(c) Location of services in individual villages.
(d) Distance/accessibility to nearest town (bus services etc.).
(e) Questionnaire survey of a sample of residents.

Data processing

Pooled database of settlement and services using a spreadsheet.

Plotting distribution of services within a village on base map.

Tabulating questionnaire results.

Data representation

Correlation by scattergraph of:

(a) Total services and population.

(b) Total services and distance from town.

Analysis and interpretation

1 Description and explanation of number and type of services.

2 Explanation of location of services within a village.

3 Analysis of where village dwellers obtain services.

4 Description of services village dwellers want/need; ways of providing viable services in rural areas.

Conclusions

Reference to title and questions.

Differentiation

By input, individuals investigating different villages and different questions. Able candidates may investigate change in service provision by interviewing residents and relate this to population change. General differentiation by outcome on common element.

5.2.4 Does a Settlement Need a By-Pass?

Introduction

This study could include the whole class on the initial traffic survey and group or individual work to investigate some of the secondary questions. It would mainly use primary data but candidates could obtain secondary data using local authority maps and survey results. It would require a number of timed samples at various locations in the town. Care must be taken over safety from traffic hazards. All data collection would be in pairs.

Title

Does Stamford need a by-pass?

Specification

Unit 2 Settlement (c) Strategies to improve the quality of life in urban areas.

Questions for investigation

(a) What is the volume, and type of traffic flow through Stamford?

(b) How does it vary through the day?

(c) How do local schools, industry and shops affect the flow?

(d) How long is traffic delayed at certain points?

(e) What are the effects of the traffic on the town (noise, structural damage, health and pollution)?

(f) Which is the best route for a by-pass?

(g) What may the effects of the by-pass be (costs and benefits)?

(h) What are the alternatives to a by-pass?

Location of study

Data to be collected at selected points on A43 and A16; outside schools, supermarket and factory. Waiting time to be measured at selected sites, having identified busiest times.

Data to be collected

(a) Traffic survey of number and type of vehicle - a sample from each hour between 6.00 am and 6.00 pm.

(b) Waiting time at various 'bottlenecks' to be measured.

(c) Noise survey at five sampling points (using decibel meter or tape recorder).

(d) Questionnaire survey - of residents.

(e) Interviews - shop owner - doctor - industrialist - farmer - resident(s) - planner.

(f) Structural damage survey - construct own index (photographs) secondary data - map of proposed routes and local authority survey.

Data processing

Traffic survey data base (use ICT).

Questionnaire Survey - summary table.

Data representation

Map of location of town, main roads, survey points and possible by-pass routes.

Various forms of graphing traffic flows, using ICT packages.

Graphing questionnaire results.

Tape or written report of interviews.

Maps showing distributions of noise and structural damage.

Analysis and interpretation

Establish basis of by-pass need - is it needed?

Description of alternative routes for by-pass and evaluation (using own set of criteria) of routes.

Description and comments on effects of by-pass on farmers, residents, businesses.

Alternatives to by-pass. Suggesting and evaluation other traffic management schemes.

Conclusion

As appropriate to questions examined.

Differentiation - by input different individuals/groups enquire into different questions and by outcome on common whole class enquiry.

5.2.5 How Farming is Changing

Introduction

This is a teacher directed whole class study using secondary data (land use maps) and primary data (land use survey). Field data would be collected in groups and then pooled. It would require 2-3 hours in the field. Preparation would include teaching of the specification unit on farming and field skills including crop identification.

Title

Investigating Changes in Land Use in North Cambridgeshire.

Specification

Unit 3. People and their Needs: Economic Activities (b) How farming is changing.

Questions

1 What was the land use pattern in the past?

2 What is the present land use pattern?

3 What changes have occurred in the land use pattern and why have they taken place?

4 What factors may influence the present land use pattern?

Location of study

Selected parish in North Cambridgeshire.

Data to be collected

(a) Land use data from 1960s Land Use Maps and/or school produced surveys from 1980s.
(b) Present land use of parish - crop survey.
(c) Changes in field patterns.
(d) A number of soil samples.
(e) Relief, geology and farm locations in the parish.

Data processing

Use a sampling system (100 random points in the parish) to obtain data for classification and tabulation.

Table to show each point:

(a) previous land use;

(b) present land use;

(c) altitude;

(d) geology;

(e) distance from farm (village);

(f) soil types of selected points.

Data representation

Maps of land use of parish, past and present.

Maps of relief, geology and farm location.

Graphs of land use past and present.

Graphs showing land use in relation to altitude, geology, soil and distance from farm/village.

Analysis and interpretation

(a) Description of main changes in land use and suggestions as to why these have occurred.

(b) Explanation of the influence of:

(i) altitude;

(ii) geology;

(iii) soil;

(iv) distance from the farm/village;

on the present land use pattern.

Conclusions

Comments related to questions within broader understanding of agricultural change.

Differentiation

May be achieved by input, with only more able candidates attempting explanation of present land use pattern, or by extending data collection to include farm visit and interview. Mainly done by outcome ie quality of data processing, representation, analysis, interpretation and conclusions.

5.2.6 What are the Features of a Honeypot in a National Park and What Types of Management are Needed?

Introduction

This could be done as an individual study or the whole class could visit with fieldwork undertaken on one or more days. Primary data collection could include observation, traffic surveys, visitor counts and visitor questionnaires. There would be opportunities to use supporting secondary information from organisations such as the National Parks Authority. Respect the local people by arranging the work so that it is the visitors who are targeted with questionnaires.

Topic

A suggested title for less able candidates:

Why is Malham called a honeypot site?

A suggested title for more able candidates:

In what ways is it possible to manage honeypots such as Malham?

Other titles may be chosen between these two extremes.

Specification

Unit 4 Resource Development and the Local Environment (c) National parks, land use conflicts.

Questions

(a) What are the physical attractions of the Malham area?

(b) What are the tourist facilities in the Malham area?

(c) How much traffic and how many visitors are there?

(d) Where do the visitors come from?

(e) What signs are there of visitor pressure in the Malham area?

(f) What measures have already been taken to reduce effects of visitor pressure?

(g) How effective have these measures been? What may be done in the future?

Location of study

Background work in school:

(a) in general about tourism, National Parks and honeypot sites;

(b) in particular about the Yorkshire Dales Park and the Malham area.

Field study/visit to Malham - in the village and around the village (size of area covered would depend upon the time available).

Data to be collected

(a) Observe, describe and photograph the physical attractions of the Malham area.

(b) Describe and map the distribution of tourist facilities.

(c) Organise traffic counts, counts of parked cars and counts of numbers of visitors (which could be in different locations).

(d) Collect visitor information (where from, what doing/seeing, how often come etc.) by questionnaire.

(e) Observation of signs of visitor pressure; more visitor counts in key locations, further observation of parking and traffic pressures, litter surveys, footpath erosion and damage to vegetation outside/around the village.

(f) Observation and mapping of management measures taken.

(g) Follow up studies suggested by data already collected.

Data processing

Statistics will be gained from traffic and visitor counts and questionnaires.

Data representation

There are opportunities for mapping, drawing field sketches, enclosing labelled photographs, and using a wide range of graphical techniques.

Analysis and interpretation

(a) Show how and explain why the physical and human features of the Malham area attract a lot of visitors.

(b) Explain the evidence of visitor pressure to justify the description of the Malham area as a honeypot.

(c) Explain why this pressure is greater in some areas than others.

(d) Examine the measures taken to reduce the effects of visitor pressure and suggest what else might be done in the future.

Conclusions

These need to be adapted to the actual title used. Referring back to the broader geographical background could be helpful.

Differentiation

This may be achieved either by title and task or by outcome or by a mixture of both.

5.2.7 Pattern of Urban Land Use Zones in Relation to Urban Models

Introduction

The work can be undertaken by the whole class under teacher guidance. Having undertaken one or more transects from the centre to the edge of the urban area, there would be extension opportunities for individual study either by undertaking another transect or by sample studies of areas between the transect lines. (The number of transects used would be related to the size of the urban area to be studied). There are opportunities for primary data collection by observation. This may be objective such as type and age of housing or subjective such as through an environmental quality survey. House prices could be among the types of secondary data used.

Topic

Do the patterns of land use in the town match those of the urban models?

Specification

Unit 2 People and Places to Live; Settlement (b) The characteristics of land use zones in urban areas.

Questions for investigation

With respect to the transect line(s) chosen;

(a) What are the features of the CBD?

(b) Where does the CBD end?

(c) What are the features of the inner zone (zone of transition)?

(d) Where does the inner zone end?

(e) What are the features of the residential suburbs?

(f) What differences in housing are there within the suburbs?

Location of study

One or more transect lines following major routes from centre to urban edge.

Data to be collected

(a) Land use survey in centre (CBD) according to an appropriate land use classification.

(b) Supporting evidence such as pedestrian or traffic.

(c) Land use survey for the rest of the transect including a classification for housing (such as type and age).

(d) Supporting environmental quality survey for either housing or streets (or a mixture of the two).

(e) Secondary information from local newspapers such as house prices.

Data processing

Environmental survey results can be processed. Averages can be calculated for house prices in different areas.

Data representation

The results of the land use survey can be shown on a printed map base or shown in transect form. The different elements from the environmental survey can be graphed in a variety of ways.

Field sketches and labelled photographs will be useful in highlighting major difference within and between zones.

Analysis and interpretation

(a) Comment upon the main features identified within the town centre; suggest where the dividing line occurs between the centre and the inner zone. Explain how the evidence gathered in the study points to this.

(b) Comment upon the main features of the inner zone; suggest where the dividing line with the residential suburbs lies. Explain the evidence for this.

(c) Comment upon the main features of the residential suburbs; identify and suggest reasons for any variations within them.

Conclusions

Try to judge how well the town you have studied fits one or more of urban model; mention any ways your town is different and suggest possible reasons for the differences.

Differentiation

This will be achieved by outcome. Those who are engaged in extension activities will be able to present more evidence and reach a more secure overall conclusion.

5.2.8 Conflicts and Opportunities Created by Extractive Industries

Introduction

This could form the basis of an individual study. Its scale could be adapted to the ability of the candidate by the number of questions investigated. It would require several visits to collect primary data but initial work could be done from OS maps, aerial photographs and local newspapers. Caution would have to be exercised with old deep-water quarry workings.

Title

What are the costs and benefits of sand and gravel extraction in South Lincolnshire?

Specification

Unit 4 Resource Development and the Local Environment

(a) The extraction of raw materials by mining or quarrying.

Questions for investigation

1 What is the pattern of extractive industries in the area?

2 What are the benefits of these extractive industries?

3 What precautions do extraction companies take to protect the environment and local committees?

4 What are the effects of the extraction process and transport of materials on local communities and the environment?

5 What happens to quarries after extraction stops?

Location of study

A number of local gravel/sand pits in South Lincolnshire.

Data to be collected

(a) Secondary data from OS maps, aerial photographs and local papers.

(b) Interview representative of extraction company (if possible).

(c) Develop indices of environmental pollution, visual and aural, and sample at various points.

(d) Questionnaire survey of sample of residents regarding benefits and costs.

(e) Investigate a sample of disused workings to include:

  (i) those left derelict;

  (ii) those reclaimed for farming;

  (iii) those used for recreation.

Data processing

(a) Distribution maps of workings.

(b) Tabulate and map results of visual and noise pollution.

(c) Process questionnaire survey.

(d) Write up interview report.

(e) Photograph and annotated overlays of disused workings.

Analysis and interpretation

1 Explain location and distribution of local extractive industry.

2 Describe benefits local and regional.

3 Describe and explain effect of extraction and transport of materials on local environment.

4 Classify the views and perceptions of local inhabitants.

5 Comment on use of old workings.

Conclusions

As appropriate to each question. Candidates' own views and values could be incorporated here and a cost benefit analysis attempted.

Differentiation

Individual study.

5.3 FURTHER EXAMPLES OF SOME POSSIBLE INVESTIGATIONS

5.3.1 Changes in an Area

Candidates could investigate how a small area has changed in the recent past. This could involve analysis of an old map, revision of the map to bring it up to date, description of the changes and attempts at explanation. Candidates could be encouraged to suggest how the area is likely to change in the future, including explaining the basis of their predictions. Alternatively, they may develop ideas on how they would like the area to develop and justify them.

The area chosen must be small enough to be manageable. It could be one street, such as on the edge of the CBD, a few hectares, such as a block of land in the inner zone or a commuter village. It could be a redevelopment site, such as industrial waste land now zoned for recreation or farmland close to a motorway which has been released for industrial development. It could focus on one aspect of change only, such as how to pedestrianise the centre of a small town, or, if the plan for pedestrianisation was provided, the candidate could identify problems created by the plan and suggest and evaluate solutions. It is important that the candidate's teacher vets the area chosen by the candidate for its suitability.

Sources of information could include large scale Ordnance Survey maps from before the changes took place, available in a local library, Goad's Shopping Centre plans which are available for past years and the local planning department.

5.3.2 Investigating Physical Geography

Candidates could begin by investigating how the discharge of a local brook changes over a period of time. This should be related to rainfall in the catchment area of the brook. Measurement of both discharge and rainfall could involve candidates in group data collection. It may be possible to organise rainfall readings from rural and urban environments along the brook and measure discharge at more than one point to investigate the surface effect. Candidates would produce hydrographs and identify lag times.

The study could then identify and appraise existing measures to prevent flooding in the lower reaches of the brook. Alternatively, candidates could assume the rural parts of the brook's catchment were to be built on and plan measures for flood prevention downstream.

It is most important that the study goes beyond the descriptive to allow candidates to access the 40 marks for Analysis, Interpretation and Conclusion. Some traditional titles, such as "To identify the standard features of river meanders" and "To discover the direction of longshore drift" do not guide the candidate into the development of the investigation. Candidates should be made aware of the marking criteria, such as, at Level 3, showing “initiative and imagination in drawing up and evaluating proposals for solutions to geographical problems, where appropriate”. When vetting titles, teachers must consider the potential for the marking criteria to be met.

5.3.3 Investigating Shopping

Candidates could investigate the area from which people come to a shopping centre. This could be done by questioning a random selection of shoppers or by access to a database such as delivery addresses of a supplier of a service. If a number of spheres of influence for a variety of shops and services in a shopping centre is produced, they could be compared. The candidate could then attempt to explain differences. This may lead into an investigation of the status of shops and services, the effect of the local transport network, public transport provision and competition between shopping centres.

For a sub region, a group of candidates could investigate the spheres of influence of the principal shopping centre, pooling the data collected. This could lead to the identification of a shopping hierarchy. The factors influencing it could then be investigated.

Candidates could investigate land use within a shopping centre, seeking to identify which types of shop tend to cluster and to explain why this happens. They could locate the prime site for a shop from a pedestrian count, with data collected simultaneously by a group of candidates and then pooled. Alternatively a candidate could obtain or be provided with a list of rateable values for a shopping centre. After measuring shop frontages, candidates could identify and explain the prime shopping sites within the centre, as indicated by rateable value per metre frontage.

Teachers should be aware that a neighbourhood shopping centre may be too small and a city too large for many of these investigations. The teacher's supervisory role includes monitoring the suitability of the location of the coursework. There should be sufficient scope for the candidate to go beyond describing a situation into explaining or justifying or predicting or extrapolating, so that skills of analysis and interpretation can be shown and conclusions drawn.

5.3.4 Investigating Environmental Quality

The basis of this investigation is a simple form on which an individual assesses the quality of an environment by giving a place a numerical score. There are several model forms available for such 'environmental appraisal', most of them based on a list of words (e.g. litter, trees, buildings etc.) each of which has a small range of + and - scores attached to it. A group of candidates could visit a selection of urban and/or rural environments, and at each place each candidate would give an individual score to the particular environment around her/him. The resultant individual scores could then all be plotted on a dispersion diagram for the group; there would be plenty of scope for individual analysis of this group data set, e.g.:

- how do my scores relate to other people's?
- why is there closer agreement (small inter-quartile range) about some places and not others?
- which places attract higher ratings (high median value), and why might this be so?

The work could be extended in high level studies by investigating links between the environmental scores and other indices, such as house prices divided by number of rooms, or rateable values/council tax bands.

6 FURTHER INFORMATION

6.1 THE MATCH BETWEEN SHORT COURSE AND SPECIFICATION A

	GEOGRAPHY (SHORT COURSE) SPECIFICATION 1086 Full subject content	GEOGRAPHY SPECIFICATION A 1986 Selected content which matches the Short Course
UNIT 1	**People and the Physical World**	**People and the Physical World**
	Rivers a) Hydrological cycle b) River processes and features c) Flooding	**Plate tectonics** **Rivers** a) Hydrological cycle b) River processes and features c) Flooding **Coasts**
UNIT 2	**People and Places to Live**	**People and Places to Live**
	Settlement a) Rural-Urban migration b) Urban land use c) Improving urban areas d) Services e) Rural changes	**Population** **Settlement** a) Rural-Urban migration b) Urban land use c) Improving urban areas d) Services e) Rural changes
UNIT 3	**People and their Needs**	**People and their Needs**
	Economic Activities a) Farming b) Industrial location c) Tourism	**Quality of life** **Economic Activities** a) Farming b) Industrial location c) Tourism **Energy**
UNIT 4	**People and the Environment**	**People and the Environment**
	Local Environments a) Tropical rain forests **The Global Environment** a) Acid rain b) Global warming	**Local Environments** a) Mining or quarrying b) Tropical rain forests c) National parks d) Water pollution **The Global Environment** a) Acid rain b) Global warming

6.2 USING SATELLITE IMAGES IN COURSEWORK AND EXAMINATIONS

The aim of this section is to:

- provide teachers with ideas on satellite images in the classroom and suggest how they may be incorporated into coursework assignments;
- indicate how satellite images may be used to test the application of understanding and geographical skills in Papers 3 and 4.

The image referred to has been used in a previous OCR examination:

- EOSAT (Earth Observation Satellite Company) image of part of the Amazon Rain Forest used for the 1588 (Bristol Project) examination in 1997.

In addition, the specimen assessment materials (Papers 3 and 4) make use of the image as part of North West England which was used for the 1586 (Syllabus A) examination in 1999.

6.2.1 Using Satellite Images in Coursework

Satellite images are being used commercially and academically for a wide variety of applications including weather forecasting, vegetational change, coastal changes, urban and rural planning, geological mapping and mineral exploitation.

Their main advantages are that they are up to date and taken at regular intervals so changes can be observed. In schools and colleges they are of particular value when used in conjunction with Ordnance Survey maps. No matter how hard the Ordnance Survey works, maps cannot keep pace with the rapid changes to our landscapes. New estates, motorways, shopping areas are changing the face of the rural-urban fringes of many towns and cities.

- A candidate carrying out coursework on the pressures caused by urban growth could chart the growth by using a series of images to compliment evidence revealed by detail maps.
- A piece of teacher directed coursework could focus initially on the distribution of particular urban land uses in an area shown by an image (eg open space, high density land use). These could be accurately mapped by using the image before fieldwork observations are carried out.

Ordnance Survey maps do not include much information on agricultural land use. Satellite photographs can be up to date and show the very latest patterns and are very effective for showing agricultural land use.

- A candidate carrying out coursework on land use could extract details of the land use pattern for a farm or small area and produce maps of the present day land use. Along with map evidence and fieldwork techniques, such as relief transects and soil testing, the pattern of land use could be explained. Alternatively these could be contrasted with patterns shown on images from previous years in order to identify and account for changes.

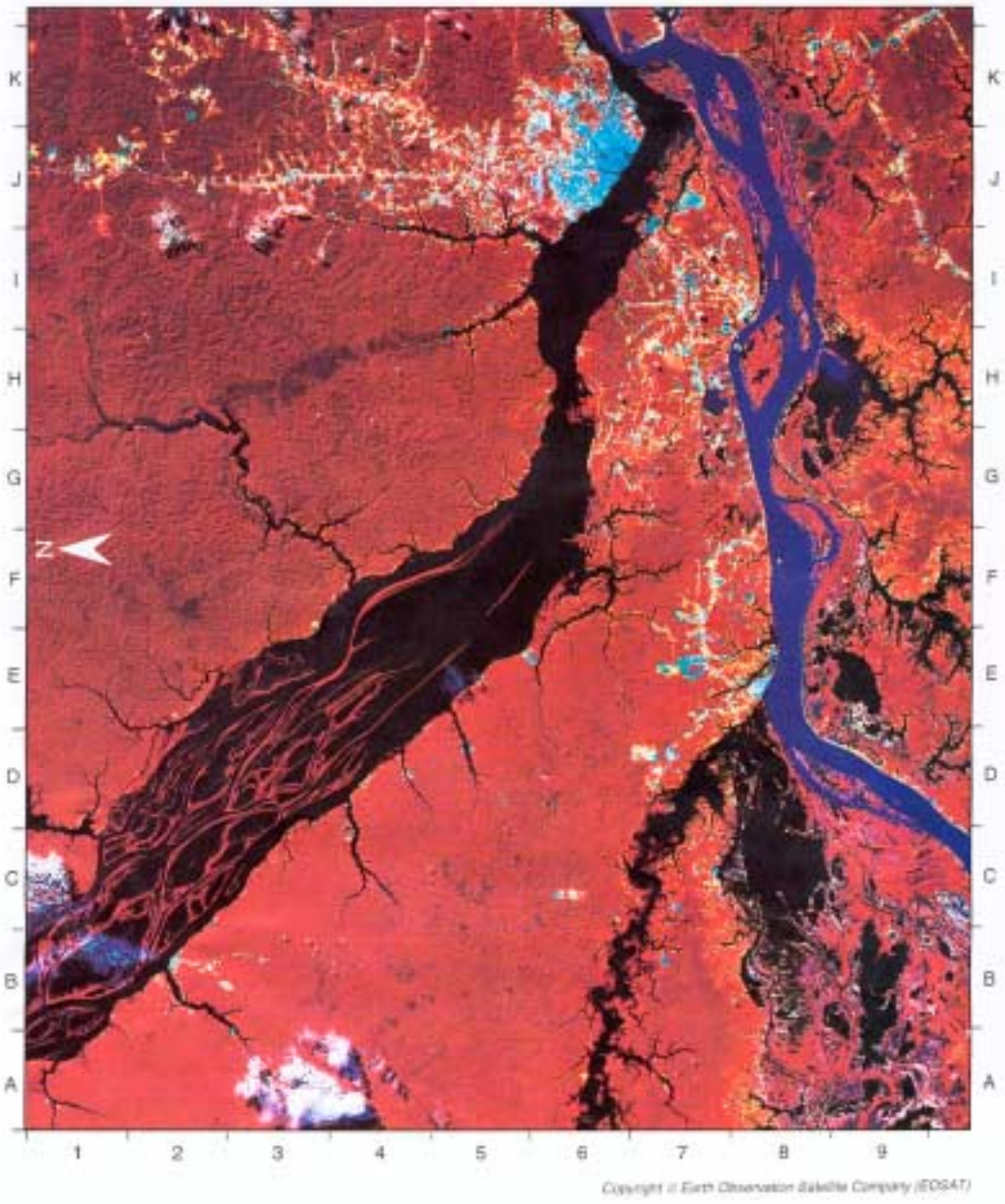
6.2.2 Using Satellite Images in Examinations

Satellite images may be used in Papers 3 and 4 in order to test candidates, data handling skills and application of understanding. One of the main problems is the complex key which is needed to represent the various colours, tones and textures. Because every image is different a specific key will be provided in each case. Images used for examinations will have a grid reference system both to illustrate land use types in the key and to aid point location.

An Examiner would be looking to test the application of skills by asking candidates to:

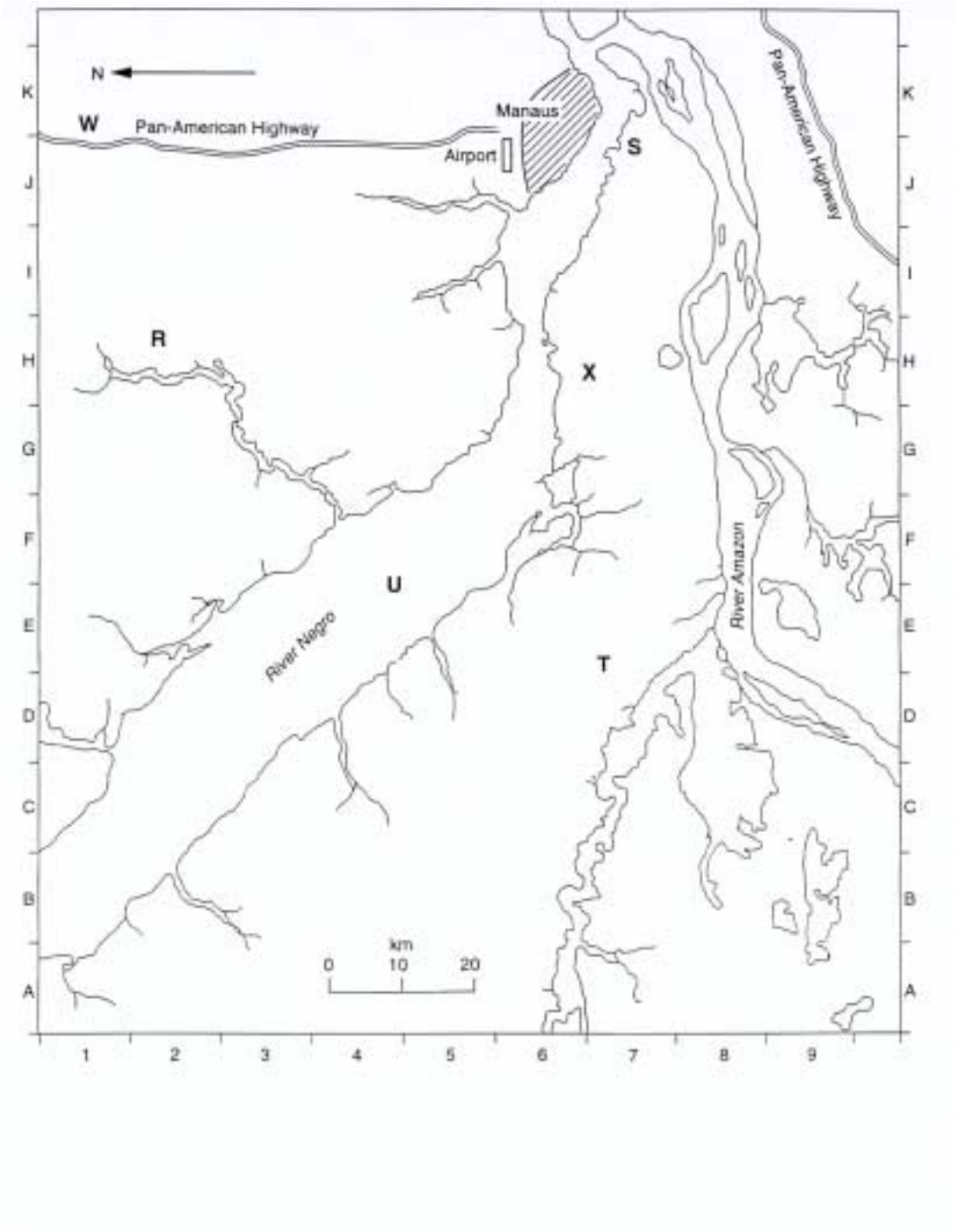
- cross reference the image with a map of the area in order to identify particular features;
- accurately draw, shade or label features on an outline map which have been identified on a satellite map;
- identify or contrast land uses in certain parts of the area shown by the image;
- describe the pattern of specific land uses or comment on their distribution;
- test their application of understanding by asking them to:-
    1 give reasons for the distribution of a particular land use (eg woodland, arable land, urban areas) or a contrast in land use.
    2 explain why a physical or human process is taking place in an area shown (eg deposition in an estuary or along an area of coastline, urban growth along a corridor of communications).

Satellite Image



Key to selected land uses.

Colour	Feature		Example
Brick red	Tropical rainforest		(4B)
Black	Clear water		(8C)
Purple	Other water		(8E)
Pale blue	Settlement		(6K & 6J)
Yellow and blue patches	Forest clearance		(7F)


N
W
Pan-American Highway
Manaus
Airport
S
Pan-American Highway
R
X
U
River Negro
River Amazon
T
km
0
10
20
K
J
I
H
G
F
E
D
C
B
A
1
2
3
4
5
6
7
8
9

Foundation level

(a) Identify the land uses at:-

(i) G2.

(ii) J6. [2]

(b) (i) The largest settlement on the map is called Manaus. Shade and label this settlement on the map. [1]

(ii) Complete the following passage about Manaus by filling in the gaps.

Manaus is located in the Amazon Rain Forest on the ……side

of the River Negro. It is close to the point where the River Negro joins

the River…… It is possible to travel to Manaus by ……

or …… . [4]

(c) (i) Give the coordinates for a square on the satellite images where forests have been cleared. [1]

(ii) Suggest a reason why the rain forest has been cleared in the square you have identified in c(i). [1]

(iii) Explain why the rain forest remains untouched in square G1 even though it has been cleared in other areas. [1]

(d) (i) How wide is the River Negro at the point marked X on your map? [1]

(ii) How does the water in the River Negro differ from that in the River Amazon? [1]

(iii) Suggest a reason why the water in the River Negro differs from that of the River Amazon. [1]

Higher level

(a) The largest settlement on the map is called Manaus. Describe the location of Manaus. [3]

(b) (i) Give the coordinates for a square on the satellite image where rain forests have been cleared. [1]

(ii) Describe the distribution of land where the rain forest has been cleared. [3]

(iii) Explain why the rain forest in some areas has been cleared whilst it remains untouched in other areas. [3]

(c) (i) How does the water in the River Negro differ from that in the River Amazon? [1]

(ii) Suggest reasons why the water in the River Negro differs from that of the River Amazon. [3]

6.3 USING WEB PAGES

There are many web pages which provide useful support material for both pupils and teachers. Whilst this list is not intended to be exhaustive it does give suggestions for some sites which may be of general use and others which may be particularly useful for the four main teaching units.

6.3.1 Sites which may be of General Use

Links sites with lots of excellent geographical links that are easy to use:

http://www.pavillion.co.uk/dwakefield/

http://www.shefcol.ac.uk/links/

http://www.yorkschools.org.uk/teachers/geography/useful_geography_sites.htm

http://www.georesources.co.uk

A series of self help questions to work through by topic

http://www.uk.aol.com/channels/learning/dk/gcse/interface/keystage4.htm

Searchable glossary providing concise definitions of key terms in geography

http://geography.about.com/education/scilife/geography/library/misc/

Geography materials, teaching ideas, school resources, aerial photography, maps, atlases and globes available from Wildgoose

http://www.wgoose.co.uk

NASA earth science enterprise

http://www.hq.nasa.gov

Encyclopaedia Britannica

http://www.britannica.com

Channel 4 learning

http://www.4learning.co.uk/showsubject.cfm

Homework High – Channel 4 website including opportunities for pupils to obtain on line answers to specific questions and library of thousands of answers to previous questions on a variety of topics.

http://www.homeworkhigh.co.uk

On line Atlas including statistical materials

http://www.atlapedia.com/

UK maps

http://uk8.multimap.com/map/places.cgi

Map quiz

http:///www.lizardpoint.com/fun/geoquiz/euroquiz.html

UK statistical materials

http://www.statistics.gov.uk

6.3.2 Unit-Specific Websites

Unit 1 People and the Physical World

Seismology

http://quake.seismo.unr.edu/ftp/pub/louie/class/100/seismic-waves.html

US National Earthquake Centre

http://www.neic.cr.usgs.gov/

Plate tectonics

http://quake.seismo.unr.edu/ftp/pub/louie/class/100/plate-tectonics.html

Flooding and its impacts in LEDCs

http://www.oxfam.org.uk

Volcano World

http://volcano.und.nodak.edu/

Coastal landforms and processes

http://www.angliacampus.com/tour/sec/geog/coastal/index.html

http://www.standard.net.au/

Rivers

http://www.argonet.co.uk/users/deano/ribble/

http://www.sin.org.uk/trentweb/

Unit 2 People and Places to Live

Population – China

http://www.sru.edu/depts/artsci/ges/d-3-

http://solar.rtd.utk.edu/~china/women/women5.html

Urban land use

http://www.uncc.edu/~hscampbe/landuse/b-models/b-3mods.html

Unit 3 People and their Needs

World statistics

http://www.unicef.org/statis/

CIA World Factbook-statistical information on individual countries/levels of development

http://www.odci.gov/cia/publications/factbook/index.html

Information on changes in the UK countryside

http://www.environment-agency.gov.uk

http://www.countryside.gov.uk

Tourism in Kenya

http://www.kenyaweb.com/

Unit 4 People and the Environment

Greenpeace

http://www.greenpeace.org/

Friends of the Earth

http://www.foe.org/

Greenhouse effect

http:///www.geocities.com/athens/parthenon/5173/greenhouse_effect.html

Rainforests

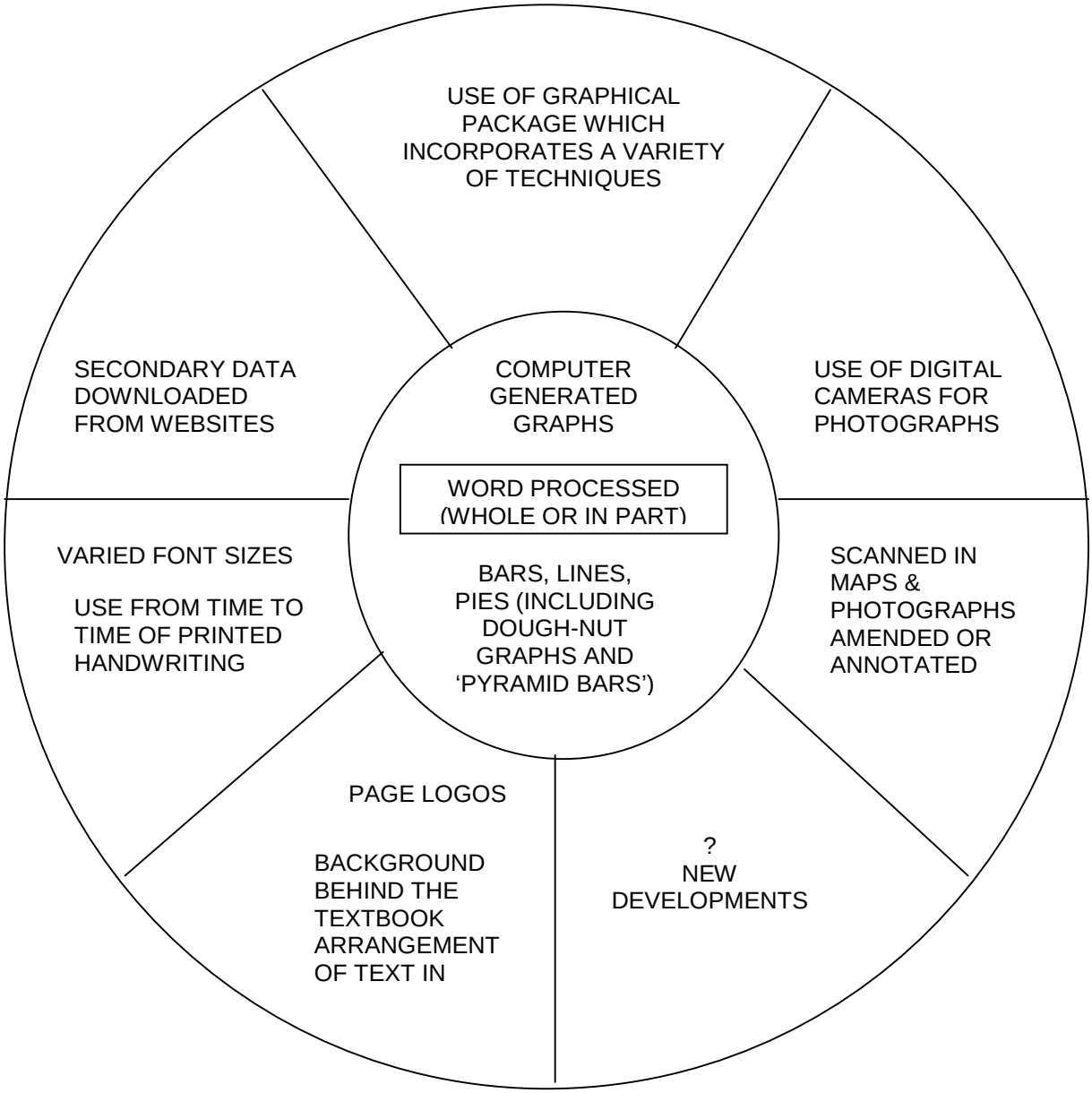
http://www/eduweb.com/amazon

http://www.ran.org/ran/

http://forests.org.ric/welcome.htm

http://rainforest-alliance.org/

6.4 USES OF ICT IN GEOGRAPHY COURSEWORK



HEALTH WARNING: **DON'T FORGET THE GEOGRAPHY, WHICH IS WORTH 95%**

6.5 OCR ENTRY LEVEL CERTIFICATE IN GEOGRAPHY A

Who is it for?

Candidates who are unlikely to achieve a GCSE grade

What is it?

A certificate to give credit to those candidates who have followed a Geography course of study and have met the minimum standard required.

What will the course be?

Appropriate content selected from OCR Geography GCSE Specification A. There are the same four units as the GCSE specification, with selected content from each sub unit.

How will it be assessed?

Largely by teacher assessment. Some of the materials for assessment (e.g. structured coursework exercises) are provided by OCR. There is a short oral towards the end of the course, using stimulus material and questions provided by OCR. A one-hour test completes the assessment. It is set and marked by OCR.

What will candidates receive?

There are three levels of Pass, known as Entry 1, Entry 2 and Entry 3. They are the former Certificates of Achievement Pass, Entry and Distinction respectively.

Can candidates also be entered for GCSE?

Yes. It is hoped that the course will motivate candidates who may otherwise not be entered for examinations. It is possible therefore to enter some of the candidates for both the Entry Level and GCSE examinations.

Where is more information available?

Contact OCR (0870 870 6622) if you would like a copy of the specification.

7 COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR GCSE Geography A specifications for teaching from September 2001.

The forms in this pack are for use with the following specifications:

- **Geography A (1986)**
- **Geography A (Short Course) (1086)**

Guidance on the assessment of coursework will be found on pages 34-37 of Specification A and pages 33-36 of the Short Course specification.

A master copy of all GCSE Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Cover Sheet

Optional Recording Materials

Coursework Summary Form

Coursework Enquiry Form

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Cover Sheet: One of these forms should be completed for each candidate in a sample required by the Moderator and must be attached to the work before it is sent to the Moderator.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has eleven or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator. Where there are more than eleven candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

Optional Recording Materials

Coursework Summary Form: This records the marks for each of the marking criteria and total marks for each candidate entered by your Centre. It is not necessary to put the candidates into rank or alphabetical order. When the Centre is notified of the address of the Coursework Moderator, this form should be forwarded. Centres should keep a copy of the completed form.

Coursework Enquiry Form: The appropriate form should be used to request advice on the suitability of coursework tasks and specific mark schemes.

Coursework enquiries for Geography should be sent to OCR at the following address:

Administrative Officer (Social Sciences Team)

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry 1986' or 'Coursework Enquiry 1086'.

GEOGRAPHY A (1986)*
SHORT COURSE IN GEOGRAPHY A (1086)*
***Delete as appropriate**

GCSE

Coursework Cover Sheet

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

Year	**2**	**0**	**0**	

Centre Name	

Centre Number					

Candidate Name		**Candidate Number**				

Marking Criteria	**Mark**
Collection and selection of primary and secondary data (max 40)	
Representation of data (max 20)	
Analysis, interpretation and conclusions (max 40)	
Total (max 100)	

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature_____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

1 One cover sheet should be used for each candidate in the sample sent to the Moderator.

2 Please ensure that the appropriate boxes at the top of the form are completed.

3 Enter the mark awarded for each of the Marking Criteria in the appropriate boxes.

4 Add the marks for the Marking Criteria together to give a total out of 100. Enter this total in the relevant box.

GEOGRAPHY A (1986)*
SHORT COURSE IN GEOGRAPHY A (1086)*
***Delete as appropriate**

GCSE

Coursework Summary Form

Please read the instructions printed overleaf before completing this form.

Year	2	0	0	

Centre Number						Centre Name	

Candidate Number	Candidate Name	Teaching Group/Set	Collection and selection of primary and secondary data (max 40)	Representation of data (max 20)	Analysis, interpretation and conclusions (max 40)	TOTAL (max 100)	For Moderator's use

INSTRUCTIONS FOR COMPLETION OF THIS FORM

Marking and Internal Standardisation

1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.

2 This form should only be used for recording coursework marks for 1986 or 1086. A print out from a suitable software package is an acceptable alternative to this form if the same information is given.

3 Complete the information at the head of the form.

4 The candidate number and the teaching group/set should be shown.

5 Carry out internal standardisation to ensure that the total marks awarded to the candidates reflect a single valid and reliable order of merit for the component.

6 Enter the marks for each of the Marking Criteria in the appropriate spaces, together with the total mark out of 100.

7 Ensure that all mark transcriptions and additions are independently checked.

8 You are advised to keep a copy of this form for reference.

Authentication by the teacher

I declare that, to the best of my knowledge, the marks submitted represent the unaided work of the candidates concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature_____ Date _____

GEOGRAPHY A (1986)*
SHORT COURSE IN GEOGRAPHY A (1086)*
***Delete as appropriate**

GCSE

Coursework Enquiry Form

Centre Name		**Centre Number**					
Address							

Proposed title:

Details

Indicate how the work will be undertaken. Include any strategies for differentiation and indicate where there is scope for individuality and initiative. If relevant, please give an indication of the ability spread of the candidates.

Include any guidance sheets prepared for the candidates.

(continued overleaf)

Teacher's Name		**Date**	

(continued)			
Consultant's Initials		**Date**	

INSTRUCTIONS FOR COMPLETION OF THIS FORM

There is no requirement, for this specification, for coursework tasks to be given prior approval by OCR. However, this form may be used to request advice on the suitability of coursework tasks and specific mark schemes. There is no charge for this service.

1 Please ensure that the appropriate details are given at the top of the form.

2 Details of the title, including any worksheets, background information and specific mark schemes (if used), should be attached securely to the form.

3 The form and any enclosed material should be sent to:
The Administrative Officer, Social Sciences Team, OCR, Mill Wharf, Mill Street, Birmingham, B6 4BU.

4 You are strongly advised to retain copies. Please enclose a stamped addressed envelope for the return of the report of the consultant asked to consider the task, and any enclosed materials.

5 While the consultant will normally respond quickly, you should allow a period of six weeks between submission of this form to OCR and its return.

6 You are advised to enclose a copy of the consultant's report with the candidate's coursework submitted for external moderation.