

**OCR GCSE IN GEOGRAPHY A**

**1986**

**Key Features**

- A clear progression route to the revised OCR AS/A Level Geography specifications.
- Clear structure with content and scale of study prescribed.
- Locational context stipulated.
- Detailed exemplification including possible but not prescriptive case studies.
- Teachers may develop own case studies.
- Support by Teachers' Handbook, INSET and Regional Coursework Consultants.
- Endorsed textbook available.
- Coursework (25% of Assessment Weighting) through one fieldwork-based investigation.
- Short Course also available.

**Support and In-Service Training for Teachers**

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- A website: ([www.ocr.org.uk](http://www.ocr.org.uk)).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:  Citizenship  ICT  Key Skills



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# OCR GCSE IN GEOGRAPHY A (1986)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

Candidates may be entered for either Foundation Tier or Higher Tier. Grades G to C are assessed by Foundation Tier and grades D to A\* are assessed by Higher Tier.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1, 3 and 5	Candidates take components 2, 4 and 5
A		
B		
C		
D		
E		
F		
G		

### COMPONENTS

There are five components. Candidates take three of them, two examination papers plus coursework.

Unit	Title	Duration	Weighting
1	Paper 1 (Foundation)	2 hours	50%
2	Paper 2 (Higher)	2 hours	50%
3	Paper 3 (Foundation)	1 hour	25%
4	Paper 4 (Higher)	1 hour	25%
5	Coursework	-	25%
85	<i>Coursework Carried Forward</i>	-	25%

## QUESTION PAPERS

All candidates take either Paper 1 or Paper 2, lasting 2 hours. These mainly test knowledge, understanding and its application. All candidates take either Paper 3 or Paper 4, lasting 1 hour. These test geographical skills, understanding and its application.

## ENTRY OPTIONS

All candidates take two papers and produce coursework. Papers 1 and 3 assess Foundation Tier. Papers 2 and 4 assess Higher Tier. Candidates cannot be entered for one of the papers at Foundation Tier and the other paper at Higher Tier.

All candidates should be entered for 1986 with one of the following option codes:

Option Code	Title	Units
F	Geography A (Foundation)	1, 3, 5
H	Geography A (Higher)	2, 4, 5
FC	Geography A (Foundation) Coursework Carried Forward	1, 3, 85
HC	Geography A (Higher) Coursework Carried Forward	2, 4, 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

This specification has been devised in accordance with the Qualification and Curriculum Authority (QCA) regulations for GCSE specifications and the Subject Criteria for Geography.

The statements of content provide teachers with a clear organising framework for the construction of schemes of work whilst allowing them to develop their own teaching strategies.

The subject content is set out in Section C. The content and the scale of study are prescribed, the locational contexts are stipulated and detailed exemplification, including possible case studies is given. These case studies should not be seen as in any way prescriptive or definitive.

The scheme of assessment consists of Coursework (25%) and Terminal Examinations (75%), catering for differentiation across grades G to A\*. Assessment instruments in each component comply with the principle of fitness for purpose.

The specification is supported by a Teachers' Handbook, In-Service Training (INSET) activities and a network of Regional Coursework Consultants.

In any one examination series, candidates entered for this subject may not, in the same series, enter for any other OCR Full or Short Course examination with the same certification title.

This specification raises a series of issues and promotes awareness and understanding of these issues as they involve people and places. It promotes a concern for the environment and an awareness of the need to develop sustainability. It contributes to all the Key Skills.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

#### 1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Geography A

### **1.3 LEVEL OF QUALIFICATION**

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A\* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A\* are equivalent to one three-component GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A\* are equivalent to one six-component GNVQ at Foundation and Intermediate Level respectively.

### **1.4 RECOMMENDED PRIOR LEARNING**

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum. The specification builds on the knowledge, understanding and skills established by the National Curricula of England, Wales and Northern Ireland. It builds on the four aspects of geography identified in the English National Curriculum:

- geographical enquiry and skills;
- knowledge and understanding of places;
- knowledge and understanding of patterns and processes;
- knowledge and understanding of environmental change and sustainable development;

and the three strands of geography in the Welsh National Curriculum:

- geographical enquiry and skills;
- places;
- themes.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

### **1.5 PROGRESSION**

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs will undertake training or further part-time study with the support of their employer.



Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A\* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

There is overlap with OCR GCSE in Humanities. There is an overlap with Sciences, particularly in the Plate Tectonics section of Unit 1 and in Unit 4, *People and the Environment*, where the geographical development of the key ideas enhances candidates' studies in Science. There is an overlap with Mathematics in the development of geographical skills, particularly the representation of data.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Geography in the same examination series. They **may** enter for any Entry Level Certificate in Geography.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 3910.

## 1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

## 1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

When considering the Context columns in Sub-section 5, Centres should focus on thematic studies of their country.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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## 2 Specification Aims

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- To stimulate pupils' interest in geography, to develop a sense of place and an appreciation of the environment, and to help them to act in an informed and responsible way.
- To acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global and acquire an understanding of the physical and human processes, including decision making, which affect their development.
- To understand the significance and effects of decision making about places and environments.
- To develop awareness of the ways in which people and environments interact, the importance of sustainable development in these interactions and to appreciate the opportunities, challenges and constraints that face people in different places.
- To develop an understanding of global citizenship and the ways in which places and environments are interdependent.
- To appreciate that the study of geography is dynamic, not only because geographical features, patterns and issues change but also because new ideas and methods lead to new interpretations.
- To acquire and apply the skills and techniques, including those of mapwork, fieldwork and Information and Communication Technology (ICT), needed to conduct geographical enquiry.

Not all of these aims can be readily translated into assessment objectives.

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### 3 Assessment Objectives

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This specification requires candidates to demonstrate their ability to:

- show knowledge of places, environments and themes at a range of scales from local to global (AO1);
- show an understanding of the specified content (AO2);
- apply their knowledge and understanding in a variety of physical and human contexts (AO3);
- select and use a variety of skills and techniques appropriate to geographical studies and enquiry (AO4).

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### 4 Scheme of Assessment

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#### 4.1 TIERS

The scheme of assessment consists of two Tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A\*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1, 3 and 5	Candidates take components 2, 4 and 5
A		
B		
C		
D		
E		
F		
G		

## 4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	2 hours	50%
2	Paper 2 (Higher)	2 hours	50%
3	Paper 3 (Foundation)	1 hour	25%
4	Paper 4 (Higher)	1 hour	25%
5	Coursework	-	25%
85	<i>Coursework Carried Forward</i>	-	25%

## 4.3 QUESTION PAPERS

**Papers 1 (Foundation Tier) and 2 (Higher Tier)** assess candidates' knowledge and understanding, although some map skills and skills of data presentation and interpretation will also be assessed. Each paper lasts 2 hours and carries 50% of the assessment.

Paper 1 contains four questions, one from each unit of the specification content. Candidates are required to answer **all** questions.

Paper 2 contains eight questions, two from each unit of the specification content. Candidates answer one question on each unit of the specification content.

**Papers 3 (Foundation Tier) and 4 (Higher Tier)** assess candidates' understanding and skills. These will include the interpretation of maps, including Ordnance Survey maps at 1:25 000 or 1:50 000 and photographs, which may include satellite images. Each paper lasts 1 hour and carries 25% of the assessment.

Each paper contains two questions, which may link the physical and human geography in the specification content and candidates will be required to answer both questions.

## 4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives for each Tier of the scheme of assessment is shown in the following grid.

	Knowledge AO1	Understanding AO2	Application AO3	Skills AO4	Total
<b>Papers 1 and 2</b>	25	12	5	8	<b>50</b>
<b>Papers 3 and 4</b>	0	2	5	18	<b>25</b>
<b>Coursework</b>	0	6	5	14	<b>25</b>
<b>Overall</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>40</b>	<b>100</b>

## 4.5 ENTRY OPTIONS

All candidates should be entered for 1986 with one of the following option codes:

Option Code	Title	Components
F	Geography A (Foundation)	1, 3, 5
H	Geography A (Higher)	2, 4, 5
FC	Geography A (Foundation) Coursework Carried Forward	1, 3, 85
HC	Geography A (Higher) Coursework Carried Forward	2, 4, 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

## 4.6 INTERNAL ASSESSMENT (COURSEWORK)

**Coursework** assesses candidates' skills, understanding and its application. Candidates are required to complete one investigation, which must be based on fieldwork. The length should not normally exceed 3 000 words. Teachers are responsible for guiding their candidates into lines of enquiry which provide opportunities for at least some data to be collected by fieldwork and from which all the assessment objectives can be met. The coursework tasks in the Teachers' Handbook are issued as exemplars of the types of investigations which might be adapted to suit a Centre's need.

Full details of internal assessment can be found in Sub-sections 6 and 7.

## 4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Quality of language will be assessed in written answers in the examination papers and in extended prose in coursework.

Candidates are also expected to use ICT during the course. ICT should be used in coursework, at points where it is appropriate.

## 4.8 DIFFERENTIATION

In the question papers (Papers 1, 2, 3 and 4), differentiation will be achieved by setting questions which are designed to assess candidates at the appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

Differentiation across Tiers will be achieved by careful targeting of questions at the question setting stage and by focusing on the award of grades C and D across components at the grading stage.

A variety of stimulus material will be provided. Some resources will be common to both Tiers, although some for Papers 2 and 4 will be more complex than for Papers 1 and 3. Paper 1 will consist of structured tasks to be answered in the framework of a question and answer booklet, appropriate to short, clearly focused tasks. There will generally be an incline of difficulty within questions, with opportunities for extended prose towards the end of questions. In Paper 2, all questions will include opportunities for extended prose and candidates will respond on lined paper, encouraging the full development of their answers in order to demonstrate the depth required for the higher grades. Papers 3 and 4 will differentiate by task from some common resources, such as photographs and Ordnance Survey maps, but Paper 4 may also include some more complex resources. Some tasks will be common to both Tiers, appropriate to the grades common to both Tiers.

In coursework, differentiation will be by task and by outcome. The Centre must ensure candidates undertake assignments appropriate to their ability. This could involve a range of differentiated tasks for a group of candidates or a number of candidates of differing abilities undertaking common tasks, from which differentiation will be by outcome. Centres should endeavour to ensure candidates undertake investigations which enable them to display positive achievement.

## 4.9 AWARDING OF GRADES

The written papers will have a total weighting of 75% and internal assessment a weighting of 25%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

## **4.10 GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

### **Grade F**

Candidates recall basic information about places, environments and themes, at more than one scale, as required by the specification, and show an elementary level of knowledge of location and geographical terminology.

Candidates understand some simple geographical ideas from the specification content in a particular context. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They understand some simple interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the attitudes and values of people involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of evidence.

## **Grade C**

Candidates recall accurately information about places, environments and themes, at a range of scales, as required by the specification, and show a broad knowledge of location and geographical terminology.

Candidates understand geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of attitudes and values of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

## **Grade A**

Candidates recall accurately detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment and understand how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of attitudes and values of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, identifying relevant geographical questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively outcomes, and evaluating the validity and limitations of the evidence and conclusions.



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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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#### 5.1 SCALE AND CONTEXT

The eight pages which follow specify the content and offer some amplification. Where scale and context are prescribed, a tick (✓) is shown. Where there is a choice of scale or context, a plus sign (+) is shown and candidates must study at least one.

Some possible case studies that could be used in a teaching programme are shown in italics. They should not be seen as in any way prescriptive or definitive. Case studies which are local to the Centre, or taught through fieldwork, or which involve current affairs are encouraged. There should be a balance between studies chosen from LEDCs and MEDCs. Some content is prescribed in a UK context, as shown by a tick (✓) in the UK column. Where the context is shown by a tick in the EU column, studies must be chosen from parts of the European Union other than the UK or, if appropriate, relate to the European Union as a whole.

Studies from MEDCs beyond the UK/EU must be included. Opportunities are indicated in the columns headed, “Other” and “Unspecified”. It is important that the case studies are placed in the wider context and not studied in isolation.

A Centre's programme of study should make use of local examples and current affairs for topical case studies. Case studies could be drawn from fewer countries, allowing them to be studied in greater depth and enabling links between specification sections to be emphasised.

Through study of the specified content, candidates should be able to offer explanations for the interrelationships between people's activities and the environment. They should show an understanding of the significance and effects of the attitudes and values of groups and individuals involved in geographical issues, and in decision making about the use and management of environments.


The study of interdependence, global citizenship and sustainable development is a requirement and they are embedded across all four components, as are the opportunities to use ICT and collect Key Skills evidence.

Where they *must* be taught is indicated by the following symbols in this sub-section.

**I** Interdependence      **C** Global citizenship      **S** Sustainable development.

Also, the following icons indicate opportunities to develop:

 Citizenship       ICT capability

 Evidence for the generic Key Skills of: Communication; Application of Number; Information Technology.



## **Key to Context column headings:**

**UK:** The United Kingdom. Centres in Wales, Northern Ireland or Scotland should focus on thematic studies of their country.

**EU:** The European Union as a whole or parts of the European Union other than the United Kingdom.

**Other MEDC:** More economically developed countries, other than the UK and EU.

**LEDC:** Less economically developed countries.

**Unspecified:** Centres should choose appropriate case studies to enhance their teaching programme.

## Unit 1 People and the Physical World

		Scale			
		Small/ Local	Regional/ National	International/ Global	Unspecified
<b>Plate Tectonics</b>					
	(a) The distribution of earthquakes and volcanoes related to plate margins.			✓	
	(b) The causes and effects of earthquakes and volcanic eruptions.	+	+		
	(c) Why people live in areas of crustal instability.				✓
<b>Rivers</b>					
	(a) The hydrological cycle as a system with inputs, flows, stores and outputs.			✓	
	(b) River erosion, transport and deposition processes and the river features they produce.	✓			
IS	(a) The causes, effects and management of river flooding.	✓	+	+	
<b>Coasts</b>					
	(a) Coastal erosion, transport and deposition processes and the coastal features they produce.	+	+		
IS	(b) The causes, effects and management of coastal erosion.	+	+		

The following is amplification including some possible exemplars of case studies that could be included in a programme of study for this specification.

### People and the Physical World

Context					
MEDC			LEDC	Unspecified	
UK	EU	Other			
					<b>Plate Tectonics</b>
				✓	a) World maps of plate boundaries, recent earthquakes and volcanic eruptions.
				✓	b) Convergent, divergent and transform plates. Case studies of an earthquake and a volcanic eruption <i>eg San Francisco and Mt. St. Helens, USA</i> to illustrate the physical causes and effects. How people responded to the chosen earthquake and volcanic eruption.
				✓	c) Opportunities for economic activities; developments in technology and belief in prediction science; the attitudes and values of people in such areas.
					<b>Rivers</b>
				✓	a) Global water stores and transfers, system diagram, hydrographs to show how the cycle operates and how it responds to changes.
				✓	b) Valley cross sections, interlocking spurs, waterfalls, flood plains, meanders, ox bow lakes, levees.
+	+	+		✓	c) A case study of either a UK, EU or MEDC example <i>eg River Ouse, York, River Rhine or Mississippi</i> . A case study from an LEDC <i>eg River Ganges, Bangladesh</i> .
					<b>Coasts</b>
✓					a) Cliffs, headlands, caves, arches and stacks, longshore drift. beaches, spits, bars and tombolos.
✓					b) A case study. <i>eg Holderness Coast, Norfolk Coast or Barton on Sea, Hampshire</i>




## Unit 2 People and Places to Live

		Scale			
		Small/ Local	Regional/ National	International/ Global	Unspecified
	<b>Population</b>				
<b>I</b>	(a) Factors affecting the density and distribution of population.	+	+	✓	
<b>C</b>	(b) Variations in population structure between countries.		✓		
<b>CIS</b>	(c) The causes and consequences of population change.		✓	✓	
	<b>Settlement</b>				
<b>CIS</b>	(a) Causes and consequences of rural to urban migration. Strategies to improve the quality of life and improve sustainability in squatter settlements.	✓	✓		
	(b) The characteristics of land use zones in urban areas.	✓			
<b>IS</b>	(c) Strategies to improve the quality of life in urban areas.	✓	✓		
<b>I</b>	(d) Provision of services in urban and rural areas.	✓	✓		
<b>IS</b>	(e) Changes in rural areas.	✓	✓		

The following is amplification including some possible exemplars of case studies that could be included in a programme of study for this specification.

### People and Places to Live

Context					Population
MEDC			LEDC	Unspecified	
UK	EU	Other			
				✓	(a) Physical, economic and social factors, with reference to an area of high density and an area of low density population.
+	+	+	✓		(b) Population pyramids. Implications of the proportion of population in young, adult and elderly group. Dependent population.
+	+	+	✓		(c) Birth rate, death rate and international migration; a case study of strategies to influence population change, <i>eg China's one child policy</i> ; importance of values and attitudes. A case study of international migration <i>eg Mexicans to USA</i> .
					Settlement
			✓		(a) A case study to illustrate 'Push' and 'Pull' factors, the effects on rural areas, shanty town development. The significance and effects of the attitudes and values of those involved. <i>eg migration into Bangladesh's cities or from North East Brazil to the cities of the South East</i> .
✓					(b) A case study of an urban area to illustrate the characteristics of the central business district, inner zones and outer suburbs, the rural/urban fringe <i>eg Swansea</i> .
+	+	+			(c) How considerations of sustainable development affect planning and management. A case study of urban traffic management <i>eg transport planning in Glasgow</i> and one case study of urban regeneration <i>eg Swansea</i> .
+	+	+			(d) The interdependence of a town and its surrounding area to illustrate the hierarchy of settlements and services, out of town shopping centres, neighbourhood centres and service provision in villages <i>eg North Worcestershire</i> .
✓					(e) The causes and consequences of urban to rural migration; the impact of second homes; social and economic changes to village populations; the significance and effects of the attitudes and values of those involved <i>eg North Worcestershire</i> .

 C1.1; C2.1; N2.1-2.3; IT1.1-1.2; IT2.1-2.2

### Unit 3 People and their Needs

		Scale			
		Small/ Local	Regional/ National	International/ Global	Unspecified
CIS	<b>Quality of Life</b>				
	(a) Imbalances in the quality of life between countries.			✓	
	(b) Employment structure as an indicator of economic development.		✓		
IS	(c) Rapid industrial growth.		✓	✓	
<b>Economic Activities</b>					
IS	(a) Commercial and subsistence farming systems.	✓		✓	
IS	(b) How farming is changing.	✓	✓		
	(c) Location of manufacturing and distribution industries.	✓	✓		
CIS	(d) Tourism and its effects.	✓	✓		
<b>Energy</b>					
IS	(a) The changing importance of fossil fuels, nuclear power and alternative energy sources.		✓		
I	(b) Consequences for communities as energy supplies change.	✓			



The following is amplification including some possible exemplars of case studies that could be included in a programme of study for this specification.

### People and their Needs

Context					Quality of Life
MEDC			LEDC	Unspecified	
UK	EU	Other			
				✓	(a) The quality of life indicators - GDP, life expectancy, infant mortality, literacy, nutrition and health measurements.
+	+	+	✓		(b) Proportions employed in primary, secondary and tertiary industry, contrasts between countries and changes through time.
			✓		(c) A case study of an industrialising LEDC to illustrate causes and consequences <i>eg South Korea</i> .
Economic Activities					
+	+		✓		(a) The interaction of factors affecting agricultural land use. A case study from the UK or EU <i>eg dairying in North Yorkshire</i> and a case study from an LEDC <i>eg padi rice in India or 'slash and burn' in Brazil</i> .
+	+				(b) Examples from UK or EU to illustrate set aside, milk quotas, hedgerow removal, diversification.
✓					(c) The interaction of factors affecting the location of industry. A case study of a manufacturing industry location <i>eg aluminium smelting at Lynemouth, Northumbria</i> and a case study of a distribution industry location <i>eg Argos Warehouse, Stafford</i> .
	✓		✓		(d) Two case studies of the development, benefits, problems, interdependence and management of tourism for sustainability <i>eg Menorca, Spain and Kenya</i> .
Energy					
✓					(a) The reduction in coal production, the increasing use of natural gas, the nuclear debate, opportunities for, and consequences of the development of alternative energy sources. Strategies for sustainability.
+	+	+			(b) A case study of the effects on economic activities and communities of changes in energy production <i>eg Consett, County Durham or North Derbyshire coalmine closures</i> .

 C1.1-1.2; C2.1-2.3; N1.1-1.3; IT2.3

## Unit 4 People and the Environment

Resource Development and the Local Environments		Scale			
		Small/ Local	Regional/ National	International/ Global	Unspecified
S	(a) The extraction of raw materials by mining or quarrying.	✓			
CIS	(b) Tropical rain forests, a fragile ecosystem.	✓		✓	
S	(c) National parks, land use conflicts.	✓	✓		
CIS	(d) Water pollution in a river, lake or sea.				✓
<b>The Global Environment</b>					
CIS	(a) Acid rain.			✓	
CIS	(b) Global warming.			✓	

The following is amplification including some possible exemplars of case studies which could be included in a programme of study for this specification.

### People and the Environment

Context					Resource Development and the Local Environment
MEDC			LEDC	Unspecified	
UK	EU	Other			
+	+	+			(a) A case study to illustrate opportunities, conflicts and environmental costs <i>eg limestone quarrying in Derbyshire.</i>
			✓		(b) The global distribution of tropical rain forests, how the ecosystem operates at a local scale <i>eg Maraca, Brazil.</i> Local consequences of change. Stewardship and sustainable development and the significance and effects of the attitudes and values of decision makers.
✓					(c) A case study to illustrate a variety of conflicts <i>eg Dartmoor (areas of tourist overuse, military use, water supply, the china clay industry).</i> Strategies for conservation and the significance and effects of the values and attitudes of the decision makers.
				✓	(d) The causes and effects of pollution. Strategies for sustainability. A case study <i>eg chemical spill into Guadiamar River, Spain.</i>
The Global Environment					
✓	✓				(a) The causes, physical processes, consequences and strategies to alleviate, including the importance of global citizenship and international co-operation.
				✓	(b) The causes, physical processes and potential consequences of the greenhouse effect. Strategies to address the effects of global warming. The challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

 C1.2-1.3

## 5.2 SKILLS

As a result of investigating the places and themes embodied in the content, candidates should acquire and develop a range of subject specific as well as general skills and techniques.

These should include:

- identifying geographical questions and issues and establishing appropriate sequences of investigation;
- selecting, extracting and using relevant data from sources such as:  
books, journals, reports, the media, maps at a range of scales, statistics, censuses, graphs, photographs, satellite images, people, information stored in an ICT format;
- planning their own geographical investigations by drawing upon the skills listed above and by identifying appropriate questions and strategies;
- establishing effective sequences of investigation;
- collecting data in the field using techniques such as:  
field sketching, land use mapping, questionnaires, interviews, data logging, environmental assessments;
- the use of simple instruments and equipment for measuring and recording such as:  
cameras, tape recorders, video and digital cameras, clinometers, measuring tapes, quadrats, compasses;
- interpreting data by identifying patterns, trends and relationships in data such as:
  - OS maps at scales of 1:25 000 and 1:50 000;
  - atlas maps, route maps and plans, thematic maps for instance maps showing weather, geology, land use, population and economic data;
  - ground and air photographs and satellite images;
  - graphs (including bar, line, scatter and triangular graphs) and other ways of representing statistical data such as histograms, pie charts and star charts;
  - Geographical Information Systems (GIS);
- interpreting data such as by identifying bias, meaning and purpose in sources such as:
  - the media;
  - promotional material;
  - cartoons;
  - internet websites;
- using evidence, analysing and synthesising data, to reach conclusions and to make decisions;
- evaluating the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions;
- communicating the outcomes of their work in geography by:
  - representing data in a variety of map, graphic and ICT formats;
  - drawing sketch maps, field maps and cross sections;
  - using geographical vocabulary;
  - presenting their findings in appropriate written format and discussing their findings with others.

It is important that these skills and related techniques are selected for their appropriateness to the investigation in progress at any particular time. It is not possible therefore to produce a definitive list of techniques but by the end of the course, candidates should have had opportunities to develop the skills listed. These may also form the basis of internal assessment activities and the assessment of skills in the terminal question papers.

For example in Unit 1, a topical event such as an earthquake, volcanic eruption or flood could be explored using media, internet, websites and satellite images.

In Unit 2, field sketching, land use mapping and questionnaires could be used in fieldwork, backed up by the use of census data and local newspapers.

In Unit 3, an Ordnance Survey map could be used, with ground and air photographs to study the location of an industry.

In Unit 4, a study of a proposed development in a National Park could involve visiting the location, drawing a sketch map, making an environmental assessment, critically evaluating promotional material and internet web sites; data could then be presented in graphic and cartographic forms, analysed and synthesised to make decisions and draw conclusions about the proposed development.

Candidates must make effective use of ICT. There are opportunities to gain access to information sources and to assist in handling, presenting and analysing geographical evidence. In the classroom, candidates can access electronic archives, search for and use appropriate websites for libraries, museums and government agencies to explore the specification content. The use of ICT is integral to coursework and credit is given in the scheme of assessment in Sub-section 7.3 for its effective use.



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## SECTION D: COURSEWORK

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### 6 Coursework Tasks

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#### 6.1 NATURE OF COURSEWORK

Candidates should complete one piece of coursework. Coursework should relate to at least one of the four sections of specification content. Candidates may pursue tasks which extend beyond the specification content, but teachers should be aware that this would be extra content.

Opportunities must be provided for candidates to identify relevant geographical questions, implement effective sequences of investigation and collect a range of appropriate evidence from a variety of primary sources, with the support of secondary sources at appropriate points. They should be encouraged to use relevant skills and techniques effectively and draw selectively on geographical ideas to interpret evidence, in order to make reasoned decisions.

Coursework must involve data collection in the field and take the form of an investigation. The title for the investigation should be a question, an assertion or a hypothesis which requires a candidate to make a reasoned decision. The investigation should provide the candidate with opportunities to address the appropriate assessment objectives as set out in the scheme of assessment in order to demonstrate enquiry skills, understanding and its application.

When establishing coursework investigations, teachers and candidates should be aware of the marking criteria set out in Sub-section 7.3, which relate to assessment objectives AO2 to AO4.

Teachers should ensure that, where appropriate, candidates have the opportunity to identify for themselves questions or issues and establish appropriate sequences of enquiry. Teachers should ensure that the task allows the candidates for whom it is set to demonstrate the ability to make reasoned decisions and gain access to the appropriate level of marks. This may involve setting common tasks or a range of differentiated tasks for a group of candidates.

A candidate's coursework should normally be 2 500-3 000 words in length.

Coursework must form an integral part of the teaching strategy for the specification. It should be remembered that coursework represents 25% of the scheme of assessment and an appropriate amount of time should be spent preparing for, carrying out and completing it.

Candidates must use ICT at appropriate points.

Coursework may include a variety of media including video tape and audio tape. If such are used, coursework must also include written prose, in order that the quality of written communication can be assessed.

## 6.2 EXEMPLAR COURSEWORK TASKS

The Teachers' Handbook contains a variety of possible coursework tasks. They are intended as examples to provide a framework to be adapted to suit fieldwork opportunities available in their home area in line with the needs of candidates.

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# 7 Regulations for Internal Assessment

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## 7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre eg research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

## 7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:

Centre number  
Centre name  
candidate number  
candidate name  
specification code and title  
assignment title.

- All work submitted for moderation must be kept in a flat card file (not a ring binder).



### 7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marking should be positive, rewarding achievement rather than penalising failure. It is the quality of the candidate's work and not its quantity which is assessed.

The assessment objectives which indicate in general terms what candidates should achieve are common to all coursework, as follows:

Marking Criteria	Assessment Objective	Mark	Total Mark	%
Collection and selection of primary and secondary data	AO2 Understanding	12	40	10
	AO3 Application	10		
	AO4 Skills	18		
Representation of data	AO4 Skills	20	20	5
Analysis, interpretation and conclusions	AO2 Understanding	12	40	10
	AO3 Application	10		
	AO4 Skills	18		

The mark out of 100 represents 25% of the assessment of the specification. Up to 5 marks within AO4 are available for the quality of written communication. Candidates must be required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where more than one teacher is involved in the initial assessment of coursework, an internal standardisation exercise must be carried out in order that a common standard is applied.

The award of marks must consider the complexity of the coursework and be directly related to the marking criteria set out below. The levels descriptions, set out below, relate to the criteria and their weighting set out in the table above. It is quite acceptable for a piece of work to demonstrate different levels for different criteria or different levels for the different objectives within a criterion. The descriptions are provided to assist teachers in awarding marks for each criterion.

Support for teachers in assessing coursework will be given through INSET and the work of the Coursework Consultants.

## Collection and Selection of Primary and Secondary Data (Maximum 40 marks)

	Level 1	Level 2	Level 3
<p><b>AO4 Skills</b> The candidate has:</p>	<p>collected and recorded primary data on provided recording materials by following precise instructions;</p> <p>where appropriate, selected relevant information from a limited number of secondary sources and given headings for guidance;</p> <p>used ICT information sources, albeit non-selectively or used ICT for data recording sheets with guidance;</p> <p>the aim stated without elaboration.</p> <p style="text-align: right;">Max. 6</p>	<p>with guidance identified a geographical question or issue, made appropriate decisions about strategies for collecting and recording data, and has successfully carried them out, including, where appropriate, selecting relevant information from a number of secondary sources;</p> <p>opportunities for using ICT for collecting and recording data are recognised;</p> <p>Aims are stated but with only limited development.</p> <p style="text-align: right;">Max. 12</p>	<p>identified relevant geographical questions and issues, shown initiative in making decisions what data is required and how to record it appropriately in relation to the objectives of the coursework and has successfully carried this out;</p> <p>is able to make selective and appropriate use of ICT information sources and systems;</p> <p>the aims of the study are explained and placed in their geographical context to make an effective introduction.</p> <p style="text-align: right;">Max. 18</p>
<p><b>AO2 Understanding</b> The candidate has:</p>	<p>shown a simple understanding of geographical ideas.</p> <p style="text-align: right;">Max. 4</p>	<p>shown a sound understanding of relevant geographical ideas.</p> <p style="text-align: right;">Max. 8</p>	<p>shown a thorough understanding of relevant geographical ideas.</p> <p style="text-align: right;">Max. 12</p>
<p><b>AO3 Application</b> The candidate has:</p>	<p>applied understanding to one or more physical and human contexts, related to the aim of the investigation, with guidance.</p> <p style="text-align: right;">Max. 4</p>	<p>applied understanding to two or more physical and human contexts related to the aim of the investigation.</p> <p style="text-align: right;">Max. 7</p>	<p>shown initiative in applying understanding to the variety of physical and human contexts, related to the aim of the investigation.</p> <p style="text-align: right;">Max. 10</p>

## Representation of Data (Maximum 20 marks)

	Level 1	Level 2	Level 3
<p><b>AO4</b></p> <p><b>Skills</b></p> <p>The candidate has:</p>	<p>refined and presented the data in a limited but appropriate way including graphic forms and the use of ICT graphics packages, as a result of step by step instructions.</p> <p style="text-align: right;">Max. 7</p>	<p>with guidance, made decisions about and used a variety of geographically appropriate techniques including the graphic and cartographic representation of data to process and present the data accurately, supported by a variety of appropriate ICT generated techniques.</p> <p style="text-align: right;">Max. 14</p>	<p>shown some initiative in deciding what data to refine and present, and chooses appropriate geographical, cartographical, graphic and/or numerical forms and uses them adeptly, including ICT techniques, well selected and adapted by the candidate towards the needs of the work.</p> <p style="text-align: right;">Max. 20</p>

## Analysis, Interpretation and Conclusions (Maximum 40 marks)

	Level 1	Level 2	Level 3
<p><b>AO4 Skills</b></p> <p>The candidate has:</p>	<p>with specific guidance, attempted limited analysis of the refined data;</p> <p>presented a commentary expressed basically in descriptive terms, with limited comment on the application and usefulness of the findings. ICT is used to increase the clarity and accuracy of written communication;</p> <p>written communication shows basic accuracy and legibility. Brief statements communicate information. A limited range of specialist terms is used in the investigation;</p> <p>the candidate has followed a sequence of investigation with much guidance.</p> <p style="text-align: right;">Max. 6</p>	<p>with guidance, analysed the refined data; made decisions and drawn some conclusions and presented, where appropriate, proposals to solutions for geographical problems, which matched the aims;</p> <p>presented some evaluation of the methods of collecting, presenting and analysing the evidence with supporting use of ICT where appropriate, as well as the validity and limitations of the evidence and conclusions;</p> <p>written communication is mostly accurate and meaning is clear in most instances. Information is communicated in a form which incorporates some depth and detail. A variety of specialist terms are used correctly;</p> <p>the candidate has, with some guidance, established and followed an effective sequence of investigation.</p> <p style="text-align: right;">Max. 12</p>	<p>made decisions, drawn conclusions and discussed possible implications in line with the aims of the investigation specified in the Introduction in an individual manner;</p> <p>shown initiative and imagination in drawing up and evaluating proposals for solutions to geographical problems, where appropriate. The candidate's complete and coherent coursework concludes with an evaluation of the validity and limitations of the evidence and conclusions;</p> <p>used ICT, at points appropriate in the analysis of the geographical evidence;</p> <p>written communication is almost faultless and meaning is very clear. Information is communicated concisely and effectively using extended prose which incorporates depth and detail but which avoids imprecise and over long writing. A wide range of specialist terms is used adeptly and with precision;</p> <p>the candidate has demonstrated the ability to establish an effective sequence of investigation, individual to the candidate</p> <p style="text-align: right;">Max. 18</p>

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>A02</b> <b>Understanding</b> The candidate has:	shown a simple under-standing of geographical ideas in the analysis and commentary.          Max. 4	used geographical concepts and principles to offer some interpretation, related back to the aims of the investigation, where appropriate, demonstrating the importance of values and attitudes          Max. 8	shown the ability to analyse and interpret data and offer individual conclusions;  offered explanation for any land/people relationships identified and shows understanding of peoples' values and attitudes in relation to the aims of the investigation.          Max. 12
<b>A03</b> <b>Application</b> The candidate has:	shown an elementary application of geographical understanding relevant to the question being investigated.          Max. 4	shown a broad application of geographical understanding of the inter-relationships between people and environment and made decisions about managing environments relevant to the issue/question being investigated, in the analysis, interpretation and conclusions.          Max. 7	shown a detailed application of geographical understanding relevant to the question being investigated, offering explanations for the inter-relationships between people and the environment and justifying decisions about managing environments.          Max. 10

## 7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

## 7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.



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## SECTION E: FURTHER INFORMATION

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### 8 Opportunities for Teaching

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#### 8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides opportunities for candidates to use ICT to gain access to information sources, and assist in handling, presenting and analysing geographical evidence. The opportunities range from activities related to teaching and learning in the classroom to internal assessment where the coursework requires candidates to utilise ICT.

ICT affords many opportunities to enhance teaching and learning geography. This specification has considerable potential for contributing to the development and application of ICT skills. This section offers some guidance on opportunities for using ICT during the course; more detail can be found in the Teachers' Handbook.

These opportunities are also indicated within the content of Sub-section 5 by a  symbol. Such opportunities may also contribute to the provision of evidence for IT Key Skills, identified by the use of the  symbol. The IT Key Skill involves using a computer to find, explore, develop and present information, including text, numbers and images.

Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Geography.

#### Opportunities for use of ICT

This specification provides opportunities for candidates to use ICT to gain access to additional information sources, and assist in the handling, presenting and analysing geographical evidence. The opportunities range from the classroom, where candidates can access electronic archives, search for and use appropriate websites for libraries, museum, government agencies, to the coursework context where the work can be based upon, utilise and be presented through ICT.

Examples of development opportunity:

<b>ICT Application/Development</b>	<b>Opportunities for using ICT during the Course</b>
Use of Internet, CD-ROMs, GIS, fax, e-mail, the Internet, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world-wide.	Unit 1 Accessing news about tectonic activity and/or river flooding. Unit 3 Obtain statistics on the quality of life of a selection of countries.
Use of data handling techniques to enhance the development of enquiry skills e.g. use a spreadsheet to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.	Drafting, re-drafting and presentation of coursework. Unit 2 Use of a spreadsheet to input and manipulate data collected by fieldwork on urban land use, traffic or service provision.
Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	Unit 1 Modelling of hydrological processes. Unit 3 Industrial location simulation.


## 8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This specification provides opportunities to contribute to the teaching of Key Stage 4 Citizenship programme of study in the following areas:

- knowledge and understanding of European and global links and the interdependence of people and places;
- knowledge and understanding of the concept of sustainability, Local Agenda 21 and the skills to act upon their understanding;
- knowledge and understanding of the decision making processes which underpin changes in society and the environment at a range of scales;
- the skills of enquiry and communication involved in personal decision making, problem solving and the investigation of environmental issues.



This sub-section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching Citizenship Issues during the course</b>
Knowledge and understanding about becoming informed citizens: the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21	E.g. Unit 3 Studies of the management of tourism for sustainability. Case study of the effects of changes in energy production on economic activities and communities.
Develop the skills of participation and responsible action: use their imagination to consider other peoples experiences and be able to think about, express, explain and critically evaluate views that are not their own.	E.g. Unit 4 Consequences of the development of tropical rain forests and the significance and effects of the values and attitudes of decision makers. Conflicts over the use of National Parks.

As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of Unit 3 gives the opportunity to include an insight into the world of work. The key ideas not only give the opportunity to study the world of work in rural and urban environments but also offers teachers opportunities to plan for activities such as:

- a farm visit;
- a study of a local factory;
- role play on the siting of an industrial estate on greenbelt land;
- guest speakers such as a holiday company representative, a planner, an organiser for a conservation or other pressure group.

### **8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES**

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding. Through study of the content of Unit 1: *People and the Physical World*, there are many opportunities for candidates to experience a sense of awe and wonder of the natural world. Similar opportunities exist related to human achievements within Unit 3: *People and their Needs*. In Units 2 and 3 there is potential for candidates to experience, appreciate and relate to cultures other than their own.

Work on issues arising from the interaction between people and the environment can provide opportunities to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. This may help them to understand their own worth and the value of individuals and communities. Candidates should also develop a curiosity about the processes underlying physical and human environments.

There are many opportunities, especially in Unit 4, to discuss issues arising from the interaction between people and their environment, particularly the impact of moral and ethical values and attitudes associated with global disparities in quality of life, stewardship and the use of the Earth's resources in a sustainable way.

### **8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES**

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Unit 4 supports the development of Environmental Education with its focus on People and the Environment. The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the other three components.

The issues of health education are a significant focus in work in Units 2 and 3 related to population, development and quality of life. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for coursework.

## 8.5 THE EUROPEAN DIMENSION


Through their study of geography candidates will strengthen and broaden their awareness of the factors that bring together the peoples and countries of Europe.

There are many opportunities to study themes, places and environments through references to individual member states within the European Union, or regions within them. European examples should be used in the delivery of the subject content where prescribed in the context column and, where choice of context is possible, an appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

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## 9 Key Skills

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Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of  in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification.

Key Skills are signposted in this specification in both Sub-section 5 (Specification Content). The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills arise within GCSE courses will be published during 2001.

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## 10 Reading List

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The following text is endorsed by OCR for use with this specification, subject to OCR's quality assurance procedure before final publication.

FLINDERS, K. (ed) A New Introduction to Geography for OCR GCSE Specification A. Hodder and Stoughton. (2001)

The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

BOWEN, A. & PALLISTER, J Tackling Geography Coursework. Hodder and Stoughton (1998)

ATKINS, D. Revise for Geography GCSE OCR A. Heinemann. (2000)

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## 11 Arrangements for Candidates with Special Needs

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

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## 12 Support and In-Service Training for Teachers

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- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- A website: ( [www.ocr.org.uk](http://www.ocr.org.uk)).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

