

General Certificate of Secondary Education

J380

Geography A

*Unit A672: You as a Global Citizen – the
impact of our decisions*

Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed tasks are an example of possible areas of study
- Please refer to Section 3.2 and Section 5 of the specification for further information concerning the task
- The total number of marks for this enquiry is 50.
- This unit consists of two tasks.
- Each candidate's submission should be no more than about 2000 words in total, ie approximately 1000 words per task

This document consists of 4 printed pages.

Candidates are required to complete two controlled assessment tasks, at least one of which must involve primary data collection gathered through fieldwork. The tasks will change every year, in accordance with QCA Controlled Assessment regulations for Geography and will be available on the OCR website.

Fieldwork is a mandatory element of the controlled assessment task. Candidates must observe safe practice when undertaking fieldwork and relevant risk assessments must be carried out by centres prior to fieldwork taking place.

The following skills must be assessed through one of the controlled assessment tasks in the context of fieldwork.

- Identify, analyse and evaluate relevant geographical questions and issues.
- Establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills.
- Extract and interpret information from a range of different sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial, and satellite imagery), diagrams and tables.
- Describe, analyse and interpret evidence, making decisions, draw and justify conclusions and communicate outcomes appropriately.
- Evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

Task 1: Investigate how consumer decisions may have a positive or negative impact on people.

Candidates will investigate how consumer decisions may have a positive or negative impact on people. This may be at a very local scale, or global impacts may be investigated, and should make reference to how this could change in future.

Task 2: Investigate a local retail area.

Candidates will investigate a local retail area (eg: farmers' market, shopping centre, out of town retail park). Candidates will assess the extent to which the area is sustainable, and will suggest how it could be developed in the future to improve sustainability.

Issues raised may relate to a range of aspects eg building and infrastructure design, products sold and accessibility options.

The Impact of Our Decisions

Enquiry Questions	Key Ideas	Candidates should be able to:
<ul style="list-style-type: none"> • What do I buy and why? • What factors influence the range of products and services available to us as consumers e.g. population change/migration. • Why do other people buy similar/different things? 	<ul style="list-style-type: none"> • Candidates' own consumption patterns compared with others. Examination of resources which show some of the consequences of these decisions. 	<ul style="list-style-type: none"> • understand what it means to be a consumer and be aware that consumption has different spatial and environmental consequences depending on which alternative choices are made.
<ul style="list-style-type: none"> • How does a chosen product reach a consumer? • How is this product advertised? • Who is the product aimed at? • Is the product inaccessible to certain people/places? Why? 	<ul style="list-style-type: none"> • The production, marketing and distribution in both time and space, of a familiar product, e.g. a particular branded clothing item, or food product and the spatial, environmental and social consequences of consumption of this product. 	<ul style="list-style-type: none"> • describe the spatial impact of a particular product and its associated marketing patterns, e.g. sources of raw materials, location of manufacturing, location of markets; • draw a flow chart or product web for the chosen product; • critically interpret maps, GIS and other varied cartographic representations of a particular product's distributions in both space and time.
<ul style="list-style-type: none"> • How do consumers access your chosen service? • What variation is there in the spatial and social impact of this service? • How might different people in different places view this service? 	<ul style="list-style-type: none"> • The marketing, distribution and sales in both time and space of a service and the spatial, environmental and social consequences of one named service, e.g. holidays, financial services, sport and leisure, healthcare. 	<ul style="list-style-type: none"> • describe the spatial impact of a named service; • compare different sources of geographical information, e.g. a tourist brochure compared with alternative travel writing (Rough Guide/Lonely Planet etc.); • describe and explain how a particular service is represented and how access to it is uneven.
<ul style="list-style-type: none"> • How can the lives of producers be influenced by consumers? • How can individuals contribute to a more sustainable future? 	<ul style="list-style-type: none"> • Consumers can change the lives of producers by the decisions that they make e.g. Fair Trade products, cooperative farming. • Individuals are responsible for the stewardship of our world. • Individuals have responsibilities as global citizens which can be shaped by the decisions that are made. 	<ul style="list-style-type: none"> • identify how their consumer choices affect producers and the environment; • explain how their decisions may have a positive or negative impact on people in a variety of locations e.g. food miles, carbon footprint; • suggest how a more sustainable future may be achieved.

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Specimen Mark Scheme

The maximum mark for these tasks is a total of 50.

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	Level 1	Level 2	Level 3	total
AO1	<p>[0 – 5 Marks]</p> <p>The candidate has some awareness of some of the issues raised by their consumer decisions.</p> <p>The candidate begins to recognise that different consumer decisions may have different impacts.</p> <p>The candidate comments at a basic level on the extent to which the chosen consumer landscape is sustainable.</p> <p>The candidate begins to reflect on the extent to which current and future consumer choices may be sustainable.</p>	<p>[6 – 11 Marks]</p> <p>The candidate understands the issues raised by their consumer decisions.</p> <p>The candidate recognises and begins to analyse how different consumer decisions may have different impacts on the environment.</p> <p>The candidate begins to evaluate how sustainable the chosen consumer landscape is.</p> <p>The candidate analyses the extent to which current and future consumer choices may be sustainable.</p>	<p>[12 – 15 Marks]</p> <p>The candidate has a clear knowledge and understanding of the issues raised by their consumer decisions.</p> <p>The candidate analyses and begins to evaluate how different consumer decisions may have different impacts on the environment.</p> <p>The candidate makes a full evaluation of the sustainability of the chosen consumer landscape.</p> <p>The candidate analyses and evaluates the extent to which current and future consumer choices may be sustainable.</p>	/15
AO2	<p>[0 – 7 Marks]</p> <p>With teacher guidance, the candidate displays some understanding of the impacts of their consumer decisions on people and/or the environment.</p> <p>The candidate briefly outlines their own personal views about consumer decisions and begins to justify their opinions.</p> <p>The candidate outlines some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be basic and tend to be from one perspective.</p>	<p>[8 – 15 Marks]</p> <p>With limited teacher guidance, the candidate displays a sound understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate describes some of the changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be sound and begin to reflect a number of perspectives.</p>	<p>[16 – 20 Marks]</p> <p>The candidate displays a clear and detailed understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate fully describes and gives reasons for their own personal views about consumer decisions offering justification for their opinions.</p> <p>The candidate explains fully some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be detailed and reflect a range of different perspectives.</p>	/20

	Level 1 [0 – 5 Marks]	Level 2 [6 – 11 Marks]	Level 3 [12 – 15 Marks]	total
AO3	<p>With teacher guidance, the candidate presents a basic investigation of how consumer decisions may have a positive or negative impact on people. With help, the candidate identifies geographical questions and recognises the sequence of an investigation. The candidate displays basic skills in selecting and gathering primary data and/or information from a limited range of visual, written and oral source.</p> <p>With teacher guidance, the candidate presents an organised piece of work. The work shows basic accuracy and clarity. The candidate communicates using simple statements and uses a limited variety of basic presentation techniques. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s).</p>	<p>With limited teacher guidance, the candidate demonstrates a range of enquiry skills and techniques in exploring and analysing consumer patterns. The candidate presents a sound investigation into how consumer decisions may have a positive or negative impact on people. The candidate identifies and begins to analyse geographical questions and establishes the sequence of an investigation. The candidate displays a range of skills in planning, organising, selecting and then gathering primary data and/or a variety of information from a suitable selection of visual, written and oral sources. The candidate presents a clear and logically organised piece of work, perhaps with some teacher guidance. The work is largely accurate, and some specialist terms are used appropriately. A range of well chosen and suitable presentation techniques is evident, appropriate to both task and intended audience. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.</p>	<p>The candidate demonstrates a broad range of enquiry skills and well-chosen techniques in exploring and analysing consumer patterns. The candidate presents an accurate and detailed investigation into how consumer decisions may have a positive or negative impact on people. The candidate identifies, analyses and evaluates geographical questions and issues and establishes an appropriate sequence of investigation. The candidate displays a broad range of skills in organising, planning, selecting and gathering primary data and/or selecting a wide variety of information from an extensive range of written, visual and oral sources. The candidate produces a piece of work that shows imagination and initiative. The work is accurate, and specialist terms are used adeptly. A wide range of effective and well-produced presentation techniques is evident, appropriate to both task and intended audience. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. The candidate has written with precision and succinctness, so that the candidate does not exceed the prescribed word limit.</p>	/15
				/50

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