GCSE

# Geography A

**March 2012**

# Contents

# Content

The specification for this qualification has been updated. Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 29, 30 and 31.

# 1    About this Qualification

This booklet contains OCR's GCSE specification in Geography A for teaching from September 2009.

The development of this specification aims to provide an innovative course encompassing relevant and modern geography fit for the 21st century.

This specification enables candidates to appreciate the importance of geography for understanding the world around them. It supports the learning of geographical concepts and encourages candidates to think geographically.

It also attempts to draw upon content that is up-to-date and relevant, such as uneven development, sustainability and globalisation. The specification will seek to develop candidates' geographical skills such as mapwork, enquiry and analysis through fieldwork, research and use of new technologies such as GIS.

The specification provides the opportunity to combine geographical, general and vocational elements of study in fresh and exciting ways, as well as the option to follow a more 'academic' geography course.

The specification contains one externally assessed unit that can be taken on screen or on paper as well as the opportunity for Controlled Assessment evidence to be submitted electronically via the OCR Repository.

## 1.1    GCSE

From September 2009, the GCSE is made up of four mandatory units. Units A671, A673 and A674 are externally assessed; A672 is internally assessed via Controlled Assessment.

## 1.2    Qualification Title and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Geography A.

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

Candidates who gain Grades D–G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A*–C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

# 1.3    Aims and learning outcomes

GCSE specifications in geography should encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are for learners to:

- Actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world

- Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global

- Appreciate the differences and similarities between people's views of the world, its environments, societies and cultures

- Understand the significance of values and attitudes to the development and resolution of issues

- Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive

- Develop and apply their learning to the real world through fieldwork and other out of classroom learning

- Use of geographical skills, appropriate technologies, enquiry and analysis.

# 1.4    Prior Learning/Attainment

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

# 2   Summary of Content

## 2.1   GCSE Units

### Unit A671:  *Extreme Environments*

Candidates take a 1-hour externally assessed written paper based on defining and exploring the nature and depiction of extreme environments generally and a detailed study of two contrasting extreme environments – a desert environment AND a polar environment OR mountain environment. The following questions will be considered:

- What do we know about them and how do people react to them?
- Where are they found?
- What are they like?
- How do people use them?
- What challenges do they pose?

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

Candidates complete two Controlled Assessment tasks, at least one of which must involve primary data collection. Neither piece of work should exceed 1000 words.

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

- Task 2: Investigate a local retail area.

Presentation of this work can take a variety of formats including, for example, presentations, poems, posters, video recordings, oral recordings, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons.

### Unit A673:  *Similarities and Differences*

Candidates take a 1-hour externally assessed written paper based on two studies:

1. Study of a location in the UK ('your place') considering the following questions:

- What constitutes 'your place'?
- How is it represented, seen and experienced by others?
- What are the major issues affecting your place?
- How does your place fit within the UK as a whole?

2. Study of a non-UK location considering the following questions:

- How is that place perceived?
- What are the similarities and differences with 'your place'?
- What are the links with 'your place' and your non-UK location?
- What might the future hold for your two chosen locations?

Candidates take a 1-hour written paper OR computer-based test. The unit deals with identifying issues, effects and possible future scenarios at a global scale.

Global Issues covered in this unit will be dealing with the following:

- Population change
- Our changing planet (global climate change and change through natural events)
- Trade, aid and superpowers
- The challenge of planning (urban, transport, food, water, leisure).

# 3 Content

## 3.1 Unit A671: *Extreme Environments*

Candidates explore their own and other people's reactions to extreme environments generally, including those in the UK, and make detailed studies of **ONE** hot desert environment and **ONE** environment chosen from a polar or mountain region.

| Extreme Environments | | |
|---|---|---|
| *Enquiry Questions* | *Key Ideas* | *Candidates should be able to:* |
| • What is the definition of an extreme environment, what do we know about extreme environments and how do people react to them? | • Defining the term 'extreme environment'.<br><br>• Exploring candidates' own views and ideas about extreme environments.<br><br>• Examination of cultural resources which show extreme environments, e.g. film, photographs, expedition reports, stories, poetry. | • present their own understandings of the term 'extreme environment' and explain the different ways in which people have viewed these areas, past and present. |
| • What environments within the UK may be considered extreme? | • An understanding that Britain has a variety of landscapes. | • appreciate unfamiliar environments through fieldwork and out-of-classroom learning. |

# Desert environment

| Enquiry Questions | Key Ideas | Candidates should be able to: |
|---|---|---|
| • What do we know about hot deserts and how do people react to them? | • Study of large scale desert areas (e.g. Sahara, Atacama, Kalahari, Thar).<br><br>• How people have reacted to hot desert environments in cultural resources, e.g. film, photographs, expedition and historical reports, poetry paintings, music and literature. | • identify which areas are described as hot deserts and what features typically characterise hot desert environments;<br><br>• appreciate the way hot desert environments have been depicted in a variety of media and the feelings they invoke, including their own reactions. |
| • Where are hot deserts found? | • Hot deserts only occur in certain locations. | • utilise skills of using and interpreting different kinds of source material;<br><br>• locate hot deserts using maps and atlases and show an awareness of their global distribution. |
| • What are hot deserts like? (climate and physical features/processes) | • The climate within these regions can change significantly within a year and between years.<br><br>• Examining the link between common climatic features of desert areas and how they have influenced the physical environment (including vegetation) in desert areas.<br><br>• Physical features (including dunes, wadis, yardangs, zeugen and rock pedestals) are created as a result of particular physical processes. | • describe and explain the key climatic characteristics of hot deserts and their impact on the physical environment including vegetation;<br><br>• identify and describe characteristic landforms of hot desert environments and understand the key physical processes at work. |

| | | |
|---|---|---|
| • How do people use hot deserts? | • Hot deserts are used in a variety of ways and for a variety of reasons (e.g. by indigenous people, tourists, multi-national companies)<br><br>• The use of hot deserts occurs at a variety of scales (e.g. by indigenous families, by tribes, by industrial concerns) | • exemplify the uses of hot deserts;<br><br>• describe, using examples, how people make use of hot desert environments; |
| • What challenges do hot deserts pose? | • There are many challenges that hot deserts pose (e.g. famine, drought, extremes of temperature, some of which may be overcome in a variety of ways).<br><br>• Desertification threatens many deserts and surrounding regions in both physical and human terms. It has physical and human causes and effects which may be alleviated.<br><br>• Cultures may amalgamate or disappear as deserts spread. | • understand the challenges posed by hot deserts to people;<br><br>• understand the causes and impacts of, and solutions to, desertification and its effects;<br><br>• use GIS to study the spread of desertification (e.g. extent, changes in land use and settlement). |

# Polar environment OR mountain environment

| Enquiry Questions | Key Ideas | Candidates should be able to: |
|---|---|---|
| • What do we know about polar/mountain environments and how do people react to them? | • Study of polar environments/significant mountain environments (e.g. Alps, Himalayas, Rockies, Andes).<br><br>• How people have reacted to polar/mountain environments in cultural resources, e.g. film, photographs, expedition and historical reports, poetry, paintings, music and literature. | • identify the extent and characteristics of polar environments/the location of and features which typically characterise mountain environments;<br><br>• appreciate the way polar/mountain environments have been depicted in a variety of media and identify the feelings they invoke, including their own reactions;<br><br>• utilise skills of using and interpreting different kinds of source material. |
| • Where are polar/mountain environments found? | • Polar/mountain environments occur in particular locations. | • describe the extent of polar environments/locate mountain environments and show an awareness of their global distribution, using maps and atlases at a variety of scales. |
| • What are polar/mountain environments like? (climate and physical features/processes) | • Climatic factors have changed the environment(s) historically and they are currently undergoing significant and rapid change.<br><br>• Examining the link between common climatic features of polar/mountain areas and how they have influenced the physical environment (including vegetation) in these areas.<br><br>• Physical features of polar/mountain environments are created as a result of particular physical processes. | • describe and explain the key climatic characteristics of polar/mountain environments and their impact on the physical environment including vegetation;<br><br>• identify and describe characteristic landforms of polar/mountain environments and understand the key physical processes at work. |

| | | |
|---|---|---|
| • How do people use polar/mountain environments? | • Polar/mountain environments are used in a variety of ways and for a variety of reasons (e.g. by indigenous people, tourists, multi-national companies).<br><br>• The use of polar/mountain environments occurs at a variety of scales (e.g. by indigenous families, by tribes, by MNCs). | • describe, using examples, how people make use of polar/mountain environments;<br><br>• exemplify the uses of polar/mountain environments. |
| • What challenges do polar/mountain environments pose? | • There are many challenges that polar/mountain environments pose (e.g. availability of food/shelter, extremes of weather), some of which may be overcome in a variety of ways.<br><br>• Climate and other changes impact upon polar/mountain environments in both physical and human terms. The study of causes and effects which may be alleviated.<br><br>• Cultures may amalgamate or disappear as polar/mountain environments change. | • understand the challenges posed by polar/mountain environments to people;<br><br>• understand the causes and impacts of, and any solutions to the effects of changes (especially climate) on polar/mountain environments. Consider the possible impact of future change;<br><br>• use GIS to study the impacts of climate and other change on polar/mountain environments (e.g. extent of polar ice, changes in land use and settlement). |

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

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 OCR Interchange.

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.

## Controlled Conditions – Levels of Control

QCA regulations identify different levels of control for task setting, task taking and task marking.

## Task setting – high level of control

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

# Task taking

**Research and data collection – limited level of control**

All research and data collection, including fieldwork, will be carried out under limited control but centres must give due regard to health and safety issues. Collection of fieldwork data through group fieldwork is permissible. Where group data collection is carried out, candidates will be asked to reflect upon their contribution to the group task. All research must be carried out individually.

**Analysis and evaluation of findings – high level of control**

The analysis of the data and the preparation and writing up of the tasks must be carried out independently under the direct supervision of staff with the candidates in direct sight of the supervisor at all times. Candidates must complete the final versions of their Controlled Assessment task individually during lessons, and the students' materials must be collected in at the end of each lesson and then returned to the candidates at the beginning of the next.

**Task marking – medium level of control**

Tasks will be marked by teachers and moderated by OCR.

**Quality of Written Communication (QWC)**

Opportunities for QWC have been identified within the Assessment Criteria.

The assessment should not exceed 1000 words for each piece of Controlled Assessment task. It is recommended that candidates spend one day collecting data in the field, between 8 and 10 hours researching and preparing for their tasks and between 4 and 6 hours on refining the completed version of each of the two tasks.

Both tasks will be assessed together using the marking grid provided (see Appendix B).

Candidates may use appropriate presentation formats for their Controlled Assessment including, for example, presentations, poems, posters, video recordings, oral recordings, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons, as long as they are compatible with the OCR Repository facility; further details of suitable file formats are given in Appendix D. Controlled Assessment evidence for moderation can be submitted electronically via the OCR Repository. The centre should choose an appropriate mix of presentation formats that should ensure candidates are able to show positive achievement across the full range of grades and full subject criteria.

Where candidates have collected information collaboratively, their own contribution to that collection must be clearly identified and recorded.

# 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 the future.

# Task 2: Investigate a local retail area.

Candidates will investigate a local retail area (e.g. 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, e.g. building and infrastructure design, products sold and accessibility options.

## The Impact of Our Decisions

| Enquiry Questions | Key Ideas | Candidates should be able to: |
|---|---|---|
| • What do I buy and why?<br>• What factors influence the range of products and services available to us as consumers, e.g. population change/migration.<br>• Why do other people buy similar/different things? | • Candidates' own consumption patterns compared with others. Examination of resources which show some of the consequences of these decisions. | • 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. |
| • How does a chosen product reach a consumer?<br>• How is this product advertised?<br>• Who is the product aimed at?<br>• Is the product inaccessible to certain people/places? Why? | • 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. | • 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;<br>• draw a flow chart or product web for the chosen product;<br>• critically interpret maps, GIS and other varied cartographic representations of a particular product's distributions in both space and time. |
| • How do consumers access your chosen service?<br>• What variation is there in the spatial and social impact of this service?<br>• How might different people in different places view this service? | • 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. | • describe the spatial impact of a named service;<br>• compare different sources of geographical information, e.g. a tourist brochure compared with alternative travel writing (Rough Guide/Lonely Planet etc.);<br>• describe and explain how a particular service is represented and how access to it is uneven. |
| • How can the lives of producers be influenced by consumers?<br>• How can individuals contribute to a more sustainable future? | • Consumers can change the lives of producers by the decisions that they make, e.g. Fair Trade products, cooperative farming.<br>• Individuals are responsible for the stewardship of our world.<br>• Individuals have responsibilities as global citizens which can be shaped by the decisions that are made. | • identify how their consumer choices affect producers and the environment;<br>• explain how their decisions may have a positive or negative impact on people in a variety of locations e.g. food miles, carbon footprint;<br>• suggest how a more sustainable future may be achieved. |

# 3.3  Unit A673:  *Similarities and Differences*

Candidates will study a location in the UK that is significant for them (this is referred to as 'your place') and one non-UK location. Neither example should be a country; they should be a city or region. Links between the two locations should be identified and explored.

### *'Your Place'*

| Enquiry Questions | Key Ideas | Candidates should be able to: |
|---|---|---|
| ▪ What constitutes 'your place'?<br><br>• Where is it? What do you know about it? How do you feel about it? Why is it important to you – and others?<br><br>• How is it represented, seen and experienced by others? (And for what different purposes?) | • Candidates' personal geographies.<br><br>• 'Your place' as defined by the candidate's personal geographies.<br><br>• Views, images, perceptions of others.<br><br>• Use of modern technology to gain perceptions and images of 'your place' from a variety of sources. | • locate 'your place' using maps at a variety of scales;<br><br>• define and explain their own understanding of what constitutes their own place;<br><br>• understand that other people and organisations hold different views and values about their local place/community. |
| ▪ What are the major issues affecting 'your place'?<br><br>• Why is this place as it is? How has it been influenced by its links with other places? What impact does it make on other places?<br><br>• What are the key processes of change operating on the local area/community?<br><br>• What issues arise from these? | • Specific features of the environment and economic, social, political geography of the local place, e.g. landscape, climate, demography, work, leisure, transport, cultural activities, identity.<br><br>• Links and connections to the wider world through travel, journeys to work, migration, media, cultural links and sport. | • understand and be able to articulate ways in which the local place is influenced by and linked to other places;<br><br>• identify, explain and evaluate the key issues and processes of change (economic, social, environmental and political) which have an impact on the local area. |
| • What changes might take place in the future?<br><br>• What are the positive and negative impacts?<br><br>• What is your view about changes – for the worse or for the better? | • Existing and future plans for the chosen 'your place'.<br><br>• Candidates' own visions/ ideas for the future of the local area.<br><br>• Ways of effecting and affecting change. | • identify and evaluate some possible future scenarios for 'your place';<br><br>• understand and be able to articulate the differing impacts of possible changes on other people;<br><br>• explain and justify their own choices for the future of 'your place'. |

| | | |
|---|---|---|
| ▪ How does 'your place' fit within the UK as a whole? | • Broad outline of the UK and constituent countries, regions and the UK's location/relative location in Europe. | • understand where and how the local place fits into the UK; |
| • What are the big issues affecting the UK today and how do they affect you, your family and the local community? | • Some important geographical issues for the UK today as relevant to candidates' local place and community. (e.g. population change (including migration), regional change, links with Europe, changing employment structure). | • have an understanding of some of the key issues affecting the UK and its people; |
| | | • recognise the potential negative and positive impacts of those changes on 'your place'; |
| | | • use GIS and new technology to contrast key characteristics of your place with locations in the other parts of the UK, Europe and globally. |

## Non-UK City or Region*                    * Non UK City or region must not be a polar or mountain region

- How is that place perceived?
- Where is the second chosen location?
- What do you know about it?
- How is this place seen, represented and experienced by others? For what different purposes?
- Why is this place as it is?
- How has it been influenced by its links with other places (including the UK)?
- What impact does it make on other places?

- Views, images, perceptions including candidates' personal perceptions.
- The reasons for its current appearance and level of development.
- A variety of links should be explored at a variety of scales (e.g. Paris is linked to its local area through agriculture, is linked to the rest of France by a motorway network and to the rest of Europe through tourism).

- use maps and geographical terminology to position their second chosen location;
- display knowledge of the characteristics of the second location (e.g. climate, landscape – urban/rural, level of development);
- show how the place has connections with other places (e.g. migration to/from the UK);
- understand the implications of these connections.

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- What are the similarities and differences with 'your place'?
- What are the links with 'your place' and the UK as a whole?
- What might the future hold for the two chosen locations?

- Despite having different locations, the two places will have similarities as well as differences.
- Both places will in some ways be linked, but the strength of these links may vary.
- Places are not static, and reflect an ever-changing world.

- understand the similarities and differences between the two locations;
- explore links between the two locations;
- exemplify and assess the quantity and quality of those links;
- suggest how both places may change in the future.

## 3.4  Unit A674: *Issues in our Fast Changing World*

This unit is designed to allow candidates to develop and apply knowledge and understanding of current issues of global importance. The aim of the unit is to give candidates the opportunity to examine and reflect upon topical global issues. Through this they will be able to engage actively in the process of geography, think like geographers and develop their responsibilities as global citizens.

**Topic areas**

Topical global issues that candidates need to study for this unit relate to *four topic areas*:
- Population change;

- Our changing planet
    - change through natural events (hazards)
    - global climate change;

- Trade, aid and superpowers;

- The challenge of planning (urban, transport, food, water, leisure).

While studying **each** of these four topic areas, candidates:
  i.   must focus on at least one detailed example/case study of a global topical issue;
  ii.  will use information and materials that are as up-to-date as possible, and within the candidates' experience;
  iii. will learn how to respond to topical issues and events that occur on a global scale.

The specific topical global issues that are identified within each topic area will be determined by the nature of the teaching resources that are used. By studying topical global issues in the context of the four topic areas listed above, candidates will obtain knowledge and understanding of:
- skills that they can apply in unfamiliar contexts, as required by the assessment of this unit (see details below);
- key geographical knowledge of each topic area

### *Required Key Geographical Knowledge*

- Population Change:
Candidates should be able to describe why population density varies across the world. They should know where, and why, the population is growing the fastest, and the slowest. Candidates should understand the reasons behind the different types of migration and the positive and negative impacts of such movement upon both countries. Candidates should also be able to identify different ways in which the impacts of population change can be managed.

- Our Changing Planet
    - change through natural events (hazards):
Candidates should be able to identify a range of hazards and understand the causes of them. They should know how hazards have different physical, economic and social impacts, both short and long term, which may be different across the world. Candidates should also know that the responses to hazards may also vary in different parts of the world.

    - global climate change:
Candidates should be able to explain what global climate change is, and identify some of the main causes. They should know some of the effects of global warming, and be able to explore some of the measures that can be taken to minimise its impact. Candidates should also be able to identify their own role in the issues surrounding global climate change.

- Trade, Aid and Superpowers

Candidates should be able to explain why some countries are more developed than others, and why there is a large gap between the most and least developed. They should know that there is an imbalance in trade across the globe, and be able to describe some of the reasons for this. Candidates should also know that different types of aid have advantages and disadvantages and that fairer and more effective trade can help countries develop. They should have an understanding of the role/involvement of superpowers.

- The Challenge of Planning (urban, transport, food, water, leisure)

Candidates should be able to explain why planning is an essential element of our everyday lives. They should know that planning for the future must take into account issues of sustainable living and should recognise the importance of sustainable development. Candidates should also know that with planning comes responsibility and accountability and that planning proposals often have different impacts on different people in different parts of the world.

Candidates should acquire the key geographical knowledge in each of the topic areas, and then explore the issues through the use of topical examples as exemplified on pages 22–26. Centres are reminded of the need for candidates to have the opportunity to practise those skills identified on page 28 within the context of these examples.

**Resources**

Throughout the study of this unit, candidates must be given plenty of opportunities to use current materials such as newspapers, film/video and web-based resources.

**Skills**

Using a range of sources, candidates will be able to develop their ability to select and use a variety of skills, techniques and technologies to process, extract and interpret information and to investigate, evaluate and analyse questions and issues.

There is a list of skills on page 28 that must be taught in order to prepare candidates for this unit, '*Issues in our Fast Changing World*'. The listed skills should be practised throughout the course and will be particularly relevant to this unit.

**Enquiry questions**

Five enquiry questions must be used when studying each of the four topic areas.
1. What is the issue?
2. What are the causes of this issue?
3. What are the short- and long-term impacts, both positive and negative, of this issue?
4. How is this issue managed?
5. How may this issue develop in the future?

Where appropriate, candidates should explore their own role in the issue in addition to investigating it in its national and global context.

## Exemplification: Population change

Teachers should select at least one issue related to population change that is topical. It is recommended that current examples should be chosen which reflect the experience of the candidates. For example, in a school with a large number of children from a non-UK background, teachers may wish to study a current example of migration to the UK.

The chart below shows the possible route through teaching this example if it were chosen.

E.g. migration of Polish people into the UK.

| Enquiry Questions | Key Ideas | In the context of this example candidates should be able to: |
|---|---|---|
| • What is the issue? | • Large numbers of Polish economic migrants are arriving in the UK. | • describe the pattern of migration between Poland and the UK; |
| • What are the causes of this issue? | • More work and higher wages are available in the UK. | • explain the causes of this migration; |
| • What are the short- and long-term impacts of this issue, both positive and negative? | • Economic and social impacts occur both within the UK and Poland. | • analyse the short and long term impacts in both Poland and the UK; |
| • How is this issue managed? | • The free flow of migrants between EU countries makes management of the issue very complicated. | • evaluate possible strategies that could be used to alleviate the issues caused by the migration to the host country; |
| • How may this issue develop in the future? | • Flow of migrants is slowing down and the trend is being reversed. | • Suggest and justify likely future trends. |

## Exemplification: Our changing planet – change through natural events (hazards)

Teachers should select at least one issue related to hazards that is topical. It is recommended that current examples should be chosen which reflect the experience of the candidates. Natural Hazards are widely covered in the news on a fairly regular basis so it is a good idea to study a recent hazard that has been seen in the news by candidates.

The chart below shows the possible route through teaching this example if it were chosen.

E.g. 2008 Chinese earthquake

| Enquiry Questions | Key Ideas | In the context of this example candidates should be able to: |
|---|---|---|
| • What is the issue? | • An earthquake of 7.9 on the Richter Scale has occurred in Sichuan Province in China. | • locate the earthquake; |
| • What are the causes of this issue? | • Natural hazards have physical causes but there may be a human contribution to the magnitude of the event. | • understand the causes of the Chinese earthquake; |
| • What are the short- and long-term impacts of this issue, both positive and negative? | • The hazard has had a large impact on the area, which may last for many years. | • differentiate between long and short-term impacts and economic, social and environmental impacts; |
| • How is this issue managed? | • The Chinese government and international aid organisations worked together to save lives and rebuild. | • describe and analyse the responses to the earthquake; |
| • How may this issue develop in the future? | • Measures are put in place to minimise impacts of future earthquakes. | • evaluate how governments and people may respond to earthquakes in the future. |

## Exemplification: Our changing planet – global climate change

Teachers should select at least one issue related to global climate change that is topical. It is recommended that current examples should be chosen which reflect the experience of the candidates.

The chart below shows the possible route through teaching this example if it were chosen.

E.g. The effects of global warming on sea level change.

| Enquiry Questions | Key Ideas | In the context of this example candidates should be able to: |
|---|---|---|
| • What is the issue? | • Climate change affects all of us and we all contribute to it. | • understand what climate change is; |
| • What are the causes of this issue? | • Global warming is caused by greenhouse gases which have a variety of sources. | • explain the causes of global warming; |
| • What are the short- and long-term impacts of this issue, both positive and negative? | • Sea level change caused by global climate change will have impacts (positive and negative) for MEDCs and LEDCs. | • explain the positive and negative impact at a local and international scale. |
| • How is this issue managed? | • Measures (practical and political) that can be taken to address sea level change. | • suggest ways in which global warming and its effects can be reduced; |
| • How may this issue develop in the future? | • Use of modern technology such as GIS can be used to predict global climate change and resultant changes to sea level. | • use GIS to see potential scenarios of sea level change. |

## Exemplification: Trade, aid and superpowers

Teachers should select at least one issue related to global trade that is topical. It is recommended that current examples should be chosen which reflect the experience of the candidates.

The chart below shows the possible route through teaching this example if it were chosen.

E.g. Trade sanctions on Zimbabwe

| Enquiry Questions | Key Ideas | In the context of this example candidates should be able to: |
|---|---|---|
| • What is the issue? | • Zimbabwe is becoming increasingly isolated politically and economically. | • locate Zimbabwe and understand its recent history; |
| • What are the causes of this issue? | • Zimbabwe suffers from much political unrest. | • explain the causes of the political unrest; |
| • What are the short- and long-term impacts of this issue, both positive and negative? | • Social and economic impacts have a profound effect upon the country and its people. | • analyse the short and long-term impacts of current political and economic situation; |
| • How is this issue managed? | • Different countries respond to the situation in different ways (e.g. political versus economic pressure, response of neighbouring countries). | • explore and analyse how different countries respond to the situation in Zimbabwe; |
| • How may this issue develop in the future? | • Zimbabwe is a volatile nation and future change has the potential to be rapid, unpredictable and far-reaching. | • discuss the impacts of possible future changes on the economy and people of Zimbabwe. |

# Exemplification: The challenge of planning (urban, transport, food, water, leisure)

Teachers should select at least one issue related to planning that is topical. It is recommended that current examples should be chosen which reflect the experience of the candidates. This may provide an opportunity to link with the work studied in Unit A673 and also may be supported by local fieldwork.

The chart below shows the possible route through teaching this example if it were chosen.

E.g. Congestion charging in Manchester

| Enquiry Questions | Key Ideas | In the context of this example candidates should be able to: |
|---|---|---|
| • What is the issue? | • The CBD of many cities are becoming congested. | • identify where and when congestion occurs; |
| • What are the causes of this issue? | • Manchester suffers from heavy congestion within the CBD. | • use fieldwork to understand the reasons for the congestion in Manchester's CBD; |
| • What are the short- and long-term impacts of this issue, both positive and negative? | • Congestion impacts upon people, economy and the environment. | • analyse the short and long-term impacts of congestion in Manchester; |
| • How is this issue managed? | • Congestion charging is seen as one way to reduce congestion in cities such as Manchester. | • understand and evaluate the possible solutions to traffic congestion; |
| • How may this issue develop in the future? | • Planning impacts upon the lives of us all and sustainable solutions are essential for the future of our planet. | • understand the importance of sustainability and appreciate how sustainable solutions can be found. |

# Possible teaching approaches for Unit A674

1.  Teach topics as a stand-alone unit.

2.  Teach topics through content of other units (A671, A672 and A673).

| Topics | Unit A671 – Extreme environments | A672 – You as a Global Citizen | A673 – Similarities and Differences |
|---|---|---|---|
| Population change | For example, population pressure can cause desertification | For example, population change and migration have an impact on consumer decisions and retail | For example, population change in 'your place' and the non-UK location |
| Our changing planet | Future changes and pressures | Changing consumer habits | Future changes and pressures |
| Trade, aid and superpowers | Oil exploitation in hot desert and polar regions | Fair trade and aid | How movement of people and goods link the chosen locations |
| The challenge of planning | How extreme environments are used | Changing retail patterns | Past, present and future implications for chosen locations |

3.  Teach topics throughout the GCSE course through use of stimulus material and/or research.

Weekly use of stimulus material (e.g. newspaper, graphs, tables, maps, etc) related to the three units of study but also relevant to the topics highlighted in the Unit A674 content. Candidates build a subdivided folio/research file of materials supplemented by their own research. Class discussion to aid candidates to make links between the various topics.

*Pre-release resource booklet*

Resources for the assessment of this unit are available to the candidate in advance in the form of a pre-release booklet. It is recommended that centres use the resource booklet with candidates in the classroom for up to 6 hours prior to the exam. Candidates apply their knowledge, understanding and skills in relation to evidence provided in the pre-released resources. The resources may have a physical bias, a human bias or a combination of both. This unit will not be available until 2011 and will be available as a written assessment OR an on-screen test.

The pre-released resources will be issued in April.

*Skills*

In order to prepare for this unit, teachers should ensure their candidates have the following skills:

- photograph analysis and interpretation;

- map skills;

- field sketching;

- use of new technologies such as GIS;

- fieldwork techniques;

- analysis of written articles (for understanding, interpretation and recognition of bias);

- understanding and interpreting diagrams, tables, charts, graphs and data;

- decision making;

- cartoon interpretation;

- formulating and justifying an argument;

- drawing and justifying conclusions;

- communicating to a variety of audiences and in a variety of styles.

These skills should be practised through the teaching of the three other units and exposure to contemporary materials collected during the course. This will stimulate them to 'think geographically' and give the candidates opportunities to apply the skills to a range of different scenarios. Once the pre-release material for this unit is available and the focus defined, teachers should look at the context of the resource booklet and consolidate the associated skills and underpinning knowledge.

# 4 Scheme of Assessment

## 4.1 GCSE Scheme of Assessment

| GCSE Geography A (J380) | |
| --- | --- |
| **Unit A671: *Extreme Environments*** | |
| 25% of the total GCSE marks<br>1 hr written paper<br>56 marks | This question paper has **two** sections:<br><br>**Section A:** Candidates are required to answer two structured questions based on the 'hot desert' areas and Extreme Environments generally.<br><br>**Section B:** Candidates are required to answer two questions based on their chosen extreme environment.<br><br>Candidates answer **all** questions.<br><br>This unit is externally assessed. |
| **Unit A672: *You as a Global Citizen – the impact of our decisions*** | |
| 25% of the total GCSE marks<br>Controlled Assessment<br>50 marks | Candidates are required to complete **two** tasks, at least one of which must involve primary data collection.<br><br>The assessment should represent approximately **1,000** words for each task.<br><br>Evidence for moderation can be submitted by post or electronically using the OCR Repository.<br><br>This unit is internally assessed and externally moderated. |
| **Unit A673: *Similarities and Differences*** | |
| 25% of the total GCSE marks<br>1 hr written paper<br>56 marks | Candidates answer **all** questions.<br><br>This unit is externally assessed. |
| **Unit A674: *Issues in our Fast Changing World*** | |
| 25% of the total GCSE marks<br>1 hr Computer-Based Test or written paper<br>50 marks | Candidates answer **all** questions<br><br>This unit is externally assessed. |

## 4.2   Entry Options

GCSE candidates must be entered for all four units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Geography A – J380.

## 4.3   Tiers

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades G–C and Higher Tier assesses Grades D–A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

In no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

## 4.4   Assessment Availability

There is one examination series each year in June.

**This specification will run until August 2013. Please visit the OCR website for the GCSE Geography A linear specification for first teaching from September 2012.**

## 4.5    Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

### AO1    Demonstrate Knowledge and Understanding

- Recall, select and communicate their knowledge and understanding of places, environments and concepts.

### AO2    Application of Knowledge and Understanding

- Apply their knowledge and understanding in familiar and unfamiliar contexts.

### AO3    Analysis and Evaluation

- Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.

### AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

| Unit | % of GCSE | | | Total |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | |
| Unit A671: *Extreme Environments* | 13 | 7 | 5 | 25% |
| Unit A672: *You as a Global Citizen – the impact of our decisions* | 7 | 10 | 8 | 25% |
| Unit A673: *Similarities and Differences* | 13 | 7 | 5 | 25% |
| Unit A674: *Issues in our Fast Changing World* | 0 | 13 | 12 | 25% |
| | 33% | 37% | 30% | 100% |

## 4.6    Quality of written communication and the assessment of spelling, punctuation and grammar

*Quality of written communication* is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- present information in a form that suits its purpose

- use an appropriate style of writing and, where applicable, specialist terminology.

**For June 2013**, in the external assessment for units A671 and A673, questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

# 5 Controlled Assessment

## 5.1 The Controlled Assessment unit

Unit A672 has been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but Section 3.2 includes more detail and any specific requirements.

## 5.2 Task setting

### 5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks for Unit A672. The Controlled Assessment unit comprises two tasks. A number of Controlled Assessment task titles will be available from OCR for the Controlled Assessment unit. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment task title.

### 5.2.2 Using Controlled Assessment tasks

Candidates will undertake two pieces of Controlled Assessment in Unit A672 (Task 1 and Task 2). For each task, centres can choose one from a number of comparable task titles offered by OCR and drawn from the content areas of the specification. These tasks can be contextualised so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs specifically relevant to the centre's own environment and targeted at their particular cohorts of candidates.

Controlled Assessment tasks must be contextualised by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR Controlled Assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance, if they wish to do so. The tasks will be changed each year. A previous year's task may NOT be re-submitted in the following examination session.

# 5.3 Task taking

## 5.3.1 The OCR approach

The task-taking parameters will be defined for several key controls as outlined below.

## 5.3.2 Definitions of the controls

(a) **Authenticity control:** For GCSE in Geography A, OCR will assume a limited level of control for research/data collection. Candidates may research the task set with limited supervision, i.e. requirements are clearly specified but some work may be completed without direct supervision by the teacher. Some of the work by its very nature (e.g. fieldwork) will be undertaken outside the centre. In this case normal risk assessment procedures will be followed which may result in direct teacher supervision.

A high level of control will apply for analysis and evaluation of findings when materials, obtained through research/data collection, are used and applied. This will be carried out under formal, direct teacher supervision at all times. Candidates should keep a record of all sources used as they will need to provide acknowledgement and referencing of all of them. In all cases, the teacher must be able to authenticate the work submitted for assessment.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography A, OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. 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 tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- 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.

Teachers must not provide templates, model answers or written feedback on drafts.

(c) **Word Control:** About 2000 words in total; 1000 words for each task: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included. Tasks will be set within a broader learning programme, which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

(d) **Collaboration control:** In the research stage, the work of individual candidates may be informed by working with others. In task production, candidates must complete and/or evidence all work individually.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. This is the responsibility of the centre, in line with any guidance from OCR.

## 5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

## 5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific step within the overall task or scenario. These may be interspersed with opportunities to learn relevant knowledge and develop appropriate practical skills.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

## 5.3.5 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.

- Any copied material must be suitably acknowledged.

- Quotations must be clearly marked and a reference provided wherever possible.

- Work submitted for moderation or marking must be marked with the:

  – centre number;
  – centre name;
  – candidate number;
  – candidate name;
  – unit code and title;
  – assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D.

# 5.4 Task marking

## 5.4.1 The OCR approach

For GCSE in Geography A, OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR-appointed moderator. For this GCSE in Geography A, external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is supplied.

## 5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Grids. For Geography A, one marking grid is to be used for marking both Controlled Assessment tasks (see Appendix B). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

Both tasks are to be marked together using the marking grid and a total mark out of 50 awarded.

## 5.4.3 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;

- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;

- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the Controlled Assessment unit is out of a total of *50* and is found by totalling the marks for each of the marking objective/criteria strands.

## 5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign.

## 5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be achieved in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.4.6 Moderation

All work for Controlled Assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for 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 that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

# 5.5   Minimum Requirements for Controlled Assessment

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 internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Technical Information

## 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or Moderator details for Controlled Assessments.

It is **essential** that unit entry codes are quoted in all correspondence with OCR.

Candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

| Unit Entry code | Component code | Submission method | Unit titles |
|---|---|---|---|
| A672 | 01 | *OCR Repository* | *You as a Global Citizen – the impact of our decisions* |
| | 02 | *Postal moderation* | |

| Unit Entry code | Entry Option code | Component code | Tier | Unit titles |
|---|---|---|---|---|
| A671 | F | 01 | Foundation | *Extreme Environments* |
| | H | 02 | Higher | |
| A673 | F | 01 | Foundation | *Similarities and Differences* |
| | H | 02 | Higher | |
| A674 | FP | 01 | Foundation | *Issues in our Fast Changing World* |
| | FC | 03 | Foundation Computer-based test | |
| | HP | 02 | Higher | |
| | HC | 04 | Higher Computer-based test | |

## 6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

Unit A674 has a synoptic element and thus lends itself to being taken as a Terminal Unit. Of the other three units one must be taken to fulfil the 40% terminal assessment rule. Centres can choose which other unit to take terminally. For example, it is possible for all four units to be taken terminally.

## 6.3    Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualification an unlimited number of times.

## 6.4    Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J380).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2011.

## 6.5    Grading

GCSE results are awarded on the scale A*–G. Units are awarded a*–g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale (UMS) to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro-rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/100.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

| Tier | (GCSE) Unit Weighting | Maximum Unit Uniform Mark | Unit Grade | | | | | | | | | u |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | a* | a | b | c | d | e | f | g | | |
| F | 25% | 69 | / | / | / | 60 | 50 | 40 | 30 | 20 | | 0 |
| H | 25% | 100 | 90 | 80 | 70 | 60 | 50 | 45 | / | / | | 0 |
| n/a | 25% | 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | | 0 |

Higher tier candidates may achieve an 'allowed e'. Higher tier candidates who miss a grade 'e' will be given a uniform mark in the range f–u but will be graded as 'u'.

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

| Qualification | Max Uniform Mark | Qualification Grade | | | | | | | | U |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A* | A | B | C | D | E | F | G | |
| GCSE | 400 | 360 | 320 | 280 | 240 | 200 | 160 | 120 | 80 | 0 |

## Awarding Grades

The written papers will have a total weighting of 75% and Controlled Assessment a weighting of 25%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the Controlled Assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 6.6   Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 6.7    Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8    Guided Learning Hours

GCSE Geography A requires 120–140 guided learning hours in total.

## 6.9    Code of Practice/Common Criteria Requirements/Subject Criteria

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Geography.

## 6.10   Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3910.

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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

# 6.11  Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher-level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

|  | Yes/No | Competence |
|---|---|---|
| Readers | Y | All written examinations |
| Scribes | Y | All written examinations |
| Practical assistants | Y | Written and practical assessments |
| Word processors | Y | All written examinations |
| Transcripts | Y | All written examinations |
| BSL signers | Y | All written examinations |
| Live speaker | Y | All written examinations |
| MQ papers | Y | All written examinations |
| Extra time | Y | All written examinations |

Requirements for fieldwork are sufficiently flexible for all candidates to participate. However, candidates with visual impairments will have difficulty in demonstrating skills related to interpretation of geographical information including, for example, maps, satellite imagery, 3-D and colour maps.

It is important to note that where access arrangements are permitted, they must not be used in a way that undermines the integrity of the assessment. For example, practical assistants can be used to help learners set up but cannot help perform skills which are assessed.

## 6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6.13 OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCSE Geography Unit A672 can be submitted electronically to the OCR Repository via Interchange: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on Interchange.

## 6.14 Computer-based Tests

Please use the information in Appendix C to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

Any queries concerning computer-based tests should be directed to etest@ocr.org.uk.

# 7     Other Specification Issues

## 7.1     Overlap with other Qualifications

There is a small degree of overlap between the content of this specification and those for GCSE Geography B, Geography Short Course and Humanities.

## 7.2     Progression from these Qualifications

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D–G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A*–C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

## 7.3     Spiritual, Moral, Ethical, Social, Legislative, Economic 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 the key themes, 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 and there is also potential for candidates to experience, appreciate and relate to cultures other than their own.

Study of the content of the four key themes and also on issues in the second part of the geographical enquiry unit may 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 candidates to understand their own worth and the value of individuals and communities.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes, related to economic development, trade and aid and some of the issues in the geographical enquiry.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements. 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.

The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the Units 1, 2 and 3 (as well as the synoptic element of Unit 4).

The issues of health education are a focus in Unit 3 related to Similarities and Differences. 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 extreme environments 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.

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.

## 7.5 Avoidance of Bias

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

## 7.6 Language

This specification and associated assessment materials are in English only.

## 7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

| Unit | C | | AoN | | IT | | WwO | | IoLP | | PS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| A671 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| A672 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A673 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| A674 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

# 7.8   ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of geography.

Examples of development opportunity:

| ICT Application/Development | Opportunities for using ICT during the Course |
|---|---|
| Use of Internet, CD-ROMs, GIS, fax, email, 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 A671 Accessing news about extreme environments or data on a non-UK location (Unit A673).<br><br>Unit A673 Obtain statistics on aspects of, eg, climate, for an extreme environment. |
| 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 Controlled Assessment.<br>Unit A672 Use of a spreadsheet to input and manipulate data collected by fieldwork. |
| Develop understanding of physical, human and environmental processes by using games and simulations to problem solve. | Unit A671 Modelling of possible future scenarios for an extreme environment. |

# 7.9 Citizenship

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

This 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.

Geography has a considerable overlap with the requirements of Key Stage 4 Citizenship:

• 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.

As part of citizenship, it is important that candidates have knowledge and understanding of the world of work. The content of this Specification (especially Unit A673: *Similarities and Differences*) gives the opportunity to include an insight into the world of work, as does the issues section of the geographical enquiry.

# Appendix A:  Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; 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.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

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

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

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

## Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies, to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

## Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

# Appendix B: Marking Criteria for Controlled Assessments

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

| | | Level 1 | Level 2 | Level 3 | Total |
|---|---|---|---|---|---|
| **AO3** | | **[0–5 Marks]**<br>With teacher guidance, the candidate demonstrates a basic range of enquiry skills and techniques in exploring and analysing consumer patterns.<br>The candidate presents a basic investigation of how consumer decisions may have a positive or negative impact on people.<br>With help, the candidate identifies geographical questions and recognises the sequence of an investigation.<br>The candidate displays basic skills in selecting and gathering primary data and/or information from a limited range of visual, written and oral sources.<br>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.<br>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.<br>The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s). | **[6–11 Marks]**<br>With limited teacher guidance, the candidate demonstrates a range of enquiry skills and techniques in exploring and analysing consumer patterns.<br>The candidate presents a sound investigation into how consumer decisions may have a positive or negative impact on people.<br>The candidate identifies and begins to analyse geographical questions and establishes the sequence of an investigation.<br>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.<br>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.<br>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.<br>The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit. | **[12–15 Marks]**<br>The candidate demonstrates a broad range of enquiry skills and well-chosen techniques in exploring and analysing consumer patterns.<br>The candidate presents an accurate and detailed investigation into how consumer decisions may have a positive or negative impact on people.<br>The candidate identifies, analyses and evaluates geographical questions and issues and establishes an appropriate sequence of investigation.<br>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.<br>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.<br>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.<br>The candidate has written with precision and succinctness, so that the candidate does not exceed the prescribed word limit. | **/15** |
| | | | | | **/50** |

# Appendix C: Centre Audit for Running Computer-Based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk.

## Requirements for OCR Computer-Based Tests

- *Ensure that the Head of Centre, Exams Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*

- *Check that the centre can meet the technical and venue requirements.*

**It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.**

**Before starting teaching the specification – planning and approval**

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Exams Officer may fulfil this role or may delegate it to a colleague.

2. Audit the centre against the Centre Check list. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.

3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

**Before entries are made for a Computer-Based Test – setting up**

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.

2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.

3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.

4. The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.

5. Entries are made following the usual procedure, ahead of the entries deadline.

**At least one month before the test date**

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of computer-based tests.

**Prior to the live test**

1. The Test Administrator and Technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.

2. The Test Administrator and Technician ensure that they understand the process for downloading and accessing the live tests.

2. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

**On the day of the test**

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.

2. The Test Administrator uploads candidates' responses according to the instructions.

| Technical Requirements | |
| --- | --- |
| **Minimum Requirements for each Candidate Computer** | |
| Processor speed | 1.0 GHz |
| Memory (RAM) | 128MB RAM (256MB recommended) |
| Hard Disk space | At least 250MB of available hard disk space |
| Operating System | Windows XP/2000/2003 |
| Browser | Internet Explorer 6 (or above) |
| Display | High colour 32 bit display or better. Resolution 1024 x 768 |
| | Mouse<br>Re-writable CD or DVD drive<br>16-bit soundcard<br>Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio |
| Admin rights | PC/Network Administration rights for installation |
| Protocols supported | TCP/IP |
| Player | Flash Player version 8 |
| **Minimum Requirements for Test Administrator Computer** (as above plus) | |
| Processor speed | 1.0 GHz |
| Memory (RAM) | 512MB RAM |
| Hard Disk space | At least 1.5Gb of available hard disk space |
| Adobe application | Adobe Acrobat reader installed |
| Printer | Connection to a printer |
| **Minimum Server Requirements** | |
| Processor Speed | 1.7GHz or above (single CPU Server)<br>1.2GHz or above (multiple CPU or dual core CPU Server) |
| Memory (RAM) | 512MB RAM |
| Hard Disk space | Minimum 2Gb free space |
| Operating System | Windows 2000 Server (Service Pack 4 or later)<br>Windows 2003 Server[**]<br>Windows 2003 Server Release 2[**] |
| **Network Infrastructure Guidelines** | |
| Network Connection | 1Gb LAN interface card |
| Cabling | Category 5/5e/6 UTP Cabling |
| Server Connection Speed | 1Gb server connection |
| Workstation Connection | Switched 100Mbps connection recommended |
| Connection Sharing | Shared 100Mbps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded |

| Administration Requirements |
| --- |
| **Workstation Requirements** |
| Capacity for a minimum of seven candidates (8 PCs) |
| A spare capacity of one workstation for every seven |
| 1 workstation within the same room as the candidate workstations to run administrative functions |
| **Test Room Requirements** |
| A quiet room or rooms, free from distractions and interruptions |
| A room or rooms and equipment dedicated to the test during the session |
| Good lighting, without disruptive glare on screens |
| Proper ventilation and heating (where necessary) |
| Walls free from display material |
| Appropriate furnishing to give candidates maximum comfort |
| Adjustable chairs |
| Adequate space at each workstation to allow candidates to take notes |
| Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Exams Officers must take appropriate steps to ensure that this can be achieved. |
| A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements |
| A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies |
| Disabled access to the test room and to workstations, or the provision of alternative arrangements, e.g. a ground floor room |
| Facilities for registration and ID checking |
| **Requirements Outside the Test Room** |
| None |
| **Administrative Personnel** |
| An Exams Officer who will be available during all OCR CBT live sessions. |
| A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates. |
| The Exams Officer and invigilator must be familiar with the emergency procedures for the test venue. |

OCR computer-based tests will normally be administered at the centre, providing the centre has a venue which meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination.  An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria.  The venue must have technical support personnel who will be available during all OCR computer-based tests live sessions.

# Appendix D: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit A672 comprises two tasks.

**Structure for evidence**

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A672, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. Each task should be contained within a separate folder within the portfolio.

Each candidate's Controlled Assessment task should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

**Data formats for evidence**

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

| Accepted File Formats |
| --- |
| **Movie formats for digital video evidence** |
| MPEG (*.mpg) |
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| **Audio or sound formats** |
| MPEG Audio Layer 3 (*.mp3) |
| **Graphics formats including photographic evidence** |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| **Animation formats** |
| Macromedia Flash (*.fla) |
| **Structured markup formats** |
| XML (*xml) |
| **Text formats** |
| Comma Separated Values (.csv) |
| PDF (.pdf) |
| Rich text format (.rtf) |
| Text document (.txt) |
| **Microsoft Office suite** |
| PowerPoint (.ppt) |
| Word (.doc) |
| Excel (.xls) |
| Visio (.vsd) |
| Project (.mpp) |