



**F I N A L**

**14-19 CHANGES**  
GCSE



## **GCSE** Geography

Our Geography A and B specifications fully embrace and offer fresh perspectives on a wide range of updated topics, such as sustainability and globalisation, to capture the imagination and interest of both you and your learners alike.

The new  
OCR GCSE  
**GEOGRAPHY**

[www.ocr.org.uk/newgcse](http://www.ocr.org.uk/newgcse)

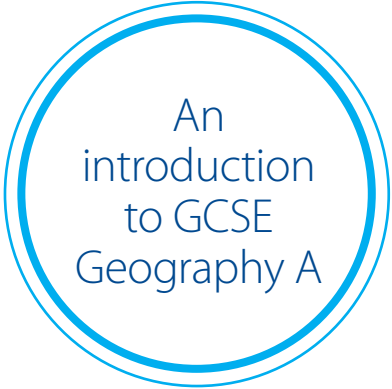
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SEE THINGS DIFFERENTLY...



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## An introduction to GCSE Geography A

By using up to date technologies, and topics that reflect the real world, you can be sure that our Geography A specification addresses the current needs of the sector, while also capturing the imagination and interest of you and your learners.

Some further benefits that our Geography A specification offers you and your learners are:

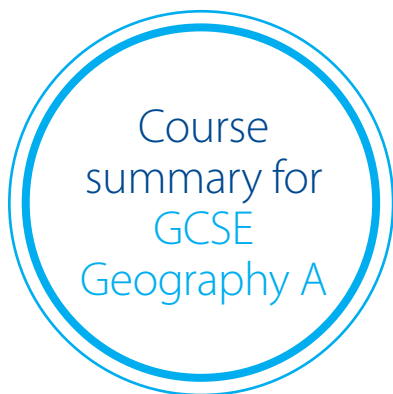
- A lively and innovative specification based on a successful 3 year pilot OCR ran in association with the Geographical Association.
- Added emphasis on some of the issues facing society today, such as sustainability, globalisation and uneven development. Learners will find the relevance to everyday life refreshing and interesting. They'll find it engaging to study and it will be more interesting for you to teach.
- The opportunity to appeal to learners by allowing them to use creative methods to present their work i.e. reflective journals, poems and videos. This way your learners will be able to tailor their presentations to suit their learning style, which can motivate them.
- Encouragement to understand facts and figures about their environment – this will develop transferable skills which are an ideal preparation for employment and further education.
- Develop an appreciation of, and a caring attitude towards, the environment meaning learners will live the course rather than simply studying it and become more motivated.
- A choice between two methods of assessment for one of the four units, so you can choose the most appropriate method for your learners and your centre. If you want to trial computer-based testing this is available or you can opt for a traditional written examination.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new Geography A specification. You can find out more about our support package on page 10.
- The controlled assessment topic changes annually, which fits with OCR's ethos of providing up to date, fresh and motivating content, keeping you and your learners in the know.

### Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Geography A specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Geography A.
- Provide a range of Geography A support materials, including schemes of work and sample assessment materials.
- Make our Geography A publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Geography A.



We've summarised the course details and the assessment objectives for GCSE Geography A.

Unit title and description	Assessment and duration	Weighting
<p><b>Unit A671: Extreme Environments</b></p> <ul style="list-style-type: none"> <li>Learners study two contrasting environments: desert environment, and polar or mountain environment.</li> <li>They look at where these are found, what they are like, how we use them and what challenges they pose for people.</li> </ul>	<p>Written examination 1 hour</p> <p>Section A: Learners answer two structured questions based on the 'hot desert' areas. Section B: Learners answer two questions based on their chosen extreme environment.</p>	25%
<p><b>Unit A672: You As a Global Citizen – the impact of our decisions</b></p> <ul style="list-style-type: none"> <li>Learners complete two pieces of work – at least one must involve primary data collection.</li> <li>First piece – investigate how consumer decisions may have an impact on people locally, or on a global scale.</li> <li>Second piece – investigate a local retail area and assess the extent to which this area is sustainable, and make suggestions to improve future sustainability.</li> <li>Presentation formats include poems, posters, videos, oral and cartoons.</li> </ul>	<p>Controlled assessment Externally moderated Tasks will rotate each year Work can be submitted electronically</p>	25%
<p><b>Unit A673: Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Learners study a UK location that is special to them ('your place') and one non-UK city or region.</li> <li>They identify and explore the links between the two locations.</li> <li>This unit includes 'How do you feel about your place?' 'How is it represented by others?' and 'What are the major issues affecting your place at the moment?'</li> </ul>	<p>Written examination 1 hour</p>	25%
<p><b>Unit A674: Issues in our fast changing world</b></p> <ul style="list-style-type: none"> <li>Learners will deal with identifying issues, effects and possible future scenarios.</li> <li>Issues covered in this unit will be of global concern, and could include population change, our changing planet, trade, aid and superpowers.</li> <li>Resources for this unit are available in advance as a pre-release booklet. These may have a physical or human bias (or both).</li> <li>There will be a synoptic element to this unit – the skills required can be achieved by teaching the three other units, and exposure to contemporary materials collected during the course.</li> </ul>	<p>Written examination <b>Optional</b> computer-based test 1 hour</p>	25%

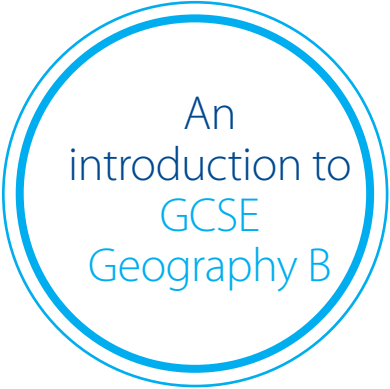


## Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Geography A and B.

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

- AO1** • Recall, select and communicate their knowledge and understanding of places, environments and concepts.
- AO2** • Apply their knowledge and understanding in familiar and unfamiliar contexts.
- AO3** • Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.



## An introduction to GCSE Geography B

Our new GCSE Geography B specification is mostly built around the popular existing qualifications; Geography A, Avery Hill, and Bristol Project. This familiar, quality specification has been updated to reflect modern Geography.

Some further benefits that our Geography B GCSE offers you and your learners are:

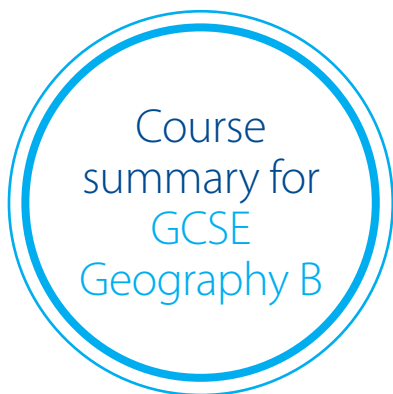
- A familiar approach to the subject as Geography B covers four themes of Geography – rivers and coasts, population and settlement, natural hazards, and economic development. This means the course is similar in content to popular Geography courses such as the withdrawn Avery Hill specification.
- A balance of theoretical and practical work, encouraging an active involvement in the subject, which aims to enthuse and stimulate interest among the learners which means that more learners will be encouraged to study it.
- An ideal foundation for learners who want to pursue Geography at A Level or as a career, as it covers a wide range of topics to ensure that they become well-rounded geographers, with skills required by the sector.
- An understanding of global geographical issues and how to apply this to a range of contexts. This means learners' real life skills are developed and become relevant to future decision making. It's an excellent start for learners to develop their practical Geography skills which are transferable.
- Learners are prepared with real skills (such as map reading) and the use of new technologies, like GIS, enquiry and analysis through fieldwork and research to assist geographical investigation, which helps motivate them as they can see how their skills fit into the modern world.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new Geography B specification. You can find out more about our support package on page 10.
- The controlled assessment topic changes annually, which fits with OCR's ethos of providing up to date, fresh and motivating content, keeping you and your learners in the know.
- A short course option is available to suit the learning style of your learners. Please refer to page 7 for more information.

### Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Geography B specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Geography B.
- Provide a range of Geography B support materials, including schemes of work and sample assessment materials.
- Make our Geography B publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com).

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should provide everything you need to teach our GCSE Geography B.



We've summarised the course details and the assessment objectives for GCSE Geography B.

Unit title and description	Assessment and duration	Weighting
<p><b>Unit B561: Sustainable Decision Making</b></p> <ul style="list-style-type: none"> <li>Decision-making exercise – opportunity for learners to proceed through three stages of investigating issues in sustainable development.</li> <li>One of four key themes will be assessed in this unit, and will be supported by the pre-release materials.</li> <li>Learners will develop real-life skills relevant to future decision-making.</li> </ul>	<p>Written examination 1 hour</p> <p>Themes will rotate each year – information about themes can be found in the specification.</p>	<p>25% full course</p>
<p><b>Unit B562: Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Consists of two tasks: a fieldwork investigation of a hypothesis/question, and a geographical investigation linked to one of nine topics underpinning the specification content (topics include disease, trade, ecosystems, sport, fashion and crime).</li> <li>Learners' work can be submitted electronically. (A771 unit code for the short course)</li> </ul>	<p>Controlled assessment Externally moderated</p> <p>Two pieces: Fieldwork focus 15% (1200 words) Geographical investigation 10% (800 words).</p>	<p>25% full course 50% short course</p>
<p><b>Unit B563: Key Geographical Themes</b></p> <ul style="list-style-type: none"> <li>Full course: Three of the four key themes will be assessed in this unit (excludes the theme covered in Unit B561).</li> <li>Short course: Only two themes will be assessed – Rivers and Coasts, Economic Development</li> <li>Learners will be able to demonstrate their ability to apply their knowledge and understanding in familiar and unfamiliar contexts. (A772 unit code for the short course)</li> </ul>	<p>Written examination</p> <p>Full course: 1 hour 30 minutes Short course: 1 hour</p> <p>Themes will rotate each year, as set out in the specification</p>	<p>50% full course 50% short course</p>

## Short course

Our GCSE Geography B is also available as a short course, the equivalent of half a GCSE. Benefits of a short course include:

- There are only two units to complete.
- Learners who are interested in Geography, but don't have time to study a full course, have more learning options.
- Learners can study a wider range of subjects.
- Timetabling for shorter courses can be easier for your centre.
- More able learners can complement their studies by taking the Geography B short course as an additional subject.
- The Geography B short course offers more flexibility – learners can study it over one or two years.



## Controlled assessment – your questions answered

### What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- More straightforward marking – for most subjects, learners are provided with worksheets to submit their work on
- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

### How will controlled assessment be introduced?

Controlled assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

### How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first teaching of controlled assessment until you get used to the new way of working.

### Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed all units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

### What is controlled assessment?

Controlled assessment is coursework in a supervised environment/classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

### Who will set the tasks of the controlled assessment for subject and will I still need to mark it?

For both GCSE Geography A and B, controlled assessment means:

- **Task setting** – learners choose from a range of controlled assessment tasks, which you can adapt to suit your centre's available resources, and learners' requirements.
- **Task taking** – for every specification, your centre will have clear guidance on authenticity, feedback, time and collaboration control, and access to resources.
- **Task marking** – all controlled assessment units will be assessed internally and moderated externally. Centres can post portfolio evidence to us for moderation, or upload digital portfolio evidence to Repository, our secure website designed exclusively for this purpose.

As part of controlled assessment, we've included a fieldwork-based task, involving the collection, processing and evaluation of primary data. We've introduced this to make sure fieldwork still plays an important role in the Geography curriculum.

- Both specifications also include a research task, involving the collection and analysis of secondary data.

### How long do I need to keep the controlled assessment for?

This will be governed by the awarding bodies Joint Council for Qualifications' (JCQ) regulations when they are published, please visit [www.jcq.org.uk](http://www.jcq.org.uk) for more information. It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

### When can controlled assessment start - in Year 9, 10 or 11?

Controlled assessment can start in Year 9, 10 or Year 11. However it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the Geography suite qualification you will be teaching before planning assessment schedules.

### Can I still teach a short course over two years?

Yes, but you will need to be familiar with the rules regarding those subjects with 25% controlled assessment. Controlled assessment can only take place for the year that the Awarding Body sets the tasks and the tasks cannot be carried over to a second year.

### When can learners start researching for the controlled assessment and do they need to keep their notes?

Controlled Assessment tasks titles for the two years will be available from 1 June 2009. It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates' works.

The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners. Learners should keep their notes to help them as preparation for controlled assessment.

### If learners are entered for re-sits, which marks are considered? Latest or highest?

Learners can re-sit each unit once and can count the highest mark.



## Flexible assessment

Assessment for the new GCSEs in Geography has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners. A unitised structure also gives you the flexibility to teach short and full courses at the same time.

### Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



## Support for GCSE Geography teachers

We offer a range of Geography support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for the new specifications, and to support you while teaching them.

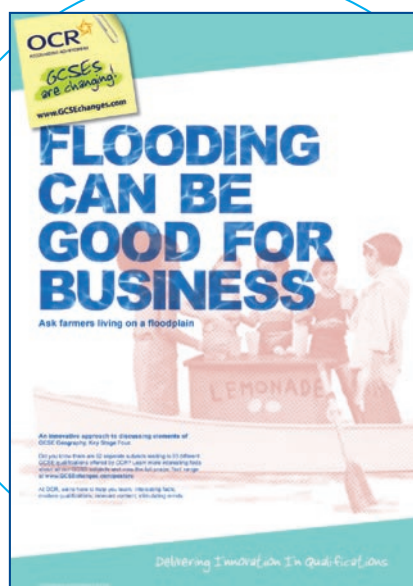
Our Geography support materials and events include:

- **FREE** INSET training sessions
- Schemes of work that you can customise
- Endorsed publisher partner resources
- Access to teacher and examiner networks both online and in print
- An extensive past-papers service
- Lesson plans
- Posters and card visuals
- Teacher planner.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates.

For more information on our support, visit [www.ocr.org.uk](http://www.ocr.org.uk)



## INSET Training

Our **FREE** Geography *Get Ready* and *Get Started* events give you a taste of the new specifications direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training)

### *Get Ready* – introducing the new specification

This course will help you find out more about the new Geography specifications, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specifications.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specification for GCSE Geography. There are separate courses for GCSE Geography A, and Geography B.

The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available from us
- A summary of the benefits of choosing our new GCSE Geography specification.

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## INSET Training

*Get Started –*  
towards successful delivery of the new specification

This course will help you, whether you are a new or experienced teacher or a centre assessor who will be teaching these Geography specifications.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to the OCR GCSEs in Geography. There are separate courses for GCSE Geography A, and Geography B.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learner portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





## Publisher support

We endorse a range of publisher materials to provide quality support for centres delivering our qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.

For our Geography GCSEs we're working with publisher partner Heinemann to provide further resources to support your teaching of the new specifications:



Resource	Format	ISBN No.
OCR GCSE Geography A	Evaluation Pack	978 0 435353 85 8
OCR GCSE Geography B	Evaluation Pack	978 0 435353 73 5

For the latest information on published resources, please visit [www.ocr.org.uk/newgcse](http://www.ocr.org.uk/newgcse) and select 'published resources' from the right-hand menu.



## Why choose OCR?

Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. And because we listen to schools and colleges that teach our specifications, we can improve and update qualifications continually, ensuring that you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work you can download, and lesson plans drawn up by teachers who teach the specification.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers.



## Other qualifications

You may be interested to know about some of our other Geography related qualifications:

- A Level Geography
- GCSE Citizenship



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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

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Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

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Facsimile 01223 552627

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