GCSE

Geography B

OCR GCSE in Geography B   J385

March 2012

Contents

Contents

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 26 and 27.

1 About this Qualification

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

This specification combines the main features of innovative, relevant and interesting Geography offered by OCR in its successful GCSE delivery over the years.

The specification consists of **three** units:

Unit B561: *Sustainable Decision Making*

Unit B562: *Geographical Enquiry*

Unit B563: *Key Geographical Themes*

The **three** units provide opportunities for candidates to give evidence of a range of geographical skills.

The *Sustainable Decision Making* exercise will be based on pre-released material linked to one of the four key themes and will develop real-life skills relevant to future decision making.

Fieldwork and issues analysis required for the Controlled Assessment unit focus on the development of an enquiry and its associated skills in the context of fieldwork and nine geographical themes (*Disease, Trade, Ecosystems, Sport, Fashion, Energy, New Technologies, Crime and Tourism).*

The final unit requires an understanding of three of the four key themes assessed through a written examination.

The content of the four key themes is clearly set out in the form of 'Questions for Investigation', 'Key Ideas' and 'Content' including clear statements where case studies are required.

This specification has highly relevant content that will give candidates access to modern world issues at a range of scales, from local to global. It also provides a clear structure that will allow constructive teaching and learning. Teachers will be able to deliver a varied yet manageable programme, which can include modern resources (e.g. web-based/GIS), innovative ideas and up-to-date teaching methods.

The specification contains the opportunity for Controlled Assessment evidence to be submitted electronically via the OCR Repository.

1.1   GCSE

First teaching will take place in September 2009.

This GCSE is made up of **three** mandatory units. Unit B561 is externally assessed, Unit B562 is an internally assessed Controlled Assessment and Unit B563 is externally assessed.

The full course provides a basis of relevant knowledge, understanding and skills that lay the foundation for the future, whether further study or the world of work.

This specification is an excellent introduction to the subject for candidates who wish to continue with the subject at A Level.

1.2   Qualification Titles and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Geography B

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

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A* to 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, motivated 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 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.

2.1   GCSE Units

There are four key themes shared by units B561 and B563. Candidates are expected to study all four themes during their course.

- Theme 1: Rivers and Coasts

- Theme 2: Population and Settlement

- Theme 3: Natural Hazards

- Theme 4: Economic Development

Candidates should study all four key themes during their course to give complete coverage of the specification. This also allows candidates to take advantage of the flexibility associated with the unitised structure which includes provision of one re-sit opportunity per unit.

	Specimen units		2010		2011		2012		2013	
	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563
Theme 1		✔			✔ June	✔	✔ Jan			✔
Theme 2	✔					✔	✔ June	✔	✔ Jan	
Theme 3		✔				✔		✔	✔ June	✔
Theme 4		✔	✔ June		✔ Jan			✔		✔

Unit B561: *Sustainable Decision Making*

This unit aims to tests candidates' ability to apply the ideas contained in the four key themes to a particular scenario.

The theme to be covered in this unit is known by the centre in advance and should be studied in depth prior to the release of the resource booklet.

Rationale:

- Related to sustainable development

- Set on one of the key themes

- Three stages of investigating issues:

    – Stage 1: Background to the Issue

    – Stage 2: Options

    – Stage 3: The Decision

Unit B562: *Geographical Enquiry*

This unit is assessed through **two** pieces of Controlled Assessment. The tasks are set by OCR and will change annually.

Fieldwork Focus

- Focuses on the key themes of the specification

- Question or hypothesis based on tasks set for Rivers, Coasts, People and Settlement and Economic Development

- The task requires the collection of primary data

Candidates follow four stages of enquiry:

- Setting the scene

- Method of data collection

- Data presentation and analysis

- Evaluation and conclusion

Geographical Investigation

Candidates choose a topic from nine issue-based Geographical Investigation topics, namely:

- Disease

- Trade

- Ecosystems

- Sport

- Fashion

- Energy

- New technologies

- Crime

- Tourism

Candidates produce a report from one of two task titles on the topic area.

The report covers:

- Location of study/background

- Investigation question

- Issues that arise from investigation question

- Research/data collected – evaluation of data and effects of question investigated

- Conclusion (including future scenarios)

The task requires secondary data research, whereas the report can be presented in a variety of media.

Unit B563 *Key Geographical Themes*

The four key themes are:

- Theme 1: Rivers and Coasts

- Theme 2: Population and Settlement

- Theme 3: Natural Hazards

- Theme 4: Economic Development

3   Content

3.1   Unit B561: *Sustainable Decision Making*

There are four key themes within this specification:

- Theme 1: Rivers and Coasts

- Theme 2: Population and Settlement

- Theme 3: Natural Hazards

- Theme 4: Economic Development.

One of these themes will be assessed in Unit B561 – see table in 2.1 for details.

Each year the themes will rotate and centres need to ensure that they teach the correct themes in preparation for each of these units.

3.1.1   Rationale

The SDME (Sustainable Decision Making Exercise) is designed to provide candidates at all levels with opportunities to proceed through three stages of investigating issues related to sustainable development, set on one of the key themes and using a resource booklet supplied in advance of the unseen question paper. The exercise will assess and reward candidates' ability to apply the ideas that underlie the content of one of the four key themes in a particular situation. It is therefore a requirement of this specification that the key theme used in the SDME is studied in depth prior to the release of the resource booklet.

The resource booklet supplied will contain resources common to both tiers of the exercise.

The provision of the resource booklet in advance of the examination allows in-depth study of a variety of data and resources from several sources. This means candidates can spend valuable time studying and assimilating information in advance of the examination, reducing the need to spend time during the examination reading resource material. Therefore more time can be spent in developing answers in the form of extended writing, thus enhancing the depth of candidates' answers.

3.1.2   The Structure of the Sustainable Decision Making Exercise

Section 1: The Background to the Issue

This section will include tasks that prepare candidates for the focus of Sections 2 and 3.

Tasks explore the candidates' understanding of a sustainable development issue in a particular context.

Section 2: Options

In this section candidates will be presented with tasks where they consider alternative ways of resolving issues, the values and attitudes of key stakeholders and ways of managing environments, utilising resources and making decisions.

Section 3: The Decision

In the final section candidates will be asked to choose between alternative proposals or approaches to sustainable development and to justify their decisions. This will take the form of an extended written report.

3.1.3   Issues

Each SDME will focus upon a sustainable development issue related to one of the four key themes.

Examples of issues that involve aspects of sustainable development, and which could become the focus for SDMEs, are given below.

Theme 1: Rivers and Coasts

Flood management strategies

Coastal management strategies

Theme 2: Population and Settlement

Population management strategies

Settlement development and planning

Theme 3: Natural Hazards

Hazard planning and protection

Hazard prediction methods

Theme 4: Economic Development

Aid and development

Managing economic development and environmental conflict

3.1.4   Sustainable Decision Making Exercise (SDME)

The examination will require candidates to demonstrate their achievement in relation to the assessment objectives in the context of a sustainable development issue highlighted in the Resource Booklet.

The key theme of the SDME is shown for each year in the table on page 7. The SDME examination will be available in the January and June sessions (first examination June 2010).

Resource booklets for the SDME will be despatched to centres before the examination. These resources are for classroom study for a period of up to three working weeks prior to the examination. The resource booklets must be collected in by the teacher at the end of each lesson. They should not be annotated in any way. The resource booklets must be handed out to candidates with the question paper when the examination is taken. After the examination the resource booklets may be retained and used by the centre. They should not be returned to OCR with the candidates' scripts.

If candidates re-take unit B561 (SDME) the same theme will be set in June and the following January, but with different titles and resource booklets.

3.2   Unit B562: *Geographical Enquiry*

This unit consists of **two** tasks, one is a Fieldwork Focus of a hypothesis or question and the other is a Geographical Investigation linked to one of nine topics.

There will be one task per theme for the Fieldwork Focus, **except** for Rivers and Coasts, which will have one each. There will not be a task for the Natural Hazards theme.

Each candidate's submission should be no more than 2000 words in total (approximately 1200 words for Fieldwork Focus and 800 words for Geographical Investigation).

The recommended timings for the Controlled Assessments are:
Fieldwork Focus: five weeks or 10 hours of class work. Not including fieldwork.
Geographical Investigation: three weeks or 6 hours of class work.

Field notebooks, research notes, full sets of questionnaires, etc, should not be submitted for assessment.

3.2.1   Fieldwork Focus

The Fieldwork Focus task is based on the collection of primary and, where relevant, some secondary data.

There are two possible ways that centres could approach the fieldwork Controlled Assessment task:
   a) Students can select a task to investigate from the four set by OCR. The individual student will formulate appropriate key questions that they will investigate and justify their selection. Teachers would have to approve the key questions.
   b) A centre would select a task for investigation from the four set by OCR. In a class discussion or group setting, key questions would be formulated. Students would have to justify their selection individually.

The recommended timings for the Fieldwork Focus are:
Fieldwork Focus: five weeks or 10 hours of class work, not including fieldwork.

The pre-fieldwork phase includes:
   • Setting the scene
   • Method(s) of data collection
It is to be carried out in the classroom under close teacher supervision.

Where there is a whole class or year fieldtrip, the level of supervision is determined by health and safety regulations, LEA and school policies.

A risk assessment will have to be undertaken by the student and teacher if the student is undertaking fieldwork on their own.

Work undertaken under supervision in the class room should be collected in and placed in a secure location. This should prevent revision of work outside supervised times.

Access to resources, files and notes for the analysis, evaluation and conclusion phase should be closely monitored by teachers. This will allow teachers to make sure no prepared answers can be used and allow them to confirm authenticity.

The analysis, evaluation and conclusion phase should be completed under direct supervision and timing. This will meet the requirement for independent, individual work.

3.2.1.1 Controlled Assessment Tasks

OCR will set the tasks, which will be changed on an annual basis. For the fieldwork part of Controlled Assessment the tasks will be a set of questions or hypotheses and will allow candidates to follow a route to enquiry as detailed below.

3.2.1.2 The Question or Hypothesis

Each candidate chooses one task from the list published each year. It is the centre's responsibility to ensure that tasks are chosen from the list published for the year in which an entry is made for this unit and not from a list relating to a previous year. Please see page 28 for task title release dates.

3.2.1.3 The Route to Enquiry

The centre has to devise a sequence of activities that allows candidates to complete an enquiry route whilst following the four stages below. The enquiry will be based on the chosen task (selected from the list published by OCR each year). The centre devised programme will be tailored to fit the availability of local resources and it will allow candidates to achieve their potential by ensuring that all levels of the marking criteria (Appendix B) can be accessed.

Setting the scene	This involves:
	• the investigation question or hypothesis;
	• the expected outcomes;
	• an explanation of how the question or hypothesis/hypotheses link to the specification;
	• relevant information about the place(s) chosen as the focus for the investigation.
Method of data collection	This involves:
	• a description of the fieldwork techniques that could be carried out to collect primary data for the enquiry, for example, questionnaire, interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually;
	• an explanation of why these methods are used;
	• what problems were encountered in the collection of data.
Data presentation and analysis	This involves:
	• presentation of data collected in an appropriate range of forms. This could include maps, graphs, photographs, drawings or a combination;
	• a description of the key findings shown by the data;
	• an explanation of the key findings.

Evaluation and conclusion   This involves:

- revisiting the original question/hypothesis and drawing substantiated conclusions;

- commenting on the success and usefulness of the investigation;

- commenting on the limitations of the investigation;

- making reasoned suggestions for improving and extending the investigation.

3.2.2 Geographical Investigation

The Geographical Investigation allows centres to choose a topic from nine themes. It is an investigation with a secondary data focus yet allows for additional data collection through field study if relevant.

Two tasks will be provided for each topic. New titles will be published by OCR each year.

The nine geographical themes for investigation are:

- Disease
- Trade
- Ecosystems
- Sport
- Fashion
- Energy
- New technologies
- Crime
- Tourism

OCR will set two tasks for each of the geographical themes, which will be changed on an annual basis. Centres choose one geographical theme from the nine listed above and deliver a programme of study based on this theme. Candidates may, if the centre allows, choose one of the tasks from the centre selected theme or the task may be selected for the candidate by the teacher. The task can be contextualised by the centre.

The candidate's completed report should cover:

- Location of study/background to investigation
- Investigation question
- Issues that arise from investigation question
- Research/data collection – evaluation of data
- Conclusion (including future scenarios)

The task is the basis for the candidate's individual investigative report, which focuses on a particular area or issue, at a variety of possible scales. This report can take a variety of forms, including a website, posters, video, podcast, oral report (interview), written pamphlet or a formal report. Whatever form this part of the Controlled Assessment takes it is essential that the stage at which work for submission is produced is conducted at a high level of control. It must also be in a form that can be submitted electronically for moderation, alongside the fieldwork part of this unit 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.

It is the centre's responsibility to ensure that this part of the geographical enquiry allows candidates to achieve their potential by ensuring that all levels of the marking criteria (Appendix B) can be accessed.

Although there is no requirement for the final report to be completed using ICT, candidates are strongly advised to use ICT not only as part of the research process but also in preparation of their final submission.

Centres can choose more than one investigation theme although each candidate's work will be based on one task for one geographical theme.

3.3   Unit B563: Key Geographical Themes

There are four key themes within this specification:

- Theme 1: Rivers and Coasts*

- Theme 2: Population and Settlement

- Theme 3: Natural Hazards

- Theme 4: Economic Development

*Rivers and Coasts is one theme and should be studied in its entirety. OCR reserves the right to set two rivers or two coasts questions in a particular B563 examination.

The detailed content of the themes is shown on the following pages.

Teaching must focus on this content is such a way as to allow candidates to be assessed on their ability to recall, select and communicate their knowledge and understanding of places, environments and concepts. In addition, candidates need to be able to demonstrate their ability to apply their knowledge and understanding in familiar and unfamiliar contexts.

Where 'recent' case studies or examples are used in the classroom, 1990 onwards must be considered.

In preparation for this unit there are opportunities for teachers to deliver a varied yet manageable programme, which can include modern resources (e.g. web-based/GIS), innovative ideas and up-to-date teaching methods. Opportunities also for use of GIS and new technologies are identified in the Key Content but should also be embedded throughout the teaching of the entire specification.

3.4 Content – Key Themes

3.4.1 Theme 1: Rivers and Coasts

Questions for Investigation	Key Ideas	Content
a. How do systems ideas help us to understand physical processes that operate in a river basin?	The study of water systems in the atmosphere and river basins.	The units and links in the hydrological cycle.
	The hydrological cycle.	The storm hydrograph and how it responds to changes.
	The river basin as a local system.	The river basin as a system of inputs, flows, stores and outputs.
b. How does river flooding illustrate the interaction between natural processes and human activity?	The different causes of river flooding.	Physical causes of river flooding.
		The activities of people that can cause river flooding.
	The effects of river flooding varies between areas.	**Two case studies,** one from an LEDC and the other from an MEDC to illustrate the causes, effects and management of river flooding.
	Some strategies for flood management are more sustainable than others.	Use of GIS, new technologies, satellite images, aerial photographs and data in a variety of contexts to highlight flood management schemes and their effectiveness.
c. What processes and factors are responsible for distinctive landforms within a river basin?	The main geomorphic processes – weathering, erosion, transport, deposition.	How weathering, erosion, transport and deposition operate in a river basin.
	Fluvial landforms are also influenced by geology.	The formation of fluvial landforms, including meanders, interlocking spurs, floodplains, river cliffs, valleys, waterfalls with appropriate examples.
	The development of distinctive fluvial landforms.	A **case study** of one river valley and its landforms.

Questions for investigation	Key Ideas	Content
d. What processes and factors are responsible for distinctive coastal landforms?	The main geomorphic processes – weathering, erosion, transport, deposition.	How weathering, erosion, transport and deposition operate along constructive and destructive coastlines.
	Coastal landforms are also influenced by geology.	The formation of landforms along a stretch of coastline, including cliffs, headland, cave, arch, stack, beach, spit -with appropriate examples.
	The development of distinctive coastal landforms.	A **case study** of one coastal area and its landforms.
e. Why is the management of coastlines important?	There is a need to protect stretches of coastline.	Human and physical reasons why the protection of coastlines is necessary.
	Coastlines can be protected in different ways.	Different methods of coastline protection including the sustainability of each (examples include groyne, offshore breakwater, sea wall, rip-rap, revetment, gabion, beach replenishment and managed retreat).
	Some strategies for coastal management are more sustainable than others.	A **case study** of coastline management, including reasons for protection, measures taken, resulting effects and possible conflicts.

3.4.2 Theme 2: Population and Settlement

Questions for Investigation	Key Ideas	Content
a. How and why are there variations between the population structures of countries?	Countries have individual age and gender profiles.	Study of contrasting population pyramids of an LEDC and an MEDC and how they change over time.
	Population structure varies between countries of different levels of economic development.	The relationship between population structure (and birth rates and death rates) and economic development.
	The population structure of individual countries changes over time.	
b. What are the causes and consequences of natural population change over time?	Population change is mainly a response to changes in birth and death rates.	The growth of population on a global scale.
		Birth rates and death rates vary between countries.
	Population change can result in overpopulation.	The rate of population change varies over time.
	Some strategies for population management are more sustainable than others.	A **case study** to illustrate strategies to influence natural population change within a country.
		The effects of overpopulation in an LEDC.
		The implications of the proportion of population in different age groups.
c. Why does migration occur and what are its effects?	International migration affects population change.	Push and pull factors influencing migration.
	Local areas are affected by the movement of people between urban and rural areas.	A **case study** of international migration to illustrate the causes, consequences and management.
		Causes, consequences and management of urbanisation.
		Causes, consequences and management of counter-urbanisation.
		A case study of migration within one country.

Questions for Investigation	Key Ideas	Content
d. How is the pattern of land use within cities changing?	There are different ways to develop urban areas.	The different areas of dominant land use within cities reflects economic, social and cultural factors.
	Some of these developments are more sustainable than others.	Use of GIS, new technologies and satellite images to illustrate and analyse changing land use patterns in a variety of locations (MEDC, LEDC).
	The need for sustainable development affects planning and management of change.	Different approaches to development in urban areas to illustrate more and less sustainable variations.
		A **case study** of urban change to illustrate social, economic and environmental planning and its sustainability.
e. What affects the provision of goods and retail services in rural and urban settlements?	The relationship between the provision of goods and retail services and the population size of a settlement.	Different types of goods and retail services. The characteristics of retail service provision within an area.
	The provision of goods and retail services changes over time.	Retail service provision changes over time Reasons for changes over time including transport provision, market forces.
		A case study to illustrate how retail service provision changes over time.
		Reasons for changes over time including transport provision, market forces.

3.4.3 Theme 3: Natural Hazards

Questions for Investigation	Key Ideas	Content
a. What is the global distribution of different types of natural hazard?	Different types of natural hazard have specific global distributions.	The global distributions of tectonic hazards (earthquakes and volcanoes) and climatic hazards (tropical storms and severe droughts).
b. What natural processes cause different types of natural hazards?	Natural processes are responsible for causing severe natural hazard events.	How the movement of tectonic plates cause earthquakes and volcanoes. The climatic conditions leading to the formation of tropical storms and periods of drought.
	These processes affect the global distribution of natural hazards.	How natural processes affect the global distribution of these natural hazards.
c. How do natural hazards affect people and places in parts of the world with different levels of development?	Natural hazards have a significant impact on people and their quality of life.	How the characteristic features of the four natural hazards affect people and places. Understanding the nature of primary and secondary effects.
	The level of economic development of places affected by natural hazard events influences the severity of the impact.	Comparing the impact of natural hazards in LEDC and MEDC places, using GIS as well as a range of data and evidence to build up a comprehensive picture. Such as, numbers of deaths, displaced people, cost of damage, eye witness accounts. A **case study** of the following: i) one tectonic hazard event in an LEDC; ii) one tectonic hazard event in an MEDC; iii) one climatic hazard in an LEDC; iv) one climatic hazard in an MEDC.

Questions for investigation	Key Ideas	Content
d. How can human activities affect the impact of natural hazards?	People continue to live and work in places that are prone to natural hazards.	The reasons for people living in hazardous areas.
	Human activities can affect the impact of natural hazards.	How settlement and economic activities affect the impact of natural hazard events.
e. How can people and places be protected from the impact of natural hazards?	A range of methods are used to attempt to reduce the impact of natural hazards.	How building, planning and education methods are used.
	A range of methods are used to attempt to predict the location, frequency and severity of natural hazards.	Prediction methods and how they work.
		Use of GIS, new technologies and satellite images to map distributions and patterns of natural hazard events and aid prediction models.
	Some methods are more sustainable than others.	
		The sustainability of these methods in terms of their economic costs, impact on the environment, effects on people most at risk. Refer to selected case studies.

3.4.4 Theme 4: Economic Development

Questions for investigation	Key Ideas	Content
a. What is meant by "development"?	There is more to development than wealth? Measuring economic well-being and quality of life. Identifying and explaining why countries are at different stages of development. How development can be affected by aid. Some aid is more sustainable than others.	How levels of economic well-being and quality of life are measured. The advantages and disadvantages of using economic and social indicators. How development has been described and mapped in the past and assessment of its validity. Sustainability of aid in terms of economic costs, impacts on the environment and effects on people. A **case study** of an aid project in an LEDC.
b. How and why are there variations between the employment structures of different countries?	How and why patterns of employment structure vary in contrasting locations. How and why these patterns change over time.	How employment structures vary between countries. How employment structures have changed over time and may change in the future.
c. What determines the location of different economic activities?	The factors that influence decisions about where economic activities are located. How and why the locations of different economic activities has changed. Who is it that makes decisions about the present and future location of economic activities?	The types of industry (primary, secondary, tertiary and quaternary) and the economic and environmental locational factors for each. The environmental, social and economic reasons why the location of economic activity changes. **Two case studies**, one from an LEDC and the other from a MEDC, to illustrate the factors that affect the location of different types of economic activity.

Questions for investigation	Key Ideas	Content
d. How do multinational companies affect development?	Defining a multinational company and globalisation.	What a MNC is and the reasons for globalisation.
	How MNCs affect employment opportunities and economic development.	The positive and negative effects of MNC investment in an area.
	The effects MNCs have in the areas they choose to locate in and in other places.	A case study of MNC investment in a specific area and in an international context.
	Multi-national companies have an increasing influence on employment opportunities and economic development.	The possible futures for globalisation and its effects on specific groups of people.
e. How can economic activity affect the physical environment at a variety of scales including global	How different economic activities affect the physical environment.	How different economic activities effect the physical environment in a range of ways.
	What conflicts develop between responsibilities for the physical environment and the need for development?	Use of GIS, new technologies and satellite images to analyse economic activity and environmental conflict and areas where this is occurring.
	The causes, effects and responses to global climate change at a variety of scales.	The need to balance environmental concerns and the need for economic development.
	Managing these conflicts sustainably.	A **case study** of a specific development where conflicts exist between economic development and environmental damage.

The content may be studied at a variety of scales.

Examples may be taken from the UK or other countries, including both LEDCs and MEDCs.

Fieldwork could be an appropriate method of study.

4   Scheme of Assessment

4.1   GCSE Scheme of Assessment

GCSE Geography B (J385)	
Unit B561: *Sustainable Decision Making*	
25% of the total GCSE marks 1 hr written paper 40 marks	This question paper has **three** sections:
	Section A: candidates are required to answer **all** questions.
	Section B: candidates are required to answer **all** questions.
	Section C: candidates are required to answer **all** questions.
	There is a separate pre-release Resource Booklet.
	This unit is externally assessed.
Unit B562: *Geographical Enquiry*	
25% of the total GCSE marks Controlled Assessment 60 marks	There are **two** tasks:
	Fieldwork Focus
	Fieldwork Focus uses the collection of primary data and the production of a report.
	Candidates should aim to complete a **1200** word assessment under controlled conditions covering: • Setting the scene • Method(s) of data collection • Data presentation and analysis • Evaluation and conclusion
	The assessment will be marked by the centre using a **marking criteria grid**.
	Geographical Investigation
	Geographical Investigation has a secondary data focus. Candidates produce a final piece of work that can have a variety of forms. The tasks are from any of the issues-based geographical themes.
	Candidates should aim to complete an **800** word assessment under controlled conditions covering: • Location of study/background • Investigation question • Issues • Research/data collection and evaluation • Conclusion
	The assessment will be marked by the centre using a **marking criteria grid**.
	This unit is internally assessed.

Unit B563: *Key Geographical Themes*	
50% of the total GCSE marks 1 hr 30 mins written paper 84 marks	This question paper has **three** sections; candidates answer **three** questions, one from each section:
	Section A: candidates answer either Question 1 or Question 2
	Section B: candidates answer either Question 3 or Question 4
	Section C: candidates answer either Question 5 or Question 6
	There is a separate Resource Booklet.
	This unit is externally assessed.

4.2   Entry Options

GCSE candidates must be entered for all **three** 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 B – J385.

4.3   Tiers

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades C to G and Higher Tier assesses Grades A* to D. 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 are two examination series each year, in January and June. Unit B563 will only be assessed in the June series.

This specification will run until August 2013. Please visit the OCR website for the GCSE Geography B 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 B561: *Sustainable Decision Making*	5	10	10	25%
Unit B562: *Geographical Enquiry*	0	10	15	25%
Unit B563: *Key Geographical Themes*	30	15	5	50%
	35%	35%	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 unit B563, questions marked with a pencil (✐) will carry additional marks for spelling, punctuation and grammar.

5   Controlled Assessment

5.1   The Controlled Assessment Unit

Unit B562 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 on Controlled Assessment 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. The Controlled Assessment unit comprises of 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.

Controlled Assessment task titles for **two** years will be available from Interchange on 1st June. This is to enable the effective management of fieldwork preparation and Health and Safety requirements.

It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates work. The Fieldwork Focus and Geographical Investigation are part of the same unit and must, therefore, be submitted together in either January or June.

5.2.2 Using Controlled Assessment Tasks

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. While the wording must remain unchanged, 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 that 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 task will be changed each year.

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 B, 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 B OCR expects teachers to supervise and guide candidates who are undertaking work that 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:** 2000 words in total, 1200 words for Fieldwork Focus and 800 words for Geographical Investigation: 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 C.

5.4 Task Marking

5.4.1 The OCR Approach

For GCSE in Geography B, 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 B 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 points for marking the tasks are the relevant Marking Criteria Grids. For Geography B there are separate marking grids for each Controlled Assessment task (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 using the relevant marking grids, Fieldwork Focus to be marked out of 36 marks, Geographical Investigation out of 24. These are combined and a total mark out of 60 awarded.

5.4.3 Use of 'Best Fit' Approach to Marking Grids

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 60 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 done 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 and/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
B562	01	*OCR Repository*	*Geographical Enquiry*
	02	*Postal Moderation*	

Unit Entry Code	Entry Option Code	Component Code	Tier	Unit Titles
B561	F	01	Foundation	*Sustainable Decision Making*
	H	02	Higher	
B563	F	01	Foundation	*Key Geographical Themes*
	H	02	Higher	

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.

Candidates take the Key Geographical Themes unit (B563) terminally. The first assessment of this unit will be June 2011.

6.3 Unit and Qualification Re-sits

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

Candidates resubmitting the Controlled Assessment unit B562 must follow the rules regarding task titles as outlined on page 28.

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 J385)

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* to G. Units are awarded a* to 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 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, e.g. 25/60.

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

Tier	Unit	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
				a*	a	b	c	d	e	f	g	
F	B563	50%	83	/	/	/	72	60	48	36	24	0
H	B563	50%	120	108	96	84	72	60	54	/	/	/
F	B561	25%	41	/	/	/	36	30	24	18	12	0
H	B561	25%	60	54	48	42	36	30	27	/	/	/
n/a	B562	25%	60	54	48	42	36	30	24	18	12	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 module are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

Qualification	Qualification Grade								
	Max UMS	A*	A	B	C	D	E	F	G	U
GCSE	240	216	192	168	144	120	96	72	48	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 requires 120 to 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	Type of Assessment
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 that 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 B562 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 C: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

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 A 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 to 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* to 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.

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding through the study of the four key themes as well as the issues relating to the geographical enquiry.

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.

Unit B562 supports the development of Environmental Education with its focus on fieldwork. The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the other two components.

The issues of health education are a significant focus in work in Units B562 and B563 related to issue-based themes population, development and quality of life. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

Safety during fieldwork is paramount and candidates should be involved in risk assessment as part of their preparation for fieldwork.

There are many opportunities to study themes, places and environments by choosing European examples. An appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

Unit B561 supports the development of Environmental Education by focusing on sustainable development.

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

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
B561	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B562	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B563	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

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.

The assessment of this course requires candidates to:

• Use relevant and up-to-date information much of which is available from a variety of web based sources, many of which candidates need to access themselves.

Examples of development opportunity:

ICT Application/Development	Opportunities for using ICT during the Course
Use of 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 worldwide.	**Theme 3** Accessing news about tectonic activity and/or river flooding. **Theme 4a.** Gain accurate statistics for an LEDC country. **Theme 1c.** Use of 'Water Excel' to model hydrological processes. **Theme 4c.** Use of 'Simcity' to explore land use within settlements.
Use of data handling techniques to enhance the development of enquiry skills, e.g. use of a spreadsheet to collect, record, analyse and present data and information, use of GIS to manipulate, analyse and present information.	Unit B562 – Geographical Enquiry. Use of a spreadsheet to input and manipulate data collected by fieldwork, for example, on urban land use, traffic or service provision. Produce graphs and use data to compare and analyse.
Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	**Theme 1** Modelling of hydrological processes. **Theme 4** Industrial location simulation.

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 indicated within the content, for example:

• 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 that 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.

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.

As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of 'key geographical themes' 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

Fieldwork Focus

Level	Level 1	Level 2	Level 3	Total
A02 Application of Knowledge and Understanding	• They have applied their knowledge and understanding of the question/hypothesis to simply describe the context of the enquiry. • They have used their knowledge and understanding to simply describe and explain their evidence.	• They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts. • They have used their knowledge and understanding to adequately describe and explain their evidence.	• They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts. • They have used their knowledge and understanding to thoroughly describe and explain their evidence.	
	Marks 0–4	**5–8**	**9–12**	**12**
A03 Analysis and Evaluation	• They have used their skills and a limited number of techniques to locate and describe their study area. • They have suggested a limited number of techniques and technologies to undertake their enquiry. • They have collected and recorded a limited selection of evidence from some sources, mainly fieldwork. • They have presented their data in a few simple maps, graphs and diagrams. • Their limited evidence has been analysed and interpreted to allow a very simplistic conclusion to be made. • They have attempted an evaluation. • Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. • They have either written relatively little or it is of some length but the content is not focused on the task(s).	• They have selected and used a variety of skills and appropriate techniques to locate and describe the study area. • They have suggested a variety of techniques and technologies to undertake their enquiry. • They have collected and recorded appropriate evidence from different sources, mainly fieldwork. • They have presented their data in a range of maps, graphs and diagrams. • Their evidence has been analysed and interpreted to allow a plausible conclusion to be made. • They have made an overall evaluation with some suggested possible limitations, solutions and extensions to enquiry. • Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. • They have written with some precision and succinctness, but have not exceeded the prescribed word limit.	• They have effectively used a wide variety of skills and appropriate techniques to locate and describe the study area. • They have suggested an appropriate variety of techniques and technologies to undertake their enquiry. • They have collected and recorded accurately a range of appropriate evidence from a wide range of sources, including fieldwork. • They have presented their data in an appropriate range of maps, graphs and diagrams. • Their evidence has been analysed and interpreted to allow a substantiated conclusion to be made. • They have made a critical evaluation with limitations, possible solutions and an extension to their enquiry suggested. • Their written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. • They have written with precision and succinctness, so that they do not exceed the prescribed word limit.	
	Marks 0–8	**9–16**	**17–24**	**24**
Total	**12**	**24**	**36**	**36**

Geographical Investigation

Level	Level 1	Level 2	Level 3	Total
A02 Application of Knowledge and Understanding	• They have applied some basic geographical principles to reach a conclusion. • They have applied some basic knowledge of the attitudes of different stakeholders to show that they react in different ways to the geographical theme. • They have attempted to use research to support their argument.	• They have applied some geographical ideas and principles to reach a valid conclusion. • They have applied their knowledge of the attitudes of different stakeholders to show why they react in different ways to the geographical theme. • They have used research to inform their arguments.	• They have applied a range of geographical ideas and principles in order to reach an informed conclusion. • They have applied their knowledge of the attitudes of different stakeholders to explain why they react in different ways. • They have their research to inform and justify their arguments.	
	Marks 1–4	**5–8**	**9–12**	**12**
A03 Analysis and Evaluation	• They have only selected a limited range of appropriate material that is relevant to the issue. • They have made little or no attempt to acknowledge their sources. • They have interpreted their evidence, its limitations and reached a basic conclusion. They have attempted to structure their investigation in a logical way. • Their spelling, grammar and punctuation are poor. • They have either written relatively little or it is of some length, but the content is not focussed on the task(s).	• They have selected a variety of appropriate evidence that is relevant to the issue. • They have acknowledged most of their sources. • They have analysed and interpreted their evidence and recognised some of its limitations and reached a plausible conclusion. • They have undertaken a logical route to their enquiry. • Their spelling, grammar and punctuation are mostly accurate. • They have written with some precision and succinctness and have not exceeded the prescribed word limit.	• They have selected appropriate evidence from a range of sources that is very relevant to the issue. • They have acknowledged all of their sources. • They have analysed, interpreted and critically evaluated their evidence and made a substantiated and appropriate conclusion. • They have followed a logical and very explicit route to their enquiry. • Their spelling, grammar and punctuation are accurate. • They have written with precision and succinctness, so that they do not exceed the prescribed word limit.	
	Marks 1–4	**5–8**	**9–12**	**12**
Total	**8**	**8**	**8**	**24**

[0 marks] No evidence submitted or response does not address the question.

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit B562 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 B562, 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 file 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 s
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)