Oxford Cambridge and RSA Examinations

RECOGNISING ACHIEVEMENT

WJEC/OCR GCSE IN GEOGRAPHY B (AVERY HILL) 1987

Key Features

- Places emphasis upon the interdependence of teaching, learning and assessment.
- Promotes an "issue-based" investigative approach.
- Provides many opportunities for providing evidence for Key Skills.
- Fieldwork is an integral part of work done in teaching units.
- Coursework [25% of Assessment Weighting] through a Study and a Cross-Unit Task.
- Wide range of support for teachers, including INSET, research and Project News.
- Continues successful collaboration with WJEC.

Support and In-Service Training for Teachers

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

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SUMMARY OF ASSESSMENT

Component	Title	Duration	% Weighting
1	Paper 1 (Foundation)	1½ hours	45%
2	Paper 2 (Higher)	1½ hours	45%
3	Paper 3 (Foundation)	1½ hours	30%
4	Paper 4 (Higher)	1½ hours	30%
5	Coursework	-	25%
85	*Coursework Carried Forward*	-	*25%*

Papers 1 and 2 are based on **three** nominated units.
Papers 2 and 4 are based on **one** nominated unit.
Coursework comprises Study (15%); Cross-Unit Task: (10%)

All candidates should be entered for 1987 with one of the following option codes:

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

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

GEOGRAPHY SPECIFICATION B: AVERY HILL

1 INTRODUCTION

1.1 Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE Geography issued by ACCAC/QCA (March 2000). Assessment for this qualification will comply with the grading, awarding and certification requirements of the revised GCSE Codes of Practice for courses starting in September 2001 published by the regulatory authorities. The qualification may be undertaken either through the medium of English or of Welsh.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

GCSE qualifications are expected to show broad equivalence to General National Vocational Qualifications in the following terms:

two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively;
four GCSEs at grades D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation level and intermediate level respectively.

1.2 Rationale

This examination is jointly administered by the Welsh Joint Education Committee (WJEC) and OCR (Oxford, Cambridge and RSA Examinations), with the WJEC responsible for overseeing coursework, consultative moderation, research and development and INSET, and OCR for the terminal examination. Uniformity and coherence in policy and procedures are achieved through a joint Monitoring Committee representing the two Groups and, most importantly, joint operation of various committees such as the Question Paper Evaluation Committee (QPEC) and the Awarding Committee. In the case of the latter, the meeting is jointly chaired by the respective Chairs of Geography Examiners. The establishment and maintenance of standards are the joint responsibility of the Chief Executives of each Group. All matters are jointly agreed by the Chief Executives of the two groups.

The specification builds upon the foundations laid in the earlier Key Stages of the students' geographical education, especially at KS3, and will allow progression into the post-16 phase of education. By the age of 14+ students will have already explored a variety of issues in a geographical context and, in doing so, will have acquired a variety of geographical skills and competences, including -

(a) some understanding of the central concerns of the subject;

(b) a basic knowledge of the location of places and distributions within their home area, the British Isles (and for candidates in Welsh centres - Wales), the European Union and selected areas of the world at different scales and which reflect a variety of economies and cultures;

(c) an elementary understanding of, and ability to apply, key concepts of the subject which will have been achieved through the study of particular situations and issues and which are within the understanding of students in terms of their experience, degree of abstraction, skills and generalisation;

(d) a range of skills appropriate to the discipline;

(e) the ability to clarify values and appreciate attitudes relating to society and the environment at differing scales.

The specification builds upon this foundation by -

(a) reinforcing key concepts at increasing levels of generalisation and abstraction;

(b) providing opportunities for the study of more complex issues;

(c) retaining and reinforcing good practice;

(d) promoting a further development of skills and techniques appropriate to the developing cognitive abilities of the students;

(e) encouraging the use of a wide and appropriate range of learning/teaching strategies;

(f) providing the opportunity for study which incorporates vocational experiences within a geographical framework;

(g) for candidates in Wales, an opportunity to assist in the delivery of the 'Curriculum Cymreig'.

The specification is based upon the approaches and strategies of the Avery Hill Curriculum Project which has provided a relevant context and philosophy for a 16+ examination in geography for two decades. The essential features of this Avery Hill approach are -

(a) the emphasis it places upon the interdependence of teaching, learning and assessment;

(b) the belief that the geography curriculum for 14 to 16 year olds in Centres should reflect the academic interests of the discipline and, at the same time, prepare young people to be flexible and adaptable in order to meet the many demands society is likely to make on them. It promotes an 'issue-based', investigative approach to geography in which the issues serve as vehicles for promoting geographical knowledge, acquiring skills, increasing understanding of key concepts and developing informed opinions. With this in mind, the emphasis is upon problem-solving and enquiry-based learning in which issues are examined in various areal contexts. The Avery Hill approach to education makes it a suitable vehicle for the meeting of the performance criteria of a number of the Foundation and Intermediate GNVQ vocational areas and for developing Key Skills;

(c) the emphasis it places upon supporting teachers by -

- providing assistance and advice in the design of courses and coursework through a network of consultative moderators;
- engaging in a collaborative approach to curriculum development and resource provision through a programme of regular meetings and conferences;
- fully acquainting teachers with good practice in assessment and evaluation through research, the publication of exemplar materials, and regular meetings;
- being involved in a continuous programme of research into practical issues of teaching, classroom organisation, course design and assessment; the whole of these activities is aimed at improving individual student performance and raising standards generally.

The specification has also been designed with the need for Centre geography to be seen in the **context of the whole curriculum** and can, therefore, be perceived as an appropriate vehicle for the delivery of cross - curricular themes such as citizenship, economic and industrial understanding (EIU), environmental education, sustainable development and various cross-curricular skills such as graphicacy, numeracy and information technology. This emphasis upon the development of skills, based upon knowledge and understanding, the raising of student awareness of cross-curricular elements and the clarification of ideas and contexts about economic activity, allows the specification to contribute to the development of compatible or integrated programmes leading to vocational qualifications.

1.3 Prior Learning

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Geography in Key Stages 1-3. It builds on the knowledge, understanding and skills established in

- the four aspects of National Curriculum Geography identified in the English National Curriculum, i.e. *geographical enquiry and skills, knowledge and understanding of places, knowledge and understanding of patterns and processes, knowledge and understanding of environmental change and sustainable development.*
- and the three strands of geography in the Welsh National Curriculum, i.e. *geographical enquiry and skills, places and themes.*

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Progression

The specification builds upon geography at Key Stages 1-3, in particular the Key Stage 3 Programme of Study - geographical enquiry and skills and the study of places and themes. It allows progression into the post-16 phase of education, especially Advanced GCE and GNVQ.

1.5 Overlap and Restrictions on Entry

This Specification has some over-lap with WJEC GCSE Specification A and OCR Geography Specifications A and C. All these specifications are developed from the GCSE Geography Criteria but each has a distinctive approach to content, learning, teaching and assessment. However, none may be taken with this Specification at the same sitting.

Candidates must not take this Specification and WJEC GCSE Humanities at the same sitting.

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.

1.6 Resit rules

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

1.7 Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance.* Copies of this document are available from WJEC and OCR.

2 AIMS

The aims listed below show the educational purposes of following this particular specification. They will be accomplished through the use of an issue-based, investigative approach to the study of a variety of topics in the context of a range of geographical scales.

It should be noted that not all these Aims can be readily translated into Assessment Objectives.

The specification gives candidates opportunities to:

(a) acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;

(b) develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;

(c) develop an understanding of global citizenship and the ways in which places and environments are interdependent;

(d) appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;

(e) acquire and apply the skills and techniques - including those of mapwork, fieldwork and ICT - needed to conduct geographical study and enquiry;

(f) using appropriate geographical knowledge, encourage and enable students to appreciate the significance of people's values and attitudes on their perception of the world and their actions within it. Also, to make a contribution to the development of values and attitudes conducive to the elimination of inequalities, including those determined by race and racism, gender and sexism.

2.1 The spiritual, moral, ethical and cultural dimension

Geography is, by its nature, a subject that requires candidates to examine the actions of people and thereby poses issues about their perspectives, motivation and reactions. Through the study of such societies, both over the recent (50 years) past, and in the contemporary world, candidates will have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues.

Accordingly, the specification provides a framework and includes specific content through which individuals may address these issues. Coursework may serve to extend understanding of the issues in order that a balanced appreciation of the conflicts and dilemmas involved may be encouraged. For example, in **Unit 1, Key Idea 8** the study in terms of the stewardship of ecosystems and sustainability allows students to address and explore the ethical issue of individual and group responsibility and to express their personal views.

Examples of development opportunity:

Ethical/Moral Issue	**Internal assessment of classwork that supports evidence of achievement**
Reach an ethical judgement and express personal views.	**Unit 1, Key Idea 7:** When candidates are explaining why the impact of human activity on ecosystems needs careful management they can explore the ethical implications of sustainability and form an opinion of its merits. **Unit 4, Key Idea 5:** When addressing the issue of how and why 'development' means more than economic development, candidates can investigate, at a range of scales, and make informed ethical judgements about the relationships between MEDCs and LEDCs.

2.2 Citizenship

The specification offers a range of opportunities for students to develop citizenship knowledge, skills and understanding. These opportunities are especially evident in the content of this specification with its emphasis upon interdependence at a range of scales, including the global, planning issues, quality of life, and the delicate inter-relationship between people and their environment. For example, evidence of achievement will be generated by classwork which looks at local or regional differences in development and, in the process, considers the challenge of **sustainability** and the concept of **interdependence**.

Examples of development opportunity:

Citizenship	**Internal assessment of classwork that supports evidence of achievement**
Study the wider issues and challenges of global interdependence and responsibility, including sustainable development.	**Applicable to all units, but especially Unit 1, Key Idea 8; Unit 2, Key Idea 6; Unit 3, Key Ideas 7 and 8; Unit 4, Key Idea 9.** When candidates are explaining the differences in contrasting regions within countries, they can explore the challenge of sustainability and the concept of interdependence.

2.3 The European dimension

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

The above approach conforms with the aspirations expressed in the 1998 Resolutions of the Council of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.

2.4 Opportunities for use of ICT

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

ICT must be assessed in the Study component of coursework.

Examples of development opportunity:

ICT application/development	**Internal assessment or classwork that supports evidence of achievement**
Find things out from a variety of sources, selecting and synthesising the information to meet needs.	**Applicable to all units, but examples include:** **Unit 1, Key Idea 2:** class exercise on air pressure influence at a global scale provides opportunities for candidates to access electronic archives and university departments. **Unit 2, Key Idea 6:** a group work task on management issues and strategies for resolving conflicts in the extension of tourism in a 'delicate' environment/landform area. This will allow candidates to access, select and synthesise information to meet their needs but also develop the ability to exchange and share information, both directly and through electronic media. **Unit 3, Key Idea 4:** a small project requiring extended prose writing and the use of images, partly done at home and partly in class, on how improvements in housing and service provision affect the pattern of inequality in urban areas. This task will allow candidates to develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy. **Unit 4, Key Idea 8:** a project on the influence of multi-national companies on employment opportunities and economic development in the local region. It will form part of a group discussion, allowing candidates to review, modify and evaluate their own work, reflecting critically on its quality and progress.

2.5 Environmental education

Environmental education: the issues of *sustainable and interdependent development* which are at the heart of the specification are major foundations on which environmental education is built. Actions in one place have ramifications (often unpredictable) in others, and candidates need to be aware of the breadth and depth of unintended consequences of actions, as well as the implications of drawing too narrow a boundary around notions of costs and benefits. **Units 2** and **4** are particularly relevant in this context.

2.6 Health education

The issues of comparative education and of comparative understandings of health, form a significant focus for views about how different people view their world. Different understandings of health care and changes in health care will arise in **Units 2** and **3** in particular and will provide important foci for case studies and perhaps, for project work. More practically, due consideration must be given to health and safety issues when undertaking fieldwork and practical work.

2.7 Curriculum Cymreig

For candidates in Wales, the specification provides, through selected examples, an opportunity to assist in the delivery of the Curriculum Cymreig, by developing and applying knowledge and understanding of the cultural, economic, environmental and linguistic characteristics of Wales within the strands of geographical enquiry and skills, places and themes. This approach, supported by a range of illustrative content, allows the possibility of developing a 'Welsh Theme' that will facilitate a distinct contribution to the Curriculum Cymreig.

3 ASSESSMENT OBJECTIVES

Knowledge, understanding, application, skills and values are closely inter-related and cannot be realistically assessed as separate entities. Nevertheless, different elements of the assessment procedure will focus more specifically on one or more of these aspects of geographical learning.

The terminal examination and the coursework together will assess the extent to which candidates are able to:

3.1 show knowledge of places, environments and themes at a range of scales from local to global;

3.2 show understanding of the specified content;

3.3 apply their knowledge and understanding in a variety of physical and human contexts;

3.4 select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

Opportunities for the assessment of quality of written communication are found within each Assessment Objective and thus within all questions of the examination papers, especially those requiring an extended prose answer. Answers that require an element of explanation are marked by a 'levels of response' mark scheme. These levels have quality of written communication incorporated into the descriptors. This, together with knowledge and correct use of technical terms in other answers, results in a substantial proportion of marks awarded being concerned with quality of written communication. In addition, a similar proportion of the marks awarded to the 'skills' criterion in the Study component of the coursework, and in Cross-Unit Tasks presented in writing, are for quality of written communication.

4 SCHEME OF ASSESSMENT

4.1 The specification will be assessed by techniques of assessment which comply with the principle of 'fitness for purpose', and will consist of a terminal examination (75%) and coursework (25%) catering for differentiation across grades G to A*.

The scheme of assessment has been designed to allow each candidate to show positive achievement, that is, to allow differentiation. Candidates will demonstrate the levels of attainment achieved through responses at a range of scales in the context of the four units.

Table 1 shows the relationships between the assessment components, assessment objectives and specification units. The weightings given to each assessment objective may vary slightly from examination to examination, but every effort will be made to ensure that no one objective is given too great or too small an emphasis in any examination.

Assessment Component	Specification Unit	Relevant Assessment Objectives	Knowledge 3.1	Understanding 3.2	Application 3.3	Skills including Quality of Written Communication 3.4	Assessment Component Weighting
Papers 1, 2	3 units*	3.1 - 3.3	15	15	5	10	45
Papers 3, 4	1 unit*	3.1 - 3.3	5	10	5	10	30
Coursework: The Study	Based on one or more units	3.2 - 3.4	2	3	4	6	25
Cross-Unit Task	Based on a cross-unit (physical and human) approach	3.2 - 3.4	2	2	2	4	
	Total Weightings		24	30	16	30	100%

*The unit to be assessed through Papers 3 and 4 will change from year to year. Teachers will be given the title of this unit at least two years in advance of the examination.

TABLE 1

The sequence for the next four years' examinations is as follows:

For examination in 2003 : Unit 3 - People and Place
For examination in 2004 : Unit 2 - Water, Landforms and People
For examination in 2005 : Unit 4 - People, Work and Development
For examination in 2006 : Unit 1 - Climate, the Environment and People

In any given year, Papers 1 and 2 will be based upon the three units **not** being assessed in Papers 3 and 4.

4.2 Differentiation

This will be achieved as follows:

(a) In the terminal examination, by the provision of tiered papers targeted at different levels of entry, i.e.

Foundation Tier (Papers 1 and 3): targeting grades G to C;
Higher Tier (Papers 2 and 4): targeting grades D to A*.

Candidates achieving less than the minimum mark for a grade D on the Higher Tier (unless deemed worthy of an 'allowable' E) or less than the minimum mark for a grade G on the Foundation Tier will be recorded as 'U' for 'unclassified'.

In each Paper of each Tier, differentiation will be achieved by the use of appropriate assessment techniques, for example, by exploring different levels of conceptual difficulty, assessing different levels of skill development and by the use of stepped questions, each with an incline of difficulty. In all Papers, data and stimulus response questions will be framed in such a way as to allow candidates of the targeted abilities to show positive achievement.

(b) The coursework, consisting of two pieces of work, a Study and a Cross-Unit Task, will achieve differentiation by the setting of tasks appropriate to the individual levels of ability of the candidates and by setting common tasks, i.e. differentiation by outcome. These will allow the teacher to participate, with the Consultative Moderators, in the achievement of differentiation.

(c) Examination components and entry options

Table 2(a) below shows the examination components available.

Component	Title	Duration	% Weighting
1	Paper 1 (Foundation)	1½ hours	45%
2	Paper 2 (Higher)	1½ hours	45%
3	Paper 3 (Foundation)	1½ hours	30%
4	Paper 4 (Higher)	1½ hours	30%
5	Coursework	-	25%
85	*Coursework Carried Forward*	-	*25%*

TABLE 2(a)

Table 2(b) below shows the entry options available.

All candidates should be entered for 1987 with one of the following option codes:

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

TABLE 2(b)

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

4.3 Terminal examination

(a) In each tier, the candidates' knowledge and understanding of the Key Ideas, and the mastery of skills relating to the specification will be assessed in a terminal examination comprising two papers, as follows:

Paper 1: Foundation Tier - 1 hour 30 minutes;
Paper 2: Higher Tier - 1 hour 30 minutes: } 45% of total marks.

These are examination papers consisting of six stepped questions, each with an incline of difficulty. The last part of each question requires candidates to answer questions based on a 'case study' in which they are required to respond to a task or question using an example they select from their studies, e.g. from an LEDC, an example of primary activity. Two questions will be set on each of the three nominated units to be examined in a given year. Candidates will be required to answer **one** question on each unit.

Paper 3: Foundation Tier - 1 hour 30 minutes;
Paper 4: Higher Tier - 1 hour 30 minutes: } 30% of total marks.

These are problem-solving papers based upon an issue derived from the nominated unit. These will consist of compulsory, stepped exercises.

(b) Ordnance Survey maps or other public maps incorporated in the terminal examination will be selected from the scales given on page 21.

(c) Three main types of question will be used in the terminal examinations; they are derived from the techniques used in classwork and coursework, and will allow candidates to demonstrate mastery of the assessment objectives underlying the specification:

(i) questions which refer to data based upon examples drawn from the 'real world', e.g. OS map exercises, satellite images, ICT generated resources;

(ii) questions based upon 'simulated' examples;

(iii) questions in which the candidates will be required to illustrate answers with examples they have studied. These 'case study' questions will be at the end of each question in Papers 1 and 2. They will be worth the highest sub-section marks on each question. Candidates may be asked to draw compulsory sketch-maps and/or diagrams to gain full marks.

In addition, tasks in Papers 3 and 4 will be set within the context of a problem-solving exercise based upon a geographical issue.

4.4 Coursework : general

The fundamental belief behind the Avery Hill approach to coursework is that it provides candidates with the opportunity to demonstrate actively their knowledge and application of geographical principles, in the context of a learning experience which is defined by the candidate in discussion with the teacher and controlled by the candidate.
Fieldwork must be seen as an integral part of much of the work done in the teaching units. The specification seeks to ensure that through the coursework package all candidates are given the opportunity to be credited for the demonstration of their fieldwork skills. **Accordingly, at least the Study must be derived from fieldwork *and involve the collection of primary data.***

The Study, based on fieldwork, should provide opportunities for testing, at a local and/or small scale, those enquiry skills referred to in Assessment Objectives 3.3 and 3.4 which are better examined without the restrictions of a timed examination. In addition, coursework should allow candidates to demonstrate their attainment of Assessment Objectives 3.2-3.4 generally and should be seen as an opportunity to clarify values and attitudes.

The weightings of assessment objectives for coursework given in **Table 1** on **page 9** will be applied, i.e. Knowledge 4, Understanding 5, Application 6, Skills 10.

This is broken down between the two coursework components, as follows:

Assessment Objective	Study	Cross-Unit Task
Knowledge: teachers should be mainly guided by references to and the use of information relating to the hypothesis studied.	2	2
Understanding: this is intended to cover the quality of the candidate's thought and understanding, which should include the ability to relate the objectives to a central argument involving the interpretation and evaluation of data, explanation and expression of clearly stated conclusions.	3	2
Application: this covers the candidate's ability to demonstrate linkage between research findings and relevant geographical ideas and principles.	4	2
Skills: this covers the ability to recognise geographical questions/issues involved in and to plan an investigation/enquiry; the selection and use of a range of appropriate geographical skills; the recording of data collected and their interpretation and evaluation; within the Study, the quality of written communication.	6	4

TABLE 3

Quality of written communication will be assessed through and as part of the 'Skills' Assessment Objective of the Study and Cross-Unit Tasks which are presented in writing.

In detail, the Study and the Cross-Unit Task must be assessed using the mark schemes in **Annex A.**

Candidates should be made aware that coursework must be their own work and that all quotations etc. must be acknowledged.

In cases where the nature of the task or activity is such as to involve coursework activities outside the Centre, for example, in fieldwork, it is understood that initial notes, plans, summaries, etc. will be made by candidates working either individually or in groups. In these cases, it will be necessary to ensure that the bulk of the 'writing up' of findings is carried out individually in class, under teacher supervision. As a general rule, **at least 50% of coursework must be undertaken by candidates under controlled conditions,** that is, in a classroom under direct teacher supervision.

4.5 Coursework Requirements

In an attempt to produce a ***coherent package***, this specification stipulates **two** complementary pieces of coursework.

(a) **The Study**

This should be a piece of **extended investigative writing** which is couched in terms of a hypothesis. This provides an opportunity to study in depth a particular aspect of one or more of the teaching units.

It will be worth 15% and be known as the **Study**. The assumption is that the Study involves the candidate in a geographical investigation within which the steps outlined in **Table 4** below are followed.

1
A topic for study is recognised through observation, discussion, reading or previous study. The Study is presented to candidates as an extended piece of investigative writing which is couched in terms of a hypothesis.

↓

2
The objectives of the Study are defined in specific terms. Experience has shown that it is helpful if the candidate clearly recognises that the Study involves a consideration of a number of more specific problems or questions.

↓

3
The assessment criteria are shared with candidates.

↓

4
Decisions are made concerning (a) what evidence is relevant to the Study, (b) how it can be collected.

↓

5
Evidence is collected.

↓

6
Evidence is refined and presented in the form of maps, diagrams, etc.

↓

7
Evidence is interpreted and explained.

↓

8
Conclusions are reached relating to the original objectives.

↓

9
Candidates demonstrate an evaluation of their work.

TABLE 4

(i) The teacher may give guidance with steps 1 to 5 referred to in **Table 4** above, but beyond this only advice on the techniques of recording which the candidates propose to use.

(ii) The evidence used in the Study may be drawn from both primary, including fieldwork, and secondary sources.

(iii) It will be possible for the candidates in a particular group to undertake a Study relating to a common topic.

(iv) The evidence relating to the Study may be provided by the teacher.

(v) **The time allowed for the Study must form part of the teaching time allowed for the unit, and should be approximately 8 hours teaching time.**

(vi) The mark scheme for the Study is provided in **Annex A**.

(b) **The Cross-Unit Task**

(i) The second piece of work should be based around a research assignment, a problem-solving exercise or a decision-making exercise. It should arise from the study of **more than one unit**, i.e. it should be a Cross-Unit exercise. It will be known as the **Cross-Unit Task**, and be worth 10%.

(ii) It should be a synthesising exercise aimed at using **Key Questions** or **appropriate parts of Key Questions** from the physical **and** human geography units. Some Key Questions must be taken from Units 1 **and/or** 2; the other Key Questions should be taken from Units 3 **and/or** 4.

(iii) The framework of the exercise should be **place specific**, i.e. a real-world example.

(iv) It should consume approximately **four hours teaching time**. The design of the task submitted by centres should reflect its more modest time and mark weighting.

(v) Presentation of this second piece of work could be in a variety of forms, such as an oral assignment, a tape slide presentation, a pamphlet/leaflet, a second piece of written work or any other method of assessment approved by the Examining Groups.

(vi) The mark scheme for this piece of work is given in **Annex A.** As with the mark scheme for the Study, this will ensure a common approach to the use of mark descriptors whilst giving teachers some autonomy in the choice of work set.

4.6 Monitoring of the Study and Cross-Unit Task

Coursework design will be validated by a **Consultative Moderator**, whose task will be to ensure that centres -

(a) submit two appropriate items for approval that are different but complementary and **at different geographical scales;**

(b) clearly identify the assessment objectives and appropriate weightings that relate to each piece of work;

(c) provide adequate evidence of a coherent strategy that identifies how the coursework items grow naturally out of the teaching programme;

(d) submit work that can be realistically undertaken within the time limit allowed;

(e) submit both pieces of work for validation **at the same time**, at least six working weeks before the commencement of the first item and by the end of the first year of the examination cycle.

Copies of the Consultative Moderation Forms are given in **Annex B**.
The administrative procedures to be followed are given below, **Table 5**.

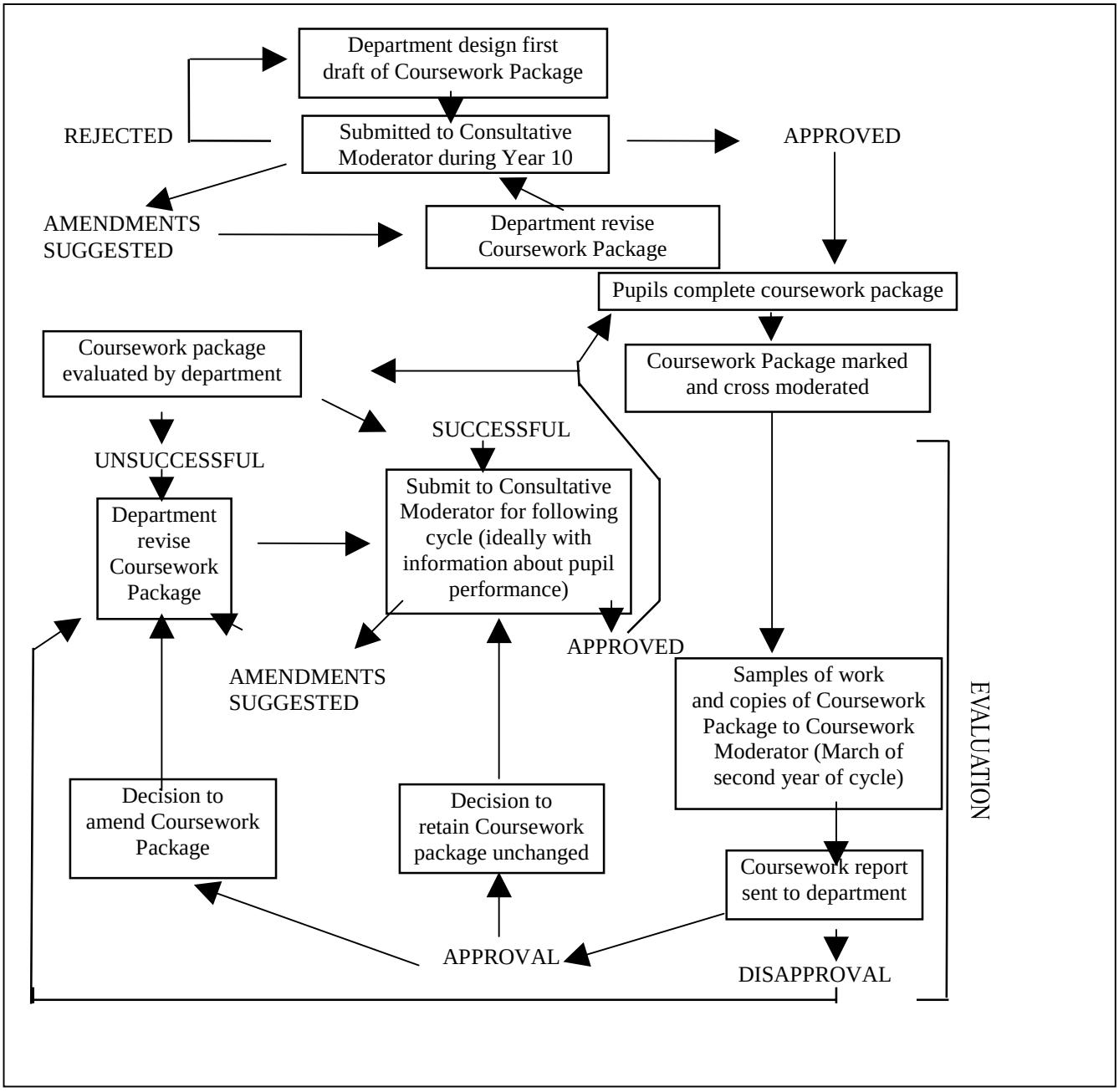

TABLE 5

4.7 Marking and Moderation of the Coursework

(See **Annex B** for copies of the appropriate Coursework Moderation Forms.)

(a) Marks relating to the coursework assessment element of the specification should be recorded on **Form A3** which is obtainable from the WJEC. This form, along with samples of the candidates' work, should be sent to the appropriate **Coursework Moderator** by the end of **March in the year in which the examination is taken**. Before this date candidates should have completed the Study and the Cross-Unit Task.

Where more than one teacher is involved in the assessment of coursework, the centre **must** ensure that internal moderation takes place.

The Coursework Moderator should receive samples of candidates' work, illustrative of the whole ability range, **together with** a summary of the guidance which has been given for the Study and work in the Cross-Unit Task.

(b) **Moderation of teacher's assessment of candidates' work**

The scheme of moderation for the monitoring and adjustment of teachers' assessment is 'moderation by inspection'. Centres must submit a representative sample of the Study and Cross-Unit Tasks from their candidates; the samples must be drawn to give maximum coverage of the mark range involved using the guidance provided by the Groups. (See **Annex B** for a copy of the booklet **Coursework Guidelines**.) Using the mark criteria, the Coursework Moderator, in consultation with the Principal Moderator, will bring internal assessments into line with agreed standards.

The Groups reserve the right to re-scale the marks awarded by individual centres if this is recommended by the Coursework Moderator. However, the rank order suggested by the centre will, normally, remain unaltered.

The Groups may request an additional sample of work if necessary.

4.8 Support for Participating Teachers

In addition to the guidance provided in the **Coursework Guidelines**, teachers involved in teaching the specification will receive support from their Consultative Moderator with respect to, for example, the preparation of assessment items and achieving a comprehensive, balanced coverage of specification content.

They will also receive evaluative feedback, through:-

(a) a written report on their candidates' coursework, prepared by the Principal Moderator;

(b) an opportunity to attend one of the full day training courses mounted in the Autumn Term, and held to review the main outcomes of the examination cycle.

In addition, a **Teacher's Handbook** on the course is available to all participating teachers together with a variety of teacher support documents. These will provide teachers with a range of information -

- a more detailed consideration of the rôle of the Consultative Moderator;
- help in the administration of oral assessment;
- exemplar coursework items - for the Study and the Cross-Unit Task;
- results of research projects undertaken by the WJEC, e.g.

  (i) helping pupils learn through case studies;
  (ii) learning to succeed;
  (iii) the development and application of pupil profiles;
  (iv) ICT in Geography.

In addition, centres using the specification are invited to the annual Avery Hill Conference where teachers debate current issues and develop their work and understanding through workshop sessions.

5 SPECIFICATION CONTENT

5.1 The specification supports the view that an investigative, issue-based approach should be adopted for much of the work undertaken in the classroom and in the field, and that this should be considered in the context of the inter-relationships between people and the environment. The specification will provide a balanced coverage of physical, environmental and human aspects of the subject and will, through a range of exemplars, highlight the linkage which exists between them.

Such studies must take place at a variety of scales - small (including the local), regional, national, international and global, in different parts of the world and in different environments (see Annex C).

The areal contexts must include -

* **the United Kingdom with, for students in Wales, a focus on Wales.**

* **the European Union.**

* **other More Economically Developed Countries (MEDC).**

* **Less Economically Developed Countries (LEDC).**

Examples of possible teaching schemes are given in **Annex C**.

5.2 The specification requires:

(a) coverage of physical, human and environmental aspects of the subject, which should be balanced and show interrelationships;

(b) study of a range of themes which, taken together, involve work at different scales (local, regional, national, international, global), in different parts of the world and in different types of environment; contexts of thematic studies must include the United Kingdom (with, for specifications developed for use in Wales, a focus on Wales), the European Union, other MEDCs, and countries in various states of development;

(c) study of a variety of places - at a range of scales in different parts of the world and in different types of environment - and consideration of their wider context, the way in which places and environments are interdependent, and global citizenship;

(d) study of how physical and human processes contribute to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence;

(e) study of the interrelationships between people and environment and the ways in which considerations of sustainable development affect the planning and management of environments and resources;

(f) study of the geographical aspects of contemporary social, economic, political and environmental issues;

(g) study of the significance and effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of environments and resources;

(h) development of locational knowledge in the context of studies of places, environments and themes at different scales;

(i) acquisition and use of geographical vocabulary;

(j) development of a range of skills used in geographical study and enquiry (including the use of ICT), namely:

- identification of geographical questions and issues and establishing appropriate sequences of investigation;
- identification and collection of evidence required - from primary sources (including fieldwork), secondary sources (including maps at a variety of scales, photographs, satellite images, statistical data) and ICT based sources - and recording and presenting it (including use of maps, graphs and diagrams);
- description, analysis and interpretation of evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task and audience;
- evaluation of the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

5.3 The specification consists of four units, as follows:

Unit 1: Climate, the Environment and People.
Unit 2: Water, Landforms and People.
Unit 3: People and Place.
Unit 4: People, Work and Development.

The four units are shown in detail on pages 22 to 37. They are presented in a way designed to help teachers plan their teaching programmes. Each unit is arranged as follows:

(a) a list of **Key Ideas**. These inform the teacher about the focus of each unit and how it is built up. **The terminal examination papers are based upon these Key Ideas;**

(b) the **Key Questions** addressed by the Key Ideas. These present an interrogative route through the unit. **Coursework must be based upon these Key Questions;**

(c) examples of **illustrative content** and possible teaching strategies. These are **suggestions** from which teachers can select in relation to their own specific needs and those of their candidates. The examples are presented at a range of scales and in a variety of contexts.

Each unit has been designed to be taught over a period of about 30 hours.

5.4 The specification gives the teacher the opportunity to select appropriate examples which illustrate the ideas in the range of areal contexts and at the variety of scales outlined above. (See **Annex C)**.

It is essential that the areas to be studied should be carefully chosen so that exemplars are not considered in isolation, but are placed in a wider, meaningful context.

By the end of the course, candidates will have been given the opportunity to synthesise the ideas and exemplars studied to provide a synoptic view of the geographical world in which they live.

Advice on ways of achieving this comprehensive, balanced coverage will be provided through the Consultative Moderator system and at feedback meetings.

5.5 Skills and techniques incorporated in the specification

In developing an understanding of the ideas outlined in the specification, the candidate will be engaged in activities which involve the application of skills, especially enquiry skills.

The specification requires the development of the following range of enquiry skills (including, where appropriate, the use of ICT):

* identification of geographical questions and issues and establishing appropriate sequences of enquiry;

* identification and collection of evidence required - from primary sources (including fieldwork) and secondary sources (including maps at a variety of scales, photographs, satellite images and statistical data) - and recording and presenting it (including the use of maps, graphs and diagrams);

* description, analysis and interpretation of evidence, drawing conclusions and communicating findings;

* evaluation of the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

In undertaking geographical work, the candidate calls upon a range of these skills. In detail, there are intellectual skills such as the understanding and interpretation of data, the analysis of statements and reports, the ability to develop judgements and formulate conclusions. There is the skill of communication whether it be by written text, diagram, oral discussion or some form of visual media. There are also skills of a social nature which can be encouraged and facilitated by group activities.

However, **maps** are an essential resource for the geographer, and candidates are expected to be able to use maps drawn from a number of sources, including those

(a) at a variety of scales, from world maps that appear in atlases and overseas maps, to detailed local plans;

(b) from the Ordnance Survey, the Meteorological Office, the media and travel companies;

(c) for a range of purposes, including land use, weather forecasting, route finding and publicity;

(d) using a range of different techniques, including topographic maps, choropleth, isopleth and symbol maps.

It is particularly important that candidates are given the opportunity during the course to use maps in practical contexts, especially those which they will come across in their daily lives.

Candidates will be expected to use and interpret a variety of maps and to be able to draw sketch maps.

In addition, the specification emphasises and provides opportunities for the acquisition and use, in a variety of contexts, of cross-curricular skills and Key Skills such as communication, the application of number and information and communication technology. These will allow candidates to harmonise, where appropriate, this specification with their work in vocational education, for example, the GNVQ.

Geography is an ideal subject in which students are able to demonstrate the use of ICT in a relevant and useful way, and it is desirable that the following ICT skills are integrated into the teaching and learning of the specification, where appropriate: (it should be noted that these skills are not necessarily discrete, and could be used within the context of one activity):

(i) communicating information: e.g. word processing the Cross-Unit Task; using a computer to draw bar graphs;

(ii) information processing: e.g. the use of a computer database or spreadsheet to analyse fieldwork results;

(iii) simulation: e.g. the use of a computer programme to simulate a situation such as the effect of population growth, or the movement of people to a city in a developing country;

(iv) remote sensing: e.g. the use of an electronic probe to measure temperature; using a live weather satellite image.

In **Table 6** below, a framework is provided which may be useful for reference in that there is a need to ensure that candidates are engaged in a range of activities in their work.

Skills	**Related techniques**
Reference skills - ability to make use of a variety of sources for obtaining information.	- data collection through fieldwork; - data collection from audio-visual materials, books, journals, reports, maps at various scales, statistical data and graphs.
Communication skills - ability to present information in a clear and appropriate way through written and oral communication.	- **transformation of data: into graphs (line, histogram, pie, star, radial, triangular, scatter);** **maps (sketch; choropleth; isopleth; topological);** - through speech and writing; - landscape sketching; - audio-visual materials.
Interpretative skills - ability to give meaning to data.	**Interpretation of data:** **- graphs (line, histogram, pie, radial, triangular, scatter, star)** **- maps -** *(a)* **OS (at scales 1:50 000, 1:25 000, 1:10 000, 1:2 500) and/or overseas maps of a similar scale;** *(b)* **simple weather and geological maps;** *(d)* **media maps e.g. those found in newspapers;** *(e)* **location maps;** *(f)* **route maps and plans e.g. road maps;** *(g)* **publicity maps e.g. those produced by an Enterprise Zone;** *(h)* **satellite images.** **The maps (b) to (g) above, might use a range of different techniques such as sketch maps, topological maps, choropleth maps, isopleth maps;** **- analysis of documentary evidence, e.g. old maps, photographs (including satellite), advertisements, questionnaires.**
ICT	**- the use of ICT to produce or enhance geographical analysis and enquiry, e.g. in coursework the use of spread sheets, word processing;** **- the analysis and evaluation of ICT generated data and materials, e.g. in Papers 3 and 4 - satellite photographs.**
Evaluative skills - ability to analyse critically and interpret evidence and to formulate conclusions.	- role play exercises/games; - **decision-making exercises**; - discussion.
Problem-solving skills - the ability to enquire, to think clearly, critically and constructively and make decisions based on evidence.	- research and investigation; **geographical enquiry - application of understanding to new situations.**

TABLE 6

The candidate's ability to use the **techniques** and **resources** shown in **bold** may be assessed in the terminal examination.

5.6 The specification content follows on pages 22 to 37.

UNIT 1:

CLIMATE, THE ENVIRONMENT AND PEOPLE

WEATHER AND CLIMATE Teaching Time: 12 hours

Key Ideas	Key Questions
1. Weather conditions can be measured, recorded and presented. These measurements can be used to identify variations in weather and distinct climatic types.	1.1 What is weather and what are its main components? 1.2 How can weather conditions be measured, recorded and presented? 1.3 How can measurements be used to identify variations in weather? 1.4 How can measurements over time be used to identify distinctive climatic types?
2. Contrasting types of pressure systems in the atmosphere lead to variations in weather and climate.	2.1 What causes contrasting types of pressure systems in different parts of the world? 2.2 How do contrasting types of pressure systems cause the weather and climate to vary in different parts of the world?
3. Weather and climate affect the activities of people. Human activity can change weather and climate.	3.1 In what ways do weather and climate affect the activities of people? 3.2 How can human activity change weather and climate?

ECOSYSTEMS Teaching Time: 12 hours

Key Ideas	Key Questions
4. Ecosystems operate at a variety of scales.	4.1 What is an ecosystem? 4.2 How are the components of ecosystems (inputs, outputs, flows, stores, cycles and processes) linked? 4.3 At what different scales do ecosystems operate?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/Regional	National/International Global
A study of local weather conditions over a period of time. Use of simple measurements within Centre grounds or data from newspaper sources. Relate local conditions to local and other influences within regional/national context e.g. influence of rain shadows. Identification of contrasting weather conditions e.g. from satellite images, METFAX data	A study of regional/UK weather conditions and changing patterns over a week leading to graphs/maps of data to identify patterns e.g. isohyets of rainfall distribution in the UK, comparing the weather in the Welsh mountains with East Anglia. Identification of contrasting climate types e.g. comparing climate graphs showing Tundra and Equatorial types.
	A study of the structure and function of low and high-pressure systems affecting the UK and the causes of the weather they bring e.g. depressions, anticyclones. To be contrasted with **one** other area of low or high-pressure influences at the international scale e.g. the Monsoon system of India/N. Australia, Hurricanes/Cyclones, the sub-tropical or polar highs.
Local studies of how the weather and climate affect human activity Studies of the influence of growing urban areas on local weather and climate.	Case studies of the ways in which contrasting weather and climate affect human activity e.g. the impact of dry and wet seasons in India on farming and tourism; temperate seasons on farming patterns, in England (arable) and Wales (hill farming); constant cold on food and living conditions in the Tundra. Studies of the causes of global warming or the development of cloud seeding to create rain and solve drought problems e.g. Mexico, China.

It is important that ecosystems are carefully chosen and identified rather than environments in this part of the unit.

A study of the structure, function and the influence of people/organisations in **one** ecosystem at the local/small-scale. This could develop to embrace Key Ideas 5-7 e.g. a woodland ecosystem a pond ecosystem a coastal ecosystem	A study of the structure, function and influence of people/organisations in **one** ecosystem at the global scale. This could develop to embrace Key Ideas 5-7 e.g. the tropical rain forest the savannah deciduous forest a delta or other wetland ecosystem

UNIT 1:

CLIMATE, THE ENVIRONMENT AND PEOPLE

ECOSYSTEMS (Continued)

Key Ideas	**Key Questions**
5. Ecosystems can be perceived as a resource for human benefit.	5.1 In what ways can ecosystems be perceived as a resource?
6. Changes occur in ecosystems as a result of natural processes and/or human activity. The consequences of such changes may go beyond the immediate ecosystem.	6.1 Why do ecosystems change? 6.2 How do changes affect their structure, process and stability? 6.3 What are the consequences of changes in the ecosystem: - for people within the ecosystem? - for people and environments beyond the ecosystem?
7. The impact of human activity on ecosystems needs careful management to achieve sustainability.	7.1 How might ecosystems be both exploited and conserved? 7.2 Can both exploitation and conservation of ecosystems be managed in a sustainable way?

AN ISSUE OF INTERNATIONAL CONCERN Teaching Time: 6 hours

Key Ideas	**Key Questions**
8. Changes in ecosystems and/or natural environments related to weather and climate may lead to international concerns regarding stewardship and sustainability.	8.1 How might the weather and climate cause changes in ecosystems and/or natural environments? 8.2 How and why might this be of international concern for stewardship and sustainability? 8.3 What alternative solutions could be applied to manage the concern in a sustainable way?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/Regional	National/International/Global
A detailed local case study could embrace Key Ideas 4-7. Various local ecosystems could provide a range from which to choose one to study in detail, preferably where there is a geographical issue causing conflict. The study could identify structure and function, and the perception of various resource possibilities (e.g. for wildlife reserves, recreation, industrial use). Changes taking place could be recognised and judgements made about exploitation and/or conservation strategies being attempted by opposing groups. Examples could be drawn from rainforest issues in LEDCs, overfishing an ocean ecosystem or pollution of a delta ecosystem, deforestation/afforestation at the national scale, acid rain and the Scandinavian coniferous forest ecosystem.	Recognition of large-scale ecosystems (biomes) as potential resource use by people and/or organisations e.g. use for sustainable living by rain forest tribes, use for leisure and tourism in MEDCs and LEDCs. A similar approach to an issue in another contrasting ecosystem could embrace Key Ideas 4-7.
Conclusions should be drawn about how careful management could achieve sustainability of ecosystems.	

	A study of how changes in international/global ecosystems or international natural environments which are not ecosystems have been caused by weather and climate, possibly with the involvement of human activity. Solutions that may resolve the international concerns in the context of sustainability should be considered. Examples of international ecosystem issues includes acid rain in Scandinavian coniferous forest ecosystems and/or lake ecosystems. Examples of international environmental issues include rising temperatures causing global warming i.e. melting polar ice environments to expose new land but causing a rise in sea levels to cover beaches and low-lying islands.

UNIT 2:

WATER, LANDFORMS AND PEOPLE

THE HYDROSPHERE Teaching Time: 15 hours

Key Ideas	Key questions
1. A number of linked systems operate in the hydrosphere.	1.1 What is meant by the hydrosphere? 1.2 Which systems operate in the hydrosphere? 1.3 How does the hydrological (water) cycle link the components operating within the hydrosphere?
2. The hydrological cycle provides our main source of fresh water. The provision of a sustainable supply of fresh water has a major impact on human activity and needs careful management.	2.1 What are the main sources of freshwater? 2.2 How does the provision of a sustainable supply of water vary in different areas of the world? 2.3 How has water management at different scales attempted to provide a sustainable supply of fresh water in different countries?
3. Variation in rainfall and water supply can cause natural and human hazards in different areas of the world.	3.1 How can an excess of rainfall and/or water surplus cause flooding? 3.2 What effect does this have on human activity? How can flooding be managed? 3.3 How can a lack of rainfall and/or water deficit cause drought and desertification? 3.4 What effect do these have on human activity? How can drought and desertification be managed?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/regional	National/International/Global
An investigation of local and/or regional aspects of the hydrosphere and the natural water cycle e.g. rainfall patterns, stores, flow and transfer links. Human impact on the hydrosphere could be considered e.g. river straightening or reservoirs. Hydrographs and rainfall run-off relationships should be covered. The investigation could include local stream/river work or coastal work involving simple measurements and catchment studies to identify processes and links with human activity.	A similar investigation of the hydrosphere in a national/international/global context: e.g. a large-scale study of a river catchment and the hydrosphere involved such as the River Severn (England and Wales), Amazon, the Mississippi, the Nile, the Rhine, the Colorado or the Ganges.
Local study of water supply and demand e.g. for domestic use, leisure use - and related issues. A study of the management policies of the regional Water Company that relate to the provision of a sustainable water supply to the local area.	A study of water supply and demand issues in the UK or a different EU/MEDC country or alternatively an LEDC. This should include recognition of areas of water surplus e.g. Wales and deficit e.g. eastern England, and water storage/transfer schemes both within and between countries. Issues of public and private ownership of water supply in relation to national management should be considered e.g. issues related to Welsh Water and Plaid Cymru.
An investigation of the impact of river processes and water surplus/deficit in the local area or region e.g. records of extreme events such as drought and floods and their causes. How such events were/could be managed at the local/regional scale for sustainability e.g. conservation schemes. Reservoirs in India or China; reservoirs in SW USA or Tennessee Valley Authority; the reservoirs in China such as the Three Gorges Dam. Studies could include small-scale projects in LEDC e.g. Water Aid projects and water supply possibilities using alternative technology. A local scale study of fluvial systems where water surplus has required flood prevention management e.g. the Thames Barrier. A study of the management issues and solutions arising from water deficit, drought and desertification e.g. the Libyan River Project, drought in Ethiopia/Sudan.	Identification of areas of surplus and deficit at the national/global scale and studies of management strategies to improve the distribution of water in areas of surplus and deficit and ensure global sustainability of freshwater. Could be large-scale schemes e.g. water transfers between France or Wales and the UK; water transfer in Sri Lanka. A study of fluvial systems where water surplus has required flood prevention management and possibly international co-operation e.g. Towyn in North Wales, the Delta Plan of the Netherlands, the delta of Bangladesh.

UNIT 2:

WATER, LANDFORMS AND PEOPLE

RIVERS AND COASTS Teaching Time: 15 hours

The Key Ideas 4, 5 and 6 should be taught through the study of RIVER and COASTAL LANDFORMS only.

Key Ideas	Key Questions
4. Within the hydrological system, processes operate which contribute to the development of distinctive landforms.	4.1 What is meant by processes of erosion, transport and deposition? 4.2 How do these processes contribute to the development of distinctive landforms? 4.3 What landforms are produced?
5. There is an interaction between natural processes, landforms and human activity.	5.1 In what ways do natural processes and landforms produced affect human activity? 5.2 In what ways does human activity affect natural processes and landforms?
6. The impact of human activity on processes and landforms can cause conflict. This requires careful management and stewardship for landform sustainability.	6.1 What conflicts arise from the management of processes and landforms? 6.2 How and why do these conflicts arise? 6.3 How can conflicting interests be managed to minimise negative effects and maximise the positive effects of human activity on processes and landforms?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/regional	National/International/Global
A study of the local/regional river and coast to identify and distinguish between processes of weathering, erosion, transport and deposition. A study of significant local/regional distinctive landforms and their formation by the above processes.	Case studies emphasise the part played by the processes in the formation of at least one nationally or internationally known distinctive landform of erosion and one of deposition from rivers **and** coasts in any country or countries. e.g. the Grand Canyon gorge (river erosion) the Rhine floodplain (river deposition) Chesil Beach (coastal deposition) South Stack, Anglesey (coastal erosion)
Local studies of the impact of river and coastal landforms on the activities of people and the impact of people on the processes and landforms studied. These studies should give rise to considerations of landform sustainability.	The impact of well-known distinctive river and coastal landforms on the activities of people and the impact of people on these landforms, especially where they are of great scenic beauty, causing problems for managing the landforms for sustainability e.g. pressure on beaches from tourism in Spain; visitor pressure on the valley/footpaths in the Grand Canyon; cliff erosion and its impact on people in Barton on Sea.
Management issues arising from local/regional river and coastal landforms being put under pressure e.g. erosion of valley sides by too many visitors to local river beauty spot; removing gravel from beaches for garden/ landscape use.	Management issues and strategies to resolve conflicts where national/internationally known distinctive river and coastal landforms need sustainable solutions e.g. restricting visitors to the Grand Canyon valley, coastal defences in one area causing loss of beaches/tourists in another in N.E. England; building hotels into coastal cliffs in Spain; loss of Nile delta due to silt retained in Aswan Dam; building on the meander of the River Usk.

UNIT 3:

PEOPLE AND PLACE

INEQUALITIES IN URBAN AREAS Teaching Time: 8 hours

Key Ideas	Key Questions
1. Quality of life and standard of living are relative concepts.	1.1 How is quality of life different from standard of living? 1.2 How and why does the quality of life and standard of living vary between different groups of people in different areas of the world? 1.3 How are these differences related to variations in the urban environment? 1.4 How are these differences related to inequalities in social and economic structures?
2. Within contrasting urban areas there are inequalities in housing and access to housing. This leads to distinctive housing zones with distinctive groups of people living in them.	2.1 How and why are different types of housing provided and allocated? 2.2 What factors determine access to housing? 2.3 How and why do these opportunities and constraints lead to recognisable patterns of socio-economic groups in urban areas?
3. Within contrasting urban areas there are inequalities in service provision and access to services.	3.1 What is meant by access to services? 3.2 How are different services distributed in an urban area? 3.3 How and why does access to services vary between different groups of people?

CHANGING THE URBAN ENVIRONMENT Teaching time: 8 hours

Key Ideas	Key Questions
4. Changes in housing and service provision affect the pattern of inequality in urban areas.	4.1 What changes are taking place in housing and service provision? Why? 4.2 How and why might these changes benefit or disadvantage groups of people? 4.3 How might a sustainable urban environment be planned?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/regional	National/International/Global
An investigation of the meaning of quality of life and standard of living to different groups of people e.g. in contrasting urban areas using census data.	A similar investigation comparing quality of life and standard of living in contrasting urban areas of the UK/EU with MEDC/LEDC towns and cities.
An investigation into: (i) the history and growth of housing zones in the local town or city identifying different housing types. (ii) the mechanisms that influence house prices and the roles of building societies, housing agencies etc. in allocating housing. (iii) the way that different groups of people (age, gender, race, socio-economic status, income groups etc.) experience different housing opportunities and constraints which affect where they live and their quality of life and standard of living.	A similar investigation into housing types, the allocation of housing and the influences on where different groups of people live in contrasting urban areas. e.g. compare two contrasting urban areas within the UK; consider housing zones in an LEDC city and compare to a EU city outside the UK or a city such as Moscow.
An investigation into the distribution and variation of service provision within the local town or city including causes. e.g. shopping services, recreation/leisure facilities, health services, schools and colleges, transport facilities, open space, golf courses. The study should consider access to the service for different groups of people living in different housing areas. Access includes such variables as distance, time, cost and safety.	A similar investigation into the distribution and variation of service provision in a contrasting urban context, including causes. e.g. service provision in an LEDC city which could cover more basic services than in an MEDC city such as distribution of access to water supply.

An investigation of a planning issue involving change to housing and/or service provision. Considering the plans, the planning process and possible conflicts. Could be local or regional e.g. an urban by-pass development such as Birmingham or Newbury. Consider use of private/public funds for: e.g. renewal, redevelopment or residential areas; e.g. improvements in the urban infrastructure such as in shopping, heath services, leisure facilities or transport such as by-passes or better bus/rail services.	A similar investigation of a planning issue (housing, shopping, transport etc.) in a city in a contrasting urban context. Studies should consider the groups involved in the decision, the funding of the plan and the process leading to a decision including any conflicts between groups e.g. improving squatter settlements in an LEDC city; improving access to clean water supply in an LEDC city.

UNIT 3:

PEOPLE AND PLACE

Key Ideas	Key Questions
5. Conflicts often occur between different groups of people when changes are planned and/or implemented in urban areas. Some groups of people have more power to bring about or resist these changes than others.	5.1 Who is involved in making planning decisions about changing housing and services in urban areas? 5.2 How and why do conflicts occur when changes are proposed/implemented in housing and service provision? 5.3 Why do some people have more power than others to influence planning decisions for housing and service provision?

URBAN-RURAL INTERACTION Teaching Time: 14 hours

Key Ideas	Key Questions
6. The population structure of urban and rural areas is dynamic and reflects physical, historical, social, economic and cultural influences.	6.1 How has the population of urban and rural areas changed over time? 6.2 Why have these changes taken place? 6.3 How might future population change be managed in a sustainable way?
7. Urbanisation and counter-urbanisation are taking place in different parts of the world for a variety of reasons.	7.1 How are urbanisation and counter-urbanisation different? 7.2 Where and why are people migrating into urban areas? 7.3 Where and why are people migrating into rural areas?
8. Migration has a significant impact on the migrants and origins and destinations.	8.1 What are the gains and losses for migrants? 8.2 What are the impacts on the areas of origin and destination? Who gains? Who loses? 8.3 How might future population changes affect urban and rural areas?
9. Increased short and long-term access to and interaction between urban and rural areas is causing conflict and issues for sustainability.	9.1 How has technology increased access to and interaction between urban and rural areas? 9.2 Why do people seek increased access to urban and rural areas? What conflicts arise? 9.3 How can urban and rural environments be managed to ensure sustainable futures?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/regional	National/International/Global
In working through the planning issue it should be made clear why it is/was being proposed and how it has/will reduce the pattern of inequality by improving access to housing and/or the service chosen for some groups of people but possibly causing other groups not to benefit.	A similar emphasis should be placed on the contrasting example.

A local investigation into changes and the causes of changes in population past, present and in the future within and between local urban and rural areas or regions. This could embrace: e.g. population change in areas of a town and urbanisation over time using census data and age-sex pyramids. e.g. the loss of population from a rural area or region such as the Welsh or Scottish Highlands.	A study of national/global population trends and the causes of changes including issues for the future relating to sustainable population growth and where people live.
A study of urbanisation and counter-urbanisation and their causes in a local town or city and a local village using census data plus planned increases in housing in rural or urban areas.	Studies of a variety of reasons why people are moving at national and international scales. Movement could be urban-rural, or rural-urban. Push/pull factors could be voluntary or involuntary e.g. government influence with new towns; use of greenfield or brownfield sites; refugees from war zones; drought causing migration out of rural areas.
The impact of migrants into or out of a local town or village or regional changes e.g. loss of demand for services in inner city due to population loss. e.g. loss of cheap housing in MEDC villages due to demand from migrants looking for "the good life".	A study of the impact of migrants into or out of a contrasting UK/EU city or into or out of another country e.g. Chinese into Hong Kong, Mexicans into the USA, refugees into south east England, Somalies into Cardiff.
The role of improved technology in increasing access and interaction between local/regional urban and rural areas. A study of local conflicts related to the role of technology in increasing urban-rural interaction and how management is trying to balance improvements and sustainability e.g. increased transport links such as roads, bridges, tunnels against pollution and loss of countryside e.g. ICT access for information/advertising increasing awareness of urban/rural attractions e.g. interaction on a temporary or permanent basis.	The role of improved technology at the national or international scale where urban-rural interaction has changed and conflicts have arisen that need a sustainable management solution: e.g. the Channel Tunnel and the EU; increased access on motorways into rural areas of scenic beauty within the UK such as the Snowdonia or Peak District National Parks; increased air travel into urban and rural areas of LEDC countries.

UNIT 4:

PEOPLE, WORK AND DEVELOPMENT

EMPLOYMENT STRUCTURES AND PATTERNS: Teaching Time 6 hours

Key Ideas	Key Questions
1. Employment structures vary in time and space.	1.1 In what different ways do we measure, record and present information about employment? 1.2 How and why do patterns of employment structure vary in contrasting regions and countries? 1.3 How and why do these patterns change over time?
2. Variations in employment structures and opportunities affect people.	2.1 How do differences in employment opportunities affect different groups of people?
3. Employment structures and patterns may change in future.	3.1 How might changing technology affect employment patterns? 3.2 In what other ways can future employment opportunities for different groups of people be affected?

DEVELOPMENT, TRADE AND AID: Teaching Time 10 hours

Key Ideas	Key Questions
4. Economic and social well-being can be measured using a variety of indicators.	4.1 How are levels of economic and social well-being measured? 4.2 What are the advantages and disadvantages of using economic and social indicators?
5. Development means more than economic development.	5.1 What is meant by "development"? 5.2 How and why are countries at different stages of development identified? 5.3 What are the advantages and disadvantages of dividing countries into Less and More Economically Developed Countries?
6. International trade and aid have contributed to contrasting stages of economic development.	6.1 How does international trade and aid operate? 6.2 How effective is the current international trade and aid system in narrowing the gap between LEDCs and MEDCs? 6.3 How might different trade and aid systems create a more equitable global economic system?

Examples of illustrative content and possible teaching strategies at a variety of scales

Small/regional	National/International/Global
An investigation into past and present employment structures and unemployment in a local region. Data and graph/map work could identify patterns related to economic structure (primary, secondary, tertiary), age, gender, race, types of enterprise, and full or part-time work.	A comparative study of employment structures of EU countries and LEDCs. The studies could consider the changing patterns of employment and the causes of the patterns including historical factors such as colonialism, the influence of the EU.
A comparative study of the local employment structure to be contrasted with others in the UK Standard Regions and issues about current/ changing job opportunities for different groups of people e.g. closure of local secondary industry; opening of out-of-town tertiary activity.	A comparison of global patterns of employment structures and recognition of different employment opportunities at the global scale. e.g. core/periphery regions of the EU; comparing employment structures and changing opportunities in countries at different stages of economic development.
Continue the local study to investigate the role of technology in changing the nature and location of employment e.g. ranging from better roads giving greater access in the region to local internet groups, home-working. Issues of technology causing unemployment locally could be raised.	An investigation into increasing technology and changed employment opportunities at the national/international scale. e.g. National Grid for Learning in the UK, internet links into LEDC cities, large-scale capital-intensive projects such as major dams, small-scale labour-intensive projects using alternative technology, the heritage industry following the decline in coal and steel in south and north east Wales.

The use of local economic/social data to identify where economic wealth or poverty may exist. How this relates to well-being e.g. socio-economic measures in urban zones, car ownership, unemployment statistics, income groups. Issues emerging from the patterns could relate to gender, race, age, disability, literacy. Compare to UK average.	A similar investigation of the UK/EU and an LEDC, using similar statistics to identify and compare economic and social well-being. The limitations of quantitative data as against qualitative judgements could be raised.
A study of the local area to judge whether areas can be recognised as being economically, socially and culturally developed or deprived.	Recognition of different types of development e.g. economic, social and cultural and that a country's status changes through time. How development indicators are used to categorise countries e.g. income per head, GDP and GNP, infant mortality rate, life expectancy, population structure. Recognition of varied terminology for countries at different stages of development, and strengths and limitations of using the Brandt line in the 21st century to identify LEDCs and MEDCs.
A local survey of examples of international trade e.g. food/products in the home and their country of origin. A local survey of the various aid campaigns through newspaper adverts, local activities related to MEDC helping LEDC.	At the national/international scale a study of: (i) the traditional trade patterns and how trade blocs have arisen e.g. the EU; (ii) the use of e.g. tariffs/quotas to protect economies e.g. EU/Caribbean bananas; (iii) the reduction in colonialism and impacts on independent countries e.g. Sierra Leone/UK; (iv) the changing nature of aid comparing large-scale capital-intensive schemes with small-scale alternative technologies to aid development; (v) alternative ways of providing aid to reduce the inequitable global system e.g. Fairtrade goods.

UNIT 4:

PEOPLE, WORK AND DEVELOPMENT

ECONOMIC ACTIVITY: Teaching Time: 8 hours

Key Ideas	Key Questions
7. The location of different economic activities is influenced by a range of factors.	7.1 Who makes decisions about the present and future location of economic activities? 7.2 What factors influence decisions about where to locate different economic activities? 7.3 How and why have the locations of different activities changed?
8. National and multi-national companies have an increasing influence on employment opportunities and economic development.	8.1 How is a "national" company different to a "multi-national" company? 8.2 How do these companies affect employment opportunities and economic development? 8.3 How do these companies cause positive and negative multiplier effects in regions and/or other countries?

ECONOMIC ACTIVITY AND THE ENVIRONMENT: Teaching time 6 hours

Key Ideas	Key Questions
9. Economic activity can seriously damage the physical environment.	9.1 How do different economic activities damage the physical environment? 9.2 What conflicts develop between damage to the physical environment and the creation of wealth and job opportunities? 9.3 How could these conflicts be managed to conserve a sustainable environment?

Examples of illustrative content and possible teaching strategies at a variety of scales

Teachers are advised that appropriate case studies related to location, changing location and employment opportunities should be chosen from economic activity within the last 50 years and preferably more recent.

Small/regional	National/International/Global
A study of a local economic activity to include the location and the reasons for the location plus other factors that may cause the activity to close, move or expand. Examples could include a farm, a mine or quarry, a factory or a leisure centre. How the activity links to the regional/national economy and infrastructure should be covered..	A study of an industry at the national/international scale and how its location has changed over time e.g. the closure/changes in the location of coal mining in the UK in the last 50 years; the global oil industry; the changing location of the car industry; the influence of the EU on UK farming e.g. arable in England, hill sheep farming in Wales.
A study of national and multi-national influences in the home, local area or region. This could include examples from all employment sectors e.g. the water/electricity industries. e.g. BP (primary), Sony (secondary), CGNU (tertiary).	A study of the growth of one major international player from its origins to its global presence. The study should identify the role of multi-nationals in changing economic activities and employment in MEDCs and LEDCs. Positive and negative multiplier effects should be covered. Examples could be from primary (agribusiness) secondary (manufacturing electronic goods) or tertiary sectors (tourism).

A case study of the effect of a primary, secondary or tertiary activity on the environment; the conflicts created and management strategies that are working towards environmental sustainability e.g. mining in a local beauty area; building a new reservoir in a region; increased visitors to a local country park; the use of brownfield sites for urban change.	A study at the national/international scale where economic activity is/has damaged the environment leading to management issues about sustainability e.g. acid rain from the UK to Scandinavia; increased carbon emissions causing global warming; deforestation for logging in Amazonia; overfishing in the North Sea; legacy of coal mining in South Wales.

6 KEY SKILLS

6.1 Key skills are integral to the study of geography, and these can be delivered in the context of the subject as indicated in this specification. In general, candidates will be assessed on their ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. More specifically, the specification will offer opportunities which may allow candidates to generate evidence for assessing Key Skills. Those parts of the specification where such opportunities for Communication, Application of Number and Information Technology do occur are indicated in the 'Overview Grid' on page 40. In addition, candidates will have the opportunity to develop the wider Key Skills of Working with Others, Improving Own Learning and Performance, and Problem Solving at appropriate points throughout the specification.

By its very nature, geography is a subject which requires candidates to (a) communicate by means of continuous written responses, often using (b) information technology, and (c) applying number skills. Accordingly, opportunities will arise for the delivery of the following Key Skills and, in certain contexts, to their assessment in class, or in the build up of a portfolio, at Levels 1 and 2.

Opportunities include: class discussions and presentations, the use of graphs and diagrams along with written descriptions to present and explain topics, data collection both through practical or field work and through secondary sources such as the internet and computerised information and retrieval systems.

Communication

Candidates will be required to develop their competences in the following:

- taking part in and contributing to discussion;
- reading, obtaining and summarising information;
- writing different types of document.

Application of Number

The specification will provide opportunities for candidates to:

- interpret information from different sources;
- carry out calculations;
- interpret results and present findings.

Information Technology

- Candidates will be given the opportunity to use their ICT skills for practical purposes, especially in the production of their coursework. These opportunities will apply particularly to the generation of information together with its processing and presentation.

The 'wider' Key Skills of problem solving and working with others may be addressed, more particularly, through practical work; the amassing of evidence for a group discussion, for instance on ethics, could also involve group working. Improving own learning and

performance permeates all subject areas and assessment objectives, although it may be related to the acquiring of specific skills, as in competence in ICT or fieldwork procedures and equipment, or through the understanding of particularly complex areas of subject matter.

Problem Solving

This specification will provide opportunities for candidates to produce evidence to demonstrate their skills of problem solving in some or all of the following areas:

- exploring a problem, coming up with options for solving it and justifying the option selected for taking it forward;
- planning and implementing ways for solving the problem, reviewing progress and revising approaches as necessary;
- applying agreed methods to check if the problem has been solved, describing the results and reviewing approaches to problem solving.

Working with Others

The specification will provide opportunities to allow candidates to:-

- plan work with others, agreeing objectives, responsibilities and working arrangements;
- seek to establish and maintain co-operative working relationships over an extended period of time;
- review work with others and agree ways of improving collaborative work in the future.

Improving own Learning and Performance

This specification will provide opportunities for candidates to generate evidence to demonstrate how candidates have improved their Own Learning and Performance.

Some suggestions about the ways evidence of achievement in Key Skills may be generated and delivered by this specification are detailed in **Annex D**. The WJEC intends to publish fuller examples of good teaching and learning practice in due course.

Coverage of Key Skills across the specification is given in **Table 7** below.

OVERVIEW GRID

(✓ = opportunity for Key Skill provided: otherwise grid left blank)

	Content				Coursework/Written Papers			
Key Skills Level 2	Unit 1	Unit 2	Unit 3	Unit 4	Study	Cross-Unit Task	P1/P2	P3/P4
C2.1a Contribute to a Discussion	✓	✓	✓	✓				
C2.1b Give a Short Talk	✓	✓	✓	✓		*		
C2.2 Read/Summarise Information	✓	✓	✓	✓	✓	✓	✓	✓
C2.3 Write Different Types of Document	✓	✓	✓	✓	✓	✓	✓	✓
N2.1 Interpret Information	✓	✓	✓	✓	✓	✓	✓	✓
N2.2 Carry out Calculations	✓	✓	✓	✓	✓	✓	✓	✓
N2.3 Interpret Results of Calculations	✓	✓	✓	✓	✓	✓	✓	✓
IT2.1 Search for/Select Information	✓	✓	✓	✓	✓	✓	✓	✓
IT2.2 Explore/Develop Information	✓	✓	✓	✓	✓	✓	✓	✓
IT2.3 Present Combined Information	✓	✓	✓	✓	✓	✓		
WO2.1 Plan Activities	✓	✓	✓	✓	✓	✓		
WO2.2 Work Towards Objectives	✓	✓	✓	✓	✓	✓		
WO2.3 Exchange Information on Progress	✓	✓	✓	✓	✓	✓		
LP2.1 Set Targets	✓	✓	✓	✓	✓	✓		
LP2.2 Use Plans	✓	✓	✓	✓	✓	✓		
LP2.3 Review Progress	✓	✓	✓	✓	✓	✓		
PS2.1 Identify problems and options	✓	✓	✓	✓	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓	✓	✓	✓	✓
PS2.3 Check and describe results	✓	✓	✓	✓	✓	✓	✓	✓

* If Oral Task

TABLE 7

7 GRADE DESCRIPTIONS

7.1 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 specification content; 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 examination may be balanced by better performances in others.

7.2 Grade F

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

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

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

7.3 Grade C

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

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

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

7.4 Grade A

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

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

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

ANNEX A

COURSEWORK MARK SCHEMES

THE STUDY

Level	Mark	Descriptor
		Knowledge
2	3-4	The candidate is able to recall a wide range of specific detail related to the hypothesis investigated.
1	1-2	The candidate is able to recall a limited range of basic facts related to the hypothesis investigated.
		Understanding
3	5-6	The candidate uses processed data to clearly explore the hypothesis and draw detailed conclusions that are fully consistent with the evidence.
2	3-4	The candidate is able to analyse the processed data and to draw valid conclusions related to the hypothesis.
1	1-2	The candidate produces a mainly descriptive account in which conclusions are either missing or rarely attempted.
		Application
3	7-8	The candidate is able to demonstrate a competent linkage between the findings of the research and relevant geographical ideas and principles.
2	4-6	The candidate is able, with some success, to relate the findings of the research to specific geographical ideas.
1	1-3	The candidate is able to apply some basic geographical knowledge to the investigation of the hypothesis.
		Skills
4	10-12	The candidate collects fully detailed and entirely relevant data from a variety of primary, secondary and ICT sources. This, and other data, is processed using a wide range of entirely appropriate techniques. Planning is excellent with immaculate linkage of text and wholly appropriate illustrations. An evaluation of the candidate's own performance is demonstrated. The information is appropriate to the task, audience and length. They use a suitable, logical and well-linked structure. The text is legible, meaningful and candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision.
3	7-9	The candidate competently collects data from a variety of primary, secondary and ICT sources relevant to an investigation of the hypothesis and this and other data, is processed using a range of appropriate techniques. The Study is quite well planned with effective linkage of text and illustrations. This information is largely appropriate to task and length. The written style is appropriate to the audience. The text is meaningful and candidates spell, punctuate and use the rules of grammar with considerable accuracy. They use a wide range of specialised geographical terms with precision.

2	4-6	The candidate collects some data from a variety of primary, secondary and ICT sources relevant to the hypothesis and presents it, and other information, using appropriate techniques. Illustrations are inserted at appropriate points in the text. Relevant information is presented with regard for the task and its length. They adapt their written style to the audience and use a suitable structure. The text is legible and candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a range of specialist terms.
1	1-3	The candidate is able to select some evidence from primary, secondary and ICT sources from information provided and there is evidence of limited linkage to text. Information is presented and outcomes by brief statements with little logical progression or linkage in the investigation. There is little regard for the audience. Candidates spell, punctuate and use the rules of grammar with some accuracy and incorporate as limited range of specialist terms.
Total	**30**	

Note: Quality of written communication will be assessed through the Study under 'skills'. 4 marks out of 30 will be allocated.

THE CROSS-UNIT TASK

The following mark schemes are for use with the Cross-Unit Task: the first is to be used with Tasks which involve oral work, and the second for Tasks which are presented in writing.

For a Cross-Unit Task, using an oral:

Level	Mark	Descriptor
		Knowledge
2	3-4	The candidate is able to recall detailed and specific information about the place and issue investigated.
1	1-2	The candidate is able to recall some basic information about the place and issue investigated.
		Understanding
2	3-4	The candidate demonstrates a detailed understanding of the complexity of the issue investigated.
1	1-2	The candidate demonstrates a basic understanding of the nature of the issue investigated.
		Application
2	3-4	The candidate is able to apply a clear knowledge and understanding of the attitudes of different people, including themselves, to explain why they react in different ways to the issue.
1	1-2	The candidate is able to apply some basic knowledge of the attitudes of different people to show that they react in different ways to the issue.
		Skills
3	7-8	The candidate uses the selected and processed material to illustrate and communicate competently the full nature of the issue being investigated.
2	4-6	The candidate selects, processes and communicates in a variety of material that is entirely relevant to the issue.
1	1-3	The candidate selects, presents and communicates some material that is relevant to the issue.
Total	**20**	

THE CROSS-UNIT TASK

For a Cross-Unit Task, which is presented in writing:

Level	Mark	Descriptor
		Knowledge
2	3-4	The candidate is able to recall detailed and specific information about the place and issue investigated.
1	1-2	The candidate is able to recall some basic information about the place and issue investigated.
		Understanding
2	3-4	The candidate demonstrates a detailed understanding of the complexity of the issue investigated.
1	1-2	The candidate demonstrates a basic understanding of the nature of the issue investigated.
		Application
2	3-4	The candidate is able to apply a clear knowledge and understanding of the attitudes of different people, including themselves, to explain why they react in different ways to the issue.
1	1-2	The candidate is able to apply some basic knowledge of the attitudes of different people to show that they react in different ways to the issue.
		Skills
3	7-8	The candidate uses the selected and processed material to illustrate and communicate competently the full nature of the issue being investigated. Candidates present relevant information appropriate to the task, audience and length. They use a suitable, logical and well-linked structure. The text is legible, meaningful and candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision.
2	4-6	The candidate selects, processes and communicates in a variety of material that is entirely relevant to the issue. Candidates present relevant information with regard for the task and the length. They adapt their written style to the audience and use a suitable structure. The text is legible and candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a range of specialist terms.
1	1-3	The candidate selects, presents and communicates some material that is relevant to the issue. Candidates present information and outcomes by brief statements with little logical progression or linkage in the investigation. There is little regard for the audience. Candidates spell, punctuate and use the rules of grammar with some accuracy and incorporate a limited range of specialist terms.
Total	**20**	

Note: Quality of written communication will be assessed through this Cross-Unit Task under 'Skills'. 3 marks out of 20 will be allocated.

ANNEX B

CONSULTATIVE MODERATION

GENERAL CERTIFICATE OF SECONDARY EDUCATION
GEOGRAPHY

SPECIFICATION B : AVERY HILL

INFORMATION REQUIRED BY THE CONSULTATIVE MODERATOR

1. GENERAL NOTES

1.1 The Consultative Moderator attempts to ensure that centres - (a) submit two appropriate items for approval that are **different** but **complementary** and **at different geographical scales;** (b) clearly identify the assessment objectives and appropriate weightings that relate to each piece of work; (c) provide adequate evidence of a coherent strategy that identifies how the coursework items grow naturally out of the teaching programme; (d) submit work that can be realistically undertaken within the time limit allowed; (e) submit both pieces of work for validation **at the same time**, at least six working weeks before the commencement of the first item and by the end of the first year of the examination cycle.

1.2 The name and address of your Consultative Moderator is provided on the enclosed sheet.

1.3 Teachers should ensure that the procedures outlined below are followed. If there are any queries, do not hesitate to contact **Andrew Williams** at the **WJEC**, telephone number: **029 2026 5141**.

2. PROCEDURES

2.1 The following Forms should be completed and submitted to your Consultative Moderator by the appropriate date:

(a)	**Areal Coverage Form:**	(See **3.1** below.)
(b)	**Coursework Matrix Form:**	(See **3.2** below.)
(c)	**Form A1:**	Moderation of the Study. (See **3.3** below.)
(d)	**Form A2:**	Moderation of the Cross-Unit Task (See **3.4** below.)

2.2 **No Study or Cross-Unit Task may be administered as an assessment item until approval has been obtained from your Consultative Moderator.**

2.3 Both coursework proposals must be submitted at the same time to the Consultative Moderator, at least six working weeks before the commencement of the first item and by the end of the first year of the examination cycle.

3. NOTES ON COMPLETING THE VARIOUS FORMS

The notes of guidance which follow should be read in conjunction with the appropriate parts of the Specification.

3.1 Areal Coverage Form

The specification gives the teacher the opportunity to select examples which illustrate the **ideas** in a **range of areal contexts** (the local area, the United Kingdom, the EU, other more economically developed countries, less economically developed countries, global studies) and at a **variety of scales** (small, regional, national, international, global). **It is essential that the areas to be studied should be carefully chosen so that exemplars are not studied in isolation, but are placed in a wider context.** By the end of the course, candidates should be able to synthesise the ideas and exemplars studied to provide a synoptic view of the geographical world in which individual characteristics and interrelationships are understood and valued.

Teachers do not have to complete and submit to the Moderator an Areal Coverage Form. Nevertheless, they may find it useful to continue to do so, for their own use, at least in the first few cycles of the new specification. The Consultative Moderator will be happy to comment upon the programme outlined in a Coverage Form, copies of which are enclosed.

An example of a completed Form, relating to Unit 1 of the specification, appears below.

Key Ideas	Small, including local	UK	EU	MEDC	LEDC	Global
1	Local weather events (S)	UK weather patterns/ climate (N)			Equatorial climate e.g. Amazon, Brazil (R)	Simple over-view of global climate type (G)
2	Weather related to flood event - depression e.g. floods in East Midlands (S/R)	UK weather - depressions and anticyclonic Summer 1996 (N)	West coast maritime climate (I)	Hurricanes e.g. Florida, USA (R)	Cyclones e.g. Bangladesh (N/R)	
3	Local city (S) climate	Impacts of global warming (N)			Impacts of global warming e.g. Bangladesh (N/R)	Global warming overview (G)
4	Local (S) woodland	The National Forest (R)			Tropical Rainforests e.g. Amazon, Brazil (R)	
5		The National Forest (R)			Tropical Rainforests e.g. Amazon, Brazil (R)	
6		The National Forest (R)			Tropical Rainforests e.g. Amazon, Brazil (R)	
7		The National Forest (R)			Tropical Rainforests e.g. Amazon, Brazil (R)	
8						Global warming (G)
9						

Key to illustrate the scale of areal coverages: S (small); R (regional); N (national); I (international); G (global).

Note that the **six** areal contexts on the Form need not necessarily be covered in **each** of the four units in the specification, but must be represented in the **overall programme of study.**

Notes and examples of completed Forms are provided in Part **H** of the 'Teachers' Guide'.

3.2 Coursework Matrix Form

(a) This will allow your Consultative Moderator to gain an overview of the total coursework package from your Centre. **Accordingly, this Form must be completed to show the two components and be submitted with the coursework proposals.** In particular, it will allow her/him to ensure the following:

(i) that the Study is an appropriate vehicle for assessing candidate performance on a specific unit or over a number of units, and that the required assessment objectives are achievable (see page 9 of the specification);

(ii) that the Cross-Unit Task contributes to the overall balance of both assessment and reporting systems;

(iii) that together, both coursework components provide a balanced coursework package.

(b) **A Coursework Matrix Form, showing both components must be completed for each submission or re-submission of the two components.**

(c) Before submitting their coursework designs, teachers should consider their submissions in relation to the following 'check list':

* Can the candidates complete the Study and the Cross-Unit Task in the time allocated in the specification? (i.e. 8 hours for the Study and 4 hours for the Task.)
* Is the work clearly focused and complete?
* Can differentiation be achieved?
* Does the work extend the more able?
* Is the work over-structured?
* Is 'Fitness for Purpose' achieved?
* Does the Task adopt a Cross-Unit approach?
* If the candidates are given a choice, is all the work comparable?
* Is the work over-directed? What are the mark expectations for A, C and F grades?
* Is the coursework package balanced?
* Are the stated Assessment Objectives being tested?
* Are too many hypotheses being tested? - If there is only one, is it too obvious, and therefore not challenging?
* Are the Study and/or the Task re-submitted/amended items?
* Is **at least** the study related to fieldwork and does it allow for the collection of primary data?

At the end of these checks, teachers should ensure that, in total, their coursework reflects the levels of demand indicated in the specification.

3.3 Form A1 - Moderation of the Study

(a) Teachers should state whether the Study relates to more than one unit, and also the Ideas and Questions to which it relates.

(b) Teachers should ensure that Study designs are **not used for more than three cycles before being revised.**

(c) **The completed Form A1 should be sent to the Consultative Moderator, together with Form A2, at least six working weeks preceding the study of the relevant unit.**

3.4 Form A2 - Moderation of the Cross-Unit Task

(a) Under the sub-heading ***Units to which the Task relates,*** teachers should state the Ideas and Questions to which it relates.

(b) Teachers should ensure that each Task design is **not used for more than three cycles before being re-designed or amended.** Nevertheless, the details of each coursework component, whether re-designed or not, must be submitted each year.

(c) **The completed Form A2 should be sent to the Consultative Moderator at the same time as Form A1 relating to the Study**

4. CHANGING THE STUDY AND THE CROSS-UNIT TASK

Paragraphs **3.3** and **3.4** above, highlight the fact that a Study and Cross-Unit Task should not be used for more than three cycles. It is appreciated that teachers devote a great deal of time to the development of these assessment components, and in order to assist them, the following suggestions are made:

* changes should be treated as part of a 'rolling programme', that is, revising/changing one component a year. With this new specification each Study and Cross-Unit Task can be used for up to three years.
* feeding an 'old' component into a Centre's assessment bank which may be drawn upon in future years.
* an item may be considered to have 'changed' if:-

  (i) it has gone through an evolutionary process and has been amended or improved;
  (ii) the context or vehicle of delivery has changed, e.g. content remains the same but assessment changes from, for example, an extended essay to a practical exercise or an oral.

5. ORAL ASSESSMENT

Teachers should note that where their Cross-Unit Task is an 'oral', the Consultative Moderator and the WJEC must be informed of the date of the oral test AND cassette recordings made of a sample of the candidates. Some of this sample should also constitute part of the sample submitted to the Coursework Moderator in March.

CONSULTATIVE MODERATION FORMS

FORM A1

WELSH JOINT EDUCATION COMMITTEE **OCR**

MODERATION OF THE STUDY

SECTION A

TO BE COMPLETED FOR THE SUBMISSION OF A STUDY

Examination Cycle 20.... - 20....

1. **Title and/or question(s) or assertion(s):**

……

……

2. **Unit or Units to which the Study relates:**

……

……

3. **Key Ideas and Key Questions being assessed:**

……

……

4. **Data requirements for Study:**

……

……

5. **Data Sources:**

……

……

6. **Possible methods of recording/refining data:**

……

……

7. **Other relevant information:**

……

……

SECTION B

TO BE COMPLETED ONLY FOR THE RE-SUBMISSION OF A STUDY

8. **Examination cycle in which this Study was previously used:**

……

9. **Explain how you feel the Study 'performed':**

This completed form should be sent to the Consultative Moderator at least six working weeks preceding the study of the relevant Unit(s).

Signed: ……

School: ……

National Centre Number: ……

Address: ……

……

Telephone No.: ……

E-mail Address: ……

FORM A2

WELSH JOINT EDUCATION COMMITTEE **OCR**

MODERATION OF A CROSS-UNIT TASK

SECTION A

TO BE COMPLETED FOR A CROSS-UNIT TASK SUBMISSION

Examination Cycle 20.... - 20..

Type of Cross-Unit Task: (See page 14 of the Specification)
.....

Cross-Unit Task Title:

.....

Units to which the Task relates:

Units: .....

Key Ideas and Key Questions to which the Cross-Unit Task relates:

.....

.....

.....

.....

.....

.....

.....

Assessment Objectives being tested:

.....

.....

.....

.....

Please include: Candidate instructions.
Candidate resources (or, where not practical, information about resources).

SECTION B

TO BE COMPLETED ONLY FOR RE-SUBMISSIONS OF A CROSS-UNIT TASK

Examination cycle in which this Cross-Unit Task was previously used:

.....

Explain how you feel this Cross-Unit Task performed:

This completed Form should be sent to the Consultative Moderator six working weeks preceding the study of the relevant units, and at the same time as the submission of that relating to the Study.

Signed: ……

School: ……

National Centre Number: ……

Address: ……..…….

…….

Telephone No.: ……

E-mail Address: ……

WELSH JOINT EDUCATION COMMITTEE **OCR**

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY AVERY HILL

AREAL COVERAGE FORM

Note: **This form is optional. However, you are advised to complete one of these forms for each unit studied, and return to your Consultative Moderator as soon as possible before teaching the unit(s). Your Moderator will then be able to advise you on your teaching programme.**

UNIT .....

AREA / KEY IDEAS	SMALL INCLUDING LOCAL	UK	EU	Other MEDC	LEDC	GLOBAL
1						
2						
3						
4						
5						
6						
7						
8						
9						

Complete the form to summarise the areal coverage planned for the teaching programme. Use the following key to illustrate the scale of areal coverages: **S** (small); **R** (regional); **N** nationally; **I** (international).

Signed: …….

School: …….

National Centre Number: …….

Telephone No.: ……

E-mail Address: ……

WELSH JOINT EDUCATION COMMITTEE **OCR**

GENERAL CERTIFICATE OF SECONDARY EDUCATION **COURSEWORK MATRIX**

GEOGRAPHY: AVERY HILL

Year of Cycle: 20 - 20

Please complete the matrix fully; i.e. both components on each submission or re-submission

Coursework Component		Teacher Comments	Consultative Moderator Comments	Coursework Moderator Comments
THE STUDY Number of years used: _____	Title			
	Unit(s) to which it relates			
	Brief Description			
CROSS-UNIT TASK Number of years used: _____	Title			
	Unit(s) to which it relates			
	Brief description			

School:_____ National Centre No:. _____Date: _____

PLEASE SEND **ALL** COPIES OF THIS MATRIX TO YOUR CONSULTATIVE MODERATOR

Signed by: Consultative Moderator: ..... Date: .....

Coursework Moderator: ..... Date: .....

COURSEWORK MODERATION

THE ASSESSMENT AND MODERATION OF COURSEWORK
The Study and Cross-Unit Task

1. GENERAL

1.1 Teachers are asked to pay particular attention to the following aspects of coursework assessment:

- these **regulations/guidelines** should be read in conjunction with the specification;
- the assessment of oral work (page 60);
- quality of written communication (page 43, 44 and 46);
- the annotation of candidates' work (pages 60 and 61);
- completion of the Computerised Mark Sheet (pages 63 and 64);
- procedures to be followed in the case of candidates absent from part of the coursework, and candidates re-sitting (pages 65 and 66).

1.2 The actions to be taken by teachers in the assessment of the coursework are shown in the checklist on **page 58**.

Examination Requirement		Action to be taken by the teacher	By when
1.	Assessing the Centre-based work.	Work to be marked in accordance with the criteria laid down in the specification and associated documents.	
2.	Documentation of marks etc.	1. Record marks of **all** candidates in a personal mark book, file, etc. Work **must** be appropriately annotated. 2. Enter the marks (out of 50) of candidates whose work is to be moderated in **rank order** on the Form A3. **Keep a record of the marks out of 50 of all candidates for insertion on the Computerised Mark Sheets in May of the year of the examination.** 3. Complete **one** Form A4 and **one** Form A5; i.e. **one** for **each** piece of work from **each** candidate in the **sample only.** 4. Complete the 'Notification of Posting' Form.	Work to be posted on or before **the end of March in the year of the examination.**
3.	Despatch of work to be moderated, **together with the accompanying documentation.**	Despatch under **separate** cover: 1. Form A3, the 'Notification of Posting', and **relevant information about the Study and Cross-Unit Task**. 2. The work to be moderated, i.e. **the Study AND the Cross-Unit Task**.	
4.	Despatch of teachers' marks for **all** candidates.	Completion of the **Computerised Mark Sheets** – the insertion of all candidates' marks **and** bar mark **out of 50. Please ensure the work is marked out of 50.** Despatch to WJEC.	To be sent to Centres by WJEC **in early May.** Returned to WJEC **by mid May in the year of the examination.**

2. ASSESSING THE COURSEWORK

2.1 There are four distinct but inter-connected steps in the assessment by the teacher of the coursework of candidates:

- the assessment of the Study (out of 30);
- the assessment of the Cross-Unit Task (out of 20);
- the assessment of written communication;
- the annotation of the two pieces of coursework.

The following notes are designed to help teachers in carrying out and completing each of these activities.

NOTE:

It is important that in Centres where two or more teachers are involved in the assessment of the coursework, steps must be taken to standardise the marks of candidates before they are recorded on the official forms (Form A3 and the Computer Form), so that a uniform standard of assessment is ensured within the centre. Failure to do this may mean that the Moderator will ask the centre to provide a further sample drawn from EACH OF THE teaching groups of EACH teacher involved in the assessment.

2.2 The assessment of the Study

The Study must be marked according to the agreed criteria shown in the specification, **pages 43, 44**.

Marking

The Study must be marked using ticks, comments, marks, etc. **The Coursework Moderator must be able to see how marks have been allocated. Further guidance is provided in Section 2.5.**

All notes of guidance, stimulus material, etc. must be sent to the Coursework Moderator with the Study sample.

2.3 The assessment of the Cross-Unit Task

(a) the Cross-Unit Task must be assessed with the same rigour as the Study, and with the same consideration for the demands of differentiation as the Study and the Terminal Examinations. The Cross-Unit Task must be marked using the criteria shown on **page 45 or 46 of the specification**.

(b) **Cross-Unit Task using oral assessment**

Teachers should note that where their Cross-Unit Task is an 'oral', the **Consultative Moderator** and the **WJEC** should have been informed of the date of the oral test. In the early years of the testing, the WJEC will have arranged for a Moderator to attend all or part of the oral test. However, all centres **must** make cassette recordings of a sample of the candidates. Some of this sample should constitute part of the overall sample submitted for moderation.

2.4 Guidance on the assessment of Quality of Written Communication is given on pages **43, 44 and 46.**

2.5 The annotation of the coursework

The aim of annotation is to provide greater communication between teacher and Moderator, in particular, showing **how** and **where** marks have been awarded and why.

The form of the annotations

(a) For **written coursework**, key pieces of evidence must be flagged by annotations at appropriate points in the margins of the text, or in the text itself. The annotations should indicate where achievement against specified assessment objectives, for a particular skill or against specified marking criteria have been noted. Appropriate abbreviations or symbols may be used to indicate the marking criterion concerned. **The abbreviations must be clear to the Moderator.**

It is not expected that every occurrence of achievement against a specified criterion will be noted. Those sections which give the best indication of the overall level of achievement for the coursework task as a whole should be highlighted.

Annotations may also indicate the level or mark achieved for the assessment objective, skill or marking criterion concerned. It is not expected that every annotation will include an indication of the level or mark. However, the annotations should indicate the level or mark to be awarded for each assessment objective, skill or marking criterion at the appropriate points in the text. Thus it should be clear to the Moderator what marks have been awarded for each criterion and which points in the text best illustrate the level of achievement concerned.

(b) Where **processes** are assessed which are demonstrated in the coursework as a whole, rather than at particular points in the text, summative comments should be made at the end of the text. For non-written or practical coursework (such as game construction and orals, where annotation is not possible or feasible) teachers should keep detailed records of the coursework tasks, marks awarded and the reasons for the award of marks in order to inform the Moderator.

(c) Annotations should also record any **prompting or other help** given to the candidate at the appropriate point in the text or in a separate note attached to the work. Such annotations should explain the nature and extent of the help given and how this has affected the marks awarded.

(d) In general, annotation of coursework should:

(i) be clear and unambiguous;

(ii) be appropriate to the nature and form of the coursework;

(iii) facilitate the standardisation of marking within a centre;

(iv) enable the Moderator to check easily the application of the assessment criteria to the marking.

It should, where deemed appropriate,

- stress positive achievement by identifying the 'high points' of a candidate's performance in meeting the assessment criteria;
- repeat key phrases in the assessment criteria (e.g. 'awareness of values', 'selects information', 'uses variety of techniques');
- indicate any planning and processing application **not** undertaken individually and provide details of any assistance or prompting given to the candidate.

Coursework which has not been adequately annotated may be returned to Centres by the Moderator for further annotation.

Recording Marks

Marks should continue to be recorded on the appropriate mark sheets, as follows:

(a) For the sample to be moderated – on the **A3 Form**, and the accompanying **A4 (Study) and A5 (Cross-Unit Task) cover sheets**.

Teachers should note that they are not required to write general comments on the A4 and A5 sheets; it is assumed that appropriate comments will be inserted in the text of each piece of coursework. The A4 and A5 cover sheets will only require teachers to insert information about the title and basis of the exercise, the candidate, and the marks awarded.

(b) The work of **all** candidates (Study and Cross-Unit Task) **should be completed and marked by the end of March in the year of the examination.**

The names of the candidates whose work is being sent for moderation, **only,** should be entered in **rank order,** on the A3 form. The marks for each of these candidates should be entered against their names.

TEACHERS SHOULD NOTE THAT IN APPLYING THE MARKING CRITERIA PROVIDED IN THE SPECIFICATION THEY SHOULD USE A 'BEST FIT' APPROACH, WITH THE MARK AWARDED BEING THAT WHICH BEST FITS THE CRITERIA REVEALED BY THE CANDIDATE. THIS MEANS THAT ONLY WHOLE MARKS WILL AWARDED. ACCORDINGLY, NO HALF MARKS SHOULD BE USED FOR EITHER THE STUDY OR THE CROSS-UNIT TASK.

3. IN-CENTRE MODERATION

In Centres where two or more teachers are involved in the assessment, steps must be taken to **standardise** the marks **before** they are recorded, so that a uniform standard is ensured **within each centre.**

4. MODERATION

4.1 When all the assessment has been completed and the marks recorded, centres are asked to send, **on or before the end of March,** the representative marked samples of the Centre-based work (i.e. the Study and Cross-Unit Task) to the Moderator, using the address which is provided.

The candidates whose work is to be sent for moderation **must** be selected using the following criteria:

Total Number of Candidates	Work to be submitted (Numbers relate to rank order)
1 - 10	ALL
11 – 19	1st and every second (1, 3, 5, 7, etc.)
20 - 29	1st and every third (1, 4, 7, 10, etc.)
30 - 59	1st and every fourth (1, 5, 9, 13, etc.)
60 - 99	1st and every fifth (1, 6, 11, 16, etc.)
100 - 199	1st and every tenth (1, 11, 21, 31, etc.) **plus additional folders to make a total of 20**
200 - 299	1st and every twelfth (1, 13, 25, 37, etc.) **plus additional folders to make a total of 25**
Over 300	As for 200 – 299 but must include **8** from the top 100

Each candidate selected for moderation should have a complete set of work, i.e. a Study and a Cross-Unit Task.

CENTRES SHOULD NOTE THAT THE WJEC RESERVES THE RIGHT TO REQUEST ADDITIONAL WORK IF IT IS FELT THAT THE SELECTION MADE DOES NOT REFLECT THE SPREAD OF MARKS OF THE CENTRE ENTRY.

4.2 **Form A4 (Study Cover Sheet) and Form A5 (Cross-Unit Task Cover sheet)** must be completed for **each** candidate selected for moderation.

Each Form should be securely attached to the cover of the appropriate piece of work.

4.3 Using the name and address of the Moderator provided **on the circular letter,** the teacher should despatch the work as follows:

(i) in one parcel, the work (the Studies and Cross-Unit Tasks) to be moderated;

(ii) **at the same time, but in a separate packet,** the completed Teacher Assessment Form(s) A3, the 'Notification of Posting', **information about the Study and Cross-Unit Task. Supportive documentation which was provided for candidates must be seen by the Moderator in order to carry out the moderation effectively.**

The work to be moderated must be despatched inside a paper or manilla folder **not** in ring, clutch or box files.

4.4 Centres will be notified of the safe receipt of both Form A3 and the work for moderation.

5. COMPLETION OF THE COMPUTERISED MARK SHEETS

In **early May of the year of the examination,** teachers will receive from the WJEC Computerised Mark Sheets which will contain the following information:

(a) the name of the Centre;
(b) the national number of the Centre;
(c) the Subject;
(d) the candidates' names and examination numbers. This information will have been generated from the entries supplied to the Home Boards.

Teachers are requested to enter the following information on these partially completed sheets:

the mark out of 50**, BOTH**

- as an Arabic number, **AND**
- as a bar mark.

These should be the marks which were awarded by the end of March and were retained by the teacher. Full instructions on the completion of the Computerised Mark Sheets will be despatched with the sheets.

CANDIDATES FOR WHOM MARKS HAVE NOT BEEN RECEIVED BY THE WJEC WITHIN ONE WEEK OF THE DATE OF SUBMISSION WILL BE LIABLE TO FORFEIT THE MARKS ON THIS PART OF THE EXAMINATION.

6. AUTHENTICATION

The candidates should be made aware that the coursework must be their own work, and that all quotations, etc. must be acknowledged. The candidate will **not** need to sign a declaration. However, the teacher must declare, on Form A3, that the candidates' activities were kept under regular supervision and that, to the best of his or her knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Teachers should note that the Code of Practice requires examining groups to "*specify the conditions under which coursework can be undertaken"* and to ensure that *"the specified conditions facilitate the supervision and authentication of candidates' work."* Centres are advised therefore, that, as a general rule, **at least 50% of coursework must be undertaken by candidates under controlled conditions,** that is in a classroom situation under direct teacher supervision.

Teacher who think that their coursework programmes may conflict with these guidelines should contact the WJEC.

7. SCALING

The Groups reserve the right to re-scale the marks awarded by individual centres if this is recommended by the Coursework Moderator. However, the rank order suggested by the centre will, normally, remain unaltered.

THE GROUPS MAY REQUEST AN ADDITIONAL SAMPLE OF WORK IF NECESSARY.

8. RETENTION OF COURSEWORK

Centres are advised that all coursework must be kept, as far as is practicable until all possibility of appeal has been exhausted. Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g. photographic, audio-taped or video-taped) must be available.

9. CANDIDATES ABSENT FOR PART OF THE CENTRE BASED WORK

9.1 Except for external candidates, **it is the responsibility of the centre to request special consideration for a candidate in respect of coursework. Written requests should be submitted, supported by documentary evidence such as medical certificates, TO THE WJEC with the Computerised Mark Sheets in May.** Requests for special consideration for candidates **must not** be sent to the Coursework Moderator.

9.2 The following procedures must be adhered to:

for both the Study and the Cross-Unit Task the same procedures will apply.

(i) Decide whether there is a **valid reason** for non-completion, e.g. medical, theft of the work.
If the reason in valid, then

(ii) in the appropriate space on the Computerised Mark Sheet – **leave a blank space.**

(iii) **Enclose a letter with, but not attached to, the Computerised Mark sheet in which the reason for the absence/non-completion of the work must be stated.**

Also, an **estimate** of the probable mark the candidate would have obtained should be given – e.g. Cross-Unit Task: Hughes, Estimate 6.

It is important that the written request for special consideration should include information on **both** coursework comments and the final mark incorporating the estimate, as in the example below:

Study	**Cross-Unit Task**	**Total**	**SPaG**
(15)	(10)	25	4
10	6(Est)	16 Inc. Est.	2

In addition, centres must provide the **name** and the **total mark** out of 50 for a comparable candidate.

The WJEC will then process the information.

(iv) **NO ESTIMATE MARK SHOULD BE INSERTED ON THE COMPUTERISED MARK SHEET.**

(v) The information provided by the teacher in the case of both the Study and Cross-Unit Task will be used at the awarding stage.

10. CANDIDATES RE-SITTING THE EXAMINATION

10.1 For candidates wishing to carry forward coursework marks from the 2002 examination, centres **must** provide the following information on the appropriate form and submit to the WJEC:

(a) the candidate's name;
(b) the candidate's 2002 examination number;
(c) the name and number of the centre at which the 2002 examination was sat (if different to 2003);
(d) the mark awarded by the Centre;
(e) **the work completed for the 2002 examination**. Where possible, centres should encourage candidates to amend either the Study or the Cross-Unit Task from the 2002 examination. Centres which experience difficulties in complying with this regulation must contact the WJEC as a matter of urgency.

10.2 The above information must be provided on Form AH/CF. The completed Form together with the work must be **submitted to the WJEC and NOT to the Moderator by Friday, the end of March 2003.**

11. SUBMISSION OF COURSEWORK MARKS FOR ALL CANDIDATES IN MAY

Computerised Mark Sheets, on which to submit candidates' marks, will be sent to centres in early May. However, it is possible to submit marks via EDI but they **must** be sent to the WJEC and **not** to the OCR. Coursework marks for Geography Avery Hill – Specification B sent via EDI to the OCR **will not be processed**.

A separate sheet containing this information is enclosed with this pack for your Examination Secretary.

COURSEWORK MODERATION FORMS

FORM A3

WJEC **OCR**

GCSE GEOGRAPHY: SPECIFICATION B - AVERY HILL
TEACHER'S ASSESSMENT OF THE COURSEWORK OF CANDIDATES WHOSE WORK IS TO BE MODERATED

Centre Name: _____ Centre No. _____

Address: _____

Using the Moderation sampling criteria on **page 61** of the 'Guidelines' booklet, please enter **only** the names, examination numbers and marks of the candidates whose work is being set to the moderator. **Candidates must be listed in rank order.**

Candidate's Exam No.	Candidate's Name	Total (50)	Moderator Use only

DECLARATION: I certify that the work of the above candidates has been carried out under the conditions required by the WJEC and that, to the best of my knowledge and belief, it has been produced by each candidate's own efforts.

Date: _____ Subject Teacher: _____

Headteacher: _____

PLEASE TEAR OFF THE BACK CARBON COPY AND RETAIN IN THE CENTRE

FORM A4

WELSH JOINT EDUCATION COMMITTEE **OCR**

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY SPECIFICATION B - AVERY HILL

STUDY COVER SHEET (all information required must be given)

Centre: _____ Centre No. _____

Name of Candidate: _____ Candidate No. _____

Title of study: _____

_____

_____

Unit(s) upon which Study is based: _____

Marking (Subject of moderation)	**Marks awarded**
Knowledge (4)	
Understanding (6)	
Application (8)	
Skills (12)	
Total (30)	

Signed: _____ Subject Teacher

FORM A5

WELSH JOINT EDUCATION COMMITTEE **OCR**

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY SPECIFICATION B - AVERY HILL

THE CROSS-UNIT ITEM COVER SHEET (all information required must be given)

Centre: _____ Centre No. _____

Name of Candidate: _____ Candidate No. _____

Title of study: _____

_____

_____

Unit(s) upon which Study is based: _____

Marking (Subject of moderation)	**Marks awarded**
Knowledge (4)	
Understanding (4)	
Application (4)	
Skills (8)	
Total (20)	

Signed: _____ Subject Teacher

ANNEX C
EXAMPLES OF POSSIBLE TEACHING SCHEMES

Example 1: a Centre in East Riding of Yorkshire

UNIT 1: CLIMATE, THE ENVIRONMENT AND PEOPLE

WEATHER AND CLIMATE

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	Other More Economically Developed Countries	Less Economically Developed Countries
1. Weather conditions can be measured, recorded and presented. These measurements can be used to identify variations in weather and distinct climatic types.	Weather in local area. Synoptic Charts	UK weather via TV. Newspapers.			
2. Contrasting types of pressure systems in the atmosphere lead to variations in weather and climate.	Local area.	UK weather systems.			India - Monsoon Climate
3. Weather and climate affect the activities of people. Human activity can change weather and climate.		Extreme weather conditions	Tourism Mediterranean Ski Resorts.		India - Monsoon Climate

ECOSYSTEMS

4. Natural environments can be perceived as ecosystems which operate at a variety of scales.		Broadleaved			Tropical Rainforests
5. Ecosystems can be perceived as a resource for human benefit.		Broadleaved.			Tropical Rainforests
6. Changes occur in ecosystems as a result of natural processes and/or human activity. The consequences of such changes may go beyond the immediate ecosystem.		Wetland Ecosystem of the Norfolk Broads.			Result of Deforestation. Global Warming.
7. The impact of human activity on ecosystems needs careful management to achieve sustainability.			Coniferous Forest.		Mis-management of Rainforest.

AN ISSUE OF INTERNATIONAL CONCERN

8. Changes in ecosystems and/or natural environments related to weather and climate may lead to international concerns regarding stewardship and sustainability.			Acid Rain.	Acid Rain.	Global Warming.

UNIT 2: WATER, LANDFORMS AND PEOPLE

THE HYDROSPHERE

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. A number of linked systems operate in the hydrosphere.	Local water management.	Wales Management in UK			Lack of water e.g. from Africa.
2. The hydrological cycle provides our main source of fresh water. The provision of a sustainable supply of fresh water has a major impact on human activity and needs careful management.	Local flooding (York)	Flooding e.g. from UK.		USA	Monsoon flooding - India. Bangladesh.
3. Variations in rainfall and water supply can cause natural and human hazards in different areas of the world.					

RIVERS AND COASTS

4. Within the hydrological system, processes operate which contribute to the development of distinctive landforms.	Coastal Fieldwork Cross-Unit Task	Comparison other UK coastal areas	Rhône.		River Nile, Egypt.
5. There is an interaction between natural processes, landforms and human activity.	East Yorkshire Coast		Rhône		River Nile, Egypt.
6. The impact of human activity on processes and landforms can cause conflict. This requires careful management and stewardship for landform sustainability.	East Yorkshire Coast.				River Nile, Egypt.

UNIT 3 : PEOPLE AND PLACE

INEQUALITIES IN URBAN AREAS

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. Quality of life and standard of living are relative concepts.	Local surveys.				
2. Within contrasting urban areas there are inequalities in housing and access to housing. This leads to distinctive housing zones with distinctive groups of people living in them.	Local surveys.	Manchester Glasgow.			Rio de Janeiro, Bombay.
3. Within contrasting urban areas there are inequalities in service provision and access to services.	Local surveys. Shopping. Leisure.	Birmingham.			

CHANGING THE URBAN ENVIRONMENT

4. Changes in housing and service provision affect the pattern of inequality in urban areas.		Manchester			Bombay Calcutta.
5. Conflicts often occur between different groups of people when changes are planned and/or implemented in urban areas. Some groups of people have more power to bring about or resist these changes than others.	Local fieldwork on planning issue. (Study/CUT)	London Docklands.			

URBAN-RURAL INTERACTION

6. The population structure of urban and rural areas is dynamic and reflects physical historical, social, economic, and cultural influences.		Study of UK pattern.			
7. Urbanisation and counter-urbanisation are taking place in different parts of the world for different reasons.	Counter-urbanisation - local village Cherry Burton				Brazil India
8. Migration has a significant impact on migrants and origins and destinations.		Impact on the North York Moors National Park			
9. Increased short and long-term access to and interaction between urban and rural areas is causing conflict and issues for sustainability.					

UNIT 4: PEOPLE, WORK AND DEVELOPMENT

EMPLOYMENT STRUCTURE AND PATTERNS

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. Employment structures vary in time and space.	East Riding local area statistics.	UK figures to compare over time.			Contrasting e.g. PST in India
2. Variations in employment structures and opportunities affect people.				Japan	India
3. Employment structures and patterns may change in time.				Japan	India

DEVELOPMENT, TRADE AND AID

4. Economic and social well-being can be measured using a variety of indicators.		UK indices			India, Brazil
5. Development means more than economic development.					NICs
6. International trade and aid have contributed to contrasting stages of development.		UK trade		Japan	

ECONOMIC ACTIVITY

7. The location of different economic activities is influenced by a range of factors.	Local industry/ farm study	Iron and steel		Detroit Car Industry	Formal/Informal
8. National and multinational companies have an increasing influence on employment opportunities and economic development.		(Scunthorpe & Wales) Toyota	Japanese firms to Europe.		Multi-nationals to NICs

ECONOMIC ACTIVITY AND THE ENVIRONMENT

9. Economic activity can seriously damage the physical environment.		Impact of coal mining on landscape		Steel making in Russia (Pollution)	Tourism in LEDCs: Jamaica.

Example 2: a Centre in South Wales

UNIT 1: CLIMATE, THE ENVIRONMENT AND PEOPLE

WEATHER AND CLIMATE

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	Other Economically Developed Countries	Less Economically Developed Countries
1. Weather conditions can be measured, recorded and presented. These measurements can be used to identify variations in weather and distinct climatic types.	Weather in local area. Synoptic Charts	Wales and UK weather via TV. Newspapers.			
2. Contrasting types of pressure systems in the atmosphere lead to variations in weather and climate.	Local area - South Wales	Wales and UK weather systems. Study of contrast between Wales and East Anglia.			India - Monsoon Climate
3. Weather and climate affect the activities of people. Human activity can change weather and climate.		Extreme weather conditions: South Wales 1963, floods 1979; drought in East Anglia 1990s.	Tourism Mediterranean Ski Resorts.		India - Monsoon Climate

ECOSYSTEMS

4. Natural environments can be perceived as ecosystems which operate at a variety of scales.		Broadleaved			Tropical Rainforests
5. Ecosystems can be perceived as a resource for human benefit.		Broadleaved.			Tropical Rainforests
6. Changes occur in ecosystems as a result of natural processes and/or human activity. The consequences of such changes may go beyond the immediate ecosystem.		Wetlands of Eastern England.			Result of Deforestation. Global Warming.
7. The impact of human activity on ecosystems needs careful management to achieve sustainability.		Ecosystems of Severn Estuary: Cardiff Bay	Coniferous Forest.		Mis-management of Rainforest.

AN ISSUE OF INTERNATIONAL CONCERN

8. Changes in ecosystems and/or natural environments related to weather and climate may lead to international concerns regarding stewardship and sustainability.			Acid Rain.	Acid Rain.	Global Warming.

UNIT 2: WATER, LANDFORMS AND PEOPLE

THE HYDROSPHERE

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. A number of linked systems operate in the hydrosphere.	Local water management.	Wales Management in UK			Lack of water e.g. from Africa.
2. The hydrological cycle provides our main source of fresh water. The provision of a sustainable supply of fresh water has a major impact on human activity and needs careful management.	Local flooding in 1979.	Flooding e.g. from UK.		USA	Monsoon flooding - India. Bangladesh.
3. Variations in rainfall and water supply can cause natural and human hazards in different areas of the world.					

RIVERS AND COASTS

4. Within the hydrological system, processes operate which contribute to the development of distinctive landforms.	Coastal Fieldwork: Gower	Comparison other UK coastal areas	Rhône		River Nile, Egypt.
5. There is an interaction between natural processes, landforms and human activity.	Gower		Rhône		River Nile, Egypt.
6. The impact of human activity on processes and landforms can cause conflict. This requires careful management and stewardship for landform sustainability.					River Nile, Egypt.

UNIT 3 : PEOPLE AND PLACE

INEQUALITIES IN URBAN AREAS

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. Quality of life and standard of living are relative concepts.	Local surveys.				
2. Within contrasting urban areas there are inequalities in housing and access to housing. This leads to distinctive housing zones with distinctive groups of people living in them.	Local surveys.	Manchester Sheffield.			Rio de Janeiro, Bombay.
3. Within contrasting urban areas there are inequalities in service provision and access to services.	Local surveys. Shopping. Leisure.	Birmingham.			

CHANGING THE URBAN ENVIRONMENT

4. Changes in housing and service provision affect the pattern of inequality in urban areas.		Manchester			Bombay Calcutta.
5. Conflicts often occur between different groups of people when changes are planned and/or implemented in urban areas. Some groups of people have more power to bring about or resist these changes than others.	Local fieldwork on planning issue. (Study/CUT)	London Docklands.			

URBAN-RURAL INTERACTION

6. The population structure of urban and rural areas is dynamic and reflects physical historical, social, economic, and cultural influences.		Study of UK pattern.			
7. Urbanisation and counter-urbanisation are taking place in different parts of the world for different reasons.	Counter-urbanisation - local village e.g. in Vale of Glamorgan.				Brazil India
8. Migration has a significant impact on migrants and origins and destinations.		Impact on the Snowdonia National Park			
9. Increased short and long-term access to and interaction between urban and rural areas is causing conflict and issues for sustainability.					

UNIT 4: PEOPLE, WORK AND DEVELOPMENT

EMPLOYMENT STRUCTURE AND PATTERNS

Key Ideas	Small, including local	United Kingdom (UK)	European Union (EU)	More Economically Developed Countries	Less Economically Developed Countries
1. Employment structures vary in time and space.	South Wales local area statistics.	UK figures to compare over time.			Contrasting e.g. PST in India
2. Variations in employment structures and opportunities affect people.	↓	↓		Japan	India
3. Employment structures and patterns may change in time.	↓	↓		Japan	India

DEVELOPMENT, TRADE AND AID

4. Economic and social well-being can be measured using a variety of indicators.	Wales and UK indices				India, Brazil
5. Development means more than economic development.					NICs
6. International trade and aid have contributed to contrasting stages of development.	Wales and UK			Japan	

ECONOMIC ACTIVITY

7. The location of different economic activities is influenced by a range of factors.	Local industry	Iron and steel ↓		Detroit car industry	Formal/Informal
8. National and multinational companies have an increasing influence on employment opportunities and economic development.		(Scunthorpe & Wales) LG	Japanese firms to Europe.		Multi-nationals to NICs

ECONOMIC ACTIVITY AND THE ENVIRONMENT

9. Economic activity can seriously damage the physical environment.		Impact of coal mining and its decline on South Wales		Steel making in Russia (Pollution)	Tourism in LEDCs: Jamaica.

ANNEX D

EXEMPLIFICATION OF KEY SKILLS

Note: If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.

COMMUNICATION

COMMUNICATION: LEVEL 1			
C1.1 TAKE PART IN A DISCUSSION			
C1.1 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Take part in a **one-to-one** discussion and a **group** discussion about different, straightforward subjects.	• Provide information that is relevant to the subject and purpose of the discussion; • Speak clearly in a way that suits the situation; and • Listen and respond appropriately to what others say.	**Discussion** Records from an assessor who observed each discussion and noted how the student met the requirements of the unit, or an audio/video tape of the discussions.	*Group work on **Unit 3, Key Ideas 4 and 5** - the arguments for and against a local planning issue. The topic treated as a conflict between two groups of people, planners and residents. Discussion based on group work.*
C1.2 READ AND OBTAIN INFORMATION			
C1.2 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Read and obtain information from **two** different types of documents about straightforward subjects, including at least **one** image.	• Read relevant material; • Identify accurately the main points and ideas in material; and • Use the information to suit the purpose.	**Reading** A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information e.g. in discussions for **C1.1** or writing for **C1.3**.	*Homework exercise derived from **Unit 3, Key Ideas 7 and 8** - migration. The task is based on a short newspaper report without an image, and one produced by an NGO, with illustrations, e.g. maps, graphs. Link with class discussion for C1.1*
C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT			
C1.3 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Write **two** different types of documents about straightforward subjects. Include at least **one** image in one of the documents.	• Present relevant information in a form that suits the purpose; • Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear.	**Writing** Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	*The **coursework**, comprising the **Study**, with its extended writing format, and the **Cross-Unit Task** with the possibility of a newspaper format, a letter to the local council or a firm arguing a particular case. Answers from 'mock' tests.*

COMMUNICATION: LEVEL 2

C2.1a CONTRIBUTE TO A DISCUSSION

C2.1a Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Contribute to a discussion about a straightforward subject.	• Make clear and relevant contributions in a way that suits the purpose and situation; • Listen and respond appropriately to what others say; and • Help to move the discussion forward.	**Discussion** A record from an assessor who observed the discussion and noted how the student met the requirements of the unit, or an audio/video tape of the discussion.	*Classroom discussion/ presentation showing two clearly defined points of view, e.g.* ***Unit 3, Key Ideas 4 and 5****. Arguments for and against a local planning issue.*

C2.1b GIVE A SHORT TALK

C2.1b Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Give a short talk about a straightforward subject, using an image.	• Speak clearly in a way that suits the subject, purpose and situation; • Keep to the subject and structure the talk to help listeners follow what the student says; and • Use an image to illustrate clearly the main points.	**Short talk** A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	*Presentation to the class/group using at least two of map/graph/ photograph. Example would be a consideration of 'sustainability' in the context of* ***Unit 4, Key Idea 9.***

C2.2 READ AND SUMMARISE INFORMATION

C2.2 Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Read and summarise information from **two** extended documents about a straightforward subject. One of the documents should include at least **one** image.	• Select and read relevant material; • Identify accurately the lines of reasoning and main points from text and images; and • Summarise the information to suit the purpose.	**Reading** A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	*Homework task based on* ***Unit 3, Key Ideas 7 and 8*** *- migration. The exercise uses a newspaper article without any images, and an illustrated pamphlet produced by a NGO. The exercise requires students to summarise the two articles/viewpoints and draw conclusions.*

C2.3 WRITE DIFFERENT TYPES OF DOCUMENT

C2.3 Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Write **two** different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least **one** image.	• Present relevant information in an appropriate form; • Use a structure and style of writing to suit the purpose; and • Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.	**Writing** Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	*The* ***coursework****, comprising the* ***Study****, with its requirement for extended writing, and the* ***Cross-Unit Task*** *with its more focused writing activities, such as a newspaper article. The context of the exercise is flooding and its consequences. The activities are to produce (a) an account (with illustrations) of the local flooding for local residents, and (b) to write a letter to the Environmental Agency. Answers from 'mock' tests.*

APPLICATION OF NUMBER

APPLICATION OF NUMBER: LEVEL 1			
N1.1 INTERPRET STRAIGHTFORWARD INFORMATION			
N1.1 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Interpret straightforward information from **two** different sources. At least one source should be a table, chart, diagram or line graph.	• Obtain the information needed to meet the purpose of the task; and • Identify suitable calculations to get the results needed.	**Interpret information** Interpret straightforward information **from two** different sources. At least **one** source should be a table, chart, diagram or line graph. A statement from an assessor who checked the accuracy of the student's measurements or observations (if this was done). Records of the information obtained and the types of calculations identified to get the results needed.	*At a small scale, a class exercise using local **weather data – Unit 1, Key Idea 1.** Contrast local weather data with comparable information derived from a global scale, e.g. data, maps, satellite photographs from India or Brazil.*
N1.2 CARRY OUT STRAIGHTFORWARD CALCULATIONS			
N1.2 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Carry out straightforward calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics.	• Carry out calculations to the levels of accuracy the student has been given; and • Check the results make sense.	**Carry out calculations** Records of the calculations (for a, b and c) and how the student checked them.	***Unit 2, Key Idea 1 and 2:** an exercise on the uses of water supply in the home region or the local area. The task to discover the relationships between domestic use, leisure use and industrial use. This will involve calculations involving a, b and c.*
N1.3 INTERPRET THE RESULTS OF CALCULATIONS			
N1.3 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Interpret the results of the calculations and present her/his findings. The student must use **one** chart and **one** diagram.	• **Choose suitable ways to present findings;** • **Present findings clearly; and** • **Describe how the results of the calculations meet the purpose of the task.**	Interpret results and present findings **Descriptions of the findings and how the results of the calculations met the purpose of the tasks.** **At least one chart and one diagram presenting the findings.**	***Coursework – the Study.** An exercise on **Unit 3, Key Ideas 1, 2 and 3 –** improving the local urban environment. The interpretation of house survey data, traffic counts, questionnaire responses of residents. Represent and interpret the data.*

APPLICATION OF NUMBER: LEVEL 2

The student must carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3.

N2.1 INTERPRET INFORMATION			
N2.1 Candidates must:	**Evidence must show that students can:**	**Example of evidence:**	**Suggested context:**
Interpret information from two different sources, including material containing a graph.	• Choose how to obtain the information needed to meet the purpose of the activity; • Obtain the relevant information; and • Select appropriate methods to get the results needed.	**Interpret information** A description of the (substantial) activity. Copies of source material, including the graph, and/or a statement from someone who has checked the accuracy of the student's measurements and observations. Records of the information obtained and the methods selected for getting the results needed.	***Unit 1, Key Idea 1 –*** *produce information about local weather. Obtain, record and interpret data from Centre or local weather station, supported by satellite photographs. Production of extended prose writing, including illustrative graphs and tables.*
N2.2 CARRY OUT CALCULATIONS			
N2.2 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Carry out calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics; d. using formulae.	• Carry out calculations, clearly showing methods and levels of accuracy; and • Check methods to identify and correct any errors, and making sure the results make sense.	**Carry out calculations** Records of calculations (for a, b, c and d), showing methods used and levels of accuracy. Notes on how the student checked methods and results.	***Unit 2, Key Idea 2 –*** *an exercise on the sources and uses of local water supply, e.g. relationships between different uses, plotting and mapping, handling data, correlations (means, and standard deviations, Spearman Rank Order). Evidence from 'mock' tests.*
N2.3 INTERPRETING THE RESULTS OF CALCULATIONS			
N2.3 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Interpret the results of calculations and present findings. The student must use at least one graph, one chart and one diagram.	• Select effective ways of presenting findings; • Present findings clearly and describing methods; and • Explain how the results of the calculations meet the purpose of the study.	**Interpret results and present findings** Descriptions of findings and methods. Notes on how the results from the calculations met the purpose of the activity. At least one graph, one chart and one diagram presenting the findings.	*In depth exercise from* ***Unit 3, Key Ideas 4 and 5 –*** *improving the local urban environment. Interpretation of housing surveys, traffic counts, opinions of residents. Study or essay using graphs, charts, diagrams.*

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1			
IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION			
IT1.1 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Find, explore and develop information for **two** different purposes.	• Find and select relevant information; • Enter and bring in information, using formats that help development; and • Explore and develop information to meet the student's purpose.	**Find and develop information** Print-outs and copies of the information the student selects to use. A record from an assessor who observed the student using ICT when exploring and developing information or working drafts with notes of how the student met the requirements of the unit.	*The use of computer-aided learning programmes, such as CDRoms in, for example,* ***Unit 3, Key Idea*** *1. Study of residential areas of the UK and of selected LEDCs.*
IT1.2 PRESENTING INFORMATION			
IT1.2 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Present information for **two** different purposes. The student's work must include at least **one** example of text, **one** example of images, and **one** example of numbers.	• Use appropriate layouts for presenting information in a consistent way; • Develop the presentation so it is accurate, clear and meets the purpose; and • Save information so it can be found easily.	Present information Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays. Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers. Records of how the student saved information.	*An investigation in class or as part of the* ***Study/Cross-Unit Task*** *will allow the candidate to enter and bring together information in a consistent form, e.g. list tables, printing out of data, saving data. Ideally assessed in relation to the progress in and completion of the* ***coursework****. Example,* ***Unit 1, Key Idea 8*** *– a synthesising exercise.*

INFORMATION TECHNOLOGY: LEVEL 2			
IT2.1 SEARCHING FOR AND SELECTING INFORMATION			
IT2.1 Students must:	**Evidence must show students can:-**	**Examples of evidence:**	**Suggested context:**
Search for and select information for **two** different purposes.	• Identify the information needed and suitable sources; • Carry out effective searches; and • Select information that is relevant to the student's purpose.	**Search for and select information** Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using ICT when searching for information.	*The use of computer-assisted learning, such as CD ROMs in, for example,* ***Unit 3, Key Idea 2:*** *Study of residential areas of the UK compared with selected LEDCs.*
IT2.2 EXPLORING AND DEVELOPING INFORMATION			
IT2.2 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Explore and develop information, and derive new information, for **two** different purposes.	• Enter and bring together information using formats that help developments; • Explore information as needed for the purpose; and • Develop information and derive new information as appropriate.	**Develop information** Print-outs, or a record from an assessor who observed the student using ICT, with notes to show how the student explored and developed information and derived new information.	*An investigation in class or for the* ***Study*** *which will allow candidates to show the development of a complete exploration-development package, from entering data to accessing and amending/saving data. Exercise in* ***Unit 1, Key Idea 8****.*
IT2.3 PRESENT COMBINED INFORMATION			
IT2.3 Students must:	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
Present combined information for **two** different purposes. The student's work must include at least **one** example of text, **one** example of images and **one** example of numbers.	• Select and use appropriate layouts for presenting combined information in a consistent way; • Develop the presentation to suit the purpose and the types of information; and • Ensure the work is accurate, clear and saved appropriately.	**Present information** Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.	***Cross-Unit Task*** *based on* ***Unit 2, Key Idea 6 – sustainable development.*** *Newspaper article or 'publicity brochure' format to show the total challenges of a development scheme on a beach in Thailand.*

WORKING WITH OTHERS

WORKING WITH OTHERS LEVEL 1

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.	• Check understanding of the objectives the student has been given for the activity; • Identify what needs to be done to achieve them and suggest ways the student could help; and Make sure that the student is clear about her/ his responsibilities and working arrangements.	**Planning activities** Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.	*Plan, with a group, a piece of research into a problem/ issue, e.g. in **Unit 4, Key Idea 1**, an investigation into past, present and possible future changes in employment in the local area.*
WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.	• Carry out tasks to meet responsibilities; • Work safely, and accurately follow the working methods the student has been given; and • Ask for help and offer support to others, when appropriate.	**Working towards objectives** Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.	*Planning group collection of data, questionnaire design and administration for a class project on **Unit 3, Key Idea 2** – 'Quality of life in part of a town or village' (not in the local area). Carried out in class and in the field.*
WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.	• Identify own and other's opinions on what has gone well and less well in carrying out the activity. • Report any difficulties in meeting own responsibilities and what was done about them; and • Identify ways of improving work with others to help achieve objectives.	**Identifying progress** Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.	*Monitor progress made in collecting evidence, reflecting on ways the collaborative working could be improved. Ideally assessed in relation to the evaluation of **the Study or Cross-Unit Task**. The use of the 'Coursework Design Model' on page 13 of the Specification.*

WORKING WITH OTHERS LEVEL 2

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

Students must:-	**Evidence must show students can:**	**Examples of evidence:**	**Suggested context:**
WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.	• Identify the objectives of the activity and what needs to be done to achieve them; • Provide relevant information to help allocate responsibilities; and • Confirm working arrangements with those involved.	**Planning activities** Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.	*Class-based group work involving planning a piece of research into a problem/issue, e.g.* ***Unit 4, Key Idea 1,*** *an investigation into past, present and possible future changes in employment in the local area.*
WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.	• Organise own tasks so the student can be effective in meeting responsibilities; • Carry out tasks accurately and safely, using appropriate working methods; and • Support co-operative ways of working, seeking advice from an appropriate person when needed.	**Working towards objectives** Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.	*Planning group collation of collected data, questionnaire design and administration for a class-based project on* ***Unit 3, Key Idea 2,*** *- 'Quality of life'. Fieldwork exercise* ***not*** *in the local area.*
WO2.3 Exchange information on progress and agree ways of improving work with other to help achieve objectives.	• Provide information on what has gone well and less well in carrying out the activity, including the quality of work; • Listen and respond appropriately to progress reports from others; and • Agree ways of improving work with others to help achieve objectives.	**Exchanging information on progress** Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.	*Ideally done in relation to* ***the Study/ Cross-Unit Task****. Integral part of the assessment of the work up to the 'Conclusion' in the Coursework Design Model, in particular, 'Critical Evaluation'.*

IMPROVING OWN LEARNING AND PERFORMANCE

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

Students must carry through at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The whole process must be completed twice.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
LP1.1 Confirm understanding of targets and how these will be met, with the person setting them.	• Make sure targets clearly show what is wanted to be achieved; • Identify action points and deadlines for each target; and • Make sure the dates for reviewing progress and how to get support needed are known.	**Understanding targets** Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.	*Establish with the teacher through 1 to 1 discussion, targets for homework, classwork, e.g.* ***Unit 1, Key Idea 7.*** *One piece of work aimed at obtaining data from the local area and another from a printed/computer held source of global information.*
LP1.2 Follow plans, using support given by others to help meet targets.	• Work through the action points to complete tasks on time; • Use support and ways of learning given by others to help in the meeting of targets; and • Make changes suggested by the person supervising the student, when needed.	**Following plans** A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.	*In* ***coursework****, use the Coursework Design Model as a log for the evaluation of personal planning, progress and attainment to make relevant changes when needed.*
LP1.3 Review achievements and progress in meeting targets, with help from an appropriate person.	• Say what it is thought has gone well and less well, what was learned and ways learning took place; • Identify targets met and evidence of achievements; and • Check that the student understood how to improve her/his performance.	**Reviewing progress** Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.	*Keep a portfolio of tasks which have been assessed during the course of study and how, possibly through a log (see LP1.2) the candidate learnt and improved performance from a range of comments. Extension of LP1.1 and LP1.2.*

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2

Students must carry through tasks for LP2,1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
LP2.1 Help set targets with an appropriate person and plan how these will be met.	• Provide accurate information to help set realistic targets for achieving what is to be done; • Identify appropriate action points for each target; and • Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress.	**Setting targets** Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.	*Establish with teachers through 1 to 1 discussion, targets for homework/ classwork, e.g.* ***Unit 1, Key Idea 7,*** *a piece of fieldwork on a local ecosystem, the other on obtaining data from text/computer on a global ecosystem.*
LP2.2 Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.	• Use personal timetable and action points to help manage time well and complete tasks; • Identify when support is needed and use this effectively to help the meeting of targets; and • Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed.	**Using plans** A log of the study-based and activity-based learning, with notes of: • When the student asked for support and it was used; • When and how the student took responsibility for own learning; • How own learning from one task was used to meet the demands of a new situation; • Any changes made to the plan.. • Records from those who saw the work which show the student managed her/his time well and completed tasks.	*In* ***coursework,*** *use of the Coursework Design Model as a log for the evaluation of personal planning, progress and the ability to make relevant changes when evident or needed.*
LP2.3 Review progress with an appropriate person and provide examples of evidence of achievements.	• Provide information on what has gone well, problems met, what was learned and ways learned; • Identify targets met, and examples of evidence of achievements; and • Identify ways of improving own performance.	**Reviewing progress** Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.	*Keep a portfolio of tasks which have been assessed during the course and how, possibly through a log, the candidate learnt and improved performance from comments. Continuation of the use of the Coursework Design Model. Extension of LP2.1, LP2.2.*

PROBLEM SOLVING

PROBLEM SOLVING LEVEL 1

The student must carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of two given problems.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
PS1.1 Confirm understanding of the given problem and identify at least **two** options for solving it, with help from an appropriate person.	• Check with an appropriate person that the problem is understood, and how to succeed in solving it; • Identify different ways of tackling the problem; • Decide, with help, which options have a realistic chance of success.	**Confirm problems and identify options** Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.	*Classwork task – role play exercise for U**nit 4, Key Idea 9**, 'What aspects of economic activity affect the physical environment and what conflicts arise?'*
PS1.2 Plan and try out at least **one** option for solving the problem, using given evidence and support.	• Confirm with an appropriate person the option to be tried for solving the problem; • Plan how to carry out this option; and • Follow through the plan, making use of advice and support given by others to help in the tackling of the problem.	**Plan and try out options** Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.	*Present notes or essay plan which is then executed through the writing of an extended piece of writing or essay. Example, **Unit 1, Key Ideas 4-7,** how to produce a report on the question of whether management of an ecosystem is important to its survival.*
PS1.3 Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.	• Follow accurately the methods given to check whether the problem has been solved successfully; • Describe clearly the results of the problem solving activity; and • Identify ways of improving the approach to problem solving.	**Check and describe results** Records of the methods given and they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.	*Discussion with teacher of the work to ensure the problem or issue has been addressed appropriately. Describe the results in a log of progress/research. Example: **Unit 2, Key Ideas 4 and 5,** task on the formation of a landform. How to evaluate the contribution of erosion.*

PROBLEM SOLVING LEVEL 2

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of two given problems.:

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
PS2.1 Identify the problem and come up with at least **two** options for solving it.	• Identify with accuracy the main features of the problem and how the student will personally show success in solving it; • Come up with different ways of tackling the problem; and • Decide which options have a realistic chance of success, using help from others when appropriate.	**Identify problems and options** Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.	*Discussion with teacher of the work to ensure the problem or issue has been addressed appropriately. Describe the results in a log of progress/research. Example:* ***Unit 2, Key Ideas 4 and 5,*** *task on the formation of a landform. How to evaluate the contribution of erosion.*
PS2.2 Plan and try out at least **one** option for solving the problem, obtaining support and making changes to the plan when necessary.	• Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out; • Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and • Obtain and effectively use support to help in tackling the problem.	**Plan and try out options** Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.	*Present notes or essay plan which is then executed through an essay, etc. example,* ***Unit 1, Key Ideas 4-7,*** *how to produce a report on the question of whether management of an ecosystem is important to its survival.*
PS2.3 Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.	• Apply accurately the methods given to check whether the problem has been solved successfully • Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and • Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met.	**Check and describe results** Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.	*Discussion with teacher of the work to ensure a problem or issue has been appropriately addressed. Describe the results in a log of progress/research. Example:* ***Unit 2, Key Ideas 4 and 5,*** *a task on the formation of a landform – 'How to discover the role of erosion in its formation'*

The discrete examples given above are meant to show how 'normal' class teaching can generate evidence of Key Skills attainment. It should be noted, however, that a more complete view of Key Skills competence can be achieved in the preparation for, progress in and completion of the coursework package. Even though reference is made above both the Study and the Cross-Unit Task, taken together, they allow candidates to acquire naturally occurring evidence for a significant proportion of the Key Skills at levels 1 and 2. This is summarised in the diagram below.

COURSEWORK

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Problem Solving

Problem solving is the basis of the coursework design. Teachers can use the Coursework Design Model as a 'check list' to generate discussion with the candidate and the creation of opportunities to collect and check the evidence.

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Communication

C1.1, 2.1: especially if there is an oral Cross-Unit Task.
C1.2, 2.2: Preparation and note-taking for both Study and Cross-Unit Task.
C1.3, 2.3: taken together, the Study and Task present this evidence.

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Application of Number

N1.1, 2.1: Planning and data collection.
N1.2, 2.2: Evidence (data) is refined and checked.
N1.3, 2.3: Stages 6, 7, 8 and 9 of the Coursework Design Model.

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Information Technology

IT1.1, 2.1, 2.2: Interrogating and accessing computer data.
IT1.2, 2.3: Presentation of at least one of the coursework items by ICT. Save it. Evaluation.

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Working With Others

WO1.1, 2.1: Planning and organising fieldwork, the structure of data designs, Questionnaire analysis.
WO1.2, 1.3, 2.2, 2.3: Not normally part of the coursework. To be added in discussion with teacher. Based on individual and group discussion between teacher, colleagues and candidate.

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Improving Own Learning and Performance

Normally done informally and in an *ad hoc* way. To meet Key Skills criteria this will entail 'training' the candidate, developing documentation and 'creating' time in the teaching programme.

Deficiencies in all or part of a Key Skill at the end of this 'audit' of coursework can be made up from the classwork, homework, 'trial' examinations in geography listed in the tables above. These may be replaced or complemented by examples developed by the teacher/centre. Also by other subjects being studied.