Oxford Cambridge and RSA Examinations

RECOGNISING ACHIEVEMENT

OCR GCSE IN GEOGRAPHY C (BRISTOL PROJECT) 1988

Key Features

- A clear progression route to the revised OCR AS/A Level Geography specifications.
- Flexible specification with opportunities for staged assessment.
- Emphasis on decision making and problem solving.
- Offers opportunities to develop ICT and all aspects of the six Key Skills.
- New slimmer coursework requirements - one investigation from any part of the specification.
- Staged assessment opportunities for coursework and the Decision Making Exercise.
- Retains the distinctive issues based, enquiry approach of earlier Geography C (1588).

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).
- A network of Specification Advisers in designing course and internal assessment.
- A website: (www.ocr.org.uk).
- An Advisory and Development Group.
- 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).
- A Teachers' Handbook.
- A Students' Guide.
- Written advice on internal assessment 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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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

Citizenship ICT Key Skills

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OCR GCSE IN GEOGRAPHY C (1988)

SECTION A: SPECIFICATION SUMMARY

TIERS

The specification permits staged assessment and operationally uses a modular model.

Both the Terminal Examination and the Decision Making Exercise have two tiered papers. Each Foundation Paper assesses grades G to C whilst each Higher Paper assesses grades D to A*.

Candidates will be entered for certification at either the Foundation Tier or the Higher Tier. Those entering the Foundation Tier will be eligible for grades C to G whilst those who enter the Higher Tier will be eligible for grades D to A*. However, it is not obligatory for candidates to enter the Terminal Examination and the Decision Making Exercise at the same tier.

ASSESSMENT UNITS

Units/Options	Title	Duration	Weighting
2401/F	Decision Making Exercise (Foundation)	1 hour 45 minutes	30%
2401/H	Decision Making Exercise (Higher)	1 hour 45 minutes	30%
2402	Terminal Examination (Foundation)	2 hours 15 minutes	50%
2403	Terminal Examination (Higher)	2 hours 15 minutes	50%
2404	Internal Assessment	N/A	20%

The Terminal Examination and the Decision Making Exercise have tiered papers. Each Foundation Paper (2402 and 2401/F) assesses grades G to C whilst each Higher Paper (2403 and 2401/H) assesses grades D to A*.

The Terminal Examination is available in June only. The Decision Making Exercise is available in January and June. Internal Assessment may be submitted in January or June. Candidates may re-sit any unit or option within a unit once only prior to certification.

RULES OF COMBINATION

Candidates must take the following combination of assessment units:

Unit 2404, either 2402 or 2403 and either 2401/F or 2401/H.

QUESTION PAPERS

Terminal Examination Requirements

A candidate takes either the Foundation Tier (2402) or the Higher Tier (2403). Both papers have three sections. Section A has three questions and assesses Places; candidates are expected to answer two questions. Section B has two questions and assesses Physical Themes; candidates answer one question. Section C has two questions and assesses Human Themes; candidates answer one question. There are opportunities for both short answers and extended writing. These papers constitute the terminal assessment and are available in June only.

Decision Making Exercise Requirements

A candidate takes either the Foundation Tier (2401/F) or the Higher Tier (2401/H) Decision Making Exercise. Resources for the exercise are available to the candidate in advance. Candidates address an issue in sustainable development by applying their knowledge, understanding and skills in relation to evidence in the resources provided. This may be taken in January or June.

INTERNAL ASSESSMENT

Candidates must complete one geographical investigation supported by fieldwork, mapwork and the use of Information and Communications Technology (ICT) based on any part of the specification content. This internal assessment may be submitted in January or June.

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SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification reflects the views of teachers who were consulted during its development. It has a focus on environmental issues and sustainability, which integrate different aspects of geography and help candidates reflect on their own values and attitudes. This focus is underpinned by the study of places and themes through an enquiry approach.

The specification offers staged assessment designed to build on knowledge, understanding and skills established by the National Curriculum programmes of study and will allow progression to the post-16 phase of education. In particular there is a clear progression from KS3 Geography to this specification and from this specification to OCR Advanced Subsidiary GCE (3833) and Advanced GCE (7833) Geography B. OCR Advanced Subsidiary GCE Geography B has an emphasis on issues analysis, the relevance of geography to contemporary issues, progression, a variety of assessment techniques and key skills opportunities, particularly ICT. Another possible progression route would be to VCE qualifications at level three in the National Framework such as Travel and Tourism and Leisure and Recreation. In addition an Entry Level Certificate (ELC) with similar features provides access to the National Qualifications Framework for candidates for whom GCSE is inappropriate.

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

While conforming to the requirements of the Subject Criteria for Geography, this specification has a number of distinctive features in terms of content, approach, mode of assessment and support offered by OCR.

Specification Content

The specification content is presented in the form of questions for enquiry linked to themes and sub-themes. The five themes provide a framework which covers all the content areas commonly studied in the modern geography classroom. The themes are:

- Physical Systems and Environments;
- Natural Hazards and People;
- Economic Systems and Development;
- Population and Settlement;
- Sustainable Development.

The sub-themes are a selection of key issues from within the themes. They have been chosen to represent the issues of contemporary relevance to the candidates, society and geography as a subject. A range of opportunities is offered for the development of citizenship and to consider the challenge of sustainable development

Guidance is provided on how Centres should select the skills and their own place contexts for the study of the themes. This reflects the aims of the National Subject Criteria which require that contexts must cover a range of scales from local to global, in different parts of the world and in different types of environments. They must include the United Kingdom, Wales (for Centres in Wales), Northern Ireland (for Centres in Northern Ireland), the European Union and countries in various states of development.

Staged Assessment

Assessment, which is modular in approach, comprises:

- internal assessment (20%), consisting of one geographical investigation supported by fieldwork, mapwork and the use of ICT. Internal assessment may be based on any part of the specification content. The internal assessment unit will be expected to contain opportunities for extended writing and will be used to assess written communication. The appropriate use of ICT is built into the mark scheme.

  Internal assessment may be submitted in January or June. A candidate retaking the assessment must present a new piece of investigation but it is the responsibility of the Centre to ensure that the work is different from that previously submitted. When submitting the study for marking and moderation the relevant section of the cover sheet must be signed by the candidate. The original study must also be submitted for comparison;
- an examination, which consists of a Decision Making Exercise (DME) (30%), based on the Sustainable Development theme (theme 5). This will be assessed by an examination with pre-release materials taken in January or June. Resources for the exercise will be available for use with candidates for up to three teaching weeks before the date of the examination. The topic will be announced eighteen months before the date of each examination (the June 2002 topic will be announced in November 2000 and the January 2003 topic in June 2001). A teachers' copy of the resource booklet will be available four teaching weeks in advance of the examination.

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The DME is designed to provide candidates at all levels with opportunities to understand the process of decision making requiring candidates to proceed through three stages of decision making set in a previously announced context and using a resource booklet supplied in advance of the unseen question paper;

- a single Terminal Examination (50%), has two tiers and mostly common resources. Each paper has three sections. Section A has three questions and assesses Places; candidates answer two questions. Section B has two questions and assesses Physical Themes; candidates answer one question. Section C has two questions and assesses Human Themes; candidates answer one question. There are opportunities for short answers and extended writing.

This structure offers considerable opportunities to teachers in the design of teaching and learning programmes. The issues involved are explored, illustrated with sample schemes of work, in the Teachers' Handbook.

Approach

An approach which has:

- an emphasis on the interdependence of teaching, learning and assessment;
- opportunities for flexible course designs;
- support for teachers from a network of Specification Advisers in the designing of courses and internal assessment;
- involvement of teachers through meetings, a website and an Advisory and Development Group;
- innovative approaches to examining and assessment.

Content and Scheme of Assessment

The table summarises the specification content and its relationship with the scheme of assessment. For details on the content of the five themes and guidance on the selection of skills and places to be studied see Section C.

Content **Assessment**	**Theme 1** **Physical Systems and Environments**	**Theme 2** **Natural Hazards and People**	**Theme 3** **Economic Systems and Development**	**Theme 4** **Population and Settlement**	**Theme 5** **Sustainable Development**
Terminal Examination (3 sections) **Section A (Places) (25%)** **Section B (Physical Themes) [50%] and Section C (Human Themes) (25%)**	(a) Geomorphic processes and landforms (b) Atmospheric processes and climate (c) Physical environments and systems	(a) The nature and distribution of natural hazards (b) The processes responsible for natural hazards (c) The effects of natural hazards on people	(a) Economic systems (b) Economic activity, growth and change (c) International disparities, trade and interdependence	(a) Population distribution, structure and change (b) The location and function of settlements (c) Land use within settlements (d) The growth and decline of settlements	
Decision Making Exercise (on pre-released topic) (30%)					(a) The Earth's Resources (b) Exploitation and management of natural resources (c) Resolving issues
Internal Assessment (Geographical Investigation) (20%)	Internal assessment may be based on any part of the specification content.				

The **Internal Assessment** will assess elements of the content selected by the Centre and drawn from the table above. The Decision Making Exercise (**DME)** will assess Theme 5, Sustainable Development. The other elements of the content will be assessed in the **Terminal Examination,** which has three sections. The **Places** section will test the candidate's knowledge of the themes in the context of the places they have studied. The **Themes** sections will not include questions on specific places but candidates will be expected to support their answers with place knowledge from their own studies.

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1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Geography C

1.3 LEVEL OF QUALIFICATION

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

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum. This specification has been designed for candidates who have a prior knowledge, understanding and skills established by the National Curricula of England, Wales and Northern Ireland.

The specification builds on the four aspects of geography identified in the English National Curriculum:

- the ability to undertake geographical enquiry and skills;
- knowledge and understanding of places;
- knowledge and understanding of geographical patterns and processes;
- knowledge and understanding of environmental change and sustainable development;

and the three strands of geography in the Welsh National Curriculum:

- geographical enquiry and skills;
- places;
- themes.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework. This specification may be followed by any candidate. It is not age-specific and, as such, provides opportunities for candidates to extend their life long learning. The National Extension College has produced an updated open learning pack for use with OCR Geography Specification C.

1.5 PROGRESSION

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

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

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

1.6 OVERLAP WITH OTHER QUALIFICATIONS

This specification offers opportunities to complement or overlap with other OCR GCSE and GNVQ Specifications. It is expected that teaching and assessment methods will be different.

- GCSE in Biology
- GCSE in Chemistry
- GCSE in Humanities
- GCSE in Mathematics
- GCSE in Physics
- GCSE in Rural Science
- GCSE in Science (Single or Double Award)
- GCSE in Sociology
- Foundation GNVQ in Leisure and Tourism
- Intermediate GNVQ in Leisure and Tourism
- Foundation GNVQ in Information and Communication Technology
- Intermediate GNVQ in Information and Communication Technology

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1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Geography in the same examination series. They **may** also enter for the Entry Level Certificate in Geography.

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

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.

The classification code for this specification is 3910.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The aims below describe the educational purposes of following a course based on this specification. It is not possible for all the aims to be translated readily into assessment objectives.

This specification gives candidates opportunities to:

- make sense of their physical and human surroundings;
- 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;
- 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;
- develop an understanding of global citizenship and the ways in which places and environments are interdependent;
- 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;
- acquire and apply the skills and techniques and to develop intellectual and social skills needed to conduct geographical study and enquiry. These skills and techniques include those of mapwork, fieldwork and Information and Communication Technology (ICT) and the ability to observe, analyse and communicate.

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3 Assessment Objectives

This specification requires candidates to demonstrate their ability to:

- show knowledge of places, environments and themes at a range of scales from local to global (AO1);
- show understanding of the specified content (AO2);
- apply their knowledge and understanding in a variety of physical and human contexts (AO3);
- select and use a variety of skills and techniques appropriate to geographical studies and enquiry (AO4).

KNOWLEDGE (AO1)

Candidates, working in a geographical context, should be able to:

- recall specific facts and demonstrate locational knowledge at a range of scales about the places, environments and themes specified in the specification content.

UNDERSTANDING (AO2)

Candidates, working in a geographical context, should be able to:

- show an understanding of the processes, both physical and human, which contribute, to the characteristics of places and environments;
- show recognition and understanding of the patterns and relationships within and between places and environments;
- demonstrate their understanding of the ideas specified in the specification;
- show an understanding of the consequences of the use of natural resources and environments and of ways of managing them for their protection, conservation and sustainable development;
- demonstrate an understanding of the various ways in which societies with different technologies, economic and political systems and cultural values have responded to their particular environments.

APPLICATIONS (AO3)

Candidates, working in a geographical context should be able, in a variety of physical and human contexts drawn from the five content themes, to:

- use appropriate geographical terminology;
- apply their understanding of the ideas specified in the specification in a variety of physical and human contexts and at a range of scales from local to global;
- reach informed decisions about issues in a geographical context through application of knowledge and understanding;
- apply knowledge and understanding to investigate and explain geographical situations and issues.

SKILLS (AO4)

Candidates, working in a geographical context, should be able to select and use:

- maps at a variety of scales;
- other primary and secondary sources of information, including photographs and satellite images;
- a range of practical, fieldwork and ICT techniques and procedures;
- instruments for collecting and recording geographical information.

Candidates should also be able to:

- draw maps and sketches;
- undertake, supported by fieldwork and the use of ICT, an investigation based on any aspect of the specification content, including opportunities to demonstrate ability to identify geographical questions and issues, to establish appropriate sequences for enquiry, to obtain appropriate information, to process and present findings, and to discuss and review results in a form that relates to the original topic.

4 Scheme of Assessment

4.1 TIERS

The specification permits staged assessment and operationally uses a modular model.

Both the Terminal Examination and the Decision Making Exercise have two tiered papers. Each Foundation Paper assesses grades G to C whilst each Higher Paper assesses grades D to A*.

Candidates will be entered for certification at either the Foundation Tier or the Higher Tier. Those entering the Foundation Tier will be eligible for grades G to C whilst those who enter the Higher Tier will be eligible for grades D to A*. However, it is not obligatory for candidates to enter the Terminal Examination and the Decision Making Exercise at the same tier.

Under no circumstances will a candidate entered for certification at the Foundation Tier be awarded a grade higher than a grade C. Candidates entered for certification at the Higher Tier who achieve an overall uniform mark below that which is required for a grade D will be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

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4.2 UNITS

Units/ Options	Title	Duration	Weighting	Raw mark
2401/F	Decision Making Exercise (Foundation)	1 hour 45 minutes	30%	60
2401/H	Decision Making Exercise (Higher)	1 hour 45 minutes	30%	60
2402	Geography: Terminal Examination (Foundation)	2 hours 15 minutes	50%	100
2403	Geography: Terminal Examination (Higher)	2 hours 15 minutes	50%	100
2404	Geography: Internal Assessment.	N/A	20%	40

Unit Entry Options

All candidates for unit 2401 must select a single option and be entered under the relevant option code.

Entry Code	Option Code	Units to be Taken	
2401	F	01	Decision Making Exercise (Foundation)
	H	02	Decision Making Exercise (Higher)

Re-sit Rules

Candidates may re-sit any unit or option within a unit once only prior to certification. The better score will be used in the aggregation. Individual unit results will have a shelf-life limited only by that of the specification.

4.3 UNIT AVAILABILITY

There are two assessment sessions in each year, January and June.

The availability of units is shown below.

Unit Code	Title	June 2002	January 2003	June 2003
2401	Decision Making Exercise	Y	Y	Y
2402/2403	Terminal Examination			Y
2404	Internal Assessment.	Y	Y	Y

The availability in subsequent years will be the same as in 2003.

4.4 CERTIFICATION

Candidates must be entered for certification to claim their overall grade. Candidates should be entered under the relevant option code.

1988/F – Foundation Tier

1988/H – Higher Tier

Rules of Combination

Candidates take three units.

Candidates must take the following combination of units:

Entry Code/Option Code	Tier	Valid Combinations
1988/F	Foundation	2401/F or 2401/H, 2402 and 2404
1988/H	Higher	2401/F or 2401/H, 2403 and 2404

Terminal Rules

Candidates must take one of units 2402 or 2403 in the terminal session.

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4.5 THE DECISION MAKING EXERCISE (DME)

Rationale

The DME is designed to provide candidates at all levels with opportunities to proceed through three stages of investigating issues related to sustainable development, set in a previously announced context and using a resource booklet supplied in advance of the unseen examination paper. The exercise will assess and reward the candidates' ability to apply the ideas which underlie parts (a) and (b) of Theme 5 (Sustainable Development) in a particular situation.

Depending on the issue which will form the basis for the DME, the booklet supplied will contain resources common to both tiers of the exercise. On some occasions resources may be included for use in only one tier.

The provision of the resource booklet in advance of the DME has several justifications:

- the consideration of issues related to sustainable development requires the handling of a variety of data from several sources if superficial answers are to be avoided;
- access to that data in advance can considerably reduce the amount of time spent in studying the resources needed for a question;
- more time can be spent in developing answers in the form of extended writing than will be possible in the terminal examination;
- access to the data will enhance the depth of candidates' answers.

The Structure of the Decision Making Exercise

Section 1: The Background to the Issue

This section will include tasks which prepare candidates for the focus of Sections 2 and 3 without anticipating the specific theme of the later sections. They will explore the candidates' understanding of sustainable development in a particular context.

Section 2: Options

In this section candidates will be presented with tasks which expect them to consider alternative ways of resolving issues, the values and attitudes of those involved and ways of managing environments and utilising resources.

Section 3: Decisions

In the final section candidates will be asked to choose between alternative proposals or approaches to sustainable development through resource use and environmental management and to justify their decisions.

Issues

Each DME will focus upon one or more issues related to sustainable development. These issues arise from sub-themes (a) and (b) set out in the subject content for Theme 5, which are:

- the Earth's resources;
- exploitation and management of natural resources.

Examples of issues which involve aspects of sustainable development and which could become foci for DMEs are given below.

- Effects of an Environmental Change.
- Cities in the Twenty First Century.
- The Development of Energy Sources.
- Forest Futures.
- Threatened Environments.
- Feeding the Worlds' Population.
- Economic Growth and Environment.

4.6 QUESTION PAPERS

Decision Making Exercise (DME)

The DME may be taken at either Foundation Tier (2401/F) or Higher Tier (2401/H).

The DME emphasises the environmental and sustainable development focus of the specification. Resources for the papers will be available to candidates in advance. The papers will require candidates to demonstrate their achievement in relation to the assessment objectives in the context of one or more sustainable development issues highlighted in these resources. The issue(s) will relate to Theme 5 of the subject content.

Each paper lasts for 1 hour 45 minutes and carries 30% of the assessment for the specification.

The title of the DME, will be available from OCR at least eighteen months prior to the examination session to which it relates. The examination will be available in the January and June sessions.

Candidates should be entered for *either* the Foundation Tier (2401/F) *or* the Higher Tier (2401/H). The Foundation Tier paper will be targeted at grades G to C. The Higher Tier paper will be targeted at grades D to A*.

Resources for the DME will be despatched to Centres before the examination. These resources should be made available to candidates for up to three working weeks prior to the exercise being undertaken. The resources must be collected in by the teacher at the end of each lesson where they are used. They should not be annotated in any way. The resources must be handed out to candidates along with the questions when the examination is undertaken. After the exercise has been undertaken, the resources may be retained and used by Centres.

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For the examination, candidates will be presented with an issue, which they must address by applying their knowledge, understanding and skills in relation to evidence available in the resources provided.

Whilst the DME is designed to assess the assessment objectives in relation to theme 5 of the content, the resources and notes for teachers may also relate to the other four themes.

Candidates re-taking the examination will have a different Resource Booklet and a different DME title.

Terminal Examination

The Terminal Examination may be taken at either Foundation Tier (2402) or Higher Tier (2403). It does not need to be taken at the same tier as the DME.

The Foundation Tier paper will be targeted at grades G to C. The Higher Tier paper will be targeted at grades D to A. Each paper will last for 2 hours 15 minutes and carry 50% of the assessment for the specification.

Each paper will each have three sections.

- **Section A** will assess **Places**. It will have three questions, one on the European Union (**EU**), including the UK, one on less economically developed countries (**LEDC**) and one on more economically developed countries (**MEDC**) outside the EU. Two questions must be answered. Questions will be set which allow Centres to select the regions and countries to be studied and which permit candidates to apply their knowledge of the specification themes in a place context in their answers.
- **Section B** will assess **Physical Themes**. It will have two questions, one on each of Theme 1 (Physical Systems and Environments) and Theme 2 (Natural Hazards and People). One question must be answered.
- **Section C** will assess **Human Themes**. It will have two questions, one on each of Theme 3 (Economic Systems and Development) and Theme 4 (Population and Settlement). One question must be answered.

In Sections B and C, questions will not be set directly on specific places but candidates will be asked to refer to their own case studies to support answers.

The assessment of skills will be distributed across the questions by using a variety of resources, which will normally be common to both tiers.

An OS (or similar) map, colour photographs and satellite images will be used as appropriate for each paper.

All questions will be marked out of 25 and will include opportunities for both short answers and extended writing.

The questions will assess knowledge, understanding, application and skills in approximately the proportions shown in the table in Sub-section 4.7.

4.7 WEIGHTING OF ASSESSMENT OBJECTIVES

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

- Assessment Objective One (AO1): Show knowledge of places, environments and themes at a range of scales from local to global.
- Assessment Objective Two (AO2): Show understanding of the specified content.
- Assessment Objective Three (AO3): Apply their knowledge and understanding in a variety of physical and human contexts.
- Assessment Objective Four (AO4): Select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

Assessment units	AO1	AO2	AO3	AO4	Total
Decision Making Exercise	5	5	10	10	**30**
Terminal Examination	15	15	10	10	**50**
Internal assessment	0	5	5	10	**20**
Overall	**20**	**25**	**25**	**30**	**100**

4.8 INTERNAL ASSESSMENT (COURSEWORK)

Candidates should complete one geographical investigation which **must** be supported by fieldwork, mapwork and the use of ICT. Internal assessment may be based on any part of the specification content.

Internal assessment should include opportunities for drawing upon a range of geographical skills. Although other geographical skills may be involved, the work should include opportunities, as appropriate, for the following to be demonstrated:

- fieldwork skills such as mapping, weather observations and recording, and the drawing of sketches and cross sections;
- the use of maps at appropriate scales;
- the use of photographs and satellite images;
- the mapping and graphical representation of data;
- selection and use of data from a wide range of primary and secondary sources;
- the use of ICT.

Other primary and secondary sources should be used to supplement data collected in the field. For the purpose of this specification, primary data are defined as unprocessed data. This may include, for example, census and remotely sensed data. Secondary data are defined as data that has been analysed and/or interpreted.

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Investigations should be set to allow the candidates to demonstrate positive achievement in relation to the relevant content and assessment objectives. Opportunities must be provided for candidates to identify relevant geographical questions, implement effective sequences of investigation and collect a range of appropriate evidence from a variety of primary and secondary sources. They should be encouraged to use relevant skills and techniques effectively and draw selectively on geographical ideas to interpret evidence.

Examples of appropriate investigations are given in Sub-section 6 but it is up to Centres to develop investigations appropriate to their candidates and local circumstances. A network of Specification Advisers supports teachers who adopt this specification. These advisers are responsible for providing advice to Centres on the development of internal assessment investigations, as well as commenting on them once they have been produced. Further, more detailed, examples are available from OCR. Centres are also referred to the Teachers' Handbook for this specification.

Full details of the regulations for internal assessment can be found in Sub-section 7.

4.9 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Quality of written communication is written into the marking criteria used for internal assessment, the Terminal Examination papers and the Decision Making Exercise.

The rubrics of the Terminal Examination papers and the Decision Making Exercise remind candidates that marking of the extended writing sections takes into account the quality of written communication.

Candidates are also expected to make effective use of ICT in their geographical investigation.

Full details of the assessment of ICT can be found in Sub-sections 6 and 7.

4.10 DIFFERENTIATION

In the Terminal Examination and in the Decision Making Exercise, differentiation will be achieved by the setting of tiered papers, within which questions will be targeted at particular grade ranges. Foundation Tier will be targeted at grades G to C. Higher Tier will be targeted at grades D to A*. Candidates may be entered for a different tier on the DME examination from the tier in the Terminal Examination.

The tiered papers of the DME and the Terminal Examination will use mostly common resources and assess common content but the resources will be used in such a way that candidates of the targeted abilities will be able to show positive achievement. For instance, Foundation Tier candidates may be expected to select discrete items of data from a resource while Higher Tier candidates may be expected to identify patterns and trends from it.

Within the two terminal question papers, stepped questions will be set with an incline of difficulty across the sub-sections of each question. The earlier sub-sections will require short answers while the later sub-sections will require responses in extended prose. In the later sub-sections differentiation will be by outcome.

Within the two DME papers, the first two sections (Background and Options) will include questions set at a range of levels appropriate to the targeted grades, while the last section (The Decision) will require extended prose and differentiation will be by outcome.

Differentiation between the tiers will be achieved by setting tasks appropriate to the targeted levels of entry. Foundation Tier questions will be structured to allow full marks for a short answer and a framework will be provided in the answer booklet for any extended writing. Higher Tier papers will be structured to enable candidates to extend their answers as their ability allows.

Comparability between the tiers will be achieved by having:

- common resources;
- common sections;
- common numbers of questions each dedicated to common prescribed places and themes;
- sufficiently common extended-writing tasks to permit comparison of achievement at the overlapping grades.

In internal assessment, differentiation will be achieved by the teacher presenting each candidate with some tasks appropriate to his/her ability and/or by setting other tasks common to all candidates. This principle is more fully developed in Sub-section 6 on internal assessment.

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4.11 AWARDING OF GRADES

The written question papers will have a total weighting of 80% and internal assessment a weighting of 20%.

A candidate's mark for each of the units taken will be combined in the appropriate weighting using a Uniform Mark Scale to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

The specification will be graded on a Uniform Mark Scale out of 400. The uniform mark thresholds for each of the units are shown below:

Units	2402	2403	2401/F	2401/H	2404
Max. mark available	139	200	83	120	80
A	N/A	160	N/A	96	64
B	N/A	140	N/A	84	56
C	120	120	72	72	48
D	100	100	60	60	40
E	80	N/A	48	N/A	32
F	60	N/A	36	N/A	24
G	40	N/A	24	N/A	16

Note A* is **not** awarded at unit level.

The overall uniform mark grade boundaries are as follows:

Tier	A*	A	B	C	D	E	F	G	U
Foundation				240	200	160	120	80	0
Higher	360	320	280	240	200	180			0

4.12 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

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 attitudes and values 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.

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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 attitudes and values 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.

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 understand how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of attitudes and values 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 evaluating the validity and limitations of evidence and conclusions.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

The subject content has the following elements:

- questions for enquiry, which should guide the teaching strategies and the setting of assessment tasks;
- five main themes and sixteen sub-themes which are a means of organising the questions for enquiry into a manageable framework;
- a set of content statements linked to the questions for enquiry and themes and which indicate their scope. It is not intended that each content statement should relate to a specific 'question of enquiry'; the 'questions' collectively provide the focus for the content statements;
- requirements related to the selection of the places at different scales, which must form a context for studying the themes and provide the knowledge of places required in the Terminal Examination;
- the range of skills and techniques with which candidates should be familiar.

The specification content permits Centres to choose from a wide range of places providing that these cover the required range of scales and stages of development. The areas, regions, and countries selected by Centres for study must provide bases for:

- acquiring a knowledge of places at a range of scales and at various states of development;
- developing and integrating an understanding of ideas, themes and issues in place contexts;
- applying knowledge and understanding of places in a variety of physical and human contexts;
- providing case studies of geographical phenomena;
- considering the geographical distinctiveness of regions and countries.

The details in the matrix overleaf are designed to ensure that candidates will have studied an appropriate range of places to answer the tasks and questions in the different parts of the scheme of assessment. Study of the EU must include the study of places within the EU other than the UK, as well as studies of the whole of the EU, including the UK. Guidance on course design can be found in the Teachers' Handbook.

Minimum Place and Scale Requirements

Scale / Places	Local	Regional	National	International	Global
UK	Case studies as appropriate to illustrate themes	Case studies as appropriate to illustrate themes	Selected aspects of the UK or any of the constituent countries		
European Union (EU)	Case studies as appropriate to illustrate themes	Two contrasting regions, one in the UK, the other outside the UK		Selected aspects	
More economically developed countries outside EU (MEDC)	Case studies as appropriate to illustrate themes	Two contrasting regions in a MEDC	One MEDC		
Less economically developed countries (LEDC)	Case studies as appropriate to illustrate themes	Two contrasting regions in a LEDC	One LEDC		
World	Case studies as appropriate to illustrate themes				Selected patterns and issues

NOTE each study need not be drawn from a different part of the world. For instance studies at the local and regional scale may be undertaken as part of a study at the national scale.

This specification allows Centres in Wales to have a focus on Wales and Centres in Northern Ireland to have a focus on Northern Ireland. The national column in the table above and the selection of suitable case studies at local and regional scale allows this. Further guidance can be found in the Teachers' Handbook.

As a result of investigating the places and themes embodied in the content through the questions for enquiry, candidates must acquire and develop a range of subject specific as well as general skills and techniques.

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It is important that all these skills and related techniques are taught. In course planning, skills and techniques should be selected for their appropriateness to the investigation in progress at any particular time. By the end of the course, candidates must have had opportunities to develop all the skills listed below. These may also form the basis of internal assessment activities and the assessment of skills in the DME and Terminal Examination. For further guidance see the Teachers' Handbook.

- Skill in selecting, extracting and using relevant data from sources such as: books, journals, reports, the media, maps at a range of scales, statistics, censuses, graphs, photographs, satellite images, people, information stored in an ICT format.
- Skill in collecting data in the field using techniques such as: field sketching, land use mapping, questionnaires, interviews, data logging, environmental assessments.
- The use of simple instruments and equipment for measuring and recording such as: soil testing kits, clinometers, measuring tapes, quadrats, compasses, an automatic weather station, cameras, tape recorders, video and digital cameras.
- Skill in interpreting data by identifying patterns, trends and relationships in data such as:
    - OS maps at scales of 1:50 000 and larger and other national maps at similar scales;
    - atlas maps, route maps and plans, thematic maps for instance maps showing weather, geology, land use, population and economic data;
    - ground and air photographs and satellite images;
    - graphs (including bar, line, scatter and triangular graphs) and other ways of representing statistical data such as histograms, pie charts and star charts;
    - Geographical Information Systems (GIS).
- Skill in interpreting data by identifying bias, meaning and purpose in sources such as: the media; promotional material; cartoons; internet websites.
- Skill in using evidence, analysing and synthesising data, to reach conclusions and to critically evaluate their own findings and those of others.
- Skill in communicating the outcomes of their work in geography by:
    - representing data in a variety of map, graphic and ICT formats;
    - drawing sketch maps and field sketches;
    - using geographical vocabulary;
    - presenting their finding in appropriate written format and discussing their findings with others.
- Skill in planning their own geographical investigations by drawing upon the skills listed above and by identifying appropriate questions and strategies.

CONTENT TABLES

In the tables that follow

The study of the EU must include examples from the UK and from outside the UK

indicates the main opportunities for developing knowledge, skills and understanding associated with citizenship issues (see also 8.2)

# indicates the main opportunities for developing the spiritual, moral, ethical, social and cultural issues (see also 8.3)

indicates there are many opportunities in all themes to develop ICT capability to:

- Communicate and handle information.
- Control, measure and model.

indicates there are opportunities to collect evidence for the generic Key Skills of:

- Communication.
- Application of Number.
- Information Technology.

These opportunities (see Sub-sections 8 and 9), exemplified in detail in the Teachers' Handbook, will enable candidates to:

- Enhance their skills of geographical enquiry and investigation.
- Gain access to a wide range of geographical knowledge and information sources.
- Deepen their understanding of people, place and environment and spatial inter-relationships.

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THEME 1 CONTENT **Physical Systems and Environments** **C1.1-1.3; N1.1-1.3; N2.1-2.3**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	POSSIBLE EXAMPLES
(a) Geomorphic processes and landforms				
• What are the landforms that make up a selected landscape like? #	The description of **one** selected landscape using appropriate skills e.g. map and photograph interpretation.	Local or Regional	EU	**Selected landscapes such as:**
• What geomorphic processes are operating on the selected landscape? #	The geomorphic processes (including weathering, erosion, transport and deposition) associated with **one** selected landscape.	Local or Regional	EU	Local Landscape Upland Scenery of Ingleborough
• What evidence is there of how the landforms are influenced by geology, past and present processes? #	The contribution of structure and past and present geomorphic processes towards the development of **one** selected landscape.	Local or Regional	EU	Mountain scenery in the Alps
• How are they being influenced by human activity? #	The effect of human activity on geomorphic processes within the **one** selected landscape.	Local or Regional	EU	A short stretch of coastline
(b) Atmospheric processes and climate				
• How do weather conditions reflect processes in the atmosphere at the local scale? #	The influence of local conditions including aspect, exposure, relief and surfaces on microclimates and weather.	Local	EU	Alpine valley Local area
• What influences the patterns of climate at the regional scale? #	The factors responsible for spatial and seasonal patterns of temperature and rainfall in the British Isles (latitude, land and sea, relief and ocean currents) depressions and anticyclones.	National	UK	British Isles
• How does the global atmospheric system affect the climate in particular places? #	The climate of the British Isles and two other contrasting types of climate.	National	UK LEDC and MEDC	Tropical continental climate in Nigeria Warm temperate climate in Japan
• Is the climate changing? #	Climatic change; possible reasons and consequences for human activity.	Local and Global	World	
(c) Physical environments and systems				
• How can systems ideas help the study of: river basins;	The main units and links in the hydrological cycle. The river basin as a system of inputs, flows, stores and outputs.	Regional Regional		
water in the atmosphere; #	The storm hydrograph.	Local or Regional	EU	River Lymn Lincolnshire Rhine
habitats, including their soil and vegetation? #	The links between climate, soils, vegetation and human activity in **one** chosen environment.	Regional	LEDC	Brazilian rainforest

THEME 2 CONTENT **Natural Hazards and People** **C2.2**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	POSSIBLE EXAMPLES
(a) The nature and distribution of natural hazards				
• What different kinds of natural hazards are there? #	The severity, frequency and duration of tectonic, atmospheric and terrestrial hazards from short term local hazards, such as fog; medium term ones such as forest fire, to long term hazards such as global warming.	Local to Global		
• Where do different kinds of hazards occur?	The distribution of different kinds of hazard.	Global	World	Floods, Tropical Storms Earthquakes, Drought
(b) The processes responsible for natural hazards				**Selected hazards such as:**
• What physical processes are responsible for natural hazards? #	The processes that result in volcanoes, earthquakes, tropical storms, floods and droughts.	Local, Regional and Global	EU, LEDC and MEDC	Rhine floods Bangladesh Cyclone Kobe earthquake Sahel drought
• How do people's activities affect them? #	The impact of human activities such as deforestation, over grazing, and urbanisation.	Regional	EU, LEDC and MEDC	
(c) The effects of natural hazards on people				**Selected hazards such as:**
• How do natural hazards affect people in parts of the world at different levels of development? #	The different effects of natural hazards on rural/urban areas, densely and sparsely populated areas in LEDCs and MEDCs.	Regional	LEDCs and MEDCs	Rhine floods Bangladesh Cyclone Kobe earthquake Sahel drought
• How can people be protected from natural hazards? #	Emergency planning, building and development controls.	Regional		
• Can natural hazards be predicted and controlled? #	Predicting and controlling natural hazards using methods such as remote sensing, earthquake monitoring, afforestation and flood control schemes.	Regional		

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THEME 3 CONTENT **Economic Systems and Development** **C2.3; IT2.2**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	POSSIBLE EXAMPLES
(a) Economic systems				
• How can systems ideas help the study of economic activity?	Economic activity as inputs, outputs and processes and the study of at least **one** selected example.	Local		Vine House Farm, Lincs. Bosch Factory, Miskin, South Wales Alton Towers theme park
• Where are economic activities located and why?	The general factors affecting the location of economic activity and at least **one** selected example.			Supermarkets in a town The Japanese car industry
(b) Economic activity, growth and change				
• How and why is economic activity changing? #	Changes in economic activity resulting from developments in transport and technology.	Regional International	MEDC EU	Japanese farming EU Tourism
• Why do some places experience growth while others decline?	Regional economic change.	Regional	EU	Mezzogiorno, Italy South Wales
• What are the effects of economic change on the quality of life in different places? #	LEDC economic development, including the roles of tourism, multinational/transnational corporations and development projects.	Regional and National	LEDC	Brazil Malaysia
(c) International disparities, trade and interdependence				
• What variations in levels of development exist between countries? #	Contrasts in living standards and GDP.	Global	World	Selected countries
• How and why do living standards vary? #	Improvements in the quality of life in LEDCs through both investment **and** aid programmes.	National	LEDC	Investment by MNCs in Brazil Food aid to Ethiopia
• What links exist between states in terms of trade, investment and aid? #	Global and EU trade patterns and trends.	Global and International	World and EU	Trade between LEDCs and MEDCs Trade in the EU

THEME 4 CONTENT **Population and Settlement** **C2.1; IT1.1-1.2; IT2.2**

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	POSSIBLE EXAMPLES
(a) Population distribution, structure and change				
• Where do people live? #	The distribution of population at a global scale.	Global	World	
• Why do more people live in some places than in others? #	Factors affecting the distribution of population.	National	MEDC and LEDC	Australia Brazil
• How and why is the population of places changing? #	The growth in population at a global scale.	Global	World	
	Factors affecting birth and death rates, and their impact on population totals.	Local and National	MEDC and LEDC	Japan Mauritius
• How and why does the age structure of populations vary? #	Population structure and its change over time.	National and International	MEDC and LEDC	USA Kenya
• Why is the balance between the numbers of people living in rural and urban areas changing? #	Migration: causes and effects.	National and International	LEDC	Rural-urban migration in Mexico
			EU	Migrants to the EU
(b) The location and function of settlements				
• What affects the location of individual settlements? #	Reasons for the location of settlements.	Local and Regional	EU	Local area/region
• Is there a link between the size and location of a settlement and its functions? #	Provision of goods and services by settlements of different sizes.	Local and Regional	EU	Cambridgeshire
(c) Land use within settlements				
• Where are different activities located within settlements? #	Reasons for land use patterns within a selected settlement.	Local		Local settlement Cairo
• How and why is land use within settlements changing? #	The effect of changes in transport, economic activity and ways of life on land use within a selected settlement.	Local		Local settlement Cambridge
• What factors influence social and cultural patterns in towns and cities? #	Social and cultural patterns within cities.	Local		Local city San Francisco Rio de Janeiro
(d) The growth and decline of settlements				**Selected settlements such as:**
• Why are some settlements growing while others are declining? #	Reasons for the growth **and** decline of population, activities and area of **two** selected settlements.	Local	EU and LEDC	Local settlement
• How are these changes affecting the quality of life? #	The benefits, problems and issues associated with growth and decline of settlements, together with their effect on the quality of life.	Local	EU and LEDC	Amsterdam Mexico City
	Making settlements sustainable.	Local		

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THEME 5 CONTENT — Sustainable Development — C1.1-1.3; C2.1-2.3; N1.1-1.3; N2.1-2.3; IT1.1-1.2; IT2.1-2.3

QUESTIONS FOR ENQUIRY	CONTENT	POSSIBLE LEARNING OPPORTUNITIES IN THEMES 1-4
(a) The Earth's resources		
• How can resources be defined? #	Classification of resources as renewable and non-renewable.	
• How is the demand for resources changing? #	The effects of economic and population growth on the demand for natural resources and their sustainability.	The growth in population at a global scale. The impact of developments in transport and technology.
(b) Exploitation and management of natural resources		
• What are the consequences of people's use of resources? #	Pressure on scarce resources and environments. The reasons for environmental degradation.	The links between climate, vegetation and soils and human activity. The processes that result in drought.
• What effects might the growth of demand for goods and services have on environments? #	Causes and possible effects of environmental change at different scales.	The effect of human activity upon geomorphic processes. Climatic change; possible reasons and consequences.
• How can the use of resources and environments best be developed and managed? #	Different ways of managing environments and resources including approaches for stewardship, conservation and sustainable development.	Making settlements sustainable. Investment aid programmes in LEDCs.
(c) Resolving Issues		
• What causes pressure on land and resources? #	The reasons for conflict over the use of land and resources.	Migration: causes and effects.
• What priorities about the future use of land and resources do different people have? #	The differing values and attitudes of those associated with environmental issues.	Predicting and controlling hazards.
• How can planning help to resolve issues about the use of land and resources? #	Planning for an improved quality of environment.	LEDC economic development. Improvements in the quality of life in LEDCs through both investment and aid programmes.
• Can sustainable development be achieved? #	The role of individual citizens, groups and decision makers.	Social and cultural patterns within cities.

SECTION D: COURSEWORK

6 Coursework Tasks

For each Centre there is a Specification Adviser to offer guidance and support on matters relating to the specification and, in particular, on the organisation and development of internal assessment (coursework) activities. The Specification Adviser will consider a Centre's internal assessment (coursework) proposals in order to comment on them on behalf of OCR. If necessary the Specification Adviser will advise on further development.

Details of any proposed internal assessment (coursework) activities should be submitted to a Specification Adviser for comment **at least six weeks** before it is intended that they are undertaken by the candidates.

A Teachers' Handbook written by teachers is available from OCR. It contains substantial guidance on the organisation and development of internal assessment (coursework). It is particularly useful for teachers wishing to take full advantage of the staged assessment opportunities provided by this specification.

6.1 NATURE OF COURSEWORK

Options

Candidates should complete one geographical investigation which should include opportunities for fieldwork, mapwork and the use of ICT.

Content and Skills

Internal assessment (coursework) may be based on any part of the specification content. When considering on what content they will base their internal assessment (coursework) activities, teachers should be guided by the questions for enquiry listed in the content tables in Section C. Internal assessment (coursework) should include opportunities for drawing upon a range of geographical skills. These skills are listed in Sub-section 4.8.

Positioning Internal assessment (coursework) within the Two Year GCSE Course

In setting internal assessment (coursework) activities and arranging their timing, Centres should keep in mind that the standards set are designed to be appropriate for sixteen year olds at the end of a GCSE course. The same standards must be applied regardless of when the work was undertaken or submitted within the two year course.

Duration

In designing their internal assessment (coursework), Centres should consider the time to be taken bearing in mind the following:

- the need to ensure positive achievement by candidates of different abilities;
- the need to provide formative feedback to candidates;
- the allocation of 20% of the total marks available to this unit;
- the recommendation that a 20% internal assessment (coursework) unit should contain a **maximum** 2 500 words of text;
- illustrative material should be relevant and purposeful;
- the need to provide opportunities for extended writing.

Positive Achievement

The internal assessment (coursework) should give all candidates access to the chosen content and be designed to encourage all candidates to attain their highest possible level of achievement. Opportunities must be provided for candidates to identify relevant questions and implement effective sequences of investigation.

Differentiation

Unlike the Terminal Examination and the Decision Making Exercise, the internally assessed unit is not tiered. Whilst internal assessment (coursework) is common to all candidates it is essential that the tasks set enable them to demonstrate their highest possible level of achievement in relation to the relevant assessment objectives and the chosen content.

There are a number of ways of achieving this goal of differentiation. These include:

- common tasks where differentiation occurs by outcome;
- stepped tasks along an incline of difficulty;
- core tasks with extensions;
- individual investigations appropriate to the abilities of the candidates.

Combinations of these approaches are acceptable.

Assessment Objectives

The table below shows the balance of understanding, applications and skills to be demonstrated across the internally assessed unit.

Understanding	Applications	Skills	Total
5% (10 marks)	5% (10 marks)	10% (20 marks)	20% (40 marks)

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Marking

When marking internal assessment (coursework), Centres must use the criteria listed in Sub-section 7.3. These criteria should be applied to the tasks as a whole. Investigations should, therefore, be designed to ensure that they produce outcomes that match the criteria listed in Sub-section 7.3. The sample of work, which is presented for moderation, must show how the marks have been awarded in relation to the marking criteria. To assist in this, Centres should use the mark recording grid provided in the Teachers' Handbook.

Written Communication

Quality of written communication is assessed as part of this unit and the marking criteria for internal assessment (coursework) reflect this. Some tasks must be set that require responses in extended prose. Candidates are expected to:

- present information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

6.2 EXEMPLAR COURSEWORK TASKS

The nature of the activities produced for internal assessment (coursework) will usually be determined by the subject content on which they are based. When considering on what content they will base their internal assessment (coursework), teachers should be guided by the questions for enquiry listed in the content tables in Section C. What follows is a list of suggestions for internal assessment (coursework) activities based upon the questions for enquiry listed in the specification. When choosing and designing internal assessment (coursework) units, Centres must ensure that candidates' geographical investigations are supported by fieldwork, mapwork and the use of ICT.

Questions for Enquiry Based on the Following Content Areas	Possible Internal Assessment (Coursework) Activities
Geomorphic processes and landforms	The four sub-questions in this section lend themselves very readily to internal assessment (coursework). For example, a field visit to a coastal area could involve gathering information about the nature of the landforms, the processes and factors that have influenced the development of the landscape, and the ways in which the physical landscape is being influenced by human activity. The way in which people interact with the landscape could lead on to consideration of some of the sub-questions in the Resolving Issues section of Theme 5.
Atmospheric processes and climate	An investigation into the influence of local conditions including aspect, exposure, relief and surfaces on micro climates and weather, using ICT for data-logging and data handling. The heat island effect in a large urban area. The relationship between local atmospheric conditions and larger scale weather systems such as depressions and anticyclones, using ICT for data-logging and data handling. Use of satellite images and the Internet.
Physical environments and systems	Measuring hydrological processes within a river basin. Infiltration studies. The ways in which flood risk is being influenced by human activity. The way in which people interact with drainage basin processes could lead on to consideration of some of the sub-questions in the Resolving Issues section of Theme 5.
The nature and distribution of natural hazards	Study and research into the *local scale* causes, consequences, frequency and distribution of hazards such as fog, flooding, drought and global warming. Fieldwork might be difficult to organise for this but it should lend itself to individual investigation based on the use of mapwork and ICT, e.g. data gathering, data handling and desk-top publishing.
The processes responsible for natural hazards	The causes and impact of hazards such as flooding and fog would link into an investigation of flood risk and micro climates as described above
The effects of natural hazards on people	A study of flood risk and flood prevention in a drainage basin could lead on to consideration of some of the sub-questions in the Resolving Issues section of Theme 5. Fieldwork could be based on questionnaire surveys of local people's hazard perception and willingness to pay for prevention schemes. The Internet and CD ROMs could be used to investigate the impact of non-UK hazards and hazard perception, prediction, and prevention in places such as Japan and California.
Economic systems	Group or individual investigations into the nature and location of a farm, factory, or service industry. Tasks would need to be set up very carefully to avoid a simplistic 'project based' approach.

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Questions for Enquiry Based on the Following Content Areas	Possible Internal Assessment (Coursework) Activities
Economic activity, growth and change	The nature of, and changes in, retailing at the local and regional scale. Modern shopping behaviour and the way it relates to the growth and decline of shopping centres. The way that this links into transport and planning issues. Are our modern shopping habits sustainable?
International disparities, trade and interdependence	A local fieldwork investigation into questions such as 'Where do our trainers come from?' can be expanded to involve Internet research into wage rates, standard of living and quality of life in the countries where the goods are made. What is the effect of this globalisation on the candidate's local area?
Population distribution, structure and change	Urbanisation and counter-urbanisation and their effects on settlements. Using census data and fieldwork to investigate these changes over time. The planning implications of these population changes. Do modern population movements contribute to sustainable lifestyles?
The location and function of settlements.	An investigation into the shopping hierarchy in a region or within a large settlement. Threshold values of different kinds of shops and customer catchment areas of shopping centres of different sizes. The provision of shops and services in settlements of different sizes using Internet web sites such as 'scoot' to gather the data.
Land use within settlements	Using transects to survey land use within a large urban area. Using a variety of fieldwork techniques to delimit the CBD of a town or city. Using old maps and up to date surveys to investigate land use changes over time. Investigating planning issues arising from changes in urban land use and so linking to issues raised in Theme 5. Using ICT to handle census data in order to describe, map and investigate social and cultural patterns within large urban areas. Using Internet web sites such as 'scoot' to study the distributions of different shops and services within an urban area, or even within the CBD of a large urban area.
The growth and decline of settlements	Investigating planning issues related to the growth and decline of settlements, or of areas within settlements. By studying the planning process candidates can become involved with issues relating to citizenship and sustainability. How people's attitudes are affected by their perception of the way in which suggested changes may impinge upon their quality of life. How people's attitudes towards a change are related to how close they live to it.
The Earth's resources	An investigation into energy use in a large building such as a school, including journeys to school. How can energy be saved and what consequences would these savings have on the use of resources and the pollution of the environment?

Questions for Enquiry Based on the Following Content Areas	Possible Internal Assessment (Coursework) Activities
Exploitation and management of natural resources	Investigating environmental degradation e.g. footpath erosion in a tourist honeypot area. How can we manage rare or popular environments e.g. heather moorlands, wetland areas, or areas where pressure from fieldwork groups has led to environmental degradation?
Resolving Issues	Planning or environmental issues are ideal topics, especially for individual investigations or individual extensions to an investigation planned by the teacher. Candidates can research the reasons for conflict over the use of land and resources and then investigate the differing values and attitudes of those associated with these environmental and planning issues. Candidates should be encouraged to suggest ways in which the issues can be resolved and to consider how sustainable their solutions will be.

Guidance for Centres on the Design of Internal assessment (coursework)

The guidance given below should be used by Centres and Specification Advisers when writing and commenting upon internal assessment (coursework) investigations.

Subject Content

- Does the investigation address content drawn from the specification?

Assessment

- Has the investigation been designed to cover the relevant assessment objectives and have the correct weightings been applied?
- Can the marking criteria printed in Sub-section 7 be readily applied to the investigation?
- Has a strategy been devised for showing the moderator how marks have been awarded?

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Does the investigation take advantage of opportunities outside the context of a written timed examination?

- Do the activities provide opportunities for candidates to cover a range of skills, including mapwork and the use of ICT?
- Are the activities supported by fieldwork?
- Are the activities investigative in nature?
- Are the candidates given opportunities to write in extended prose?
- Are the activities based on the use of both primary and secondary data?

Structure and Differentiation

- Is there a strategy for differentiation?
- Will the investigation enable candidates to demonstrate their best possible level of achievement and especially is it possible to reach Level 3?
- Are there opportunities for candidates to reach Level 3 by showing initiative, identifying geographical questions and implementing effective sequences of enquiry?

Is positive achievement encouraged?

- Is the investigation likely to interest and motivate the candidates?
- Are candidates able to undertake activities at levels which are appropriate to their abilities?

Does the investigation make reasonable demands upon the candidates?

- Is the investigation feasible within the 2 500 word limit?
- Are any resource materials provided, appropriate in volume and style for the candidates?
- Are resource materials as up-to-date as possible?
- Are there any areas of overlap that could be eliminated?

Is the presentation of any documentation satisfactory?

- Is the layout clear and helpful to the candidates?
- Does the design and layout of the material reflect good practice?
- Is the documentation free of spelling, punctuation and grammatical errors?

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work, which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed activities, teachers are expected to:

- offer candidates advice about how best to approach such activities;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre e.g. research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
    - Centre number;
    - Centre name;
    - candidate number;
    - candidate name;
    - specification code and title;
    - investigation title.
- All work for moderation must be submitted in an A4 flat manila folder (not a ring binder) with the pages fastened together (a treasury tag is sufficient). Individual pages must not be enclosed in plastic pockets.

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7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

When designing investigations and assessing the outcomes in terms of candidates' work teachers must use the marking criteria provided.

At the end of the course the moderators' responsibility is to ensure that the marks awarded in relation to the standards of work are consistent across the country. In order to do this they will use the marking criteria provided. It is therefore, essential that Centres use these criteria when marking investigations. This is one of the requirements that Centres will have to meet when they submit their internal assessment activities to a Specification Adviser.

Quality of written communication is assessed as part of this unit and the marking criteria for internal assessment reflect this. Some activities must require responses in extended prose.

For the purpose of this unit, geographical investigation must be supported by fieldwork, mapwork, and the use of ICT. The marking criteria for internal assessment reflect this.

The marking criteria are divided into three levels and levels marking should be used. Guidance can be found in the Teachers' Handbook.

On the pages that follow the levels and mark ranges are given for each of the three relevant assessment objectives, i.e. AO2, AO3 and AO4.

AO2	Level One 0 - 4 marks	Level Two 5 - 7 marks	Level Three 8 - 10 marks
Understanding (10 marks)	Shows some understanding of geographical ideas, processes and patterns.	Understands geographical ideas appropriate to the topic being studied. Shows understanding of a range of processes and how they contribute to the development of geographical patterns.	Shows a thorough understanding of relevant geographical ideas and of a wide range of relevant processes and how they interact to produce complex geographical patterns.
	Relationships are described and some attempt is made to comment on cause and effect.	Shows an understanding of relationships and of causes and effects within them.	Understands complex relationships and has a clear and logical understanding of causes and effects within them.
	Shows some awareness of the values and attitudes of people involved in geographical issues.	Understands the importance of the values and attitudes of people involved in geographical issues.	Evaluates the significance and the effects of the values and attitudes of people involved in complex geographical issues.
	Commentary is mainly descriptive.	Commentary includes evidence at appropriate places.	Commentary is logical and progressive with themes carefully developed and related to the evidence collected.
		Some analysis of the collected data takes place and this is referred to in the conclusion.	There is thorough analysis of the collected data, which provides the basis for a thoughtful conclusion.
		Comments on the effectiveness of the investigation.	Considers alternative interpretations of the evidence or the provisional nature of the findings.

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AO3	Level One 0 - 5 marks	Level Two 6 - 7 marks	Level Three 8 - 10 marks
Application of Knowledge and Understanding. **(10 marks)**	Basic knowledge of the topic and of the chosen location is applied to aspects of the investigation. Applies some personal knowledge relevant to the investigation. Some simple geographical ideas are applied to the topic being investigated.	Detailed and accurate knowledge of the topic and of the location is applied to the investigation. Shows some appreciation of the importance of scale. Applies a range of personal knowledge to support the investigation. Geographical ideas are applied in a variety of appropriate contexts. Shows an understanding of the importance of the values and attitudes of decision makers when reaching conclusions about the management of geographical issues.	Detailed and accurate knowledge of the topic is applied in a relevant and imaginative way at a range of scales. Draws selectively upon personal knowledge to inform and refine the investigation. Geographical ideas are applied in a wide range of contexts (both familiar and unfamiliar) relevant to the topic being studied. Understanding is applied to complex situations and patterns so that substantiated conclusions can be reached about geographical issues and the management of environments in sustainable ways.
	Contributes to the formulation of a strategy for enquiry but the investigation is mainly conducted by following questions and lines of enquiry provided by the teacher. Information is collected and presented but the other steps in the enquiry process are applied only weakly. Makes a suggestion for the extension and further application of the investigation.	Identifies questions or issues and suggests appropriate sequences and methods of investigation. Most of the steps in the enquiry processes are completed effectively. Some responsibility is taken for developing and completing the investigation. Makes a reasoned suggestion for the extension of the study. Some comment regarding the application of the findings.	Establishes and undertakes an appropriate sequence of geographical enquiry, identifying relevant questions and implementing full and effective sequences of investigation. Initiative, imagination and independence of judgement are applied to develop and complete the investigation. Suggests extension of the study to deal with questions raised by the findings. Makes a sensible comment regarding the application of the findings.

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AO4	Level One 0 - 9 marks	Level Two 10 - 14 marks	Level Three 15 - 20 marks
Skills **(20 marks)**	Information is collected and recorded from primary sources. Field data is collected on provided recording sheets by following instructions and using familiar procedures.	Appropriate evidence is collected and recorded from a variety of primary sources. Field data is collected using appropriate skills, techniques and equipment.	A range of appropriate evidence is collected and recorded from a wide variety of primary sources. A range of field data is collected appropriate to the investigation.
	Information is selected from a limited number of secondary sources.	Relevant information is selected from a variety of secondary sources to support the investigation. Information from different sources is interrelated	Uses a range of secondary sources selectively, recognising the implications of their origins and validity. Produces a synthesis of information from a range of sources.
	Simple maps and diagrams are drawn. Annotates structured materials such as sketch maps.	Information is presented using a range of appropriate skills and techniques including map and graphic forms. Annotates field sketches and sketch maps to communicate relevant information.	A variety of relevant skills and techniques are used to communicate relevant geographical information in a range of appropriate maps, graphs, diagrams and other forms.
	Demonstrates the ability to follow instructions.	Collects and presents information beyond the minimum required. Presentation is clear and logical with attention paid to definition and detail.	Shows initiative, imagination and independence of judgement when devising strategies for data collection and presentation. Presentation is excellent.
	Some limitations of evidence are pointed out.	Some analytical techniques are attempted.	Analytical techniques are appropriate and effective.
		Plausible conclusions are reached and an evaluation of the evidence and conclusions is attempted.	Substantiated conclusions are reached and the validity and limitations of the evidence and conclusions are evaluated.
	ICT has been used to present some information.	ICT has been used to present and develop information.	ICT has been used to present and develop information appropriate to the task.
	Written communication shows basic accuracy and legibility. Brief statements communicate information. A limited range of specialist terms is used in the investigation.	Written communication is mostly accurate and meaning is clear in most instances. Information is communicated in a form which incorporates some depth and detail. A variety of specialist terms are used correctly.	Written communication is almost faultless and meaning is very clear. Information is communicated concisely and effectively using extended prose which incorporates depth and detail but which avoids imprecise and over long writing. A wide range of specialist terms is used adeptly and with precision.

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7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

Where it is not clear within an investigation folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the investigation is recommended. An example of an appropriate cover sheet, which may be photocopied, can be found in the Teachers' Handbook.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed unit, then the candidate should be indicated as being absent from that unit on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching and Learning

8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides opportunities for candidates to use ICT to gain access to information sources, to assist in handling, presenting and analysing geographical evidence. The opportunities range from activities related to teaching and learning in the classroom to internal assessment where the investigation requires candidates to utilise ICT.

ICT affords many opportunities to enhance teaching and learning geography. This specification has considerable potential for contributing to the development and application of ICT skills. This section offers some guidance on opportunities for using ICT during the course. More detail can be found in the Teachers' Handbook.

These opportunities are also indicated within the content of Section C by a symbol. Such opportunities may also contribute to the provision of evidence for IT Key Skills, identified by the use of a symbol. The IT Key Skill involves using a computer to find, explore, develop and present information, including text, numbers and images.

ICT Application/Development	Opportunities for Using ICT During the Course
Use of Internet, CD-ROMs, GIS, fax, e-mail, the Internet, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world-wide.	**Theme 2a, b, c.** Accessing news information on a natural disaster for presentation in class. **Theme 4a.** Gain accurate statistics for an LEDC country.
Use of data handling techniques to enhance the development of enquiry skills e.g. use a spreadsheets to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.	**Theme 3c.** Input the responses to a questionnaire or survey e.g. traffic or shopping. Produce graphs and use data to compare and analyse. **Theme 1b.** Use an automatic weather station to down load data, ask questions and summarise.
Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	**Theme 1c.** Use of 'Water Excel' to model hydrological processes. **Theme 4c.** Use of 'Simcity' to explore land use within settlements.

8.2 CITIZENSHIP

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

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues During the Course
Knowledge and understanding about becoming informed citizens: the wider issues and challenges of global interdependence and responsibility, including sustainable development and local agenda 21	**Theme 3b.** What are the affects of economic change on quality of life in different places? • Study of the development and affects of tourism in the EU. • Study of a 'Safari Holiday' in a LEDC. • UK study of the regional implications of the closure of a factory.
Knowledge and understanding about becoming informed citizens: the wider issues and challenges of global interdependence and responsibility, including sustainable development and local agenda 21	**Theme 4a.** Why is the balance between the numbers of people living in rural and urban areas changing? • Study of urban/rural migration in the UK e.g. Winchcombe, Gloucestershire. EU. e.g. The Randstad in Holland. • LEDC Housing problems in Bombay
Developing the skills of participation and responsible action: use their imagination to consider other peoples experiences and be able to think about, express, explain and critically evaluate views that are not their own.	**Theme 4d.** The growth and decline of settlements. How are these changes affecting the quality of life? EU, MEDC Problem solving activity e.g. siting an industrial estate, retail park or recycling facilities.
Knowledge and understanding about becoming informed citizens: the wider issues and challenges of global interdependence and responsibility, including sustainable development and local agenda 21	**Theme 5c.** Can sustainable development be achieved? • LEDC Economic growth in Brazil and its impact on the rainforest. • UK Meeting local housing needs. • EU, MEDC, LEDC Alternative energy sources.

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As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of Theme 3 gives the opportunity to include an insight into the world of work. The questions for enquiry not only give the opportunity to study the world of work in the rural and urban environments but the teachers' schemes can plan for activities such as:

- a farm visit;
- a study of a local factory;
- role play on the siting of an industrial estate on greenbelt land;
- guest speakers such as a holiday company representative, an airport manager, an organiser for British Conservation Trust Volunteers.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding through the study of people, places and themes. This section offers guidance on opportunities to enable candidates to reflect on a range of spiritual, moral, ethical, social and cultural issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a # symbol. More detail can be found in the Teachers' Handbook.

Through the study of different physical and human environments candidates have opportunities to experience a sense of awe and wonder at the natural beauty of the planet, the power of the earth's natural forces and the amazing built environments of the world. Teachers should foster this 'wow' factor in order to develop the spiritual dimension in geography.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes. There are many opportunities, especially in Theme 5, to discuss issues arising from the interaction between people and their environment. Through issues based learning candidates can be given opportunities to consider matters of fact, values and morality when studying migration, urban development, economic development, trade and aid.

The study of people and places offers potential for candidates to experience, appreciate and relate to societies and cultures other than their own. This will enable them to reflect upon their place in the world and to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. There is the opportunity for them to consider their own worth and the value of individuals and communities in the study of housing issues, hazard perception and response, and economic development.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Theme 5 supports the development of Environmental Education by focusing on Sustainable Development. The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the other four themes.

The issues of health education are a significant focus in work in Themes 3, 4 and 5 related to development and the quality of life. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments.

There are many opportunities to study places, themes and environments through references to individual member states within the European Union. The Places Section (A) of the Terminal Examination requires candidates to study places in the European Union. The scale and place columns of the specification content grids (in Section C) indicate where EU studies must be undertaken.

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9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key skills of communication, Application of Number and Information Technology are indicated through the use of in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification. Further details can be found in the Teachers' Handbook.

Key Skills are signposted in this specification in Sub-section 5 (Specification Content). The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills units exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Reading List

There is a wide range of textbooks appropriate for the teaching of a course based on this specification. The following have been endorsed by OCR for use with this specification.

Bilham-Boult A, Blades H Hancock J, & Ridout M	People, Places and Themes	Heinemann (1999) ISBN [0-43-535273-3]
Bilham-Boult A, Blades H Hancock J, & Ridout M	People, Places and Themes Teachers' Resource Pack	Heinemann (2000) ISBN [0-43-535274-1]

There is also information available on video, the Internet, CD ROM and in a variety of other forms. It is recommended that candidates keep informed through access to a selection of newspapers and geographical journals. There is a section in the Handbook about textbooks and other resources. The National Extension College has produced an updated open learning pack for use with this specification. A section of the OCR website supports this specification.

11 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration.*

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

12 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).
- A network of Specification Advisers in designing course and internal assessment.
- A website: (www.ocr.org.uk).
- An Advisory and Development Group.
- 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).
- A Teachers' Handbook.
- A Students' Guide.
- Written advice on internal assessment 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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