

GCSE

in

Geography

S P E C I F I C A T I O N

(Amended July 2004)

For first teaching from **Autumn 2004**

For first examination in **2006**

Subject Code 3910

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FOREWORD

This booklet contains CCEA's GCSE in Geography for teaching from September 2004. This specification has been developed to take account of the revised Subject Criteria for Geography, the common criteria and the revised GCSE General Criteria published by the regulatory authorities in March 2000. The first award based on this specification will be made in 2006.

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KEY FEATURES

- Six geographical themes, framed in a familiar style of Key Ideas and Generalisations.
- Additional guidance is provided in regard to depth of study required, opportunities for the use of ICT, examples of contemporary issues and attitudes/values.
- Spatial Context Requirement highlights the scale and general locational context of study. Examples of case studies are given.
- Attention is drawn to vocabulary that candidates need to acquire and use.
- Internal assessment is outlined in the form of a geographical investigation supported by fieldwork (Fieldwork Investigation).
- Two tiers of entry: Foundation and Higher.
- Key Skills are signposted and exemplified.

Please note:

This specification is to be accompanied by schemes of work and a full list of appropriate publications and resources.

SUMMARY OF ASSESSMENT INFORMATION

Tiers	Foundation	Higher
Target Grades	C–G	A*–D
Assessment Components	3	3
Assessment Unit 1	Three compulsory structured questions	Three compulsory structured questions
Time	1 hour 30 minutes	1 hour 30 minutes
Percentage assessment weighting	40%	40%
Assessment Unit 2	Three compulsory structured questions	Three compulsory structured questions
Time	1 hour 30 minutes	1 hour 30 minutes
Percentage assessment weighting	40%	40%
Fieldwork investigation	Report of a fieldwork investigation, internally assessed and externally moderated.	Report of a fieldwork investigation, internally assessed and externally moderated.
Word limit	Maximum of 2,500 words	Maximum of 2,500 words
Percentage assessment weighting	20%	20%
Documentation	Candidate record sheet EAD64	Candidate record sheet EAD64

1 INTRODUCTION

1.1 RATIONALE

Geography has a distinctive contribution to make to the development of an understanding of the world and its peoples. It encourages an appreciation of the relationships between the physical and human processes that give rise to the distinctive character of places and environments and their interdependence. The study of geography provides opportunities for students to develop an understanding of and respect for the cultures and ways of life of other peoples. The study of the interrelationships between people and the environment allows consideration of how sustainable development affects the planning and management of environments and resources.

1.2 QUALIFICATIONS FRAMEWORK CRITERIA

This specification has been designed to meet the requirements of the Northern Ireland GCSE regulations, the Northern Ireland programme of study for Key Stage 4 Geography and subject criteria agreed by all three regulatory authorities – CCEA, QCA and ACCAC.

1.3 PROGRESSION AND PRIOR LEARNING

This specification is designed to promote continuity, coherence and progression within the study of Geography. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 Northern Ireland Curriculum programme of study for Geography – geographical skills, geographical themes, places and locational knowledge and issues. It also builds on the four aspects of geography identified in the English National Curriculum: geographical enquiry and skills; knowledge and understanding of places; patterns and processes; environmental change and sustainable development and on the three strands of geography in the Welsh National Curriculum – geographical enquiry and skills, places and themes.

Before embarking on a course based on this specification, students should preferably have followed a Geography Programme of Study at Key Stage 3 for England, Wales or Northern Ireland. It is, however, possible to follow this specification without this background.

A course based on this specification should help to facilitate the study of Geography and related subjects at a more advanced level, for example, courses in Advanced Subsidiary (AS) and GCE Geography or Advanced Vocational Certificate of Education in Leisure and Tourism.

Note: This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.4 SPECIFICATION STRUCTURE

The subject content is divided into six themes and these are listed below:

- Theme A: Atmosphere and Human Impact;
- Theme B: Physical Processes and Challenges;
- Theme C: Ecosystems and Sustainability;
- Theme D: Population and Resources;
- Theme E: Economic Change and Development;
- Theme F: Settlements and Change.

The order in which the subject content is presented is not intended to imply a proposed teaching order. Teachers are free to organise the teaching of the content as they think appropriate, but should emphasise the interrelationship of the different themes. Themes A, B and C will be assessed through Assessment Unit 1. Themes D, E and F will be assessed through Assessment Unit 2. The subject content is described in detail in Section 4 of this specification.

1.5 AWARDING AND CERTIFICATION

GCSE awards will be conducted in accordance with the relevant Code of Practice developed by the regulatory authorities and agreed with the awarding bodies. This specification enables candidates from a wide ability range to demonstrate achievement. There are two tiers of entry: Foundation and Higher.

Differentiation

Differentiation will be achieved through the use of tiered papers in the Terminal Examination – each tier targeted at a particular range of grades. Differentiation in the internally assessed component will be achieved by outcome and by the setting of tasks appropriate to the individual levels of ability of the candidates.

Foundation

Candidates entering for the Foundation Tier are eligible for the award of Grades C–G. Candidates achieving less than the minimum mark required for a Grade G on the Foundation Tier will be recorded as unclassified and will not receive a certificate.

Higher

The Higher Tier is intended for candidates in the Grade range A*–D. However a “safety net” is provided for candidates entered for the Higher Tier by means of an allowed Grade E which is awarded to those candidates just failing to achieve

a Grade D. Candidates achieving less than the minimum mark required for a Grade E on the Higher Tier will be recorded as unclassified and will not receive a certificate.

Candidates must be entered for one tier only at the time of entry. In judging which is the more appropriate tier of entry for a candidate, centres should consider the candidate's performance throughout the course.

In order to obtain an award, candidates must normally complete all assessment components. The award will be based on the aggregation of the outcomes from each of the assessment components weighted accordingly as detailed in the scheme of assessment on page 8.

1.6 CANDIDATES WITH PARTICULAR REQUIREMENTS

Details of arrangements for candidates with particular assessment requirements are provided in the Joint Council for General Qualifications GCSE and GCE Regulations and Guidance for Candidates with Special Assessment Needs.

Copies of the Regulations and Guidance can be obtained from CCEA on request.

1.7 KEY SKILLS OVERVIEW

The Key Skill of Communication will contribute to the assessment of this specification through the assessment of candidates' quality of written communication as detailed below.

This specification provides opportunities for developing and generating evidence for assessing the following nationally specified Key Skills:

Communication	Levels 1 and 2
Application of Number	Levels 1 and 2
Information Technology	Levels 1 and 2
Working with Others	Levels 1 and 2
Improving Your Own Learning and Performance	Levels 1 and 2
Problem Solving	Levels 1 and 2

The opportunities provided are referenced to the relevant Key Skills specifications and exemplified in Appendix 1 on page 49.

1.8 OVERLAP AND EQUIVALENCE WITH OTHER QUALIFICATIONS

This specification will potentially overlap with vocational GCSE (Intermediate and Foundation GNVQ) provision. Further details will be provided when development work is complete.

The content in this specification does not significantly overlap with any other GCSE subject examined by CCEA.

The following is an indication of the broad equivalence of GCSE and General National Vocational Qualifications (GNVQ):

- Two GCSEs at Grades D–G are equivalent to one three-unit GNVQ at foundation level.
- Two GCSEs at Grades A*–C are equivalent to one three-unit GNVQ at intermediate level.
- Four GCSEs at Grades D–G are equivalent to one six-unit GNVQ at foundation level.
- Four GCSEs at Grades A*–C are equivalent to one six-unit GNVQ at intermediate level.

1.9 RESTRICTIONS ON CANDIDATE ENTRY

In any one series of examinations a candidate may not take examinations on this specification together with examinations on another specification of the same title.

2 SPECIFICATION AIMS AND ASSESSMENT OBJECTIVES

2.1 AIMS

A course based on this specification should give candidates opportunities to:

- 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 – including those of mapwork, fieldwork and Information and Communication Technology (ICT) – needed to conduct geographical study and enquiry.

2.2 ASSESSMENT OBJECTIVES

The assessment objectives provide an indication of the skills and abilities which the assessment components are designed to assess, together with the knowledge and understanding specified in the subject content. It is not always possible to make a clear distinction between these different elements in constructing examination questions and therefore a particular question may test more than one assessment objective.

Candidates are required 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)**.

The weighting of the assessment objectives in the scheme of assessment is shown in Table 1 on page 8.

The externally and internally assessed components will assess the extent to which candidates are able to:

in relation to knowledge and understanding:

- recall specific facts and demonstrate locational knowledge about the places, environments, landscapes and themes specified in the specification;
- demonstrate their knowledge and understanding of the ideas specified in the specification, and their ability to apply them in a variety of contexts and at a range of scales;
- understand the processes, both physical and human, which contribute to the characteristics of places, environments and landscapes and how these processes change over time;
- recognise and understand the patterns and relationships within and between places, environments and landscapes and how such patterns and relationships change over time;
- understand the complexity and variety of phenomena at the earth's surface and hence the need to be tentative when developing explanations of their geography;
- understand the consequences and variety of the use of natural resources and environments and of approaches to their protection, conservation and sustainable management;
- demonstrate an understanding of the various ways in which societies with different technologies, economic and political systems and cultural values have responded to particular environments.

in relation to skills and applications:

select and use in appropriate contexts:

- Information and Communication Technology to record, present, process, interpret and analyse geographical information;
- instruments for collecting, sorting, recording and presenting geographical information, eg flow meter in river study, thermometer in weather study; a range of fieldwork and other practical techniques and procedures;
- secondary sources including maps at a variety of scales, atlases, synoptic weather charts, photographs, satellite images, data files and census material;

- apply suitable methods and ideas to investigate and explain geographical phenomena; and
- undertake, supported by fieldwork, an enquiry relevant to their course of study; contribute to the planning of the investigation, obtain appropriate information, process and present their findings and discuss their results in a form that relates to the original topic. Information Technology should be used, where appropriate, to process and/or present information.

3 SCHEME OF ASSESSMENT

3.1 RELATIONSHIP BETWEEN ASSESSMENT COMPONENTS AND ASSESSMENT OBJECTIVES

The relationship between the assessment components and the assessment objectives is set out in Table 1.

Table 1: Assessment Weightings

Assessment Component	Nature of Assessment	Assessment Objectives				Component Weighting %
		AO1 %	AO2 %	AO3 %	AO4 %	
		Knowledge	Understanding	Application	Skills	
Assessment Unit 1	External	12	11	8	9	40
Assessment Unit 2	External	12	11	8	9	40
Fieldwork investigation	Internal	Nil	Nil	8	12	20
	Totals	24	22	24	30	100%

3.2 NATURE OF ASSESSMENT COMPONENTS

The scheme of assessment is designed to enable candidates to demonstrate their attainment across the four assessment objectives and the content.

The table above indicates the relationships between the assessment components and the assessment objectives. The weighting given to each assessment objective may vary slightly from year to year.

3.3 ENTRY TIERS

There will be two tiers of entry for the examination:

Foundation Tier: Grades C–G

Higher Tier: Grades A*–D(E)

Candidates must be entered for one tier only at the time of entry. Centres are recommended to enter for the Higher Tier, only those candidates considered capable of achieving one of the upper grades. Grade E may be awarded exceptionally to candidates entered for the Higher Tier who do not achieve Grade D but who demonstrate the qualities associated with a Grade E performance.

Candidates who fail to reach the minimum standard for a grade to be awarded will be reported as U (unclassified) and do not receive a qualification certificate.

3.4 TERMINAL EXAMINATIONS

Each tier will consist of two written papers (Assessment Units). Each paper will be 1.5 hours in duration and will assess Assessment Objectives AO1, AO2, AO3 and AO4.

Each assessment unit will contain three compulsory multi-part questions. Each question will have a total of 40 marks. Each assessment unit will have a total of 120 marks.

Each question will focus on a separate geographical theme but may, where appropriate, include associated material from another theme. The resource material used in each question, may take a variety of forms, eg written, statistical, pictorial. Some parts of each question will provide candidates with the opportunity to write in extended prose (ie a minimum of two sentences) and to demonstrate decision making abilities.

Atlases may not be used in the examination.

The Themes addressed in Assessment Unit 1 will be:

- A Atmosphere and Human Impact
- B Physical Processes and Challenges
- C Ecosystems and Sustainability.

The Themes addressed in Assessment Unit 2 will be:

- D Population and Resources
- E Economic Change and Development
- F Settlements and Change.

3.5 INTERNALLY ASSESSED FIELDWORK INVESTIGATION

The internally assessed component will take the form of an investigative study. The investigation should be based on either a decision-making task, a problem-solving task or an hypothesis-testing task. It is acceptable for the investigation to be undertaken as a group exercise but each individual candidate must complete a separate report.

It should be possible to complete the report in **less than 2,500** words.

This fieldwork investigation will assess Assessment Objectives AO3 and AO4.

The stages below should be followed for each investigation:

- Stage 1 Planning;
- Stage 2 Data Collection;
- Stage 3 Report – Development;
- Stage 4 Report – Interpretation, Evaluation and Conclusion.

The work of candidates will be assessed by the candidates' teacher and moderated externally by the Council. A memorandum containing full details and guidance for teachers on the marking of fieldwork report is included in the Internal Assessment section, page 36. It is essential that teachers study the memorandum before engaging in the fieldwork investigation. Candidates should be encouraged to make use of ICT in their coursework, for example:

- word processing their work or part thereof;
- using a database for storage and retrieval of data;
- using software packages to generate graphs and charts;
- using the Internet to research background information.

3.6 QUALITY OF WRITTEN COMMUNICATION

The specification and associated assessment materials are provided in English. CCEA may provide operational assessment materials in Irish on request from centres if prior approval has been given by the Department of Education. Assessment will take into account candidates' quality of written communication where they are required to produce extended written material. Quality of written communication refers to candidates' ability to:

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

Quality of written communication will be assessed within all assessment objectives and assessment components according to the following criteria.

Threshold performance – Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Intermediate performance – Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

High performance – Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

The award of marks for quality of written communication in the examination components will be made as follows:

Threshold performance	1–2 marks
Intermediate performance	3–4 marks
High performance	5–6 marks

Raw marks will be scaled accordingly to comply with the allocation of percentage marks between components.

4 SUBJECT CONTENT

4.1 STRUCTURE OF CONTENT

The specification content is organised into six teaching and learning themes and specified under the headings of key ideas, generalisations, spatial context and illustrative guidance. To allow teachers flexibility in developing their teaching programmes and to permit the maximum use of available resources the spatial context has, as far as possible, been expressed in broad terms. However, **material must be studied at the scales indicated and in the specified locations**. Where the specified material is stated in more specific terms this is to ensure that the specification meets the statutory programme of study for Key Stage 4 Geography in Northern Ireland. Specific examples in the illustrative guidance will not necessarily be assessed. The content should be read in conjunction with the relevant aims and assessment objectives set out in Section 2 of this specification.

Candidates in England and Wales should focus on “English and Welsh contexts” for thematic studies.

4.2 INTEGRATION OF SKILLS AND TECHNIQUES

The following skills and techniques should be integrated with the study of the Themes. Candidates should have the opportunity to:

- read plans and maps in order to recognise the plan view of objects, use letter/number co-ordinates, four and six figure references, latitude and longitude and the eight points of the compass;
- identify features on a plan or map, by using symbols and a key, and draw simple maps which are not to scale;
- explore the ways in which relief is represented on Ordnance Survey (OS) maps (1:50,000), identify major relief features on maps, relate cross-section drawings to relief features;
- understand scale by drawing plans of objects, measuring straight and curved line distance, using a variety of scale representations and examining features on maps of different scales;
- identify, describe, analyse and interpret patterns on maps, synoptic charts and satellite images, geology maps, topographical maps, aerial photographs;
- analyse and interpret a wide range of secondary sources including census data;
- identify geographical questions and issues and establish appropriate sequences of investigation;

- use a variety of methods of presenting geographical information including block graphs, bar graphs, pictographs, line graphs, frequency diagrams, pie charts, scattergraphs, composite maps, annotated field sketches and sketch maps;
- identify and collect evidence from primary and secondary sources including ICT-based resources;
- evaluate methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions;
- analyse and interpret a wide range of evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- construct and interpret maps and diagrams to show distributions, densities and flows;
- analyse the inter-relationship between physical and human features on maps;
- establish associations between observed patterns on thematic maps;
- prepare and present findings incorporating tables, graphs, diagrams, maps and text, using ICT where appropriate;
- investigate patterns and relationships between variables, using ICT where appropriate, for example:
 - use ICT to enhance study, for example, obtain information from Met office website to help forecasting (Theme A);
 - interrogate websites to retrieve information on natural hazard events and management response (Themes B and C);
 - interpret a census database (Theme D);
 - use data bases and spreadsheets to present and manipulate fieldwork data;
- make and justify decisions based on geographical information.

4.3 PURPOSE OF ILLUSTRATIVE GUIDANCE

Content is displayed in tabular form under the headings Generalisation, Spatial Context Requirement, Elaboration and Illustrative Guidance. The latter is not compulsory.

4.4 STUDY OF PLACES (SPATIAL CONTEXT REQUIREMENT)

Places are studied at a variety of scales in different parts of the world and in different types of environment. The definition for each is given below:

Local/Small	to include local studies and case studies taken from within Northern Ireland or from more distant places at a small scale.
Regional/National	to include a country or part thereof.
International/Global	to include groups of countries or global coverage.

Places should be considered in terms of their wider context with emphasis on aspects of interdependence between places and environments.

Candidates will be expected to demonstrate locational knowledge of their case studies. Thematic studies must be set within the context of the United Kingdom, European Union and countries in various stages of development. Where “within the EU” is stated, case study material must be selected from within the European Union but outside the British Isles.

The terminology used to describe the level of economic development of a country is as follows:

LEDC – Less Economically Developed Country (Developing)

MEDC – More Economically Developed Country (Developed).

4.5 AN ISSUE-BASED APPROACH

The specification supports the view that an investigative approach, where appropriate, should be adopted for work undertaken both in the classroom and in the field. Such an approach provides valuable and imaginative learning experiences for candidates. In each theme a number of generalisations have been identified. Certain of these generalisations have been stated in such a manner that they can be studied using an investigative, issues-based approach. A possible framework for this approach is set out below:

Identify and clarify the issue

What evidence is there that an issue exists? What events have occurred? When? Where? Is it an isolated problem or part of a complex issue?

Seek relevant information

Analyse data related to the issue, identify the people or groups involved. Consider data/information for accuracy and completeness.

Analyse values/attitudes

Identify different points of view, infer values from actions. Identify value

differences and value conflicts. Assess the validity of the reasons for adopting particular standpoints.

Make a decision

In decision making, recognise that some individuals/groups are more powerful than others. Identify people or groups who could act, identify alternative actions they could take, predict likely consequences of each action, order the actions from most to least feasible and desirable.

4.6 THEMES

Theme A – Atmosphere and Human Impact

Introduction

This theme concentrates on selected aspects of meteorology which illustrate a range of processes and the inter-relationships between people and natural environment including management issues. Both hazardous and favourable effects of atmospheric processes should be considered.

Key Ideas

Atmosphere, climate, weather, elements of weather, air mass, depression, front, anticyclone, weather recording, weather forecast, synoptic charts, climatic factors (altitude, latitude, continentality, prevailing winds), relief rainfall, global warming, sustainability.

Vocabulary that candidates need to acquire and use

Depression, front, low pressure system, anticyclone, high pressure system, isobars, temperature, degrees celsius, precipitation, synoptic chart, latitude, altitude, prevailing wind, air mass, fossil fuel, greenhouse effect, relief rainfall, satellite images.

Theme A – Atmosphere and Human Impact

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 An understanding of weather systems and sequences enable forecasts to be made.	<ul style="list-style-type: none"> British Isles. 	<p>1.1 Elements of the weather, units of measurement and instruments.</p> <ul style="list-style-type: none"> Temperature (°C), precipitation (mm), wind speed (kph), wind direction (8 points), pressure (mb). Maximum/minimum thermometer, wind vane, barometer, anemometer. <p>1.2 Air masses:</p> <ul style="list-style-type: none"> tropical maritime, tropical continental, polar maritime, polar continental; temperature and moisture characteristics. <p>1.3 Reasons for variability in weather patterns:</p> <ul style="list-style-type: none"> weather patterns associated with a frontal depression – weather at cold front, warm front and in the warm sector; sequence of change during the passage of a frontal depression – how temperature, wind speed and direction, precipitation, cloud type, change at warm front, in warm sector and at cold front; influence of relief on rainfall; weather patterns associated with anticyclones – Winter and Summer. <p>1.4 Forecasting:</p> <ul style="list-style-type: none"> use of synoptic charts and satellite images; range of forecast; user services. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>use weather instruments, eg school micro-climate study;</i> <i>use ICT to compile a database;</i> <i>interrogate media weather reports;</i> <i>draw a frontal depression and label associated weather;</i> <i>annotate synoptic charts and satellite images.</i>

Theme A – Atmosphere and Human Impact (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
2 Variations in climate lead to different interactions with environments.	<ul style="list-style-type: none"> Continent of Europe. Two contrasting farming areas at local/small scale. 	<p>2.1 Causes of variation in climate.</p> <ul style="list-style-type: none"> Role of altitude, latitude, continentality, prevailing winds. <p>2.2 Impact of climate on farming:</p> <ul style="list-style-type: none"> positive and negative; role of technology in moderating the impact of climate. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>summarise climatic differences on a map of Europe;</i> <i>study, eg wind damage to crops, sun hours aid ripening;</i> <i>study, eg use of greenhouses;</i> <i>choose farming area from contrasting areas within Europe, eg East Anglia (wheat) and Granada (olives) or within Northern Ireland.</i>
3 Impact of human activities upon the atmosphere and environment.	<ul style="list-style-type: none"> Global scale. 	<p>3.1 Global warming:</p> <ul style="list-style-type: none"> causes – burning of fossil fuels and motor vehicle pollutants; impact – positive and negative outcomes upon people and environments; solutions and management responses including; measures to reduce global warming – the need for international co-operation in reaching sustainable solutions. 	<ul style="list-style-type: none"> <i>study a range of impacts, eg new farming opportunities, health risks, flood frequency;</i> <i>study measures such as alternative power, eg HEP, solar, wind and green transport measures;</i> <i>understand the significance and effects of differing values and attitudes in relation to global warming;</i> <i>Kyoto Agreement.</i>

Theme B – Physical Processes and Challenges

Introduction

This theme concentrates on the structure of the earth, processes which produce varying landscapes and on human responses to them including issues relating to hazard management. Landscapes are a product of the movement of sediment across the earth's surface, weathering and erosion processes, both past and present, and human activities.

Key Ideas

Plate, earthquake, volcano, rock types (igneous, sedimentary and metamorphic), weathering (mechanical, chemical and biological), hydrological cycle, drainage basin, discharge, fluvial processes (erosion, deposition and transportation), flooding, irrigation.

Vocabulary that candidates need to acquire and use

Plate boundaries, plate movement, convection currents, earthquake, epicentre, focus, volcano, ocean trench, Richter scale, seismograph, “ring of fire”, hydrological cycle, drainage basin, source, tributary, mouth, watershed, estuary, discharge, river management, flooding, flood plain, sedimentary rocks, limestone, processes, limestone/karst features (cave, cavern, stalagmites, stalactite, limestone pavement, swallow hole).

Theme B – Physical Processes and Challenges

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 Crustal movements have a major impact upon people and the environment giving rise to management issues.	<ul style="list-style-type: none"> General reference to places for illustrative purposes only. Global map. One earthquake event in either an LEDC or an MEDC. 	<p>1.1 Causes of plate movement.</p> <p>1.2 Types of plate boundary, features and characteristics:</p> <ul style="list-style-type: none"> Constructive; Destructive; Conservative; Cross-section diagrams of boundaries. <p>1.3 Earthquakes:</p> <ul style="list-style-type: none"> Causes; Impact – short and long term impact upon people and environment; Management response: prediction/precautions before the event; immediate and long term strategies put in place after the event; Contrasts in response between LEDC and MEDC due to economic wealth. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>use overlays to explore the link between plate boundaries, earthquakes, volcanoes;</i> <i>use CD-ROM or Internet to research earthquake events in LEDC, eg India 2001 and MEDC, eg Italy;</i> <i>Longer term strategies may include, eg changes to building regulations.</i>

Theme B – Physical Processes and Challenges (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
2 Rivers are important landscaping agents which must be managed effectively.	<ul style="list-style-type: none"> General reference to places for illustrative purposes only. A river management scheme at the national/ regional scale. 	<p>2.1 Characteristics of a drainage basin.</p> <ul style="list-style-type: none"> River channel changes downstream – width, depth, discharge and load. Processes of erosion, transport and deposition. Formation of a meander, floodplain, including annotation of diagrams and photographs. <p>2.2 Flood hazard.</p> <ul style="list-style-type: none"> Causes: both physical and human. Impact: positive and negative upon people and environment. Management response: “hard” and “soft” engineering measures. Need for co-ordinated approach to ensure sustainable development. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>study photographs, video footage;</i> <i>draw and annotate hydrographs and diagrams of features;</i> <i>sequence diagrams showing formation of features;</i> <i>combine study with fieldwork – primary data collection for coursework;</i> <i>use ICT to generate database, analyse primary data;</i> <i>use Internet for research in flood management, eg Mississippi;</i> <i>study hard engineering eg straightened channel and soft engineering, eg designated flood stores;</i> <i>understand the significance and effects of values and attitudes in regard to management and in decision-making.</i>

Theme B – Physical Processes and Challenges (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
3 Distinctive limestone landscapes must be managed to avoid long-term damage.	<ul style="list-style-type: none"> One limestone environment within the British Isles. 	<p>3.1 Role of rock, structure and weathering process in creating the distinctive environment.</p> <p>3.2 Features of massive limestone environment:</p> <ul style="list-style-type: none"> processes leading to the formation of a cave, recognition of associated features: stalagmite/stalactite, limestone pavement, swallow holes, including annotation of relevant diagrams, photographs and OS extracts. <p>3.3 Human pressure in limestone environment:</p> <ul style="list-style-type: none"> Causes; Impact; Management response; Conflict of interests. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>study photographic and video material;</i> <i>sequence diagrams showing formation of a cave;</i> <i>do simple experiments on limestone samples;</i> <i>visit a limestone environment, eg Marble Arch, Co Fermanagh;</i> <i>use brochures promoting such environments to tourists;</i> <i>use the Internet to visit websites of tourist attractions;</i> <i>study the economic and aesthetic potential of limestone areas, eg quarrying, pot-holing, farming;</i> <i>discuss the issue of promoting the distinctiveness of limestone environments as a tourist attraction and subsequent degradation from visitor pressure.</i>

Theme C – Ecosystems and Sustainability

Introduction

This theme concentrates on the characteristics of ecosystems and the links between the elements. Positive and negative impact of people on ecosystems in relation to sustainability are examined.

Key Ideas

Sustainability, Ecosystems, soils, biomass, biodiversity, leaching, erosion, conservation, management, deforestation, afforestation, ecotourism.

Vocabulary that candidates need to acquire and use

Producers, consumers, decomposers, ecology, food web, biome, flora, ecotourism, savanna, deforestation, afforestation, ecosystem, conservation.

Theme C – Ecosystems and Sustainability

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 Distinct ecosystems develop in response to climate and soils	<ul style="list-style-type: none"> One ecosystem at the local/small scale. A tropical ecosystem at the global scale (either tropical rainforest or tropical grassland). 	<p>1.1 Location and distribution of ecosystems at local and global scale including names.</p> <p>1.2 Interaction between climate, soil, and vegetation.</p> <p>1.3 Simple food web identifying producers, consumers and decomposers.</p>	<p>Pupils may have opportunity to:</p> <ul style="list-style-type: none"> use photographic, video material; study a local/small scale ecosystem, eg Belvoir Forest; combine fieldwork with primary data collection for coursework; use atlas for work associated with tropical ecosystem, eg overlays to show relationship between climate, vegetation and soil; use ICT to analyse and present data; <p>Please note:</p> <ul style="list-style-type: none"> soil profiles will not be examined.
2 Ecosystems are sensitive and their balance is easily upset by human interference	<ul style="list-style-type: none"> A peatland ecosystem within Northern Ireland. One study at the regional/national scale of a tropical ecosystem (either tropical rainforest or tropical grassland). 	<p>2.1 Impact of human activities on soil, vegetation and animals:</p> <ul style="list-style-type: none"> draining, peat extraction, grazing and afforestation in peatlands. vegetation clearance in a tropical ecosystem. <p>2.2 Conservation and benefits to soil, vegetation, animals and local communities:</p> <ul style="list-style-type: none"> in peatlands; in a tropical ecosystem. 	<ul style="list-style-type: none"> discuss the issues surrounding horticultural peat extraction, eg Cuilcagh, Co Fermanagh; use information from, eg Peatlands Park; study the impact of peat removal on Marble Arch Caves tourist attraction; discuss the issues of the use of tropical hardwoods in Western Europe; understand the interdependence of people in MEDCs on, eg medical research/cures from tropical ecosystems.

Theme C – Ecosystems and Sustainability (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
3 Ecosystems must be managed to ensure sustainable development.	One local/small scale study from a tropical ecosystem (either tropical rainforest or tropical grassland).	<p>3.1 Advantages/disadvantages of the following on local communities, vegetation, animals, soil.</p> <ul style="list-style-type: none"> ecotourism. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>use Internet to research one region;</i> <i>use travel brochures to gain information;</i> <i>include examples such as Maasai Mara National Reserve, Kenya.</i>

Theme D – Population and Resources

Introduction

This theme concentrates on the salient features of population distribution, structure and growth. The growth of population, combined with developments in technology, has put increased pressure on natural resources. This creates complex problems which cannot be readily solved.

Key Ideas

Distribution, density, composition (structure), change, migration, resource, resource depletion, overpopulation, underpopulation.

Vocabulary that candidates need to acquire and use

Low density, high density, distribution, million cities, migration, immigrant, life expectancy, birth rate, death rate, aged dependency, youth dependency, population pyramid, renewable and non-renewable, resource, finite resource, relief, sustainable development, exploitation, energy consumption.

Theme D – Population and Resources

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 Distribution and density of population tends to be uneven.	<ul style="list-style-type: none"> Global scale. One country within the EU (excluding the British Isles). 	<p>1.1 Physical and economic factors affecting distribution and density.</p> <ul style="list-style-type: none"> Name and locate at least two areas of high and low density from global map and give reasons. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>study physical factors, eg climate, relief, natural resources;</i> <i>study economic factors, eg jobs, accessibility;</i> <i>use tracing and overlays to see connection between factors and population density and distribution both at global scale and within, eg France.</i>
2 Population changes over time.	<ul style="list-style-type: none"> Global change. Two contrasting studies of population change and structure, one in a LEDC and one in a MEDC. 	<p>2.1 Changes in births, deaths and size of world population since 1700.</p> <p>2.2 Population change to include births, deaths and migration:</p> <ul style="list-style-type: none"> reasons for changes in births and deaths; <p>2.3 Population structure/pyramids:</p> <ul style="list-style-type: none"> age/sex differences; signs of in/out migration; differences between LEDC and MEDC including dependency and reasons for differences. 	<ul style="list-style-type: none"> <i>study MEDC, eg France, LEDC, eg Mexico;</i> <i>study political factors such as role of government in family planning programmes;</i> <i>study issues of birth control policies, eg China, female infanticide;</i> <i>understand the significance and effects of differing values and attitudes in relation to births;</i> <i>use census material to construct age – sex pyramid for local area, eg town, ward.</i>

Theme D – Population and Resources (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
		<p>2.4 Socio-economic impacts of population change:</p> <ul style="list-style-type: none"> • ageing of population in MEDC; • youth dependency in LEDC. <p>2.5 International migration:</p> <ul style="list-style-type: none"> • positive and negative impacts; • multicultural societies – challenges and opportunities 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> • <i>understand the significance and effects of differing values and attitudes in relation to international migrants, eg Algerians in France.</i>
<p>3 Population growth means that a more sustainable approach to resource exploitation and consumption must be found.</p>	<ul style="list-style-type: none"> • Global scale. • General references to places for illustrative purposes only. • One renewable energy production scheme at regional/ national scale. 	<p>3.1 Overpopulation:</p> <ul style="list-style-type: none"> • causes; • impact; • need for balance between the population and energy resource of oil. <p>3.2 Sustainable approaches to energy use and development of renewable energy resources:</p> <ul style="list-style-type: none"> • evaluation of one scheme in terms of benefits/ problems to environment and to sustainable development. 	<ul style="list-style-type: none"> • <i>use ICT to represent data on consumption;</i> • <i>study resource, eg oil;</i> • <i>use the Internet to investigate the impact of energy exploitation, eg oil exploration in Nigeria;</i> • <i>understand the significance and effects of differing values and attitudes in relation to oil exploration in LEDCs;</i> • <i>understand the concept of interdependence in relation to oil supply and demand;</i> • <i>study sustainable approaches to energy use;</i> • <i>renewable energy production, for example – wind farm in Co Antrim, HEP dam, eg Three Gorges dam, China, tidal power, solar power.</i>

Theme E – Economic Change and Development

Introduction

This theme deals with economic change in both developed and developing areas of the world. It examines industrial location and change and some of the reasons put forward to account for uneven economic development. It provides an opportunity to examine both environmental and development issues.

Key Ideas

(Primary, secondary, tertiary) industry, industrial location, technology, infrastructure, aid, trade, trade deficit, investment, globalisation, interdependence, appropriate technology, sustainable development, Fair trade.

Vocabulary that candidates need to acquire and use

Traditional industry, hi tech industry, “sunrise” industries, information services, transnational corporation, infrastructure, investment, relocation, primary, secondary, tertiary, locational advantages, globalisation of industry, export.

Theme E – Economic Change and Development

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 Economic change creates new opportunities	<ul style="list-style-type: none"> Local/small scale study of change in function. Hi tech industries within the British Isles. 	<p>1.1 Change in function of industrial premises:</p> <ul style="list-style-type: none"> advantages to people and economy. <p>1.2 Factors of location of hi tech industry.</p>	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>study changes, eg farms to golf courses, Gallaghers in Belfast to Yorkgate;</i> <i>undertake a field visit to either a hobby farm or industrial museum.</i>
2 The impact of global economic change.	<ul style="list-style-type: none"> One transnational corporation (TNC) at the global scale. 	<p>2.1 Change in the location of manufacturing:</p> <ul style="list-style-type: none"> from MEDCs to LEDCs reasons for change; advantages and disadvantages of TNC to LEDCs – people and environment. 	<ul style="list-style-type: none"> <i>investigate reasons for change, eg cheap labour, less strict environmental controls;</i> <i>study issues such as child labour and understand the significance and effects of differing values and attitudes towards child labour in LEDCs and MEDCs.</i>
3 Sustainable development strategies are more likely to ensure economic, environmental and social progress in an unequal world.	<ul style="list-style-type: none"> One sustainable development project at local/small scale in a LEDC. Global trade and aid. 	<p>3.1 Differences in development between MEDCs and LEDCs:</p> <ul style="list-style-type: none"> indicators – social and economic; <p>3.2 Appropriate technology to encourage economic development:</p> <ul style="list-style-type: none"> positive and negative impact. <p>3.3 World trade:</p> <ul style="list-style-type: none"> interdependence of trading partners; problems of trade; 	<ul style="list-style-type: none"> <i>study the issues of large scale “turnkey” technology projects in LEDCs, eg Pergau Dam, Malaysia;</i> <i>study relationship, eg MEDCs export manufactured goods while LEDCs rely on primary exports;</i>

Theme E – Economic Change and Development (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
		<ul style="list-style-type: none"> Fair trade – advantages to LEDCs and to MEDCs. <p>3.4 Aid:</p> <ul style="list-style-type: none"> types of aid positive and negative outcomes of aid. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>study advantages to MEDCs, eg long term increase in spending power of LEDCs may open new markets to MEDCs;</i> <i>investigate the issue of consumer power to bring about change;</i> <i>study the role of non-government agencies (NGO's) eg Cafod, War on Want;</i> <i>use ICT to visit websites of NGO's, Department for International Development (DFID).</i> <i>understand the significance and effects of differing values and attitudes towards aid;</i> <i>understand the interest of LEDCs in aided self help;</i> <i>study types of aid, eg tied, bi-lateral aid;</i> <i>study the role of the European community in relation to aid support.</i>

Theme F – Settlements and Change

Introduction

This theme concentrates on the situation and location of settlements, their distribution within a landscape and their internal structure. Settlements are synoptic features of the environment which grow and decay through processes such as urbanisation and counterurbanisation. Planning has a major impact on settlements.

Key Ideas

Site (wet point site, bridging point, defensive site), location, distribution, hierarchy, sphere of influence, range, threshold, function, functional zones, socio-economic areas, ethnic areas, urbanisation, counterurbanisation, planning, sustainable development, regeneration, waste management, conservation, gentrification, urban fringe.

Vocabulary that candidates need to acquire and use

Settlement, site, physical, economic, location, land use zone, functional zone, urban, rural, urbanisation, counterurbanisation, shanty town, urban sprawl, commuter, segregation, green belt, community, residential zone, central business district, socio-economic.

Theme F – Settlements and Change

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
1 Settlements have developed over time.	<ul style="list-style-type: none"> General reference to settlements for illustrative purposes only. 	<p>1.1 Physical and economic site factors related to location and growth of settlements:</p> <ul style="list-style-type: none"> site descriptions; identification of locational factors and growth of settlement on OS maps, sketch maps and photographs. <p>1.2 Settlement hierarchy:</p> <ul style="list-style-type: none"> size and function of settlements. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> <i>use site descriptions, eg wet point, defensive site, bridging point;</i> <i>study physical factors, eg drainage, water supply;</i> <i>study economic factors, eg mineral resources, transport;</i> <i>annotate Ordnance survey maps, photographs;</i> <i>use satellite images and GIS;</i> <i>research function of local settlement.</i>
2 Urban growth and change creates new challenges both within urban areas and at the edge of urban areas.	<ul style="list-style-type: none"> Global scale. One urban settlement in a MEDC. 	<p>2.1 Urbanisation:</p> <ul style="list-style-type: none"> causes – pull and push factors, natural increase; reasons for distribution of millionaire cities; contrast in rates of growth between cities in LEDCs and MEDCs and reasons. <p>2.2 Characteristics of and contrasts in locations of CBD, industrial zones, residential zones and green belt.</p> <ul style="list-style-type: none"> contrasts between MEDC and LEDC in terms of residential areas <p>2.3 Change in urban areas:</p> <ul style="list-style-type: none"> causes; 	<ul style="list-style-type: none"> <i>use the Internet to access information on urban growth;</i> <i>combine fieldwork with primary data collection for coursework, eg delimitation of the CBD, differences in residential zones;</i> <i>study urban settlement in MEDC, eg Belfast;</i> <i>investigate causes of change, eg in MEDC relocation of industry, overcrowded environment causing inner city decline;</i> <i>study impact in LEDC, eg shanty town growth;</i>

Theme F – Settlements and Change (cont)

Generalisation	Spatial Context Requirement	Elaboration	Illustrative Guidance
		<ul style="list-style-type: none"> • impact on people and environment; positive and negative; • management response. 	<p><i>Pupils may have opportunity to:</i></p> <ul style="list-style-type: none"> • <i>study impact in MEDC, eg ethnic areas;</i> • <i>investigate positive impact, eg opportunities for lower density housing;</i> • <i>management response in LEDC, eg aided self help; in MEDC, eg green belt.</i>
3 Planners must strive towards creating sustainable urban environments.	<ul style="list-style-type: none"> • One urban planning initiative at the local/small scale. • Solutions to traffic problem in a city within the EU (excluding British Isles) 	<p>3.1 Measures to regenerate and improve inner cities:</p> <ul style="list-style-type: none"> • environments both built environments and “green” spaces; • amenities; • housing; • employment; • waste management – recycling and reuse. <p>3.2 Evaluation of measures in terms of benefits and problems to local communities:</p> <ul style="list-style-type: none"> • conserving character and sense of community. <p>3.3 Measures to control traffic:</p> <ul style="list-style-type: none"> • how do measures ensure sustainable development of cities. 	<ul style="list-style-type: none"> • <i>use the internet to access information on, eg Laganside;</i> • <i>access “Laganside” newsletter;</i> • <i>visit Laganside area;</i> • <i>understand the significance and effects of values and attitudes in urban planning and decision making;</i> • <i>combine fieldwork with primary data collection, eg questionnaire survey of benefits of Laganside to local communities;</i> • <i>discuss the issue of “gentrification” of inner cities;</i> • <i>research the options available in European cities to reduce traffic, eg Athens.</i>

5 GRADE DESCRIPTIONS

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE level. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the specified subject content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better 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 as required in the specification in a particular context. They understand some simple physical and human processes and recognise that these contribute to the development of geographical patterns and the geographical characteristics of places. They understand the idea of sustainable development and some simple interrelationships between people and the environment. 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 a 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 the evidence.

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 as outlined in the specification 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; interdependence and appreciate that considerations of sustainable development affect the planning for management of environments and resources. They understand interrelationships between people and the environment. 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 an appropriate sequence of enquiry, collecting appropriate evidence from a variety of primary and secondary sources, using a range of appropriate techniques, reaching a plausible conclusion, communicating the outcomes, and appreciating some of the limitations of the 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 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 an effective sequence of enquiry, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively appropriate techniques, drawing selectively on geographical ideas to interpret the evidence, reaching substantiated conclusions, communicating clearly and effectively the outcomes and evaluating the validity and limitations of the evidence and conclusions.

6 GUIDANCE FOR TEACHERS ON INTERNAL ASSESSMENT AND EXTERNAL MODERATION OF THE FIELDWORK INVESTIGATION

6.1 REQUIREMENT

All candidates must submit one item of coursework – an enquiry investigation relevant to their course of study which is supported by fieldwork.

Candidates must be given opportunity to:

- contribute to the planning of the investigation;
- obtain appropriate information through the collection of primary data and secondary data;
- process and present their findings;
- discuss their results in a form that relates to the original topic.

6.2 ASSESSMENT CRITERIA

Overview

The internally assessed component will be marked by the candidate's teacher according to the following criteria. Candidates will be assessed on their ability to:

- plan some aspects of work to be carried out in the field;
- collect and record data in the field;
- develop a written report to present, analyse and interpret the above data;
- interpret, draw valid conclusions and evaluate the validity of the results in relation to the original aims of the study.

An overview of the assessment criteria is given below.

Assessment criteria linked to assessment objectives		Mark
1	Planning (AO4)	10
2	Data Collection (AO4)	20
3	Report Development (AO4)	30
4	Report: Interpretation, Evaluation, Conclusions (AO3)	40

Detail

The assessment criteria for each stage of the enquiry are detailed as follows.

Stage 1 – Planning	Maximum marks per task
Evidence of this work should be included as a short appendix to the report.	
<p>Candidates should be assessed on their ability to plan some aspects of work to be carried out in the field. This will involve them in:</p> <ul style="list-style-type: none"> • clarifying the objectives of the investigation/identify questions, issues or hypotheses; • identifying types of information and evidence required; • proposing suitable methods and instruments, and, where appropriate, suitable sampling sites and/or sample size for the study; • carrying out practical preparations, eg preparing questionnaires and record sheets, a database comprising multiple fields of information; • establishing effective sequences of investigation. 	10
Maximum Marks for Stage 1	10

Stage 2 – Data Collection	Maximum marks per task
Evidence of data collected in the field should be included as a short appendix to the report.	
<p>Candidates should be assessed on their ability to:</p> <p>(a) Use simple instruments and techniques to collect data in the field.</p> <p>Where appropriate this will involve them in:</p> <ul style="list-style-type: none"> • using simple instruments to make measurements; • making observations in the field; • applying techniques, eg questionnaires and surveys. <p>(b) Use a systematic approach in the recording of field data.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> • recording data in an organised and coherent manner, eg entering information collected in the field accurately into a prepared datafile using prepared recording sheets. 	<p>10</p> <p>10</p>
Maximum Marks for Stage 2	20

Stage 3 – Report Development	Maximum marks per task
<p>Candidates should be assessed on their ability to:</p> <p>(a) Write an introduction to their report in which they:</p> <ul style="list-style-type: none"> state clearly and concisely the aims and objectives of the investigation; describe the methodology used; set the investigation in a spatial context, eg by drawing a simple location map. <p>(b) Present observations and various types of data collected in the field in appropriate forms.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> retrieving/sorting information, eg by interrogating a completed database using one or more criteria; discriminating between relevant and irrelevant information; preparing and presenting various types of information in text or graphical form, using, for example, annotated maps, photograph overlays, tables, graphs. <p>(c) Analyse results from the geographical investigation.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> extracting and describing in a concise manner patterns and relationships inherent in the presented data. 	<p>9</p> <p>9</p> <p>12</p>
Maximum Marks for Stage 3	30

Stage 4 – Report: Interpretation, Evaluation and Conclusions	Maximum marks per task
<p>Candidates should be assessed on their ability to:</p> <p>(a) Interpret results relevant to the topic/issue under investigation.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> • offering concise and valid explanations of information collected in the field. <p>(b) Draw valid conclusions arising out of the investigation.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> • drawing conclusions ranging from the simple to the complex which are supported by evidence and sound reasoning and theory as appropriate. <p>(c) Evaluate the validity of the results of the investigation and suggest improvements.</p> <p>This will involve them in:</p> <ul style="list-style-type: none"> • evaluating critically and concisely the methods used and conclusions reached in carrying out the investigation; • suggesting improvements, eg in relation to the strategy adopted and the instruments, techniques and methods used. 	<p>15</p> <p>15</p> <p>10</p>
Maximum Marks for Stage 4	40

Overall Total**100 MARKS**

For each of the above criteria, there are three levels of response. If no success has been demonstrated for any criterion then no mark should be awarded for that criterion.

The following guidelines are provided for teachers in identifying levels of response for each assessment criterion.

Stage 1: Planning

Assessment Criterion 1 – Planning (10 marks)

Band 1 (1–3 marks)

The candidate may be guided in regard to identifying a question, issue or hypothesis and will be able to identify some suitable methods/techniques for the collection of the required data. Some basic practical preparations will have been completed and some suggestion as to the beginning to the sequence of investigation.

Band 2 (4–6 marks)

The candidate will outline some objectives, questions, issues, or hypotheses for investigation and will identify relevant data to be collected. The methods/techniques of collection will be selected satisfactorily. The necessary practical preparations, including a sequence of investigation, will be completed in an appropriate manner.

Band 3 (7–10 marks)

The candidate will demonstrate competence in defining clear objectives, questions, issues or hypotheses for the investigation and in identifying the relevant data to be collected. Initiative and appropriateness of selection will be demonstrated in the methods/techniques and other related details suggested for data collection. The preparatory procedures and an effective sequence of investigation will be completed with competence.

Stage 2: Data collection***Assessment Criterion 2 – Data Collection (20 marks)*****(a) Use of instrument/techniques**

<p>Band 1 (1–3 marks)</p> <p>With guidance, the candidate is able to use the instrument/techniques to collect acceptably reliable data.</p>
<p>Band 2 (4–6 marks)</p> <p>The candidate demonstrates competence in the use of instruments/techniques with a reasonable degree of accuracy.</p>
<p>Band 3 (7–10 marks)</p> <p>The candidate demonstrates competence in the use of instruments/techniques to collect accurate data.</p>

(b) Recording data

<p>Band 1 (1–3 marks)</p> <p>The candidate demonstrates some awareness of the need for coherence in the recording of the data being collected.</p>
<p>Band 2 (4–6 marks)</p> <p>The candidate is generally organised in the recording of data being collected.</p>
<p>Band 3 (7–10 marks)</p> <p>The candidate demonstrates a high level of organisation in recording data accurately.</p>

Stage 3: Report Development

Assessment Criterion 3 – Report Development (30 marks)

(a) Introduction

<p>Band 1 (1–3 marks)</p> <p>The candidate lists some of the objectives of the investigation and provides a brief general description of the work in the field.</p>
<p>Band 2 (4–6 marks)</p> <p>The candidate outlines the objectives of the investigation and provides a spatial context for the study. The methods used in the field are described with a fair degree of accuracy.</p>
<p>Band 3 (7–9 marks)</p> <p>The candidate states the objectives clearly and concisely. The spatial context of the investigation is clearly provided. The description of the methodology used is precise and indicates clear understanding.</p>

(b) Presentation of data

<p>Band 1 (1–3 marks)</p> <p>Some effort is made to present the collected data using simple graphical and mapping techniques.</p>
<p>Band 2 (4–6 marks)</p> <p>The candidate demonstrates some ability to sort the data collected and identify it for inclusion in each presentation technique. The techniques of presentation are generally appropriate.</p>
<p>Band 3 (7–9 marks)</p> <p>The candidate demonstrates the ability to sort the collected data and to use presentation techniques to illustrate relevant sets of data. A high level of competence is demonstrated in the construction of the appropriate presentation techniques.</p>

(c) Analysis of the results

Band 1 (1–4 marks) The candidate is able to describe some of the simple patterns inherent in the presented data.
Band 2 (5–8 marks) The candidate describes some of the patterns and relationships which can be identified in the presented data.
Band 3 (9–12 marks) The candidate demonstrates the ability to describe clearly and concisely the patterns and relationships apparent in the presented data.

Stage 4: Interpretation, Evaluation and Conclusion

Assessment Criterion 4 – Report Development (40 marks)

(a) Interpretation of the results

Band 1 (1–5 marks)
The candidate can offer some basic explanations for some of the patterns identified.
Band 2 (6–10 marks)
The candidate demonstrates some understanding of the reasons for the patterns and relationships identified.
Band 3 (11–15 marks)
The candidate demonstrates application of knowledge and understanding through the provision of concise and valid explanations for the results presented.

(b) Draw conclusions

Band 1 (1–5 marks)
The candidate provides some limited conclusions which are supported by some of the evidence collected.
Band 2 (6–10 marks)
The conclusions provided are generally logical and relate to the evidence collected.
Band 3 (11–15 marks)
The candidate demonstrates the ability to state clearly logical conclusions which are supported by the evidence collected and where appropriate are linked to stated theory.

(c) Evaluation and suggestions for improvement

Band 1 (1–3 marks)
The candidate is able to identify a few of the strengths which influenced the investigation.
Band 2 (4–6 marks)
The candidate offers some evaluation of the methods and conclusions and suggests some improvements.
Band 3 (7–10 marks)
The candidate offers a thorough evaluation of the methods and conclusions and suggests improvements to the methodology and objectives of the investigation.

The relationship between coursework assessment criteria and assessment objectives.

Assessment criteria	Assessment objectives		Marks
	Application of knowledge and understanding	Skills	
Planning			10
Data collection		Use of instruments, collection and recording of data.	20
Report Development		Methodology, Presentation, Analysis.	30
Report: Interpretation, Evaluation and Conclusions.	Application of concepts to data collected, interpretation, drawing conclusions, evaluation.		40
Total marks			100
Component weighting	8%	12%	20%

Assessment of quality of written communication in the Fieldwork Investigation

An assessment of the quality of written communication will be made from a review of the totality of the coursework presented.

Threshold performance – Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Intermediate performance – Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

High performance – Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

The award of marks for quality of written communication in the coursework component will be made as follows:

Threshold performance	1 mark
Intermediate performance	2–3 marks
High performance	4–5 marks

Raw marks will be scaled accordingly to comply with the allocation of percentage marks between components.

6.3 ROLE OF THE TEACHER

Guidance to candidates may be given by the teacher as follows:

(a) Guidance

The teacher should give guidance to candidates with the first two stages mentioned above. Teachers should ensure that the investigation provides candidates with opportunities to address the appropriate assessment objectives as set out in the scheme of assessment. Teachers may give help in the form of suggesting different types of technique that may be employed to process and present data. The choice of technique must be left to the candidate as must interpretation, formulation of conclusions and evaluation.

An assessment of the quality of written communication will be made from a review of the piece of work presented in line with performance descriptions on page 45.

Where fieldwork is carried out in a group situation to support a common topic, candidates should be encouraged to:

- highlight their role within the group in terms of primary data collection;
- use some original data presentation;
- make methods, interpretation and conclusions more individualistic by, for example, making reference to secondary source materials.

(b) Assessment

The assessment of fieldwork investigation will be carried out by the teacher.

Teachers should ensure that:

- it has an appropriate title, a clear aim and method of approach;
- some aspects of the assignment are undertaken by candidates in the classroom under their direct supervision;

- it is a reasonable task for the candidate to undertake and can be completed effectively within the time available;
- it can be marked appropriately using the assessment criteria set by the Council;
- the candidates are aware that they will be awarded marks for the quality of their investigation rather than the length of the report produced.

(c) Annotation of Fieldwork Report

Internally assessed assignments must be annotated in detail in order to ensure fairness for candidates and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on a Candidate Record Sheet;
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text to support the mark awarded.

(d) Authentication

Teachers will be required to sign a declaration to certify that, to the best of their knowledge all the work submitted for assessment is the candidates own and ensure that a sufficient amount of work has been completed under direct teacher supervision.

6.4 PRESENTATION OF THE COMPLETED INVESTIGATION

- The investigation report should be no more than 2,500 words in total.
- The completed investigation should acknowledge any secondary source materials used.
- Candidate number and centre number should be clearly written on the front cover.
- The candidate record sheet should be signed by both teacher and student.

6.5 MODERATION PROCEDURES

(a) Agreement Trials

Agreement Trials will be conducted annually, prior to the date of the examination, where teachers will be briefed on the application of the assessment criteria and will engage in trial marking.

(b) Support Service and Advice

At any stage during the course teachers may contact CCEA if they require advice, assistance or support regarding any aspect of internal assessment. CCEA has made provision for a Moderator to support groups of centres. Arrangements can be made for a Moderator to contact individual centres to discuss issues arising from the internally assessed component with the teachers concerned by means of a visit if necessary.

(c) Internal Centre Standardisation

Where there is more than one teaching group in the subject, the centre must carry out internal standardisation of assessments before submitting them to CCEA. The purpose of this exercise is to ensure, as far as possible, that each of the teachers has applied the assessment criteria consistently when making assessments. As a result of this internal standardisation it may be necessary to adjust the marking of individual teachers to bring their assessments into line with those of the other teachers in the centre and to match the standards set at the Agreement Trial. Where such an adjustment is necessary the total/final mark recorded on the Candidate's Record Sheets should be amended.

(d) External Moderation

Moderators, working under the direction of the Principal Moderator, will scrutinise samples of coursework drawn from each centre in accordance with instructions issued by the Council. Full instructions about the details of the moderation procedures and the nature of sampling will be issued by CCEA at the appropriate time.

Following the issue of results, centres will receive a statement of any adjustments made and/or a report outlining the reasons for the adjustment.

6.6 HEALTH AND SAFETY CONSIDERATIONS IN FIELDWORK

Candidates should have opportunities to develop awareness of Health and Safety considerations in fieldwork. Such considerations should be the focus of class discussion before fieldwork takes place and should include risk assessment, consideration of the precautions to be taken before and during the fieldwork and the procedures to be followed in the event that an accident or emergency occurs.

APPENDIX 1

OPPORTUNITIES FOR DEVELOPING AND GENERATING EVIDENCE FOR ASSESSING KEY SKILLS

The following table signposts and exemplifies the types of opportunity for developing and generating evidence for assessing Key Skills that may arise during a GCSE course in Geography. The opportunities are referenced to Section B of the relevant Key Skills specifications at Levels 1 and 2. The subject exemplifications illustrate typical opportunities which may arise during the normal teaching and learning process. These are only a small selection of such opportunities and are not part of the Key Skills specifications themselves. It is for teachers and students to decide which pieces of work, if any, to use to develop and assess Key Skills.

Key Skill: Communication

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.</p> <p>Provide information that is relevant to the subject and purpose of the discussion.</p> <p>Speak clearly in a way that suits the situation.</p> <p>Listen and respond appropriately to what others say.</p>	<p>C2.1a Contribute to a discussion about a straightforward subject.</p> <p>Make clear and relevant contributions in a way that suits your purpose and situation.</p> <p>Listen and respond appropriately to what others say.</p> <p>Help to move the discussion forward.</p>	<p>Participate in discussions about aspects of the specification, eg the management of a limestone environment (Theme B) or possible ways of managing world energy resources in the light of population growth (Theme D).</p> <p>Level 2 – be able to suggest possible solutions to the issue under debate as a means of moving the discussion forward.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
	<p>C2.1b Give a short talk about a straightforward subject using an image.</p> <p>Speak clearly in a way that suits your subject, purpose and situation.</p> <p>Keep to the subject and structure your talk to help listeners follow what you are saying.</p> <p>Use an image to clearly illustrate your main points.</p>	<p>Give a brief presentation, illustrated by an image using an OHP or other suitable method, on an aspect of the specification, eg by referring to a satellite image or simple weather chart, present a weather forecast for the British Isles (Theme A).</p> <p>Alternatively, outline, with reference to sketch map, the physical and human responses that have led to the location and growth of a settlement (Theme F).</p>
<p>C1.2 Read and obtain information about two different types of documents about straightforward subjects, including at least one image.</p> <p>Read relevant material.</p> <p>Identify accurately the main points and ideas in material.</p> <p>Use the information to suit your purpose.</p>	<p>C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.</p> <p>Select and read relevant material.</p> <p>Identify accurately the lines of reasoning and main points from texts and images.</p> <p>Summarise the information to suit your purpose.</p>	<p>Read, select (Level 2) and use information from two different sources, eg textbook, CD-ROM, Internet, newspaper on an aspect of the specification, eg Global warming (Theme A), to make a meaningful summary of their content.</p> <p>Level 2 requires the documents to consist of text and other forms of information, eg diagrams, maps, graphs, satellite images.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.</p> <p>Present relevant information in a form that suits your purpose.</p> <p>Ensure text is legible.</p> <p>Make sure that spelling, punctuation and grammar are accurate so your meaning is clear.</p>	<p>C2.3 Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p> <p>Present relevant information in an appropriate form.</p> <p>Use a structure and style of writing to suite your purpose.</p> <p>Ensure text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</p>	<p>Develop writing skills by:</p> <ul style="list-style-type: none"> designing a questionnaire which will enable field data to be collected for a specific investigation; writing an introduction to the Fieldwork Investigation which states clearly the aims and objectives to the investigation, describes the methodology used, sets the investigation in a spatial context and presents the findings in an appropriate manner (Internally assessed component). <p>Alternatively:</p> <ul style="list-style-type: none"> write a letter of protest to the Chief Planner from a concerned resident about a proposed urban planning issue; prepare a flier (suitably illustrated) to be circulated in the neighbourhood informing residents of a proposed planning initiative (Theme F).

Key Skill: Application of Number

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.</p> <p>Obtain the information you need to meet the purpose of your task.</p> <p>Identify suitable calculations to get the results you need.</p>	<p>N2.1 Interpret information from two different sources including material containing a graph.</p> <p>Choose how to obtain the information needed to meet the purpose of your activity.</p> <p>Obtain the relevant information.</p> <p>Select appropriate methods to get the results you need.</p>	<p>As part of the Fieldwork Investigation, retrieve and sort information, eg by interrogating a completed database of fieldwork results; discriminate between relevant and irrelevant information in order to test a hypothesis or solve a problem (Internally assessed component).</p> <p>Alternatively:</p> <ul style="list-style-type: none"> find information, from a range of sources, about population structure and change for some LEDCs (Developing countries) and some MEDCs (Developed countries) and suggest how these figures might be refined, eg by calculating dependency ratios and natural increase (Theme D).
<p>N1.2 Carry out straightforward calculations to do with:</p> <p>(a) amounts and sizes;</p> <p>(b) scales and proportions;</p> <p>(c) handling statistics.</p> <p>Carry out calculations, to the levels of accuracy you have been given.</p> <p>Check your results make sense.</p>	<p>N2.2 Carry out calculations to do with:</p> <p>(a) amounts and sizes;</p> <p>(b) scales and proportions;</p> <p>(c) handling statistics;</p> <p>(d) using formulae</p> <p>Carry out calculations, clearly showing your methods and levels of accuracy.</p> <p>Check your methods to identify and correct any errors, and make sure your results make sense.</p>	<p>Use appropriate calculations to examine trends or patterns in the data collected for either of the tasks outlined above (Internally assessed component, Theme D).</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>N1.3 Interpret the results of your calculations and present your findings. You must use one chart and one diagram.</p> <p>Choose suitable ways to present your findings.</p> <p>Present your findings clearly.</p> <p>Describe how the results of your calculations meet the purpose of your task.</p>	<p>N2.3 Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.</p> <p>Select effective ways to present your findings.</p> <p>Present your findings clearly and describe your methods.</p> <p>Explain how the results of your calculations meet the purpose of your activity.</p>	<p>Present the refined fieldwork data or secondary data in a suitable manner and describe the trends or patterns which emerge.</p> <p>Level 2 – be able to explain how outcomes relate to the individual hypothesis/problem being investigated (Internally assessed component, Theme D).</p>

Key Skill: Information Technology

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>IT1.1 Find, explore and develop information for two different purposes.</p> <p>Find and select relevant information.</p> <p>Enter and bring in information, using formats that help development.</p> <p>Explore and develop information to meet your purpose.</p>	<p>IT2.1 Search for and select information for two different purposes.</p> <p>Identify the information you need and suitable sources.</p> <p>Carry out effective searches.</p> <p>Select information that is relevant to your purpose.</p>	<p>Level 1</p> <p>For aspects of the specification, eg contrasts in development between MEDCs and LEDCs (developed and developing countries), find from the Internet and/or other sources, evidence to show that economic and social differences exist between countries (Internally assessed component, Theme E).</p> <p>This information could be entered into a suitable data handling package, eg a database or a spreadsheet in a way that enables it to serve its purpose.</p> <p>Alternatively:</p> <ul style="list-style-type: none"> obtain information from the Internet, eg Met office website or from a newspaper weather forecast, to enable a simple weather forecast to be made for a selected group, eg farmers, holiday makers (Theme A). Relevant information could be downloaded or scanned and saved as appropriate to enable the task to be completed.

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
		<p>Level 2</p> <p>For aspects of the specification, eg contrasts in development between MEDCs and LEDCs (Theme E) or weather forecasting (Theme A), decide upon suitable sources and carry out effective searches to obtain relevant information.</p>
<p>IT1.2 Present information for two different purposes.</p> <p>Your work must include at least one example of text, one example of images and one example of numbers.</p> <p>Use appropriate layouts for presenting information in a consistent way.</p> <p>Develop the presentation so it is accurate, clear and meets your purpose.</p> <p>Save information so it can be found easily.</p>	<p>IT2.2 Explore and develop information and derive new information for two different purposes.</p> <p>Enter and bring together information using formats that help development.</p> <p>Explore information as needed for your purpose.</p> <p>Develop information and derive new information as appropriate.</p>	<p>Level 1</p> <p>For the selected tasks (outlined above), organise the material that was obtained and present it in a way appropriate to the purpose, eg present a written report outlining contrasts in global development, incorporating graphs and data sets, showing, for example, variations in life expectancy and GNP between selected countries (Theme E).</p> <p>Alternatively:</p> <ul style="list-style-type: none"> present a weather forecast which should include at least a weather map or satellite image (Theme A). <p>The completed reports should be saved in an appropriate file.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
		<p>Level 2</p> <p>Use the selected information above to prepare suitable databases and/or spreadsheets and make relevant calculations, eg average life expectancy in the MEDCs and LEDCs (developed and developing countries) or total rainfall recorded over the past week (Themes E, A).</p>
	<p>IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.</p> <p>Select and use appropriate layouts for presenting combined information in a consistent way.</p> <p>Develop the presentation to suit your purpose and the types of information.</p> <p>Ensure your work is accurate, clear and saved appropriately.</p>	<p>Use the information collected above to present appropriate reports to convey information relevant to the purpose. The reports could, for example, include relevant website addresses which would enable the reader to obtain further information on the subject.</p>

Key Skill: Working with Others

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p> <p>Check that you clearly understand the objectives you have been given for working together.</p> <p>Identify what needs to be done to achieve these objectives and suggest ways you could help.</p> <p>Make sure that you are clear about your responsibilities and working arrangements.</p>	<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p> <p>Identify the objectives of working together and what needs to be done to achieve these objectives.</p> <p>Exchange relevant information to clarify responsibilities.</p> <p>Confirm working arrangements with those involved.</p>	<p>Level 1</p> <p>In preparing for fieldwork, individuals, as a part of a group, show ability to:</p> <ul style="list-style-type: none"> • use simple instruments and techniques to collect data in the field; • use a systematic approach in the recording of field data. (Internally assessed component.) <p>Level 2</p> <p>In preparing for fieldwork, individuals, as a part of a group, agree objectives and plan responsibilities to ensure that each individual has opportunities to:</p> <ul style="list-style-type: none"> • use simple instruments and techniques to collect data in the field; • use a systematic approach in the recording of field data. (Internally assessed component).

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p> <p>Carry out tasks to meet your responsibilities.</p> <p>Work safely, and accurately follow the working methods you have been given.</p> <p>Ask for help and offer support to others, when appropriate.</p>	<p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p> <p>Organise your own tasks so you can be effective in meeting your responsibilities.</p> <p>Carry out tasks accurately and safely, using appropriate working methods.</p> <p>Support co-operative ways of working, seeking advice from an appropriate person when needed.</p>	<p>In the field, individuals, as part of a group, carry out the responsibilities (agreed above) to ensure the data is collected and recorded accurately and ensure that they adhere to appropriate Health and Safety considerations (Internally assessed component).</p> <p>Level 2 – requires the individual to show clear evidence of organisational skills and the ability to support co-operative ways of working.</p>
<p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.</p> <p>Identify what has gone well in working with others.</p> <p>Report any difficulties in meeting your responsibilities and say what you did about them.</p> <p>Suggest ways of improving work with others to help achieve the objectives.</p>	<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p> <p>Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</p> <p>Listen and respond appropriately to progress reports from others.</p> <p>Agree ways of improving work with others to help achieve the objectives.</p>	<p>Following fieldwork:</p> <ul style="list-style-type: none"> • evaluate critically and concisely the methods used and conclusions reached in carrying out the investigation; • suggest improvements, eg in relation to the strategy adopted and instruments, techniques and methods used (Internally assessed component). <p>Level 2 – requires the individual to make an effective contribution to a class or group discussion relating to the above.</p>

Key Skill: Improving Own Learning and Performance

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.1 Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p> <p>Make sure targets clearly show what you want to achieve.</p> <p>Identify clear action points and deadlines for each target.</p> <p>Identify how to get the support you need and the arrangements for reviewing your progress.</p>	<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p> <p>Provide accurate information to help set realistic targets for what you want to achieve.</p> <p>Identify clear action points for each target.</p> <p>Plan how you will use your time effectively to meet targets, including use of support and arrangements for reviewing your progress.</p>	<p>Agree with the teacher short-term targets, actions and support, eg learning definitions of key ideas for a Geographical Theme, or improving the presentation of geographical information (cartographical and graphical skills), or improving the quality of written communication (all content areas).</p> <p>Level 2 – requires the individuals to be involved in helping to determine the targets.</p>
<p>LP1.2 Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject; learning through a straightforward practical activity. <p>Work through your action points to complete tasks on time.</p> <p>Use support given by others to help you meet targets.</p> <p>Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</p>	<p>LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject; learning through a straightforward practical activity. <p>Use your action points to help manage your time well and complete tasks, revising your plan when needed.</p> <p>Identify when you need support and use this effectively to help you meet targets.</p> <p>Select and use different ways of learning to improve your performance, working for short periods without close supervision.</p>	<p>Make use of the agreed plan and support from others to improve performance in relation to the above (all content areas).</p> <p>Level 2 – requires evidence of initiative and self-discipline to be shown by the individual in relation to the above.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.</p> <p>Say what you learned and how you learned, including what has gone well and what has gone less well.</p> <p>Identify targets you have met and provide samples of evidence of your achievements.</p> <p>Identify what you need to do to improve your performance.</p>	<p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements including how you have used learning from one task to meet the demands of a new task.</p> <p>Identify what and how you learned, including what has gone well and what has gone less well.</p> <p>Identify targets you have met and evidence of your achievements.</p> <p>Identify ways to further improve your performance.</p>	<p>Review progress with the teacher towards the agreed targets, eg improving the presentation of geographical information and identify ways in which further progress can be achieved (all content areas).</p> <p>Level 2 – requires evidence of success and that success being applied to another task, eg accurate definitions of key ideas contributing to more precise answering of questions which require analysis or improved presentation skills raising standards in fieldwork investigation.</p>

Key Skill: Problem Solving

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>PS1.1 Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>Check that you are clear about the problem you have been given and how to show success in solving it.</p> <p>Identify different ways of tackling the problem.</p> <p>Decide, with help, which options are most likely to be successful.</p>	<p>PS2.1 Identify a problem and come up with two options for solving it.</p> <p>Identify the problem, accurately describing its main features, and how to show success in solving it.</p> <p>Come up with different ways of tackling the problem.</p> <p>Decide which options have a realistic chance of success using help from others when appropriate.</p>	<p>For a relevant issue within the specification, eg overpopulation, identify different facets of and solutions to the problem and evaluate (with help from others – Level 1) which solutions have a likelihood of being sustainable (Theme D).</p> <p>Alternatively:</p> <p>For a fieldwork investigation based on a problem solving task:</p> <ul style="list-style-type: none"> clarify the objectives of the proposed investigation (with help from others – Level 1); identify the types of information and evidence required; propose suitable methods for collecting data and decide upon the most suitable method (Internally assessed component).

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>Confirm with an appropriate person the option you will try for solving the problem.</p> <p>Plan how to carry out this option.</p> <p>Follow through your plan, making use of advice and support given by others</p>	<p>PS2.2 Plan and try out at least one option for solving the problem obtaining support and making changes to your plan when needed.</p> <p>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out.</p> <p>Follow your plan, organising the relevant tasks and making changes to your plan when needed.</p> <p>Obtain and effectively use any support needed.</p>	<p>Using a simulation, plan and implement a possible solution to the problem of overpopulation, eg predicting how population size might change if birth rates were reduced, drawing on the advice and support of others (Theme D).</p> <p>Alternatively:</p> <p>For the Fieldwork Investigation (referred to above):</p> <ul style="list-style-type: none"> • carry out practical preparations, eg design questionnaires and record sheets; • use simple instruments and techniques to collect data in the field; • use a systematic approach in recording of field data (Internally assessed component).

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>PS1.3 Check if the problem has been solved by following given methods, and describe results, including ways to improve your approach to problem solving.</p> <p>Check if the problem has been solved by accurately applying the methods you have been given.</p> <p>Describe clearly the results of tackling the problem. Identify ways of improving your approach to problem solving.</p>	<p>PS2.3 Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.</p> <p>Check if the problem has been solved by accurately applying the methods you have been given.</p> <p>Describe clearly the results and explain the decisions you took at each stage of tackling the problem.</p> <p>Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem.</p>	<p>Review the success of the proposed solution to the problem, eg overpopulation, by considering its strengths and weaknesses (Theme D).</p> <p>Level 2 – requires an ability to evaluate the strategy adopted and to identify other possible ways of tackling the problem of overpopulation in a different country.</p> <p>Alternatively:</p> <p>For the above Fieldwork Investigation:</p> <ul style="list-style-type: none"> analyse the results from the geographical investigation; interpret the results relevant to the problem under investigation; evaluate the validity of the results of the investigation, suggesting improvements in relation to the techniques and methods used. <p>Level 2 – requires an ability to identify other possible ways of planning and implementing an investigation into the chosen issue.</p>

APPENDIX 2

SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification contributes to an understanding of spiritual, moral, ethical, social, and cultural issues. For example, when following this specification candidates will have opportunities to:

- critically examine the values which underpin the decisions of individuals and nations towards population issues (Theme D);
- discuss the impact of globalisation (Theme E);
- evaluate different strategies used to manage resources (Themes D and E);
- discuss reasons why birth rates differ (Theme D).

APPENDIX 3

EDUCATION FOR CITIZENSHIP

The specification afford students opportunity to reflect on their ideas as local and global citizens. It encourages students to investigate topical issues, discuss personal attitudes and values and to evaluate alternative views. Candidates will have opportunities to:

- study the causes and impact of global warming (Theme A);
- investigate the conflict of interests in use of limestone environments (Theme B);
- discuss the changes in sensitive ecosystems induced by human activity (Theme C);
- evaluate renewable and non-renewable energy sources (Theme D);
- discuss attitudes towards migrants (Theme D);
- investigate TNCs and global interdependence (Theme E);
- discuss advantages of Fair Trade (Theme E);
- evaluate the promotion of “green” transport (Theme F);
- investigate sustainable use of resources (all Themes).

Education for Citizenship is also promoted through the issue-based approach to study detailed on page 14 and through opportunities in fieldwork activities.

APPENDIX 4

INFORMATION AND COMMUNICATION TECHNOLOGY

Candidates should be encouraged to make appropriate use of Information and Communication Technology (ICT). For example, candidates could be provided with opportunities to:

- use data loggers for primary data collection (Themes A, B and C);
- consult websites and CD-ROMs (all themes);
- use geographical databases, for example, census databases (Theme D);
- use databases and spreadsheets to present and manipulate information (Fieldwork Investigation);
- use word-processing packages to present work (all themes);
- manipulate fieldwork data (Fieldwork Investigation).

Further exemplification of opportunities for the use of ICT in Geography is provided in Appendix 1 to this specification which signposts opportunities to develop Key Skills, including that of Information Technology.

APPENDIX 5

ENVIRONMENTAL EDUCATION, HEALTH AND SAFETY

The study of this specification will also contribute to an awareness of environmental issues. For example, there are opportunities for candidates to:

- study a number of natural environments at a range of scales, eg a local ecosystem and the Tropical Rainforest (Theme C);
- investigate the impact of extreme natural events upon physical and human environments (Theme B);
- consider relevant health and safety issues when planning a fieldwork investigation (guidance for fieldwork investigation page 36).

THE EUROPEAN DIMENSION

The European Dimension is fostered by the inclusion of countries at contexts both within the United Kingdom and the European Union and in various stages of development.