GCSE
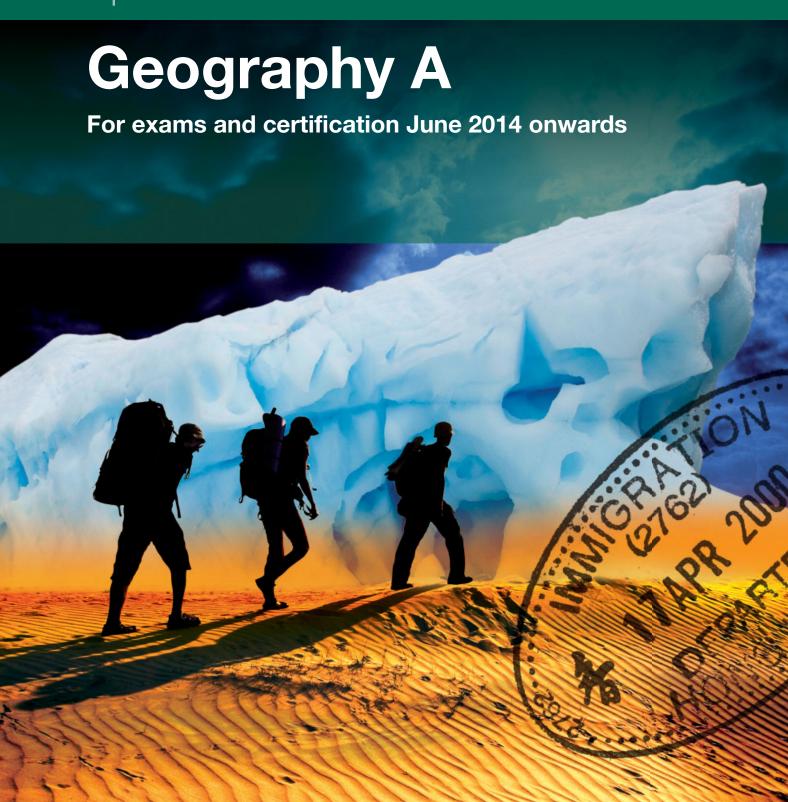Specification

Geography A

For exams and certification June 2014 onwards

GCSE

Specification

Geography A (Linear)
9030

This specification will be published annually on our website (**http://www.aqa.org.uk**). We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up to date version, although it may be different from printed versions.

Vertical black lines indicate a significant change or addition to the previous version of this specification.

You can get further copies of this specification from:

AQA Logistics Centre (Manchester)
Unit 2
Wheel Forge Way
Ashburton Park
Trafford Park
Manchester
M17 1EH

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1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24-hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Geography A?

AQA specifications in Geography:

- allow the opportunity to develop:
  - communication skills
  - graphical and cartographical skills
  - technological skills, including ICT and GIS
  - interpersonal skills through debate and discussion
  - literacy and numeracy
  - problem solving skills
  - entrepreneurial skills and awareness of career possibilities.
- allow the opportunity for personalised and independent learning
- provide candidates, for whom GCSE will be the end of their formal study of geography, a clear overall view of the world in the first part of the 21st century
- provide a sound foundation for those candidates who intend to continue to study the subject to a higher level
- allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them.

In addition, Specification A:

- allows enquiry-based learning to be at the forefront of the teaching of the subject

- allows centres to choose their own exemplars, which will provide the opportunity for candidates to develop and enrich their sense of place. The use of topical exemplars ensures the subject remains relevant to the dynamic and ever changing geography of the world
- allows a wide range of teaching and learning activities based on whatever paradigm approach centres wish to adopt, including those put forward by the National Strategy
- allows a focus on the geographical processes that shape our world through a study of physical and human geography
- offers the study of physical and human geography in discrete, self contained topic areas
- allows centres to follow different routes and approaches.

Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of geography or related subjects.

In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

1.3   How do I start using this specification?

Already using the existing AQA Geography A specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **http://www.aqa.org.uk/rn/askaqa.php** Information will be available electronically or in print, for your convenience.

- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**http://www.aqa.org.uk/admin/p_entries.php**).

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority is not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4   How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **http://www.aqa.org.uk/rn/askaqa.php**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support and CPD courses are available on our web site at **http://web.aqa.org.uk/qual/cpd/index.php**

There is also a link to our fast and convenient online booking system for all of our courses at **http://coursesandevents.aqa.org.uk/training**

2 Specification at a Glance

Geography Specification A 9032

Foundation Tier

Higher Tier

Unit 1: Physical Geography

Written Paper – 1 hour 30 mins – 75 marks – 37.5%

plus

Unit 2: Human Geography

Written Paper – 1 hour 30 mins – 84 marks – 37.5%*

plus

Unit 3: Local Fieldwork Investigation

Controlled assessment – 60 marks – 25%

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AQA GCSE in Geography A is one of two specifications in this subject offered by AQA.

AQA GCSE in Geography B offers a different approach to delivering geography, looking at geographical issues and challenges and how these issues affect our world.

There are two tiers of assessment: Foundation (G-C) and Higher (D-A*).

* This mark is made up of 75 marks for content plus 9 marks for spelling, punctuation and grammar (SPaG)

2.1   Summary of assessment

The minimum teaching requirements for the full course are; one topic from Section A, one topic from Section B and one topic from either Section A or Section B on both Unit 1 and Unit 2.

Unit 1: Physical Geography	**37.5% of the full GCSE**

- External examination
- June availability starting from June 2014

Summary of Content

Section A

- The Restless Earth
- Rocks, Resources and Scenery
- Challenge of Weather and Climate
- Living World

Section B

- Water on the Land
- Ice on the Land
- The Coastal Zone

Style of Assessment

- 1 hour 30 minute examination
- Candidates answer **three** questions, **one** from **Section A** and **one** from **Section B** plus **free choice** of **one** other.

Unit 2: Human Geography	**37.5% of the full GCSE**

- External examination
- June availability starting from June 2014

Summary of Content

Section A

- Population Change
- Changing Urban Environments
- Changing Rural Environments

Section B

- The Development Gap
- Globalisation
- Tourism

Style of Assessment

- 1 hour 30 minute examination
- Candidates answer **three** questions, **one** from **Section A** and **one** from **Section B** plus **free choice** of **one** other
- Spelling, punctuation and grammar will be assessed in this unit.

Unit 3: Local Fieldwork Investigation   25% of the full GCSE

- Controlled Assessment
- June availability starting from June 2014

Local Fieldwork Investigation
Marked out of 60. Maximum word guidance of 2000. 6 hour write-up under direct supervision.

- **Task Setting**: Centres will select a task from a choice of 11 provided by AQA 2 years prior to submission.
- **Task Taking**: Candidates will work under the direct supervision of a teacher at all times, with the exception of research involving primary and/or secondary data collection.
- **Task Marking**: Centres will mark the candidates' work which will then be moderated by AQA.

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3 Subject Content

Introduction

Specification A highlights the critical importance of geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The refreshed content focuses on current issues designed to inspire and motivate students to study GCSE Geography. A modern and engaging approach covers key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources.

The main focus of Specification A is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes the interdependence of physical environments and the interaction between people and the environment as well as an understanding of the need for sustainable management of both physical and human environments.

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies.

Controlled assessment will encourage questioning, investigation and critical thinking about issues affecting the world and people's lives. Students will use varied resources including maps and visual media as well as complex technologies such as GIS and remote sensing, to obtain, present and analyse information.

Students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation, individually and as part of a team. Specification A has strong links with other subjects, including citizenship and ICT, and areas of the curriculum such as science which focus on sustainability and the global dimension.

Guidance on the use of the Scale column

The scale column indicates the expected scale of study of the subject content referred to. In all sections Centres should select the scale of study appropriate for the subject content. There is no requirement to study any section at more than one scale of study. On some occasions R/L or I/N etc are used. This indicates that Centres are free to select the scale of study according to the resources available. There is no requirement to study the subject content at both scales identified. When the subject content requests the study of social, environmental, political and economic issues the scale column often indicates N/R/L. This reflects the nature of the issues and centres should study each issue at the appropriate scale. For example, political issues may be pertinent at national, regional or local scales whereas environmental issues tend to have a more local focus. The required scale of study is given in the fourth column of the table. The following abbreviations are used.

G Global
I International
N National
R Regional
L Local

GIS and Alternative Futures

In studying this specification there are many opportunities for the use of Geographical Information Systems and for candidates to be made aware of Alternative Futures.

GIS involves the use of a range and variety of resources to locate, capture and manage data and information for the study of geographical concepts and issues; these include satellite images, remote sensing and maps on various scales, websites, software and other modern technologies.

An awareness of ALTERNATIVE FUTURES involves taking account of historical change, encouraging candidates to envisage alternative scenarios and interpretations so that they become aware of the possibilities for involvement in planning and creating for the future.

Each topic area is followed by a grid outlining the opportunities for the coverage of GIS and Alternative Futures when studying that topic area.

3.1   Unit 1: Physical Geography

Section A

The Restless Earth		
Key Idea	**Specification Content**	**Scale**
The Earth's crust is unstable, especially at plate margins.	Distribution of plates; contrasts between continental and oceanic plates. Destructive, constructive and conservative plate margins.	G
Unique landforms occur at plate margins.	Location and formation of fold mountains, ocean trenches, composite volcanoes and shield volcanoes.	R
People use these landforms as a resource and adapt to the conditions within them.	A case study of one range of fold mountains. The ways in which they are used – farming, hydroelectric power, mining, tourism and how people adapt to limited communications, steep relief, poor soils.	N/R
Volcanoes are hazards resulting from tectonic activity. Their primary and secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.	Characteristics of different types of volcanoes. A case study of a volcanic eruption – its cause; primary and secondary effects; positive and negative impacts; immediate and long term responses. Monitoring and predicting volcanic eruptions.	R/L
Supervolcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences.	The characteristics of a supervolcano and the likely effects of an eruption.	G
Earthquakes occur at constructive, destructive and conservative plate margins.	Location and cause of earthquakes. Features of earthquakes – epicentre, focus, shock waves and the measurement of earthquakes using the Richter and Mercalli Scales.	G
The effects of earthquakes and responses to them differ due to contrasts in levels of wealth.	A case study of an earthquake in a rich part of the world and one from a poorer area – their specific causes; primary and secondary effects; immediate and long-term responses – the need to predict, protect and prepare. Contrasts in effects and responses will be clear.	R/L
Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.	A case study of a tsunami – its cause, effects and responses.	G/N

Opportunities for the use of GIS in this section include:	**Opportunities to study ALTERNATIVE FUTURES in this section include:**
Forecasting earthquakes & volcanoes Hazard mapping.	Global impact of a supervolcanic eruption, debates and conflict about change in a fold mountain area (linked to management planning and sustainability).

3

Rocks, Resources and Scenery		
Key Idea	**Specification Content**	**Scale**
Geological time is on a different scale from human time.	Simplified geological time scale. The position of granite, Carboniferous limestone and chalk and clay within this framework.	G
Rocks belong to one of three groups. Their formation is linked by the rock cycle.	Characteristics and formation of igneous, sedimentary and metamorphic rocks. The location of these in the UK. The links between different categories – the rock cycle.	G/N
Rocks are susceptible to weathering. The type of weathering that is most effective is determined by the composition of the rock and the climate.	Mechanical weathering – freeze thaw weathering and exfoliation. Chemical weathering – solution, carbonation. Biological weathering.	R/L
Different rocks create contrasting landforms and landscapes – a study of granite; chalk and clay and Carboniferous limestone.	Granite – Tors and moorland areas. Chalk and clay – escarpments/cuestas and vales; dry valleys, spring lines. Carboniferous limestone – surface features – limestone pavement, swallow holes, dry valleys, resurgence, limestone gorges and underground features – caverns, stalactites, stalagmites, pillars, curtains.	R/L
Granite; chalk and clay and Carboniferous limestone provide resources to extract, land to farm on and unique scenery for tourism.	The ways people use the areas. Case study/ studies to cover the following uses: – as a source of building stone; production of cement; opportunities and limitations for farming; aquifers for water supply; opportunities for tourism and the costs and benefits of this.	R/L
Demand for resources has led to quarrying. This is an important issue and has led to conflict and debate.	A case study of a quarry – its location, economic, social and environmental advantages and disadvantages.	R/L
Impact of quarrying on the environment can be reduced by careful, sustainable management.	A case study of a quarry – and the attempts made to manage the extraction and use of the land during extraction and/or after the resource is exhausted. To include strategies used during extraction and restoration following extraction – use for farming, recreation and tourism.	R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Satellite images – impacts of quarrying.	Planning likely impact of quarrying activity (local planning process, problem solving).

3

Challenge of Weather and Climate		
Key Idea	**Specification Content**	**Scale**
The characteristics of the UK climate can be explained by its global position.	The characteristics of the UK climate – monthly temperatures, precipitation, sunshine hours. Reasons for the climate and variations within the UK with reference to latitude, altitude, pressure, winds and distance from the sea.	N/R
Depressions and anticyclones have an important and contrasting influence on UK weather.	The sequence of weather associated with the passage of a depression and the reasons for it. The weather that accompanies an anticyclone. Summer and winter contrasts and reasons for the differences.	N/R
UK weather is becoming more extreme. This has an impact on human activity which may be positive or negative.	Evidence that weather is becoming more extreme. Weather events from the last 10 years – a consideration of evidence that weather is becoming more extreme. The impact of this on people's homes and lives, agriculture, health, transport – benefits and costs and issues raised – need for adequate warning, preparation, plans to deal with impacts.	N/L
There is a debate about the evidence for and causes of global climate change.	The evidence for and against global climate change. The possible causes of global warming. World and UK temperatures for the last 100 and 1000 years.	G/N
The consequences of global climate change will be significant and change the way we live.	Economic, social, environmental and political consequences of global climate change for the world and the UK.	G/N
There must be an international/national/local, united response to the threat of global climate change.	Responses to the threat of global climate change: global response, reducing carbon emission; the Kyoto Protocol, carbon credits. Local responses: transport strategies, taxation, congestion charging, conserving energy, recycling.	G/N/L
Tropical revolving storms are a major climatic hazard. The effects of and responses to tropical revolving storms vary between areas of contrasting levels of wealth.	Cause of tropical revolving storms (hurricanes/typhoons/cyclones/willy willies) – the sequence of events leading to their formation. The structure and characteristics of a hurricane. A case study of such storms in a rich part of the world and one from a poorer area. Social, economic and environmental effects and short-term and long-term responses (monitoring, prediction, protection and preparation).	R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Tracking and forecasting hurricanes, global temperatures over time, satellite imagery, movement of weather systems.	Future impact of climate change locally, nationally and globally.

3

Living World

Key Idea	Specification Content	Scale
An ecosystem is made up of plants and animals and the physical factors affecting them (climate and soil). These different parts interrelate and depend on each other. There is a balance between the different parts.	The concept of an ecosystem. The use of a small-scale ecosystem to illustrate the parts of an ecosystem and how it works, including consumers, decomposers, food chain/web, nutrient cycling and producers. The balance between the components. The impact of changing one component on the others.	L
Different ecosystems are found in different parts of the world due to the influence of climate and soils. The vegetation adapts to the climate and soils and is in harmony with it.	The global distribution of three ecosystems – temperate deciduous forest, tropical rainforest and hot deserts. The characteristics of the vegetation, climate and soils for each ecosystem. The ways in which the vegetation in temperate deciduous forest, tropical rainforest and hot deserts adapts to the climate and soils.	G/N/R
Temperate deciduous woodlands are used for a variety of reasons. They provide examples of successful, sustainable management.	A case study of a temperate deciduous woodland. The use of the deciduous woodland for timber and timber products, recreation and conservation. Ways in which the deciduous woodland is managed – controlled felling, replanting, planning for recreational use and conservation.	R/L
Tropical rainforest is removed for a range of reasons. This has economic, social, political and environmental repercussions.	A case study of a tropical rainforest. The causes of deforestation: farming, slash and burn and commercial ranching, logging, road building, mineral extraction and population pressure. The economic, social, political and environmental impacts of deforestation.	N/R
Tropical rainforests need to be managed sustainably. International co-operation is needed.	The sustainable management of tropical rainforest – selective logging, replanting, education, ecotourism, protection, reducing demand for tropical hardwoods and reducing debt.	G/N/R
Hot deserts provide opportunities for economic development.	A case study of a hot desert in a rich part of the world and one from a poorer area: use of area for commercial farming, irrigation, mineral extraction, retirement migration and tourism and a contrasting area: hunting and gathering, farming, irrigation. Management of each area to ensure sustainability and challenges faced.	N/R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Studying the extent of deforestation over time, analysis of desertification.	Likely scenarios as a consequence of widespread deforestation and/or desertification.

3

Section B

Water on the Land		
Key Idea	**Specification Content**	**Scale**
The shape of river valleys changes as rivers flow downstream due to the dominance of different processes.	Processes of erosion – hydraulic action, abrasion, attrition, solution; vertical and lateral erosion. Processes of transportation – traction, saltation, suspension and solution. Deposition and reasons for it. Long profile and changing cross profile.	R/L
Distinctive landforms result from different processes as rivers flow downstream.	Landforms resulting from erosion – waterfalls and gorges; landforms resulting from erosion and deposition – meanders and ox-bow lakes; landforms resulting from deposition – levees and flood plains.	R/L
The amount of water in a river fluctuates due to a number of reasons.	Factors affecting discharge – amount and type of rainfall, temperature, previous weather conditions, relief, rock type (impermeable, permeable, porous and pervious) and land use.	R/L
Rivers flood due to a number of physical and human causes. Flooding appears to be an increasingly frequent event.	The causes of flooding: physical – prolonged rain, heavy rain, snowmelt, relief; and human – deforestation, building construction. The frequency and location of flood events – in the UK in the last 20 years.	N and R
The effects of and responses to floods vary between areas of contrasting levels of wealth.	A case study of flooding in a rich part of the world and one from a poorer area – the different effects of and responses to flooding.	N/R/L
There is discussion about the costs and benefits of hard and soft engineering and debate about which is the better option.	Hard engineering strategies – dams and reservoirs, straightening. Soft engineering – flood warnings, preparation, flood plain zoning, 'do nothing'. The costs and benefits of these.	R/L
Rivers are managed to provide a water supply. There are a variety of issues resulting from this.	The UK – increasing demand for water; areas of deficit and areas of surplus; the need for transfer. A case study of a dam/reservoir to consider resulting economic, social and environmental issues and the need for sustainable supplies.	N and R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Analysing potential flood risk, forecasting stream flow.	Flood risk scenarios, long-term planning, likely impact of global warming on floods, effect of soft and hard engineering, sustainable solutions.

3

3

Ice on the Land		
Key Idea	**Specification Content**	**Scale**
The amount of ice on a global and continental level has changed in the past.	The last Ice Age (Pleistocene) – timescale and extent of maximum ice cover in the northern hemisphere. Present extent of ice cover. Contrasts and evidence of changes – global temperatures.	G and L
The amount of ice depends on the glacial budget. This has seen a loss since 1950 and there are seasonal changes due to fluctuations in temperature.	Glacial budget: accumulation and ablation, advance and retreat. Case study of a glacier – recent retreat since nineteenth century: causes and evidence. Seasonal shifts in temperature and glaciers.	R/L
Ice is a powerful force in shaping the land as a result of weathering, erosion, transportation and deposition.	Freeze thaw weathering. Processes of erosion – abrasion and plucking. Processes of movement and transportation – rotational slip and bulldozing. Deposition and the reasons for it.	R/L
Distinctive landforms result from different processes.	Landforms resulting from erosion – characteristics and formation of corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. Landforms resulting from transportation and deposition – drumlins, lateral, medial, ground and terminal moraine.	R/L
Landscapes that are actively affected by snow and ice attract tourists. This leads to conflict and issues over the use of such areas.	Case study of an Alpine area for winter sports and an area for sightseeing of glaciers – the attractions for tourists; economic, social and environmental impact. The need for management and the management strategies used and their level of success. Avalanche hazards.	R/L
Glacial retreat can pose a threat to the economies of areas relying on tourism and result in damage to fragile environments.	The impact of retreat and unreliability of snowfall in some resorts. The economic, social and environmental impact – including the concept of fragile environments.	R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Spatial changes in cold environments, extent of glaciation over time.	Future impact of retreating snowline on fragile environments, alpine ski resorts etc.

The Coastal Zone		
Key Idea	**Specification Content**	**Scale**
The coast is shaped by weathering, mass movement, erosion, transportation and deposition.	Weathering processes – mechanical, chemical. Mass movement – sliding and slumping. Constructive and destructive waves. Processes of erosion – hydraulic power, abrasion, attrition and solution. Processes of transportation – longshore drift, traction, saltation, suspension and solution. Deposition and the reasons for it.	R/L
Distinctive landforms result from different processes.	Landforms resulting from erosion – characteristics and formation of headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Landforms resulting from deposition – characteristics and formation of beaches, spits and bars.	R/L
Rising sea level will have important consequences for people living in the coastal zone.	Reasons for rising sea level. A case study to illustrate the economic, social, environmental and political impact of coastal flooding.	R/L
Coastal erosion can lead to cliff collapse. This causes problems for people and the environment.	A case study of an area of recent or threatened cliff collapse – rates of coastal erosion; reasons why some areas are susceptible to undercutting by the sea and collapse; how people may worsen the situation; the impact on people's lives and the environment.	L
There is discussion about how the coast should be managed. There is debate about the costs and benefits of 'hard' and 'soft' engineering.	Management strategies: Hard engineering – sea walls, groynes, rock armour. Soft engineering – beach nourishment, dune regeneration and marsh creation. Managed retreat. A case study of coastal management to assess the costs and benefits of strategies adopted.	L
Coastal areas provide a unique environment and habitat. There is a need for conservation and this leads to conflict with other land uses.	A case study of a coastal habitat – its environmental characteristics; the resulting habitat and species that inhabit it and reasons why. Strategies to ensure the environment is conserved, but also allow sustainable use of the area.	L/R

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Opportunities for the use of GIS in this section include:	**Opportunities to study ALTERNATIVE FUTURES in this section include:**
Landslipping and erosion, movement of sediment.	Management strategies, hard vs soft, shoreline management plans, effect of managed retreat (or coastal realignment) over time.

3.2   Unit 2: Human Geography

Section A

Population Change		
Key Idea	**Specification Content**	**Scale**
Over time the global population increases and the population structures of different countries change.	The exponential rate of world population growth. Countries pass through different stages of population growth as shown in the five stages of the Demographic Transition Model (birth rate, death rate and natural population changes). Changing population structure. The impact of increasing urbanisation, agricultural change, education and the emancipation of women on the rate of population growth.	G/N
A range of strategies has been tried by countries experiencing rapid population growth.	The social, economic and political implication of population change and the need to achieve sustainable development. The effectiveness of population policies adopted in different countries since the 1990s to include birth control programmes and other strategies adopted. A case study of China's policy since the 1990s and one of a non birth control population policy.	N
An ageing population impacts on the future development of a country.	The relationship between the population structure and population decline and the impact on the future economic development. The problems associated with an ageing dependent population. Government strategies to cope with an ageing population and the incentives suggested for encouraging an increase in a country's birth rate. A case study of the problems and strategies in one EU country with an ageing population.	N
Population movements impact on both the source regions of migrants and the receiving countries.	Migration is a result of decision-making push and pull factors which can have positive and negative impacts. Economic movements within the EU, refugee movements to the EU and the impacts of such movements.	I/R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Pinpointing areas of population growth, migration patterns, using census mapping tools.	Future challenges and alternative scenarios presented by an ageing population etc.

3

Changing Urban Environments		
Key Idea	**Specification Content**	**Scale**
Urbanisation is a global phenomenon.	Students should appreciate the different pace and causes of urbanisation in the rich and poor world.	G
Urban areas have a variety of functions and land uses.	Students should gain an appreciation of different functional parts of a settlement including locations of CBD, inner city, suburbs and rural-urban fringe.	R/L
There are aspects of urban living in a richer part of the world that need careful planning in order to support the population and environment of cities and towns.	Overview of the issues facing many urban areas. Housing – the attempts to satisfy the increased housing needs of the population in different parts of the city. Impact of Government strategies from the 1990s on the inner city. Traffic – impact of increased use of road transport on the environment and solutions aimed at reducing the impact. Revitalising the image of the CBD by improving the physical environment. Cultural Mix – factors causing ethnic segregation within urban areas. Strategies aimed at supporting the multicultural nature of many urban areas.	R/L
Rapid urbanisation has led to the development of squatter settlements and an informal sector to the economy.	Characteristics of squatter settlements. Effect on the lives of the people of living in squatter settlements. Attempts by the inhabitants themselves to improve squatter settlements over time. Self-help, Site and Service and Local Authority schemes to improve squatter settlements. A case study of a squatter settlement redevelopment.	R/L
Rapid urbanisation in a poorer part of the world requires the management of the environmental problems caused.	Effects of rapid urbanisation and industrialisation. Difficulties of disposal of waste, much of which is toxic. Effects and management of air and water pollution.	R/L
Attempts can be made to ensure that urban living is sustainable.	Characteristics of a sustainable city. Environmental – the importance of conserving the historic and natural environment. Use of Brownfield sites. Reducing and safely disposing of waste. Providing adequate open spaces. Social – including local people in the decision-making process. Provision of an efficient public transport system. A case study of sustainable urban living.	R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Spatial developments in urban areas across the globe, ethnicity patterns, GIS deprivation maps, traffic management systems, urban pollution maps, land use planning.	The effects of sustainable transport solutions, integrated systems, controls on air quality, improvements to public transport etc. study how one city could be made more sustainable and how it could be different in the future.

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3

Changing Rural Environments		
Key Idea	**Specification Content**	**Scale**
The rural-urban fringe is under intense pressure due to urban sprawl and the increasing mobility of the population.	The impact of out-of-town retail outlets, leisure provision, suburbanised village and transport developments. The growth of commuting and commuter villages. The characteristics and factors significant to a village expanding in size.	R/L
Remote rural areas have undergone social and economic changes.	A case study of a rural area in the UK to illustrate the following points: Reasons for and consequences of rural depopulation and the decline in rural services in remote areas. The characteristics and factors significant to a declining village. Growth in the ownership of second homes.	R/L
Attempts should be made to ensure that rural living is sustainable.	Conserving resources. The protection of the environment. Supporting the needs of the rural population. Government initiatives aimed at supporting the rural economy and environment.	N/R
Commercial farming in favoured agricultural areas is subject to a number of human influences.	A case study of a commercial farming area in the UK to illustrate the following points: The development of agri-businesses and the impact of modern farming practices on the environment. Demands from the market with reference to the demands of the supermarket chains and food processing firms. Competition from the global market. Development of organic farming. Government policies aimed at reducing the environmental effects of high impact farming.	R/L
Sub-tropical and tropical rural areas are increasingly subject to change and conflict.	The demands of cash crop cultivation and the resultant impact on subsistence food production. The impact of forestry and mining on the traditional farming economy. The impact of soil erosion. Changes to agriculture caused by irrigation and appropriate technology developments. The impact of rural-urban migration and failing agricultural systems.	R/L

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
Google earth – Amazon Basin deforestation.	Future use of the countryside. Development of rural-urban fringe, second home ownership, government initiatives for countryside, rural services, sustainable rural economy, deforestation.

Section B

The Development Gap		
Key Idea	**Specification Content**	**Scale**
Contrasts in development means that the world can be divided up in many ways.	Contrasts using different measures of development to include GNP, GNI per head, Human Development Index (HDI), birth and death rates, infant mortality, people per doctor, literacy rate, access to safe water and life expectancy.	G
	Correlation between the different measures.	
	Limitations/ways of using a single development measure.	
	Different ways of classifying different parts of the world.	
	The relationship between quality of life and standard of living. Different perceptions of acceptable quality of life in different parts of the world. Attempts made by people in the poorer part of the world to improve their own quality of life.	
Global inequalities are exacerbated by physical and human factors.	Environmental factors – the impact of natural hazards. A case study of a natural hazard.	G/N
	Economic factors – global imbalance of trade between different parts of the world.	
	Social factors – differences in the quantity and quality of water available on people's standards of living.	
	Political influences – the impact of unstable governments.	
The reduction of global inequalities will require international efforts.	The imbalance in the pattern of world trade and the attempts to reduce it.	G/R/L
	The contributions of Fair Trade and Trading Groups.	
	The reduction in debt repayments through debt abolition and conservation swaps.	
	The advantages and disadvantages of different types of aid for donor and recipient countries.	
	The role of international aid donors in encouraging sustainable development.	
	A case study of one development project.	
The countries of the enlarged EU show contrasting levels of development which have led to a number of political initiatives aimed at reducing inequalities.	Conditions leading to different levels of development in two contrasting countries of the EU.	I/N/R
	The attempts by the EU to reduce these different levels of development.	

Opportunities for the use of GIS in this section include:	Opportunities to study ALTERNATIVE FUTURES in this section include:
UN, Action Aid, Trade and Aid, etc websites, for targeted maps/databases, user created searches to locate specific data relating to different measures of development.	Use of aid appropriately – impact of short-term/long-term aid, Fair Trade, inequality.

3

3

Globalisation		
Key Idea	**Specification Content**	**Scale**
Globalisation is a significant feature of the world in the 21st Century.	Understanding of the concept of globalisation. Recognition of global interdependence.	G
Globalisation has meant the development of manufacturing and services across the world.	The influence of developments in ICT allowing the development of localised industrial regions with global connections. Reasons for the development of call centres abroad. The advantages and disadvantages of TNCs. A case study of one TNC.	G/I/R
The relative importance of manufacturing to different countries is changing.	The rising industrial growth in some parts of the world and de-industrialisation in other parts. The effects of government legislation, long working hours, health and safety regulations, prohibition of strikes and tax incentives and tax free zones. Development of China as the new economic giant.	G/N/R
The increasing global demand for energy through sustainable and non-sustainable developments.	The impact of world population growth, increased wealth and technological advances on the global demand for energy. The social, economic and environmental impact of increased energy use.	G/L
Sustainable development must ensure that the environment is protected and that there are sufficient resources for future generations.	Ways of achieving sustainable development through the use of renewable energy. A case study of one type of renewable energy. The importance of international directives on pollution control and carbon reducing initiatives. Ways of reducing the costs of globalisation from local (recycling/landfill) to global (carbon credits).	G/I/L
The global search to satisfy the increasing demand for food can have positive and negative repercussions.	Environmental – larger carbon footprints due to the increasing number of 'food miles' travelled. Costs and benefits of importing food versus local energy intensive food production. Use of marginal land for production, leading to environmental degradation. Political – potential for hostilities between countries over the control of water for irrigation. Social – impact of development of a cash crop farming on a subsistence economy. Economic – increase in rural debt due to the increasing need for fertilisers, pesticides and insecticides. Creation of a cash income for farmers. Campaign to encourage the increased use of locally produced food.	G/I/N/L

Opportunities for the use of GIS in this section include:	**Opportunities to study ALTERNATIVE FUTURES in this section include:**
Impact of extraction of energy resources, oilfields, irrigation, salt pans. Worldmapper.org to track import/exports, satellite imagery showing night time use of energy.	Future viability of green strategies and ethical purchases. Cost benefit analysis of various solutions relating to energy efficiency and renewable energy use.

Tourism		
Key Idea	**Specification Content**	**Scale**
The global growth of tourism has seen the exploitation of a range of different environments for holidaymakers.	Reasons for the global increase in tourism. The potential of cities, mountains and coastal areas for the development of tourism. The economic importance of tourism to countries in contrasting parts of the world.	G/N
Effective management strategies are the key to the continuing prosperity of tourist areas in the UK.	Contribution of tourism to the UK economy. Impact of external factors on visitor numbers to the UK. Tourist area/resort life cycle model. A case study of **either** a UK National Park **or** a UK coastal resort. The reasons for its growth as a tourist destination. The effectiveness of strategies to cope with the impact of large numbers of tourists. Plans to ensure the continuing success of the tourism industry in the area.	N/L
Mass tourism has advantages for an area but strategies need to be in place to reduce the likelihood of long-term damage.	The meaning of mass tourism. A case study of an established tropical tourist area which attracts large numbers of visitors. The positive and negative effects of mass tourism on the economy and environment. Strategies for maintaining the importance of tourism in the area and reducing its negative effects.	R/L
Extreme environments are susceptible to environmental damage from the development of tourism.	The attractions of extreme environments to tourists. The increased demand for adventure holidays. The impact of tourism on an extreme environment. A case study of one extreme area and the extent to which it can cope with the development of a tourist industry.	R/L
Sustainability requires the development of ecotourism.	The need for stewardship and conservation. A case study of the ways that ecotourism can benefit the environment, the local economy and the lives of the people. A consideration that this form of tourism can contribute to sustainable development.	R/L

3

Opportunities for the use of GIS in this section include:	**Opportunities to study ALTERNATIVE FUTURES in this section include:**
Impact of tourism in highland/glaciated areas, old quarries, rubbish at Mount Everest base camp, deforestation at Macchu Picchu.	Balance between mass and responsible (green or eco) tourism. Is tourism an appropriate development tool for some areas? Management honeypot sites (National Parks, coast). Fragile environments.

3.3   Unit 3: Local Fieldwork Investigation

This controlled assessment requires candidates to use fieldwork to investigate **one** question or hypothesis at a **local** scale. **Primary** data collection must take place within the investigation.

Candidates will submit an extended piece of work prepared under controlled conditions. Centres will be able to choose one task from eleven options provided by AQA that will change each year. These options will be based on units within the Specification and will be released in the form of task statements two years before the date of submission, eg options published in 2009 can be submitted only for the 2011 examination.

The report on the investigation completed by the candidates has seven components:

1. Introduction
2. Methodology
3. Sorting of data and other evidence
4. Presentation of findings
5. Description, interpretation and analysis of findings
6. Conclusions
7. Evaluation

Controlled assessment advisers will be available to give advice on all aspects of the controlled assessment including the marking.

Task setting (*High Level of Control*)

Each year eleven task options will be provided in the form of statements, set by AQA based on the following units within the Specification:

Rocks, Resources and Scenery
Challenge of Weather and Climate
Living World
Water on the Land
Ice on the Land
The Coastal Zone
Population Change
Changing Urban Environments
Changing Rural Environments
Globalisation
Tourism

Candidates must attempt **one** task only.

Each option will consist of the unit heading from which it is derived followed by a task statement. Centres and candidates will be able to contextualise their investigation by using this statement as the basis from which they must produce one appropriate question or hypothesis that can be investigated at a local scale. This must give a clear focus for the

investigation and allow access to the full mark range whilst taking into account the availability of resources and local issues or developments.

Candidates should demonstrate the following skills within the controlled assessment:

*   identify a relevant geographical question or hypothesis
*   establish an appropriate sequence of investigation incorporating enquiry skills
*   obtain information from a range of different sources, including primary data collected through fieldwork
*   describe, analyse and interpret evidence, reach and justify conclusions and communicate outcomes appropriately
*   evaluate methods of collecting evidence, suggest improvements, evaluate the validity and limitations of that evidence and of the conclusions reached.

Task taking (*Limited and High Levels of Control*)

Preparation (*Limited Level of Control*)

Teachers may advise candidates on:
*   the focus of the investigation
*   sources of information
*   relevance of materials/concepts
*   document structure (chapter titles and content)
*   techniques of data collection
*   techniques of data presentation
*   skills of analysis and evaluation
*   health and safety matters.

During this phase centres should ensure that candidates are familiar with the marking criteria for this controlled assessment.

It is expected that the task will take up to **20** hours of teaching time with additional time to collect the fieldwork data. There is a word guidance of **2000** words for this component.

Research, planning, processing and presentation (*Limited Level of Control*)

Candidates will need to collect primary data for the purpose of the task and this **must** take place within the investigation. Candidates may also collect relevant secondary data that is relevant to the investigation. The time used to collect primary data does not form part of the 20 hours' teaching time. Candidates should normally spend up to **4** hours carrying out research and preparing notes and materials for this phase of the investigation.

3

Up to **10** hours should normally be used for candidates to complete the first 4 elements of their investigation. These are:

1. Introduction, theory and location evidence
2. Methodology – description and justification of the data collection techniques used
3. Data processing – collating and sorting fieldwork data
4. Presentation – completing tables, maps, graphs based upon the fieldwork results.

There is a recommended guidance of **800** words for this part of the investigation.

The work of individual candidates may be informed by working with others but candidates must provide an individual response. Where work is undertaken within a group, or is teacher directed, candidates must indicate where they have made a contribution to the investigation or have demonstrated initiative.

Candidates should have access to the relevant primary and secondary sources and may make use of any further resources available in the centre, including the Internet, to inform their research. Candidates must keep a record of all the primary and secondary sources (including websites) they use. Each candidate should have a folder in which draft material is stored alongside work completed for submission. This folder must be collected at the end of each lesson and issued to candidates only under the supervision of a teacher. Teachers must monitor progress to ensure that work prepared elsewhere is not introduced into the folders or that plagiarism does not occur. Once the task has been completed and the final investigation submitted for assessment, the centre must retain the draft work contained in the folders as it will provide evidence that the controlled assessment is the candidate's own work. Draft material will not be assessed.

Teachers may give advice to candidates during the research and planning phase and this should be recorded in the fieldwork folder. The degree of advice will vary but teachers must not give written feedback on drafts or provide writing frames, and candidates are required to reach their own conclusions based upon their interpretation of the evidence collected and presented.

Description, interpretation, analysis, conclusions and evaluation (*High Level of Control*)

The description, interpretation, analysis, conclusions and evaluation of the fieldwork evidence has guidance of **1200** words.

Candidates will be required to write up the final 3 elements of their investigation under a high level of control. These three elements are:

1. Description, interpretation and analysis
2. Conclusions
3. Evaluation

This work will be completed within a maximum of **6** hours under a high level of control.

When writing up the final three elements of their investigations, candidates must work independently and complete all work under the formal supervision of a teacher or invigilator. Candidates may not communicate with each other during this time. Any assistance given to candidates during this phase must be recorded on the Candidate Record Form.

The teacher or invigilator must collect all materials in at the end of each session and return them to candidates at the beginning of the next session. Candidates may not bring any new materials into the classroom once this phase has started.

During this phase of the controlled assessment, candidates may have access to their research folder containing resources. Candidates must not have access to secondary sources or the Internet while they are completing this part of the controlled assessment. Any resources (including the Internet) used during the research and planning phase must be listed in a bibliography forming part of the controlled assessment.

Candidates' work may be hand-written, prepared using ICT or presented in another appropriate method. Candidates using laptops/PCs to write this part of the controlled assessment cannot have access to the Internet or removable media such as floppy disks or memory sticks as this could breach the controlled conditions. If the interpretation, analysis, conclusions and evaluation stage is divided into a number of shorter sessions, centres should ensure that work is saved securely so that candidates cannot amend or add to the saved material between sessions. Candidates may use the spell check and grammar facility on a computer.

At the end of the controlled assessment the teacher or invigilator must collect all the work including the final piece of work for assessment.

Task marking (*Medium Level of Control*)

The report on the investigation will be marked out of **60**. Teachers in centres must use the marking criteria provided by AQA to mark the completed report. The controlled assessment will be moderated by AQA in accordance with the procedures outlined in Section 7 of the Specification. Quality of Written Communication (QWC) will be assessed as an integral part of the marking on the Interpretation and QWC strand of Controlled Assessment.

3

Marking Criteria for Local Fieldwork Investigation

Strand	Level 1 (1–4 marks)	Level 2 (5–8 marks)	Level 3 (9–12 marks)
Geographical Understanding	The candidate identifies and defines the key geographical concepts and/or processes that will underpin the investigation. The study area is located in a basic manner.	The candidate correctly incorporates the key concepts and/or processes defined in Level 1 into relevant data capture techniques and within the interpretation of results. The study area is clearly located.	The candidate meets the requirements for Level 2. The key concepts and/or processes are applied correctly to the conclusions and then to the evaluations. The study area is located in detail.
Methodology	The candidate identifies a geographical topic for investigation by stating an appropriate question or hypothesis. A brief description is given to provide a context for the investigation. A list of the data collection methods used is given. Basic evidence is provided that some information has been collected as part of a fieldwork investigation.	The candidate fulfils the requirements for Level 1. The sequence of the investigation is described. The candidate also describes and carries out appropriate data collection techniques, at least one of which involves the collection of primary data. The work is organised and planned and the candidate provides clear evidence that information has been collected as part of a fieldwork investigation.	The candidate fulfils the requirements for Level 2. The candidate also justifies the selection of data collection techniques, at least one of which must have been planned by the candidate and this must make a significant contribution to the investigation. The work is well organised and planned and the candidate provides detailed evidence that information has been collected as part of the fieldwork investigation.
Presentation	The candidate produces a limited range of basic and appropriate presentation techniques, at least one of which is ICT based.	The candidate produces accurately a range of different and appropriate presentation techniques, at least one of which is ICT based.	The candidate produces accurately a wide range of different and appropriate presentation techniques, at least one of which is ICT based. Two techniques (not necessarily ICT) need to be more complex methods of presenting their results.

3

Interpretation and QWC	The candidate gives a brief description of the results and offers basic reasons for these results. A limited range of specialised terms is used. Text is legible. Reasonable accuracy in the use of spelling, punctuation and grammar is evident.	The candidate describes and attempts to analyse their results by means of basic numerical data manipulation. Valid reasons are offered for these results. Simple conclusions are drawn relating to the original purpose of the enquiry. A range of specialised terms is used correctly. Text is legible. Considerable accuracy in the use of spelling, punctuation and grammar is evident.	The candidate describes and analyses the results in detail and specifically identifies links between data sets. Valid conclusions referenced to evidence are reached in relation to the original purpose of the enquiry. A wide range of specialised terms is used correctly. Text is legible. Ideas are expressed clearly, logically and fluently with correct spelling and accurate use of punctuation and grammar.
Evaluation	The candidate reflects on the appropriateness and effectiveness of the data collection methods used and suggests how these methods might be improved and/or describes alternative methods that may have been employed.	The candidate fulfils the requirements for Level 1. Specific problems relating to the methods are identified and linked to how this might affect the accuracy of the results obtained. The candidate indicates how improvements to the methods might improve the accuracy of the results.	The candidate fulfils the requirements for Level 2. How issues relating to the methods and results might influence the validity of the conclusions is discussed. The candidate demonstrates an understanding of the connections between the methods, results and conclusions.

3

3.4 Geographical Skills Checklist

Candidates are required to develop a range of geographical skills, including cartographic, graphical, enquiry and ICT skills. The skills will be assessed in both the written examination and the Controlled Assessment. Ordnance Survey or other map extracts may be used in any of the External Examinations.

- Maps at a variety of scales: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 scales and other maps appropriate to the topic.

- Atlas maps: recognise and describe distributions and patterns of both human and physical features.

- Use maps in association with photographs and be able to compare maps.

- Sketch maps: draw, label, understand and interpret sketch maps.

- Photographs: candidates should be able to use and interpret ground, aerial and satellite photographs.

- Drawing sketches from photographs and in the field.

- Labelling and annotation of diagrams, maps, graphs, sketches, photographs etc.

- Construct line, bar, divided bar, scattergraphs and pie diagrams.

- Complete a variety of graphs and maps, including choropleth, isoline, desire lines, proportional symbols and flow lines.

- Interpret a variety of graphs, including those located on maps and topological diagrams.

- Candidates should be able to extract information from a range of sources, including GIS, websites, newspaper reports, tables, quotes and other sources appropriate to the topic.

- In any of the units candidates could be expected to describe, analyse and interpret evidence, make decisions, reach and justify conclusions and carry out a process of evaluation.

- Literacy: most communication is through the written word, raising the importance of good literacy skills. Candidates should be able to communicate information in ways suitable for a range of target audiences.

ICT Skills

In undertaking activities to develop their knowledge and understanding of geography, candidates should be given opportunities to develop and use ICT skills in a variety of contexts to:

- collect data from primary and secondary sources, using ICT sources and tools;

- present information, develop arguments and draw conclusions using ICT tools.

Opportunities to use ICT sources and tools occur throughout the content of this specification. These can include:

Using ICT research tools (including web pages, video clips, podcasts, software simulations and GIS) to find information. For example to:

- use maps and aerial photographs to explore the nature of ecotourist resorts;

- use the internet to compare opinions about new developments such as the exploitation of oil in Alaska;

- investigate the costs and benefits of different coastal defence methodologies;

- use overlays of tectonic plates and recent earthquakes on a GIS to draw conclusions about the causes of earthquakes;

- access real-time information forecasting the path of tropical storms;

- use animations to develop understanding of coastal erosion processes;

- find out about the impacts of the Three Gorges Dam.

3

Evaluating the reliability of sources and the possibility of bias and take this into account when drawing conclusions.

Communicating and exchanging information to work collaboratively.

Using ICT tools safely and responsibly and employ safe working practices.

Using spreadsheets or databases for data analysis, for modelling or to explore patterns and solve problems. For example to:

- model the possible costs of coastal protection schemes;
- produce a range of effective graphs to illustrate the results of a survey into holiday preferences;
- analyse the relationship between the magnitude of tropical storms and resulting damage.

Using ICT to develop and refine work to present it in a range of contexts. For example to:

- produce a leaflet or poster to communicate safety advice for people living in earthquake zones;
- develop a sequence of digital posters to present researched information to their peers about a Transnational corporation;
- annotate photographs to show the impacts of urban problems on people;
- produce letters or memos to communicate information effectively about the development of biofuels;
- develop podcasts or news video reports to summarise the issues associated with the conservation of Antarctica;
- produce a report on the impacts of wildfires.

3

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE courses based on this specification should encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying, worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in Geography must enable learners to:

• Actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

• Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world

• Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global

• Understand the significance of values and attitudes to the development and resolution of issues

• Develop their responsibility as global citizens and recognise how they can contribute to a future that is sustainable and inclusive

• Develop and apply their learning to the real world through fieldwork and other out of classroom learning

• Use geographical skills, appropriate technologies, enquiry and analysis.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

	Assessment Objectives	% Weighting
AO1	Recall, select and communicate their knowledge and understanding of places, environments and concepts.	30–40%
AO2	Apply their knowledge and understanding in familiar and unfamiliar contexts.	30–40%
AO3	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.	30–40%

Quality of Written Communication (QWC)

Candidates entering GCSE specifications which require them to produce written material in English must:

• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

• select and use a form and style of writing appropriate to purpose and to complex subject matter

• organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed across the whole course.

Spelling, punctuation and grammar

As a result of the Government policy aims set out in the White Paper, *The Importance of Teaching (2010)*, Ofqual have amended the 'Scheme of assessment' section in the GCSE subject criteria for Geography A so that marks are allocated for accuracy in spelling, punctuation and the use of grammar, to emphasise their importance, in line with the following performance descriptions:

Where the subject criteria require

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not

hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The marks for spelling, punctuation and the accurate use of grammar will only be allocated to written and externally assessed units where there is a requirement for sufficient extended writing to enable the accurate application of the Performance descriptions.

The marks allocated will achieve a weighting of 5% of the total marks for the qualification.

The marks for spelling, punctuation and the accurate use of grammar will be allocated to individual questions. These marks will be identified to candidates on the question papers.

A minimum of three marks for spelling, punctuation and grammar will be allocated to any single question.

Spelling, punctuation and grammar will be assessed in Unit 2.

Specific marks for spelling, punctuation and grammar will be allocated in question papers in June 2013.

Weighting of Assessment Objectives for GCSE full course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	
AO1	18	18	3	39
AO2	12	12	7	31
AO3	7.5	7.5	15	30
Overall Weighting of Units (%)	37.5	37.5	25	100

4

4.3   National criteria

This specification complies with the following.

- The Subject Criteria for Geography A including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria

- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4.4   Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5   Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units			Availability of Certification
	Unit 1	Unit 2	Unit 3	
June 2014	✔	✔	✔	✔
Jan 2015				
June 2015	✔	✔	✔	✔

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up-to-date entry procedures. You should use the following entry codes for the units and for certification.

Foundation Tier
Unit 1 – 90301 F
Unit 2 – 90302 F
Unit 3 – 90303

Higher Tier
Unit 1 – 90301 H
Unit 2 – 90302 H
Unit 3 – 90303

GCSE certification – 9032

5.3 Private candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*. Arrangements must be agreed with AQA for the assessment and authentication of controlled assessment.

5

5.4   Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.* This is published on the JCQ website **(http://www.jcq.org.uk)** or you can follow the link from our website **(http://www.aqa.org.uk)**.

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5   Language of examinations

We will provide units for this specification in English only.

5.6   Qualification title

Qualifications based on this specification are:
- AQA GCSE in Geography

5.7   Awarding grades and reporting results

The GCSE qualifications will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

5

For each unit of the Full Course, the uniform mark corresponds to a grade as follows.

Physical Geography written paper
(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Human Geography written paper
(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Controlled assessment
(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

Full Course
(maximum uniform mark = 400)

Grade	Uniform Mark Range
A*	360–400
A	320–359
B	280–319
C	240–279
D	200–239
E	160–199
F	120–159
G	80–119
U	0–79

5

5.8   Examination Series

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

As a consequence of the move to linear assessment, candidates will be allowed to carry forward their controlled assessment unit result(s) following the initial moderation and aggregation during the lifetime of the specification.

Candidates will not be allowed to carry forward unit results from a short course in order to aggregate to a full course.

5

6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently – sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (**http://www.jcq.org.uk/**).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6

6.3   Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meeting we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and/or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if:

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements. *or,*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **geography@aqa.org.uk**.

It is likely that during the lifetime of this specification AQA will move to **online teacher standardisation**.

6.4   Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5   Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

6.6   Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see

http://www.aqa.org.uk/deadlines.php).
Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6

6.7   Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments. (An alternative supervised, time session may be organised for candidates who are absent at the time which the centre originally arranged.)

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8   Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

6

7 Moderation

7.1   Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see **http://www.aqa.org.uk/deadlines.php**). Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

7.2   Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (i.e. where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3   Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report, at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

7

Appendices

A   Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

A

B   Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

This specification offers opportunities for broader curriculum learning which can contribute to a wider understanding of the following issues:

Spiritual

The power of the earth's forces, for instance the effects of storms and their impacts on people (Challenge of Weather and Climate Key Idea 7).

Threats to the planet, including global warming (Key Idea 5).

Conflicting values of tourism and spirituality (Tourism Key Idea 3).

Moral

Consequences of globalisation. Impact on workers. Possible exploitation. The role of TNCs (Globalisation Key Ideas 2 and 3).

Problems created by the development of tourism (Tourism Key Idea 3)

Ethical

Issues of Fair Trade-reducing global inequalities. (Development Gap Key Idea 3).

Food miles and campaigns for increased locally produced food. (Globalisation Key Idea 5)

Social

Changing urban environments-including people in the decision making process (Changing urban environments Key Idea 6)

Social problems of rural decline. (Changing rural environments Key Idea 2)

Social consequences of a tropical revolving storm (Challenge of weather and climate Key Idea 7)

Cultural

Impacts of mass tourism in tropical countries (Tourism Key idea 3)

Strategies aimed at supporting the multicultural nature of many urban areas (Changing urban environments Key Idea 3)

Citizenship

Population movement can have positive and negative impacts (Population change Key Idea 4)

Environmental

Sustainable management of tropical rainforests (Living World Key Idea 5)

Sustainable use of a coastal habitat (The Coastal zone Key Idea 6)

European Initiatives

Economic migration within the EU and its impacts (Population change Key Idea 4)

Attempts by the EU to reduce disparities in levels of development (Development Gap Key Idea 4)

Health and Safety

Risk assessments undertaken when planning and carrying out fieldwork (Controlled Assessment)

In addition, candidates will study a number of European Initiatives such as economic migration within the EU and its impacts and attempts by the EU to reduce disparities in levels of development.

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

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

Environmental Education

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

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

B

C   Overlaps with other Qualifications

There is some overlap of content in this specification with aspects of the AQA GCSE in Environmental Science and the AQA GCSE in Leisure and Tourism.

C

D   Wider Key Skills

The replacement of Key Skills with Functional Skills

The Key Skills qualifications have been replaced by the **Functional Skills**. However, centres may claim proxies for Key Skills components and/or certification in the following series: January, March and June 2012. The **Administration Handbook for the Key Skills Standards 2012** has further details. All Examination Officers in centres offering AQA Key Skills and Wider Key Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills coordinator. This is a brief outline of that information. It is correct as at August 2011 and replaces the information on the same subject found in other documents on the AQA website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio** The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio was June 2011 with the last certification in 2012.

- **Key Skills Level 4** The last series available to candidates entering for the Key Skills Level 4 test and portfolio was June 2010 with the last certification in the June series 2012.

- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2** AQA Basic Skills qualifications will now be available until, at least, the June 2012 series.

Funding

We have received the following advice on the funding of learners undertaking these qualifications:

- Currently the **Skills Funding Agency** funds Basic Skills in literacy and numeracy for adult, 19 plus, learners only. There are various support funds for learners aged 16-18 administered by the **Young People's Learning Agency (YPLA)**. These include EMA (until the end of the 2010/11 academic year), Care to Learn and discretionary learner support hardship funding for learners living away from home.

- This information is correct at the time of publication. If you would like to check the funding provision post-June 2011, please call the **Skills Funding Agency** helpdesk on 0845 377 5000.

- **Wider Key Skills** The AQA Wider Key Skills qualifications are no longer available. The last portfolio moderation took place in June 2011.

Further updates to this information will be posted on the website as it becomes available. **http://web.aqa.org.uk/qual/keyskills/ wider_noticeboard.php**.

D

AQA

GCSE Geography A Teaching from 2012 onwards

Qualification Accreditation Number: 600/6067/0

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

www.aqa.org.uk/ask-aqa/register

Support meetings are available throughout the life of the specification.
Further information is available at:

http://events.aqa.org.uk/ebooking

Corporate member of
Plain English Campaign
Committed to clearer communication. | 342