
OCR 2008 AS and A level Geography Specification Mapping Guide

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Introduction

This document is designed to help you compare the existing 2008 OCR AS and A2 Geography specification with the new 2016 Edexcel AS and A level Geography specifications.

The document gives a detailed breakdown of where there is familiar content in the new Edexcel specifications, where material that you currently teach is not present in the new specifications and where the new specifications incorporate material that is new to you.

The **2016 Edexcel AS level Geography specification** comprises two areas of study, both of which can be co-taught with A level Geography:

1. Dynamic Landscapes
2. Dynamic Places.

The **2016 Edexcel A level Geography specification** comprises of four areas of study:

1. Dynamic Landscapes (can be co-taught with AS)
2. Dynamic Places (can be co-taught with AS)
3. Physical Systems and Sustainability
4. Human Systems and Geopolitics.

Dynamic Landscapes	Dynamic Places
<p>Topic 1: Tectonic Processes and Hazards</p> <p>Topic 2: Landscape Systems, Processes and Change – a choice of either 2A Glaciated Landscapes and Change or 2B Coastal Landscapes and Change</p>	<p>Topic 3: Globalisation</p> <p>Topic 4: Shaping Places – a choice of either 4A Regenerating Places or 4B Diverse Places</p>
Physical Systems and Sustainability	Human Systems and Geopolitics
<p>Topic 5: The Water Cycle and Water Insecurity</p> <p>Topic 6: The Carbon Cycle and Energy Security</p>	<p>Topic 7: Superpowers</p> <p>Topic 8: Global Development and Connections – a choice of either 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty</p>

Our free support includes:

- a dedicated Geography Adviser, Jon Wolton
- additional AS and A level Geography specimen papers
- student exemplars with assessment commentary
- mock marking training
- Getting Started Guide and course planners for AS and A level Geography
- schemes of work and topic packs for every topic
- support with embedding high quality fieldwork into teaching
- Thinking Geographically: Maths and statistics – based on the proven approach of Pearson Maths
- Thinking Geographically: Literacy – based on the proven approach of Pearson English: Grammar for Writing
- Getting Ready to Teach training events.

Specification map: 2008 OCR AS and A level Geography

2008 OCR specification		2016 Pearson Edexcel specification
Unit and topic	Detailed content	
Unit 1: Managing Physical Environments River environments	Processes and factors responsible for distinctive fluvial landforms River basins as a multi-use resource Issues from the development of river basins Management challenges associated with development of river landscapes	Limited coverage of physical processes of erosion, transportation, deposition; landforms etc. Area of study 3, Topic 5: The Water Cycle and Water Insecurity 5.1, 5.2, 5.3, 5.6 – processes operating within the hydrological cycle 5.5 – causes and impacts of flooding 5.9 – different approaches to managing water supply
Unit 1: Managing Physical Environments Coastal environments	Processes and factors responsible for distinctive coastal landforms	Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change 2B.1, 2B.2, 2B.3 – why coastal landscapes are different; processes that cause these differences 2B.4, 2B.5, 2B.6 – formation of coastal landforms due to erosion, deposition and sub-aerial processes
	Protecting coasts from the effects of natural processes	Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change 2B.11 – hard and soft engineering approaches 2B.12 – holistic and sustainable coastal management strategies and policies
	Coastal areas as a valuable economic and environmental resource	Limited coverage in 2016 Pearson Edexcel Specification – the focus is on physical processes and their management.
	Management challenges caused by development of coastal areas	Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change 2B.11, 2B.12 – management of coastlines to meet the needs of all players
Unit 1: Managing Physical Environments Cold environments	Processes and factors that give cold environments their distinctive characteristics	Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change 2A.3 – periglacial processes produce distinctive landscapes 2A.6 – erosional and depositional landforms 2A.7, 2A.8, 2A.9 – the formation of glaciated landscapes

	Why cold environments are considered to be 'fragile'	Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change 2A.11, 2A.12 – threats facing fragile glaciated upland landscapes.
	Issues associated with the development of cold environments	Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change 2A.10 – glacial and periglacial landscapes have intrinsic cultural, economic and environmental value
	Management of cold environments to ensure sustainability	Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change 2A.12 – management of fragile glaciated upland landscapes
Unit 1 Managing Physical Environments Hot arid / semi-arid environments	Processes and factors that give arid environments their distinctive characteristics Why arid environments are considered to be 'fragile' Issues caused by development of arid environments Management of arid environments to ensure sustainability	No coverage of hot arid / semi-arid environments.
Unit 2 Managing Change in Human Environments Managing urban change	Characteristics of urban areas	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.2 – function and land-use in urban areas, and how and why they have changed over time Area of study 2, Topic 4, Option 4B: Diverse Places 4B.4 – urban places in the UK are varied and some are changing rapidly.
	Social and economic issues associated with urban change	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.2 – change in urban areas can be measured using employment trends, land use changes and levels of deprivation 4A.1, 4A.4 – economic and social inequalities lead to social consequences 4A.6 – a local study of an urban place in the UK to investigate need for regeneration Area of study 2, Topic 4, Option 4B: Diverse Places

		4B.6, 4B.10 – a local study of an urban place in the UK to investigate demographic and cultural characteristics
	Environmental issues associated with urban change	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.10 – the success of urban regeneration can be measured using environmental indicators e.g. reduction in pollution and derelict land
	Management of urban areas to ensure sustainability	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.7, 4A.8, 4A.9 – management of regeneration in urban areas
Unit 2 Managing Change in Human Environments Managing rural change	Characteristics of rural areas	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.2 – function and land-use in rural areas, and how and why they have changed over time Area of study 2, Topic 4, Option 4B: Diverse Places 4B.5, 4B.12 – rural places in the UK are varied and some are changing rapidly
	Social and economic issues associated with rural change	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.1, 4A.2, 4A.3 – change in rural areas can be measured using employment trends, land use changes and levels of deprivation 4A.6 – There is a range of ways to evaluate the need for regeneration in your local place study. This could be a rural place. Area of study 2, Topic 4, Option 4B: Diverse Places 4B.5, 4B.12 – a local study of a rural place in the UK to investigate demographic and cultural characteristics
	Environmental issues associated with rural change	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.12 – the success of rural regeneration can be measured using environmental indicators e.g. reduction in pollution and derelict land
	Management of rural areas to ensure sustainability	Area of study 2, Topic 4, Option 4A: Regenerating Places 4A.8, 4A.9, 4A.12 – management of regeneration in rural areas
Unit 2 Managing Change in Human Environments The energy issue	Types of energy and energy mix Global pattern of energy supply	Area of study 3, Topic 6: The Carbon Cycle and Energy Security 6.4, 6.5 – types of energy and energy mix; factors affecting access to and consumption of energy resources
	Relationship between energy	Area of study 3, Topic 6: The Carbon Cycle and Energy Security

	use and economic development	6.4, 6.5 – energy players, energy pathways and their disruption Area of study 4, Topic 7: Superpowers 7.6 – global environmental concerns are disproportionately influenced by superpowers
	Social, economic and environmental issues associated with the increasing demand for energy	Area of study 3, Topic 6: The Carbon Cycle and Energy Security 6.6 – impacts of the development of unconventional fossil fuels Area of study 4, Topic 7: Superpowers 7.6 – superpower resource demands can cause environmental degradation
	Management of energy supply to ensure sustainability	Area of study 3, Topic 6: The Carbon Cycle and Energy Security 6.6 – the costs and benefits of alternatives to fossil fuels
Unit 2 Managing Change in Human Environments The growth of tourism	Ways the global pattern of tourism has changed Relationship between the growth of tourism and economic development Social, economic and environmental issues associated with the growth of tourism Management of tourism to ensure sustainability	No coverage of tourism.
Unit 3 Global Issues <i>Environmental Issues</i> Earth hazards	Hazards associated with mass movement and slope failure	Limited coverage of mass movement and slope failure. Area of study 1, Topic 1: Tectonic Processes and Hazards 1.7 – the concept of a multiple-hazard zone e.g. Philippines
	Hazards associated with flooding	Area of study 3, Topic 5: The Water Cycle and Water Insecurity 5.5 – causes and impacts of floods Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change 2B.7, 2B.8, 2B.9, 2B.10 – focus on sea level change, and increasing risk of coastal flooding (causes, consequences and management)
	Hazards associated with earthquake and volcanic activity	Area of study 1, Topic 1: Tectonic Processes and Hazards

		<p>1.1, 1.2 – physical processes causing tectonic hazards</p> <p>1.3 – nature and type of volcanic and seismic hazards</p> <p>1.4, 1.5, 1.6 – factors affecting varying impacts of hazards</p> <p>1.8, 1.9 – varying strategies to manage hazard events</p>
	Varying impacts of hazards over time and space	<p>Area of study 1, Topic 1: Tectonic Processes and Hazards</p> <p>1.4, 1.5, 1.6, 1.7 – factors affecting varying impacts of hazards</p> <p>1.7 – tectonic disaster trends</p>
	Management of hazards to reduce their impact	<p>Area of study 1, Topic 1: Tectonic Processes and Hazards</p> <p>1.8, 1.9 – role of prediction and range of management strategies to reduce impacts</p>
<p>Unit 3 Global Issues <i>Environmental Issues</i> Ecosystems and environments under threat</p>	<p>Main components of ecosystems and environments</p> <p>Factors affecting ecosystems</p> <p>Human activity poses threats to physical environments</p> <p>Management of physical environments to ensure sustainability</p>	<p>Limited coverage of ecosystems.</p> <p>Area of study 3, Topic 6: The Carbon Cycle and Energy Security</p> <p>6.3 – a balanced carbon cycle is important for maintaining balance in other earth systems – soil health is influenced by stored carbon, which is important for ecosystem productivity</p> <p>6.7 – impacts of deforestation, and the link between level of development and conservation</p>
<p>Unit 3 Global Issues <i>Environmental Issues</i> Climatic hazards</p>	<p>Conditions leading to tropical storms and tornadoes, and the hazards they present to people</p> <p>How atmospheric systems cause heavy snowfall, intense cold spells, heatwaves and drought, and the hazards they present to people</p> <p>How people can reduce the impact of climatic hazards</p> <p>How human activity can create climatic hazards</p>	<p>Limited coverage of climatic hazards.</p> <p>Area of study 3, Topic 5: The Water Cycle and Water Insecurity</p> <p>5.4, 5.6 – causes and impacts of droughts, role of the ENSO cycle and global warming</p> <p>Area of study 1, Topic 1: Tectonic Processes and Hazards</p> <p>1.7 – the concept of a multiple-hazard zone e.g. Philippines – interaction of hydrometeorological and geophysical hazards</p> <p>Area of study 3, Topic 6: The Carbon Cycle and Energy Security</p> <p>6.3, 6.7, 6.8, 6.9 – how human activity can lead to climate change and the consequences of climate change</p>

<p>Unit 3 Global Issues <i>Economic Issues</i> Population and resources</p>	<p>Population changes over time and space</p> <p>Classification of resources</p> <p>Factors affecting the supply and use of resources</p> <p>Demand for resources varies over time and space</p> <p>Management of the demand and supply of resources and development</p>	<p>Limited coverage of population dynamics.</p> <p>Area of study 3, Topic 6: The Carbon Cycle and Energy Security</p> <p>6.4 – energy mix and types of energy; factors affecting access to and consumption of energy resources</p> <p>6.6 – the costs and benefits of alternatives to fossil fuels</p>
<p>Unit 3 Global Issues <i>Economic Issues</i> Globalisation</p>	<p>Characteristics of globalisation and its causes</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.1, 3.2 – characteristics of globalisation and factors causing it to accelerate</p>
	<p>Issues associated with globalisation</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.3 – globalisation affects some places more than others</p> <p>3.6, 3.7 – impacts of globalisation for countries, different groups of people and cultures</p> <p>3.7, 3.8 – social, economic and environmental consequences of globalisation</p> <p>Area of study 4, Topic 7: Superpowers</p> <p>7.3 – emerging powers – NICs and BRICs</p>
	<p>Positive and negative impacts of TNCs</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.3 – role of TNCs in globalisation</p> <p>3.4 – the global shift has created winners and losers in a globalising world</p> <p>Area of study 4, Topic 7: Superpowers</p> <p>7.4 – TNCs are dominant economic forces in the global economy</p>
	<p>Influence of trade and aid on global patterns of production</p>	<p>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention</p> <p>8A.7, 8A.9 – role and impact of development and military aid</p> <p>Area of study 4, Topic 8, Option 8B: Migration, Identity and Sovereignty</p> <p>8B.8 – role of global organisations in managing trade and aid</p>
	<p>How governments evaluate and manage the impact of globalisation</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.2, 3.8 – political decision making and its impacts on globalisation</p> <p>3.9 – responses to globalisation</p>

<p>Unit 3</p> <p>Global Issues</p> <p><i>Economic Issues</i></p> <p>Development and inequalities</p>	<p>Countries vary in their levels of economic development and quality of life</p>	<p>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention</p> <p>8A.2 – there are notable variations in human health and life expectancy</p>
	<p>Reasons why levels of economic development vary and how they lead to inequalities</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.4 – the global shift has created winners and losers in a globalising world</p> <p>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention</p> <p>8A.3 – economic and social measures of development, role of key players</p> <p>8A.6 – inequalities within countries – role of ethnicity and gender</p>
	<p>Is the 'Development Gap' increasing or decreasing?</p>	<p>Area of study 2, Topic 3: Globalisation</p> <p>3.7 – the role of globalisation in narrowing and also widening inequalities</p> <p>Area of study 4, Topic 7: Superpowers</p> <p>7.3 – theories such as Dependency Theory and Modernisation Theory can be used to help explain changing patterns of power</p>
	<p>The impact of economic inequalities on social and environmental issues</p>	<p>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention</p> <p>8A.6 – inequalities within countries – role of ethnicity and gender</p> <p>Area of study 4, Topic 7: Superpowers</p> <p>7.6 – global environmental concerns are disproportionately influenced by superpower actions</p>
	<p>How social and economic inequalities can be reduced</p>	<p>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention</p> <p>8A.3 – role of key players in defining development targets and policies</p> <p>8A.8 – different forms of aid and their strengths and weaknesses</p> <p>Area of study 4, Topic 8, Option 8B: Migration, Identity and Sovereignty</p> <p>8B.8 – impact of structural adjustment and HIPC policies</p>
<p>Unit 4</p> <p>Geographical Skills</p>	<p>The Department for Education (DfE) has made it compulsory for all Geography A level students to complete a minimum of four days of fieldwork in relation to physical and human geography.</p> <p>Geographical skills will be assessed through exam questions as part of the AS qualification, and through coursework (an Independent Investigation worth 20%) as part of the A level.</p> <p>The use and application of a variety of geographical skills is embedded throughout this specification. There is specific guidance for integrating geographical skills at the end of each topic to signpost where and how to embed fieldwork and skills within teaching. The</p>	

	<p>skills highlighted are a compulsory part of the course and do form part of the assessment. The aim is to ensure that students are able to select, use and evaluate a range of quantitative and qualitative skills and approaches.</p> <p>Full details of the required geographical and fieldwork skills are provided in Appendix 1: Geographical skills, and Appendix 2: Fieldwork skills.</p>
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What's new?

Area of study 2, Topic 4, Option 4A: Regenerating Places – need for regeneration, its management, and evaluation of the success of varied strategies.

Area of study 2, Topic 4, Option 4B: Diverse Places – causes, impacts and management of demographic and cultural change.

Area of study 3, Topic 6: The Carbon Cycle and Energy Security – processes affecting the carbon cycle and its role in maintaining planetary health, the links between the water and carbon cycles, and the role of feedbacks within and between them.

Area of study 4, Topic 7: Superpowers – the impact of superpowers on the global economy, global politics and the environment.

Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention – focus on health and human rights as measures of development, as well as the role and success of geopolitical interventions in improving development and human rights.

Area of study 4, Topic 8, Option 8B: Migration, Identity and Sovereignty – globalisation and migration – the resulting tensions due to growing levels of interdependence, and notions of national sovereignty and territorial integrity.