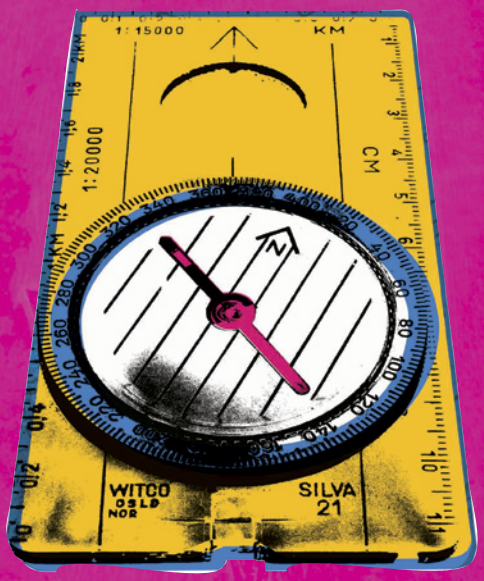
edexcel




# Entry Level Certificate in Geography

## Specification

Edexcel Entry 1, Entry 2 and Entry 3 Certificate in Geography (8915)

For first delivery from September 2012

ALWAYS LEARNING

PEARSON

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers general qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

*Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Martin Stretton
Prepared by Matt Gregory

Publications code W030004

# Introduction

The Edexcel Entry Level Certificate in Geography is designed for use in schools for learners who are not yet ready to achieve Grade G at GCSE but who wish to receive recognition for their geographical knowledge, understanding and skills. It extends beyond Key Stage 3 of the National Curriculum for Geography and provides a foundation for those who wish to progress to further qualifications at Entry level and level 1 of the National Qualifications Framework.

Candidates may be entered for both the Entry level certificate and GCSE in the same year.

The qualification is part of a suite of geography qualifications offered by Edexcel.

## Key subject aims

The Edexcel Entry Level Certificate in Geography:

- enable co-teaching with GCSE geography qualifications
- enable achievement at one of the sub-levels (Entry 1, Entry 2 or Entry 3)
- provides a basis for progression onto other relevant qualifications
- provides a basis for the development of literacy, numeracy and information technology.

## Key features and benefits of the qualification

- It is co-teachable with all GCSE Geography specifications, or can be delivered as a separate course.
- It is highly flexible for teaching and assessment, including working independently.
- It develops skills covered in Key Stage 3, including practical investigation skills.
- There is no terminal examination, it is 100% teacher assessed, based on tasks and fieldwork study.
- It recognises achievement based on National Curriculum levels 1, 2 and 3.
- It allows students to be set short-term goals.

# Contents

# Specification at a glance

The Edexcel Entry Certificate qualification comprises three units of learning which are assessed by three components:

- three externally-set Topic Tests (50%)
- one Fieldwork Study (25%)
- one teacher-devised Research Task (25%).

Each unit contains optional learning topics. The overall qualification is designed to include three levels of achievement – Entry 1, Entry 2 and Entry 3.

| **Unit 1: Physical Environments** |
|---|
| • Internally assessed<br>• Externally moderated |
| Overview of content:<br>• Two Topics selected from four:<br>  • Topic 1: Rivers: features, processes and flood risk<br>  • Topic 2: Coasts: features, processes and management<br>  • Topic 3: Earthquakes and volcanoes: features, processes and management<br>  • Topic 4: Tropical rainforests: features, processes and management |
| Overview of assessment:<br>Either:<br>• two externally-set Topic Tests<br>or<br>• one Fieldwork Study and one externally-set Topic Test.* |

| **Unit 2: Human Environments** |
|---|
| • Internally assessed<br>• Externally moderated |
| Overview of content:<br>• Two topics selected from four:<br>  • Topic 5: Population: structure, change and management<br>  • Topic 6: Cities: characteristics, change and management<br>  • Topic 7: Urban transport: journeys, flows and management<br>  • Topic 8: Work: characteristics and change. |
| Overview of assessment:<br>Either:<br>• two externally-set Topic Tests<br>or<br>• one Fieldwork Study and one externally-set Topic Test.* |

*a combined total of one fieldwork activity and three Topic Tests from Units 1 and 2.

| **Unit 3: Global Issues** |
| --- |
| • Internally assessed<br>• Externally moderated |
| Overview of content:<br>• One topic selected from eight:<br>  • Topic 9: Climate change<br>  • Topic 10: Energy sources and use<br>  • Topic 11: Water supply and use<br>  • Topic 12: Global tourism<br>  • Topic 13: Development and inequalities<br>  • Topic 14: Trade and Aid<br>  • Topic 15: Changing farming systems<br>  • Topic 16: Manufacturing, people and pollution. |
| Overview of assessment:<br>• one teacher-devised Research Task. |

# Qualification content

## National Qualifications Framework (NQF) criteria

This qualification complies with the requirements of the common criteria and Criteria for Entry Level qualifications which are prescribed by the regulatory authorities.

## Knowledge, skills and understanding

This Edexcel Entry Level Certificate in Geography requires students to demonstrate knowledge, understanding and application of:

- essential practical geographical skills
- knowledge and understanding of key human and physical concepts and relationships
- literacy
- numeracy
- use of relevant information technology
- independent working skills.

# Unit 1: Physical Environments

## Content overview

This unit includes the following topics:

- Topic 1: Rivers: features, processes and flood risk
- Topic 2: Coasts: features, processes and management
- Topic 3: Earthquakes and volcanoes: features, processes and management
- Topic 4: Tropical rainforests: features, processes and management.

## Assessment overview

Either:

- two externally-set Topic Tests including:
    - short response questions
    - use of stimulus material

  or
- one Fieldwork Study and one externally-set Topic Test.*

*a combined total of one fieldwork study and three Topic Tests from Units 1 and 2.

## Detailed content

| Topic 1: Rivers: features, processes and flood risk | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) There are a number of processes at work in river systems. | Name the main processes: erosion, transportation and deposition, as well as weathering and mass movement.<br>See how these processes may have affected specified landforms in b). |
| | b) Rivers show a variety of features and landforms in their drainage basins. | Briefly describe the following features of a drainage basin: source, tributary, mouth, valley, confluence, waterfall, flood plain, meander and oxbow lake and delta.<br>Recognise that different features may be found at different points of a river's course. |
| | c) The causes of floods can be both physical and human<br>Floods can be managed in different ways. | Use a case study to show why a river might flood by investigating both the physical and human factors (e.g. Mississippi, Severn, Nile or Ganges).<br>Research the various ways in which flood risk can be managed and reduced. |
| **Key terms** | erosion, deposition, transportation, weathering, mass movement, process, source, tributary, mouth, valley, confluence, waterfall, flood plain, meander oxbow lake, delta, upper course, middle course, lower course, flood risk, flood management | |

| Topic 2: Coasts: features, processes and management | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) There are a number of processes at work in coastal systems. | Name the main processes: erosion, transportation (including longshore drift), and deposition, as well as weathering and mass movement.<br>See how these processes may have affected specified landforms in b). |
| | b) Coastlines show a variety of features and landforms. | Briefly describe the following coastal features: cliff, headland, cave, arch, stack, spit, beach.<br>Recognise that specific features and landforms may only occur along certain types of coastline. |
| | c) Coastal erosion is a serious problem for some people and places.<br>Erosion can sometimes be managed by using hard and soft engineering. | Use a case study to describe how a coastline is being rapidly eroded (e.g. East Yorkshire, North Norfolk, Japan).<br>Research the various ways in which erosion can be managed using both hard and soft defenses. |
| **Key terms** | erosion, deposition, transportation, longshore drift, weathering, process, cliff, headland, cave, arch, stack, spit, beach coastal management, hard engineering, soft engineering | |

| Topic 3: Earthquakes and volcanoes: features, processes and management | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) The global distributions of earthquakes and volcanoes are largely controlled by plate tectonics. | Describe how plate movements (plate tectonics) can lead to earthquakes and volcanoes.<br>Use a map to show the global distributions of earthquakes and volcanoes. |
| | b) Volcanoes show a number of distinctive characteristics. | Describe the terms: active, dormant and extinct in relation to types of volcano.<br>Outline the following features associated with a volcano: crater, vent, magma chamber, layers of lava and ash, types of ejected material (i.e. gas, steam, ash, smoke, lava, volcanic bombs).<br>Identify dangers and benefits of living near a volcano. |

| | Key ideas | Students should be able to: |
|---|---|---|
| | c) Earthquakes can have a number of significant impacts on people.<br>A range of measures can be used to manage the hazard risk. | Use a case study to describe the causes and impacts of an earthquake (e.g. Kashmir, Chile, Sumatra (Indian Ocean)).<br>Research how measures (monitoring, evacuation, design of buildings etc) can be used to lessen the hazard risk. |
| **Key terms** | tectonic, plate, active, dormant, extinct, crater, vent, magma chamber, layers of lava and ash, gas, steam, ash, smoke, lava, volcanic bombs, risk, impacts, monitoring, design | |

| **Topic 4: Tropical rainforests: features, processes and management** | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Tropical rainforests are an important biome<br>They occupy a large part of the globe. | Recognise that tropical rainforests offer a number of goods (e.g. food, timber) and services (e.g. maintenance of climate and the water cycle) which make them globally important biomes.<br>Use a map to describe the global distribution of tropical rainforests and realise the importance of climate in controlling this distribution. |
| | b) Tropical rainforests have a number of distinctive characteristics. | Describe the special features of tropical rainforest biomes: evergreen nature, broad leaves with drip tips, tall straight trunks, buttress roots and high biodiversity value.<br>Explain the importance of vertical layers in the tropical rainforest. |
| | c) The destruction of tropical rainforests is a major problem.<br>There are a number of sustainable management options for this biome. | Use a case study to show how people are negatively affecting the rainforest biome (e.g. parts of Brazil, Indonesia etc).<br>Research how some people are working towards a more sustainable future for rainforests (e.g. reducing deforestation, replanting, designating special reserves, using alternatives to timber). |
| **Key terms** | ecosystem, distribution, goods, services, timber, vertical layers, water cycle, climate, deforestation, reserves, buttress roots, emergents, evergreen, biodiversity, sustainable | |

# Unit 2: Human Environments

## Content overview

This unit includes the following topics:

- Topic 5: Population: structure, change and management
- Topic 6: Cities: characteristics, change and management
- Topic 7: Urban transport: journeys, flows and management
- Topic 8: Work: characteristics and change

## Assessment overview

Either:

- two externally-set Topic Tests including:
  - short response questions
  - use of stimulus material

  or
- one Fieldwork Study and one externally-set Topic Test.*

*a combined total of one fieldwork study and three Topic Tests from Units 1 and 2.

## Detailed content

| Topic 5: Population: structure, change and management | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Population numbers continue to grow at different rates across the globe.<br><br>There are a number of factors that control a population. | Use a graph to describe how global population has changed during the last 500 years and how it is likely to change in the future.<br><br>Describe how natural population change is the balance between birth rate and death rate.<br><br>The reasons for differences in birth and death rates over time and space.<br><br>Recognise the role of migration in affecting total population change. |
| | b) The structure of a population can be shown by population pyramids.<br><br>The growth of ageing societies is having a wide range of impacts. | Describe the elements of population structure shown on a population pyramid: gender balance, age structure, future population (growing/stable or declining).<br><br>Outline how ageing populations bring both advantages and disadvantages. |

| | Key ideas | Students should be able to: |
|---|---|---|
| | c) Population management involves strategies either to restrict or to promote future growth. | Research how one country is managing its population either by trying to slow down the rate of population growth (e.g. China's one child policy) or to increase fertility (e.g. Sweden's pro-natalist family planning policies). |
| **Key terms** | birth rate, death rate, migration, population pyramid, natural increase, population structure, population growth, family planning, government policy | |

| **Topic 6: Cities: characteristics, change and management** | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) More people are choosing to live in urban areas. | Use a map to describe the global distribution of urban population (i.e. people in towns and cities).<br>Outline why an increasing proportion of people are choosing to live in urban areas.<br>Recognise how this proportion has changed over time. |
| | b) Cities show a number of characteristic features. | Describe the special features of urban areas: Central Business Districts (CBDs), housing, retail parks, transport, green spaces, industrial estates, leisure areas.<br>Recognise that these land uses sometimes have particular patterns.<br>Explore the streets for a UK town or city using new technology such as Google StreetView. |
| | c) Cities can be managed in a number of ways to make them more sustainable. | Recognise how urban people consume large amounts of resources.<br>Research how some cities are working towards a more sustainable future (e.g. San Francisco, Cambridge, Greenwich Peninsula). |
| **Key terms** | CBD, land use, urbanisation, sustainable city, resources, transport, lifestyle, housing, retail/shops, green spaces, industrial estate, leisure areas, population density, distribution | |

| Topic 7: Urban transport: journeys, flows and management | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) People travel by different types of transport in urban areas.<br>Urban journey patterns change markedly over a 24-hour period and during a week. | Describe the advantages and disadvantages of different types of travel, (e.g. bus, car, overground train, underground train, cycle and walking).<br>Use a simple graph to describe how the number of journeys made in an urban area vary at different times of the day and week<br>Suggest reasons for these variations based on journey purpose. |
| | b) Urban transport by motor vehicles can create a number of specific problems. | Describe some of the problems associated with traffic and transport in urban areas (e.g. noise and air pollution, parking problems, slow flows and congestion).<br>Use a case study to show how road traffic flows could be improved in an urban area (e.g. London congestion charging, variable pricing in Singapore). |
| | c) Public transport in cities can be made more sustainable. | Research how people and planners in some cities are working towards more sustainable public transport systems (e.g. Supertram – Sheffield, free bike hire – Cardiff, hydrogen bus – Barcelona). |
| **Key terms** | travel, transport, type of transport, underground, rail, bus, car, cycle, walking, air pollution, journey, noise pollution, congestion, traffic flow, planners, public transport, sustainable transport | |

| Topic 8: Work: characteristics and change | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) There are three main sectors of industry. | Know the three different types of industry (primary, secondary and tertiary) and examples of each |
| | b) People do different jobs in different parts of the world.<br>The balance between different types of job changes over time. | Recognise how jobs and the structure of employment differ between More Economically Developed Countries (MEDC) and Less Economically Developed Countries (LEDC).<br>Outline how the types of job have changed over time.<br>Understand that these changes are linked to the overall development of a country. |

| | Key ideas | Students should be able to: |
|---|---|---|
| | c) Loss of traditional manufacturing industry has resulted in social, economic and environmental problems in some areas. | Use a graph to show how some places have lost their traditional employment, e.g. a reduction in the number of people working in the car manufacturing industry.<br>Research how this loss has resulted in other problems including unemployment, poverty and environmental dereliction. |
| **Key terms** | structure, jobs, traditional employment, primary, secondary and tertiary industry, employment, social, environmental, advantages, disadvantages, dereliction, unemployment, MEDC and LEDC | |

# Unit 3: Global Issues

## Content overview

This unit includes the following topics:

- Topic 9: Climate change
- Topic 10: Energy sources and use
- Topic 11: Water supply and use
- Topic 12: Global tourism
- Topic 13: Development and inequalities
- Topic 14: Trade and aid
- Topic 15: Changing farming systems
- Topic 16: Manufacturing, people and pollution

## Assessment overview

- One teacher-devised Research Task based on one topic

## Detailed content

| Topic 9: Climate change | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) The nature of climate change. | Outline how climate has changed in the past.<br>List the possible causes of climate change.<br>Describe the effects of a changing climate on the environment and people. |
| | b) Ways of dealing with the effects of climate change. | Recognise possible ways (in the home, work, with transport) of coping with the effect of climate change.<br>Describe one international attempt to manage climate change. |

| Topic 10: Energy sources and use | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Types and sources of energy.<br><br>The advantages and disadvantages of using renewable energy sources. | Understand the difference between renewable and non-renewable energy sources, and know examples of both.<br><br>Research one type of renewable energy (e.g. wind, solar, tidal) and recognise the reasons for its location, its advantages and disadvantages. |
| | b) Changing patterns of energy usage and the need for energy conservation. | Recognise that the demand for, and the usage of energy is increasing.<br><br>The implications of this increase in terms of energy availability and price.<br><br>Research possible ways of conserving energy both at home and workplace. |

| Topic 11: Water supply and use | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) The global supply of water. Possible threats to the quality of the water resource at a local or regional scale. | Recognise that water shortages and water quality are global problems.<br><br>Understand the effects on people of having too little water or water that is not fit for purpose.<br><br>Research one type of water pollution (e.g. by factory emissions, agricultural practices), its negative impacts on the local environment and ecosystems and what can be done to improve water quality. |
| | b) Different strategies can be used to manage water supplies more sustainably. | Outline how small- and large-scale schemes in both LEDCs and MEDCs can increase and improve future water supplies. |

| Topic 12: Global tourism | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Changes in global tourism over the last 50 years.<br>The variety of global tourism 'hotspot' destinations.<br>The costs and benefits of tourism. | Understand how and why tourist numbers have increased in recent decades.<br>Describe the variety of global tourist attractions or 'hotspots'.<br>Research how traditional forms of mass tourism (e.g. as along the Spanish Costas) are bringing economic benefits and environmental benefits and costs in a named LEDC and MEDC location. |
| | b) Changing patterns of tourism.<br>The need for sustainable tourism. | Research changing attitudes towards tourism and possible future destinations.<br>Recognise the benefits that 'green' tourism can bring to local communities. |

| Topic 13: Development and inequalities | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Countries at different stages of development show distinctive characteristics. | Recognise the different levels of development around the world, i.e. least developed countries (e.g. Sierra Leone), medium development or emerging economies (e.g. Brazil) and advanced development (e.g. USA).<br>Find out about a country in terms of life expectancy, wealth, education, medical services, etc using online research e.g. Gapminder. |
| | b) Social and economic differences and inequalities occur within countries. | Explore spatial differences (social, economic) within one selected country (e.g. India, China).<br>Uncover the possible reasons for these inequalities and how they might be reduced. |

| Topic 14: Trade and aid | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Patterns of trade in MEDCs and LEDCs.<br><br>Looking at the role of Transnational Corporations (TNCs) through an example. | Explore the differences between trade patterns of LEDCs and MEDCs.<br><br>Use a case study to find out the roles of transnational corporations (e.g. Nike, Apple, Walmart), with a focus on the advantages and disadvantages to the host nation. |
| | b) International aid sources and alternatives. | Look at the sources of international aid and their advantages and disadvantages.<br><br>Research and explore other possible ways of reducing inequalities between and within countries. |

| Topic 15: Changing farming systems | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Differences between LEDC and MEDC farming systems.<br><br>UK farm systems and their challenges. | Outline differences in the output, scale, organisation and structure of farming in LEDCs compared to MEDCs.<br><br>Use a case study to investigate a commercial farming area in the UK to include its location, the challenges it faces (e.g. global competition) and the importance of government policies (including those of the EU). |
| | b) The need for farm diversification. | Explore the growth of leisure and tourism in the countryside.<br><br>Farms as providers of recreation and facilities (e.g. paint-balling, camping, specialist food products).<br><br>Look at the options for a local area in terms of agricultural and farm diversification, including drawing up a plan of change. |

| Topic 16: Manufacturing, people and pollution | | |
|---|---|---|
| | **Key ideas** | **Students should be able to:** |
| | a) Comparing MEDCs and LEDCs in terms of manufacturing. | Identify how the nature, organisation and structure of industry (i.e. manufacturing)differs in LEDCs and MEDCs.<br><br>Investigate at least one impact of industry on the environment (e.g. acid rain, development of brownfield and greenfield sites, pollution). |
| | b) Managing industrial pollution. | Review the ways (including planning controls) in which industry is attempting to reduce its harmful effects on the environment.<br><br>Research the ways in which one industry is trying to become more environmentally sustainable. |

# Fieldwork Study

## Overview

Fieldwork can be based on any one Topic from either Unit 1 or Unit 2. The majority of Fieldwork Study report should be word processed and include at least one digital image, digital map or GIS map (see page 20 for more information on GIS).

All fieldwork must involve the collation of primary data. Fieldwork could be completed on a centre's own site for example a micro climate survey. However, it could be a more valuable experience if students are taken off-site for their fieldwork activity. Use of secondary data is acceptable as part of the work.

## Fieldwork opportunities

There are various specific fieldwork opportunities that could be investigated, the table below gives some examples.

| **Topic** | **Possible fieldwork opportunities:** |
|---|---|
| Rivers: features, processes and flood risk | Investigating features of a river, for example: the differences across a river; differences (in velocity, depth, width, etc.) at two sites along the course of the same river; differences between meander and straight sections of a river's course. |
| Coasts: features, processes and management | Investigating processes affecting the coast, for example: how the size of pebbles changes along and up a beach; the height of material on either side of a groyne; comparing coastal processes and features at two different locations. |
| Cities: characteristics, change and management | Investigating a shopping centre, for example: changes between specific dates; views about the adequacy of shopping provision; delimiting its catchment area; mapping all types of commercial activity in addition to shops.<br>Making surveys of environmental quality and quality of life in specific areas. |
| Urban transport: journeys, flows and management | Investigating traffic flows along one road at two different times; a traffic survey comparing two different roads. |
| Work: characteristics and change | Investigating an industrial area through the production of a land-use map.<br>Investigating tourism in a particular location.<br>Investigating how a farm has changed in terms of its use of land and labour. |

## Planning and organising the Fieldwork Study

The Field Studies Council (FSC) and OFSTED (2011 subject report) both support the notion that good and regular fieldwork motivates students and enhances their learning in geography.

Fieldwork Study skills include:

- **Pre-fieldwork planning** – getting 'bigger picture' ideas, for example why it might be relevant to go out and find out about a place. Planning will set aims and a simple hypothesis. It is important that this field study is located using a map.
- **First-hand field skills** — designing a field investigation; fieldwork data collection and recording techniques.
- **Writing up: presentation, analysis, conclusions and evaluation skills** — the range of data presentation techniques; analysis of data and drawing conclusions; reviewing the techniques used and the conclusions drawn.

The Fieldwork Study should be delivered as a logical sequence of events. It forms part of the assessment for Units 1 and 2 (see page 22).

## Health and safety in the field

All centres must comply with relevant legislation and codes of practice relating to health and safety, including the Department for Education's *Health and safety guidance for schools* and the Health and Safety Executive's *School trips and outdoor learning activities*.

Centres should also develop their own mechanisms so that learners know the importance of ensuring their own safety and that of others. This could include developing risk assessments as part of the preparation for fieldwork (Stage 2 - Design), for example by using Google Maps and Google StreetView to assess likely hazards and risk.

Hazard = the danger that could reasonably be expected to cause harm, e.g. contact with slippery rocks next to a stream.

Impact/severity = how someone might be harmed

Risk = the chance that someone will be harmed by a particular hazard, e.g. a fall/ slip or trip.

A Risk Rating can be developed, based on likelihood and severity (or worst case outcome). For example, whilst working in a river the likelihood of slipping on wet rocks may be described as 'infrequent' (a score of 3/5), whilst the severity could be 'injury' (a score of 3/5). These two together give a Risk-Rating score 9/25 (3 x 3), which would indicate that a control should be in place to minimise the chance of injury through slipping.

## GIS (Geographical Information systems)

The use of Geographical Information Systems (GIS), digital maps and/or visualisation should be part of students' fieldwork investigations.

Use of this technology is most likely linked to:

Assessment criterion 1 – e.g. to locate a study or region

Assessment criterion 2 – e.g. to show the location of the fieldwork

Assessment criterion 3 – e.g. to provide a digital base map on to which results and graphs can be overlaid.

Examples of visualisation include Google Earth and Google Maps etc as well as a whole range of other specialist digital maps that can be found on the Internet (e.g. geological maps, crime maps). Dedicated mapping and GIS software, including Anquet Maps, Infomapper, Aegis and ArcMapper would be useful where available. More information concerning software choices, prices and suitability is available from the Royal Geographical Society (RGS), the Geographical Association (GA) and the Ordnance Survey (OS) websites.

# Assessment

## Assessment summary

Candidates compile a portfolio of assessed work, formed of three components:

- one Fieldwork Study (25%)
- three externally-set Topic Tests (50%)
- one teacher-devised Research Task (25%).

The portfolio can be compiled in any order and assessment can take place at any stage of the course.

### Summary of table of assessment

| **Unit 1: Physical Environments** |
|---|
| • Internally assessed<br>• Externally moderated |
| Overview of assessment:<br>Either:<br>• two externally-set Topic Tests (2 x 30 marks)<br>or<br>• one Fieldwork Study (25 marks) and one externally-set Topic Test (30 marks).* |

| **Unit 2: Human Environments** |
|---|
| • Internally assessed<br>• Externally moderated |
| Overview of assessment:<br>Either:<br>• two externally-set Topic Tests (2 x 30 marks)<br>or<br>• one Fieldwork Study (25 marks) and one externally-set Topic Test (30 marks).* |

| **Unit 3: Global Issues** |
|---|
| • Internally assessed<br>• Externally moderated |
| Overview of assessment:<br>• one teacher-devised Research Task (20 marks). |

*a combined total of one fieldwork activity and three Topic Tests from Units 1 and 2.

## Assessment Objectives and weightings

| | % in Entry Level Certificate |
|---|---|
| AO1: show and apply their knowledge of places and themes at more than one scale (ie local, regional, national, international and global) | 28 |
| AO2: show and apply their understanding of the geographical ideas required by the specification | 30 |
| AO3: use a variety of skills and techniques associated with the study of Geography | 42 |
| **TOTAL** | **100%** |

## Relationship of Assessment Objectives to Assessment Components for Entry Level 1 Certificate

| | Assessment Objective | | | |
|---|---|---|---|---|
| **Paper/task number** | **AO1** | **AO2** | **AO3** | **Total for AO1, AO2 and AO3** |
| Topic Tests | 20 | 15 | 15 | 50% |
| Fieldwork Study | 0 | 5 | 20 | 25% |
| Research Task | 8 | 10 | 7 | 25% |
| Total for Entry Level Certificate | 28 | 30 | 42 | 100% |

# Assessment of externally-set Topic Tests

Units 1 and 2 will be assessed by three Topic Tests selected from *Appendix D*. Each Topic Test is made up of 30 marks. These are teacher marked and externally moderated. Candidates taking a given Topic Test must all take the Task at the same time.

Candidates will:

- undertake a total of three Topic Tests
- be allowed 25 minutes for each Topic Test
- be able to re-take a Topic Test after a gap of two weeks has elapsed.

A Record Sheet is available from *Appendix C* for the recording of Topic Test results. Topic Tests and associated mark schemes are available by secure download from www.edexcel.com. Topic Tests must be taken under controlled conditions and must not be taken out of the teacher's direct supervision at any time. All marked Topic Tests must be kept under secure conditions as they are subject to external moderation.

# Assessment of Fieldwork Study

Candidates must complete one Fieldwork Study based on original research. This Fieldwork Study must be based on one topic from Units 1 or 2 and is worth up to 25 marks. The topics in Units 1 and 2 lend themselves to fieldwork, either on their own or in conjunction with GCSE. The Fieldwork Study will be teacher marked and subject to external moderation by Edexcel.

## Fieldwork Study assessment criteria

| | | |
|---|---|---|
| 1 | Aims and intentions of the study | (3 marks) |
| 2 | Collecting and recording of information | (6 marks) |
| 3 | Information presentation | (6 marks) |
| 4 | Using the information collected | (5 marks) |
| 5 | Organising the study | (5 marks) |
| | Total marks = 25. | |

A Record Sheet is given from *Appendix C* for the recording of Field Study results.

It is important to note the requirements of the Entry Level Grade Descriptions when marking the Fieldwork Study (see page 30). A student who needed 'considerable guidance', for example, at some stage of the data collection or writing up process, should not get a mark above the level 2 maximum in the relevant assessment criterion. However this would not necessarily preclude the student gaining level 3 marks for other parts of the Fieldwork Study.

| **Assessment criterion 1 – Aims and intentions of the study** | | |
|---|---|---|
| **Mark out of 3** | **Descriptor** | |
| 0 | - | There is no or insufficient information provided. |
| 1 | Level 1 | There is some limited indication of what the study is about. |
| 2 | Level 2 | There is an indication of the study, including aims, and where it is located. |
| 3 | Level 3 | There is a clear indication of the study, including detailed aims, and where it is located. |

| **Assessment criterion 2 – Collecting and recording information** | | |
|---|---|---|
| **Mark out of 6** | **Descriptor** | |
| 0 | - | There is no or insufficient data collected. |
| 1-2 | Level 1 | A very limited reference to data collection, although there is evidence of having done some fieldwork, e.g. notes or results (can be later in the work). |
| 3–4 | Level 2 | There is some reference to data collection, although it tends to be very generalised. Results and or notes form part of the work. |
| 5-6 | Level 3 | There is a generally valid description of how the information was collected, including reference to equipment. Results and or notes are evident. |

| **Assessment criterion 3 – Information presentation** | | |
|---|---|---|
| **Mark out of 6** | **Descriptor** | |
| 0 | - | There is no or insufficient information presented. |
| 1-2 | Level 1 | A very limited attempt to present relevant information. |
| 3–4 | Level 2 | There is some attempt to present information, although there are a number of inaccuracies. |
| 5-6 | Level 3 | There is a good attempt to present information which is mostly accurate and fit for purpose. |

| **Assessment criterion 4 – Using the information collected** | | |
|---|---|---|
| **Mark out of 5** | **Descriptor** | |
| 0 | - | There is no or insufficient use of information. |
| 1 | Level 1 | A very limited attempt to comment on the data collected. Conclusion absent. |
| 2 -3 | Level 2 | There is some attempt to comment on the information collected, although it is limited to descriptive statements. A brief conclusion has been attempted. |
| 4 - 5 | Level 3 | There is a good attempt to comment on the information collected, which links back to the overall aims/intentions of the work. A conclusion has been successfully attempted. |

| **Assessment criterion 5 – Organising the study** | | |
|---|---|---|
| **Mark out of 5** | **Descriptor** | |
| 0 | - | There is no or insufficient organisation of study |
| 1 | Level 1 | Provides a cover and title, but work is fragmentary and lacks any logical structure or continuity. There is no attempt to review the work. May not use ICT. |
| 2 -3 | Level 2 | The 'mechanical' operations, such as page numbering and headings, are in place, but the study is still fragmentary. There has been some attempt to review in terms of reflecting what was good/bad about the work. Some use of ICT. |
| 4 - 5 | Level 3 | There is some logical structure and flow, generally following the enquiry route. The review has some details and may include reference to how the work could be improved. ICT used in most places. |

# Assessment of Research Task

Unit 3 will be assessed through teacher-designed Research Task based on **one** topic selected and worth up to 20 marks. This could take a variety of forms, including structured resource-based tasks, recorded role play, individual tasks, the production of leaflets or display materials and/or presentations (oral, audio-visual, electronic). All marked work must be suitably recorded as will be subject to external moderation.

Candidates must:

- produce evidence of work at more than one scale
- produce evidence of work that contrasts a developing country with a developed country
- conform with the assessment objective grid starting on page 28.

The Research Task will be teacher marked and externally moderated by Edexcel. Work submitted for moderation will need to be annotated to show how the marks were awarded. Annotation can be on the work itself, or on an accompanying sheet.

## Research Task Assessment Objectives

| **Objective** | **Marks** |
|---|---|
| Knowledge material the candidate has learned and is asked to recall. | 0-7 |
| Understanding - the ability to manipulate material that has been learned, perhaps to apply it in different or unfamiliar circumstances. | 0-7 |
| Skills use of simple diagrams, data interpretation/presentation techniques, given and sketched maps, photographs, literacy, numeracy. | 0-6 |
| Total marks | 20 |

A Record Sheet is available in *Appendix C* for the recording of Research Task results.

Marking will vary according to the nature of the task undertaken, the method of presentation and assessment. The marking grids below give a guide to the three levels of achievement.

| **Research Task Assessment Objective 1 – Knowledge** | | |
|---|---|---|
| **Mark out of 7** | **Descriptor** | |
| 0 | - | Incorrect identification of features. |
| 1-2 | Level 1 | Identifies some physical and/or human features in the resources provided; a correct match between given terms and given definitions. |
| 3-4 | Level 2 | Recalls some basic information about a place beyond own locality; can provide a word to match a given definition, or introduces some appropriate vocabulary into own work. |
| 5-7 | Level 3 | Recalls some more detailed information about a place, perhaps with some explanation; use of vocabulary is becoming more confident |

| **Research Task Assessment Objective 2 – Understanding** | | |
|---|---|---|
| **Mark out of 7** | **Descriptor** | |
| 0 | - | Incorrect interpretation of resources. |
| 1-2 | Level 1 | Makes simple interpretative comments arising from the resource provided – 'the area is hilly', 'there are animals in the fields' – or can offer a simple but valid opinion about a resource. |
| 3-4 | Level 2 | Identifies which features shown in a resource are relevant to the task; can ask and respond to questions about places; there is an awareness of the opinions of others. |
| 5-7 | Level 3 | Makes some comparison between the physical and human features of different localities and is aware that different places might have both similar and different characteristics; can use own knowledge to offer reasons for some of their observations. |

| **Research Task Assessment Objective 3 – Skills** | | |
|---|---|---|
| **Mark out of 6** | **Descriptor** | |
| 0 | - | Incorrect application of skills. |
| 1-2 | Level 1 | Can respond to resources provided, for example read a bar graph when directed to a particular bar add the missing point to a line graph. |
| 3-4 | Level 2 | Can select information from resources provided to respond to questions, for example find the correct bar on a graph and read it correctly, draw a line on a graph with the axes provided, select relevant information from a short passage of text. |
| 5-6 | Level 3 | can select information from more than one source to respond to a question; may look beyond the resources provided |

# Entry Level Grade Descriptions

Candidates will be graded on a three-point scale:

- Entry 1
- Entry 2
- Entry 3

A student working at Entry Level 3 is approaching the standard required for a GCSE Grade G.

These grade descriptions are designed to provide an indication of the level of achievement that a candidate has reached. They should be interpreted in relation to the specification content. Shortcomings in meeting parts of the grade descriptions may be balanced by better performances in other areas. For example, reference to the table at the end of this section will show that a minimum of 14 marks out of 25 is required in the Fieldwork Study if a candidate is to achieve an Entry 3 overall.

To be considered for an award a candidate must have completed the course and attempted each relevant Topic Test, Research Task and Fieldwork Study.

## Entry 1

Candidates can:

- recognise and make observations about physical and human features of specific places
- express their views on features of the environment that they find attractive or unattractive
- use resources provided and their own observations to respond to questions about places and themes
- follow instructions to undertake a simple geographical enquiry
- demonstrate a limited number of basic graphical and communication skills.

## Entry 2

Candidates can:

- describe physical and human features of specific places, recognising those features which give places their character
- express views on whether the features of an environment are attractive or unattractive
- select information from resources provided
- use this information and their own observations to ask and respond to questions about places and themes
- undertake, with considerable guidance, a simple geographical enquiry
- use accurately a limited range of basic graphical and communication skills.

## Entry 3

Candidates can:

- describe and make comparisons between the physical and human features of specific places, offering explanations for some of the features
- show an awareness that different places may have both similar and different characteristics
- offer reasons for some of their observations and judgements about places
- use skills and sources of evidence to respond to a range of geographical questions
- undertake, with some guidance, a simple geographical enquiry
- use accurately and appropriately a limited range of basic graphical and communication skills.

A candidate must reach a minimum total mark

**and**

demonstrate a minimum level of performance in each of the assessment components, to achieve an award.

| **Minimum marks** | **Entry 1** | **Entry 2** | **Entry 3** |
|---|---|---|---|
| Minimum total mark | 18 | 40 | 63 |
| Minimum mark for Fieldwork Study (25) | 6 | 13 | 21 |
| Minimum mark for Topic tests (90/2=45) | 8 | 18 | 28 |
| Minimum mark for teacher-devised assessment (20) | 4 | 9 | 14 |

# Entering your students for assessment

## Student entry

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website, www.edexcel.com.

## Classification code

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

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

The centre assessor and/or centre examinations officer may exercise their own discretion in providing reasonable support to Entry Level Certificate candidates with particular requirements. Useful information is contained in the regulations and guidance published annually by the Joint Council for Qualifications; permission from Edexcel is not required for access arrangements deemed to be necessary for individual candidates.

Please see the Joint Council for Qualifications website (www.jcq.org.uk) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Considerations*

Please see the Edexcel website (www.edexcel.com) for:

- any forms to submit for requests for access arrangements and special considerations
- dates for submission of relevant forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

## Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information about the Equality Act 2010.

## Internal standardisation

The Topic Tests, Fieldwork Study and Research Task will be marked by the teacher against the set assessment criteria found in this specification.

If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria. It is essential that the standard of work expected for the award is agreed and internally moderated by the centre before submission to Edexcel. Internal standardisation must include records to show that candidates have met the assessment criteria at the level specified.

Teachers must keep records of assessment and the evidence on which they are based. The Record Sheet provided in *Appendix C* must be available together with each candidate's work for all components of the assessment.

## External moderation

Teacher assessment of the Fieldwork Study and Topic Tests will be moderated by Edexcel. The Fieldwork Study will be usually be moderated by sampling sets of learners' work; however the sample may request work by all the students for moderation.

Records of the assessment of Topic Tests and the student, and the evidence on which it is based, must be available for each learner.

Note that annotation of the evidence for the Fieldwork Study will be important for moderators, particularly for work carried out in groups. Annotation should highlight parts relevant to the assessment criteria and, where appropriate, draw attention to the student's own input to group work.

All evidence must be retained in the centre until the deadline for Enquiries About Results has been passed (at least until 1 October in the year of certification).

## Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in the centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

## Further information

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

# Assessing your students

The first assessment opportunity for this qualification will take place in the June 2013 series and in each following June series for the lifetime of the qualification.

## Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel Entry Level Certificate qualification will be graded as pass or fail and is awarded at three levels:

- Entry 1
- Entry 2
- Entry 3.

The first certification opportunity for the Edexcel Entry Level Certificate in Geography is in summer 2013 and certification will be made in each subsequent summer for the life of the Specification.

## Re-taking of qualifications

Candidates may re-take an Edexcel Entry Level Certificate qualification at any point within the life of the specification. There are no limits on the number of re-takes. Candidates are able to claim certification once per year in the June series.

## Language of assessment

Assessment of this qualification will be available in English only. All work submitted for moderation must be produced in English.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

# Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning

This qualification builds on the content, knowledge and skills developed in Key Stage 3 Geography as defined by the National Curriculum.

## Progression

This qualification supports progression to GCSE qualifications in geography and other Level 1 and or Level 2 qualifications in related subjects such as geology, sociology and citizenship.

# Support and training

## Edexcel support services

**Ask the Expert** – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

# Appendices

# Appendix A: Wider curriculum

## Signposting and development suggestions

| Issue | Opportunities for development |
|---|---|
| Spiritual | For example through an appreciation of the uniqueness of place and the people living there. |
| Moral | For example through the study of different levels of resource consumption in LEDCs and MEDCs in Topic 13, international aid in Topic 14. |
| Ethical | For example through the study of different levels of resource consumption reasons for differences in the quality of life between LEDCs and MEDCs in Topic 13. |
| Social | For example through studying reasons for living in urban areas in Topic 5, reasons for finding different land uses in different parts of cities in Topic 6, or why people use differing means of transport in Topic 7. |
| Legislative | For example through studying the use of natural resources in Topics 10 and 11. |
| Economic | For example through studying industry in Topic 16. |
| Sustainable | The study of sustainability is inherent throughout the specification, for example with opportunities to study the management of river flood risk and coastal erosion, how people use ecosystems, the conservation of resources and the impact of farming practices and industry on the environment. |
| Health and safety | When undertaking fieldwork, groups of learners and individuals will identify hazards in their environment and assess whether or not the risk associated with that hazard can be managed. |
| European initiatives | European initiatives are addressed by the opportunity for learners to draw on case studies from the UK and other countries in the European Union. |

# Appendix B: Codes

| Type of code | Use of code | Code number |
|---|---|---|
| National classification codes | Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. | 3190 |
| National Qualifications Framework (NQF) codes | Each qualification title is allocated a National Qualifications Framework (NQF) code.<br>The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedule, Section 96, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation. | The QN for this qualification is:<br>600/5078/0 |
| Entry codes | The entry codes are used to:<br>• enter a student for assessment<br>• claim certification of a student's grade for the qualification. | The entry code for this qualification is 8915. Please refer to the Edexcel *UK Information Manual*, available on the Edexcel website for the entry codes of other qualifications. |

# Appendix C: Record Sheet Entry Level Certificate in Geography

**Centre name**: .....

**Centre number**: ..... **Year**: .....

| | | a | b | c | d | e | | f | g |
|---|---|---|---|---|---|---|---|---|---|
| **NAME OF CANDIDATE:** | **CANDIDATE NO.** | **TOPIC TASK TOPIC:** _____ | **TOPIC TASK TOPIC:** _____ | **TOPIC TASK TOPIC:** _____ | **TOPIC TASKS TOTAL (A + B + C X 0.5)** | **FIELDWORK STUDY:** _____ | | **TEACHER-DEVISED ASSESSMENT/UNIT NUMBER**_____ | **TOTAL (D + E + F)** |
| | | Mark (30) | Mark (30) | Mark (30) | Mark (45) | | Mark (25) | Mark (20) | (90) |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

For more information on
Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

Pearson Education Limited. Registered in England and
Wales No. 872828 Registered Office: Edinburgh Gate,
Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121

Publication code W030004