

Edexcel GCSE Geography B

Comparing the 2012 Edexcel GCSE Geography B specification with the new 2016 Edexcel GCSE Geography B specification

This document is designed to help you compare the existing 2012 Edexcel GCSE Geography B specification 2GB01 with the new 2016 Edexcel GCSE Geography B specification.

The document gives an overview, at the topic level, of where the material covered in the existing Edexcel GCSE Geography B specification can be found in the new 2016 Edexcel GCSE Geography B specification.

The following tables then give a more detailed breakdown of the Edexcel Geography B specification, and highlight areas of difference. These will help you to see where material that you currently teach is not present in the Edexcel specification; or where the Edexcel specification incorporates material that is new to you.

The 2016 Edexcel Geography B specification is split into three content components.

Component 1: Global Geographical Issues, 37.5% of the qualification

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Written examination: 1 hour and 30 minutes, 94 marks

Component 2: UK Geographical Issues, 37.5% of the qualification

- Topic 4: The UK's evolving physical landscape
- Topic 5: The UK's evolving human landscape
- Topic 6: Geographical investigations

Written examination: 1 hour and 30 minutes, 94 marks

Component 3: People and Environment Issues – Making Geographical Decisions, 25% of the qualification

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Written examination, 1 hour and 15 minutes, 64 marks

Our free support includes:

- a dedicated Geography Adviser, Jon Wolton
- additional GCSE Geography B specimen papers
- student exemplars with assessment commentary
- mock marking training
- Getting Started Guides
- course planners for a two-year and three-year GCSE
- schemes of work for every topic
- topic packs for every topic

- support with embedding high quality fieldwork
- 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.

Overview of content

2012 Edexcel GCSE Geography B	2016 Edexcel GCSE Geography B
Topic 1: Restless Earth	Topic 1
1.1 How and why do the Earth's tectonic plates move	1.7 a. and b.
1.2 What are the effects and management issues resulting from tectonic hazards?	1.8 a. and b. 1.9 a. and b.
Topic 2 Changing Climate	Topic 1
2.1 How and why has climate changed in the past?	1.2 a. and b. 1.3
2.2 What challenges might our future climate present us with?	1.3
Topic 3 Battle for the Biosphere	Topics 7 and 8
3.1 What is the value of the biosphere?	7.1 a. and b. 7.2 a. b. and c.
3.2 How have humans affected the biosphere and how might it be conserved?	8.3 a. and b. 8.4 a. and b. 8.5 a. and b. 8.6 a. and b.
Topic 4 Water World	
4.1 Why is water important to the health of the planet?	N/A
4.2 How can water resources be managed sustainably?	N/A
Topic 5 Coastal Change and Conflict	Topic 4
5.1 How are different coastlines produced by physical processes?	4.3 a. b. and c. 4.4 a. and b.
5.2 Why does conflict occur on the coast and how can this be managed?	4.5 a. and b.
Topic 6 River Processes and Pressures	Topic 4
6.1 How do river systems develop?	4.6 a. b. and c.
6.2 Why do rivers flood and how can flooding be managed?	4.7 a. and b. 4.8 a. and b.
Topic 7 Oceans on the Edge	
7.1 How and why are some eco-systems threatened with destruction?	N/A
7.2 How should eco-systems be managed sustainably?	N/A
Topic 8 Extreme Environments	
8.1 What are the challenges of extreme climates?	N/A
8.2 How can extreme environments be managed and protected from the threats they face?	N/A
Topic 1 Population Dynamics	Topics 3 and 5

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1.1 How and why is population changing in different parts of the world?	3.5 5.1, 5.2, 5.4
1.2 How far can population change and migration be managed sustainably?	N/A
Topic 2 Consuming Resources	Topics 8 and 9
2.1 How and why does resource consumption vary in different parts of the world?	9.1 a. and b. 9.2 a. and b. 9.3 a. and b.
2.2 How sustainable is the current pattern of resource supply and consumption?	8.5, 8.6 9.4, 9.5, 9.6
Topic 3 Globalisation	Topic 2
3.1 How does the economy of the globalised world function in different places?	2.4 a. and b. 2.7 b. 2.8 b. and c.
3.2 What changes have taken place in the flow of goods and capital?	2.4 a. and b.
Topic 4 Development Dilemmas	Topic 2
4.1 How and why do countries develop in different ways?	2.1 a. and b. 2.2 a. and b.
4.2 How might the development gap be closed?	2.3 a. and b.
Topic 5 The Changing Economy of the UK	Topic 5
5.1 How and why is the economy changing?	5.2 b.
5.2 What is the impact of changing work on people and places?	N/A
Topic 6 Changing Settlements in the UK	Topic 5
6.1 How and why are settlements changing?	5.6 a. and b. 5.7 a. and b.
6.2 How easy is it to manage the demand for high quality places to live?	5.5 b
Topic 7 The Challenges of an Urban World	Topic 3
7.1 How have cities grown and what challenges do they face?	3.1 a. and b. 3.2 a. and b. 3.6 a. b. and c.
7.2 How far can these challenges be managed?	3.7 a. and b.
Topic 8 The Challenges of a Rural World	Topic 5
8.1 What are the issues facing rural areas?	5.8 a.
8.2 How might these issues be resolved?	5.8 b.

In-depth comparison

2016 Edexcel GCSE Geography B	2012 Edexcel GCSE Geography B	What's similar	What's new for you	What you no longer teach
Topic 1: Hazardous Earth	Unit 1 Topic 1: 1.1, 1.2, Topic 2: 2.1, 2.2	<ul style="list-style-type: none"> ✓ The Earth's interior has a layered structure, with different composition and physical properties; the Earth's core generates heat and convection currents drive plate motion. ✓ There are conservative, constructive and destructive plate boundaries, each with characteristic volcanic and earthquake hazards. ✓ Volcanic and earthquake hazards affect people in different ways and at contrasting locations. ✓ Management of volcanic and earthquake hazards, at contrasting locations, ranging from short-term relief to long-term planning, preparation and prediction. ✓ Climate has changed in the past through natural causes, on timescales ranging from hundreds to millions of years. ✓ Natural climate change in the past has affected people and the environment. 	<p>New content about weather and climate, which is a DfE requirement</p> <ul style="list-style-type: none"> • The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth. • How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas. • Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks. • Causes of tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation. • Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments. • Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones. • How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation 	<ul style="list-style-type: none"> × Examine the impact of a short-term historical event on people and the environment, e.g. the 'Little Ice Age'. × Consider the impact of major climatic changes in geological time, e.g. the mass extinction of megafauna at the end of the Quaternary Period.

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			<p>strategies, storm-surge defences.</p> <ul style="list-style-type: none"> The effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country. 	
Topic 2: Development dynamics	Unit 2 Topic 4: 4.1, 4.2	<ul style="list-style-type: none"> ✓ The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing. ✓ Globalisation is changing employment sectors in both the developed and the developing world. ✓ In the past 50 years both international trade and the flow of capital across international borders have expanded rapidly. ✓ Transnational corporations (TNCs) control a substantial part of the global economy and have created a global shift. ✓ Definitions of development vary as do attempts to measure it. ✓ There remains a large gap between the level of development of the most developed and least developed countries. ✓ Development strategies vary in theory. ✓ Types of development vary between top-down and bottom-up strategies. 	<ul style="list-style-type: none"> • New content about global economic development issues, which is a DfE requirement • How global trade patterns (terms of trade, commodity dependency and prices), debt and low human development (education, healthcare, gender inequality) can be obstacles to development. • How the physical environment (relief, physical isolation, climate, natural resources) can help or hinder economic development and how development impacts on the environment (air and water pollution, greenhouse gases). • Development of the emerging country is influenced by its location and how rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA. 	<ul style="list-style-type: none"> × For one developing country in Sub-Saharan Africa, consider recent social, political and economic development and possible barriers to further progress. × Levels of development may vary within a country with regional differences evident, especially between an urban core and a rural periphery. × Evaluate the impact of one large topdown project, e.g. a dam, on different groups of people in a developing country.
Topic 3: Challenges of an urbanising	Unit 2 Topic 6: 6.1,	<ul style="list-style-type: none"> ✓ The world is increasingly urbanised as cities grow due to different 	New content about cities and urban society, which is a DfE requirement	<ul style="list-style-type: none"> × Investigate why eco-footprints

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world	6.2 Topic 7:7.1, 7.2	<p>processes.</p> <ul style="list-style-type: none"> ✓ Cities face a range of social and environmental challenges resulting from rapid growth and resource demands. ✓ Different strategies can be used to manage social and environmental challenges in developing world cities. 	<ul style="list-style-type: none"> • Characteristics of different urban land uses (commercial, industrial, residential) and the factors that influence land-use type (accessibility, availability, cost, planning regulations). • Why does quality of life vary so much within ONE megacity in a developing country OR emerging country? 	<p>vary from city to city and assess how one named city in the developed world is lessening its eco-footprint by reducing energy consumption and waste generation.</p> <ul style="list-style-type: none"> × Analyse the potential for more sustainable transport in a named city in the developed world. × Consider the success of strategies to improve quality of life in cities in the developing world: self-help schemes, the work of NGOs, urban planning (e.g. Curitiba). Evaluate the advantages and disadvantages of attempts to develop less-polluted cities, e.g. Masdar City, Mexico City.
Topic 4: The UK's evolving physical landscape	Unit 1 Topic 5: 5.1, 5.2 Topic 6: 6.1, 6.2	<ul style="list-style-type: none"> ✓ Geological structure and rock type have a major influence on coastal development and landforms. ✓ Marine processes, sub-aerial processes, mass movement and climate change are also important. ✓ Physical processes lead to coastal change and retreat, which threatens people and property and generates conflicting views. ✓ There is a range of coastal management options from traditional hard engineering to more modern holistic approaches. ✓ River systems develop characteristic landforms and channel shapes along their long 	<p>The overview of landscapes of the UK, which is a DfE requirement</p> <ul style="list-style-type: none"> • The role of geology, past tectonic and glacial processes (glacial erosion and deposition) in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes. • Characteristics and distribution of the UK's main rock types: sedimentary (chalk, carboniferous limestone, clay), igneous (granite), metamorphic (schists, slates). • Why distinctive upland and lowland landscapes result from the interaction of physical processes: weathering and climatological, post-glacial river 	<ul style="list-style-type: none"> × Investigate a coastline experiencing rapid coastal retreat, e.g. Holderness, to examine why rates of erosion vary, and the threats posed to people and the environment by rapid erosion.

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		<p>profile, from source to mouth.</p> <ul style="list-style-type: none"> ✓ These characteristics result from processes of erosion, transport and deposition, with geology and slope processes also playing a role. ✓ River flooding has natural causes but flooding may be made worse by human activities, including those causing climate change. ✓ Flood management involves both traditional hard engineering and more modern, integrated and sustainable approaches. 	<p>and slope processes.</p> <ul style="list-style-type: none"> • Why distinctive landscapes result from human activity (agriculture, forestry, settlement) over time. • How UK climate (seasonality, storm frequency, prevailing winds), ... are important in coastal landscapes of erosion as well as the rate of coastal retreat. 	
Topic 5: The UK's evolving human landscape	Unit 2 Topic 1: 1.1, 1.2 Topic 5: 5.1 Topic 6: 6.1, 6.2	<ul style="list-style-type: none"> ✓ There have been many changes in the industrial structure of the UK economy in the past 50 years as a consequence of government policies and external forces such as globalisation. ✓ There have been significant changes in the structure of the workforce in the past 50 years which vary from place to place within the UK. ✓ Employment is changing and will continue to change. 	<ul style="list-style-type: none"> • The UK economy and society is increasingly linked and shaped by the wider world. 	<ul style="list-style-type: none"> × The world's population was increasing exponentially but future growth rates are uncertain. × Examine the five stages of the demographic transition model to help explain changing population growth rates and structure. × Compare two countries at different levels of development to show why their population structure varies, including an assessment of the impact of economic growth, demographic factors, migration and conflict. × Investigate different population structures using population pyramids, and explore the issues relating to youthful and ageing populations. × Assess the reasons why some countries might wish to manage

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				<p>their populations, including pressure on resources, overcrowding, ageing and skill shortages.</p> <ul style="list-style-type: none"> × Evaluate two contrasting examples of population policies, including a pronatalist (e.g. Singapore) and an antinatalist (e.g. China). × Understand why different migration policies develop to either promote or reduce immigration. × Evaluate different migration policies, including open-door, quotas and skills tests, and the tensions that sometimes arise as a result of these policies. × Investigate two contrasting regions of the UK, e.g. the North East and the South East, to explain the differences in their industrial structure and workforce. × Assess the environmental impacts of de-industrialisation and economic diversification in one UK urban area. × Examine alternative proposals for economic development by comparing the costs and benefits of a greenfield development and the regeneration of a brownfield site. × Examine the increasing contribution of the digital economy, education and research, the 'green' employment sector and foreign workforce to the growth of

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				<p>the UK economy.</p> <ul style="list-style-type: none"> × Consider the impact of changing working practices, including home working, teleworking, self-employment, flexible working and the impact of IT.
5A: Dynamic inner cities	Unit 2 Topic 6: 6.1, 6.2	<ul style="list-style-type: none"> ✓ There have been many changes in urban areas in the UK in the past 50 years as a consequence of government policies, in addition to economic, social and demographic changes. ✓ Current demand for some urban residential areas in the UK is rising, placing pressures on the environment. ✓ Evaluate the success of strategies to improve urban areas, e.g. 'rebranding' and urban regeneration. 	<ul style="list-style-type: none"> • The inner-city area has contrasting land use patterns and characteristics. • The inner-city area has experienced economic and population change. 	<ul style="list-style-type: none"> × Investigate the contrasting economic, social, political and demographic processes that have transformed urban areas in the UK with some, e.g. London, experiencing significant economic growth with rapid population growth while others have experienced economic and population decline, e.g. Liverpool. × Examine the environmental, social and economic impacts of rising demand for residential areas in one urban area in the UK. × Evaluate the success of planning policies such as 'green belts' and National Parks in both conserving valuable landscapes, and allowing economic development.
5B: Changing rural settlements	Unit 2 Topic 6: 6.1, 6.2 Topic 8: 8.1, 8.2	<ul style="list-style-type: none"> ✓ Rural settlements in the UK have changed greatly in the past 50 years and new types of settlement have developed in that time. ✓ Different strategies can be used to improve the quality of settlements in rural regions of the UK to make them sustainable. ✓ Rural areas have contrasting economic characteristics. 		<ul style="list-style-type: none"> × Explore the varied rural economy in the developing world, including cash-crop farming for export versus subsistence farming. × Examine rural challenges in a named rural area in a developing country, including isolation, changing farm economy and landholdings, the impact of rural-urban migration and natural

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		<ul style="list-style-type: none"> ✓ Rural areas in the developed world face a number of challenges. ✓ The farming economy of rural areas needs to adapt to be economically and environmentally more sustainable. 		<p>hazards.</p> <ul style="list-style-type: none"> × Livelihoods and opportunities for people in rural areas in developing countries can be improved. × Explore how developing world farming can benefit from fair-trade schemes and intermediate technology to reduce soil erosion, improve water supply and raise yields.
Topic 6: Geographical investigations	Unit 4	<ul style="list-style-type: none"> ✓ Enquiry process ✓ Purpose of the investigation ✓ Methods of data collection ✓ Methods of presenting data ✓ Analysis and conclusions ✓ Evaluation 	<p>Increased fieldwork requirements, which are a DfE requirement</p> <ul style="list-style-type: none"> • The experience of fieldwork helps students to develop new geographical insight into two of the contrasting environments studied in Topic 5. Externally assessed. 	<ul style="list-style-type: none"> × This unit is an internally assessed unit under controlled conditions. × Students complete one of the fieldwork tasks from the list provided by Edexcel.
Topic 7: People and the biosphere	Unit 1 Topic 3: 3.1	<ul style="list-style-type: none"> ✓ The distribution of global biomes reflects climate as well as other localised factors. ✓ The biosphere acts as a 'life support system', and produces a wide range of goods. 	<ul style="list-style-type: none"> • The global and regional trends increasing demand for food, energy and water resources (population growth, rising affluence, urbanisation and industrialisation) and theories on the relationships between population and resources (Malthus and Boserup). 	
Topic 8: Forests under threat	Unit 1 Topic 3: 3.2	<ul style="list-style-type: none"> ✓ The biosphere is being degraded by human actions. ✓ Management measures, at a variety of scales, are being used to conserve the biosphere and make human use of it more sustainable. 	<p>New content about global ecosystems and biodiversity, which is a DfE requirement</p> <ul style="list-style-type: none"> • The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate. • The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate. 	

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			<ul style="list-style-type: none"> • The taiga is increasingly threatened by commercial development. • The taiga wilderness areas need to be protected from over-exploitation. 	
Topic 9: Consuming energy resources	Unit 2 Topic 2: 2.1, 2.2	<ul style="list-style-type: none"> ✓ Resources are classified as renewable, sustainable and non-renewable, and this has implications for their supply and consumption. ✓ Issues surrounding energy supply and consumption have produced a changing world of 'haves' and 'have nots'. ✓ Different theories exist about how far the world can cope with the current consumption of resources. ✓ The challenges for future resource consumption centre on achieving sustainability. 	<ul style="list-style-type: none"> • Economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas. • Environmental costs (negative impacts on water quality and ecosystems) of developing new unconventional oil and gas sources (tar sands, shale gas) in ecologically-sensitive and isolated areas. • Attitudes to energy and environmental issues are changing. 	