

# Edexcel GCSE Geography B

## Comparing the 2012 OCR GCSE Geography A specification with the new 2016 Edexcel GCSE Geography B specification

This document is designed to help you compare the existing 2012 OCR GCSE Geography A specification 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 2012 OCR GCSE Geography A specification can be found in the new Edexcel 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 OCR GCSE Geography A	2016 Edexcel GCSE Geography B
<b>Unit A731: Contemporary Themes in Geography</b>	<b>Topics 1, 2, 3 and 9</b>
<b>Extreme Environments</b>	N/A
Hot Desert Environments	N/A
Mountain Environments	N/A
Issues in our Fast Changing World – Earthquake	<b>1.7, 1.8, 1.9</b>
<b>The Global Citizen</b>	
Issues in our Fast Changing World – Energy	<b>9.1, 9.2, 9.3, 9.4, 9.5, 9.6</b>
Similarities and Differences in Settlements and Population	<b>2.1, 2.2</b> <b>3.4 b.</b> <b>3.5</b>
Issues in our Fast Changing World – Population Change	N/A
Unit A732: Geographical Skills	<b>Topic 6</b>
Unit A733: Local Geographical Investigation	<b>Topic 6</b>

## In-depth comparison

2016 Edexcel GCSE Geography B	2012 OCR GCSE Geography A	What's similar	What's new for you	What you no longer teach
Topic 1: Hazardous Earth	Issues in our Fast Changing World – Earthquake	<ul style="list-style-type: none"> <li>✓ Topical analysis of one recent earthquake event.</li> <li>✓ Earthquakes are caused by specific physical processes, can vary in magnitude and can be measured.</li> <li>✓ Earthquakes have short-term physical impacts.</li> <li>✓ Earthquakes have secondary impacts, which are short term or long term.</li> <li>✓ Earthquake impacts vary depending on the level of development of each country.</li> <li>✓ The impacts of earthquakes can be managed over the short term and long term.</li> <li>✓ Earthquakes will continue to challenge people in the future.</li> </ul>	<p><b>New content about weather and climate, which is a DfE requirement</b></p> <ul style="list-style-type: none"> <li>• The atmosphere operates as a global system which transfers heat around the Earth.</li> <li>• Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years.</li> <li>• Global climate is now changing as a result of human activity, and there is uncertainty about future climates.</li> <li>• Tropical cyclones are caused by particular meteorological conditions.</li> <li>• Tropical cyclones present major hazards to people and places.</li> <li>• The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them.</li> </ul> <p><b>Additional content about volcanic hazards</b></p> <ul style="list-style-type: none"> <li>• Causes of contrasting volcanic (volcano type, magma type/lava flows and explosivity) and earthquake hazards, including tsunami (shallow/deep, magnitude).</li> <li>• Volcanic hazards affect people, and are managed, differently at contrasting locations.</li> </ul>	<ul style="list-style-type: none"> <li>× Extreme environments have specific characteristics.</li> <li>× People react to extreme environments in different ways.</li> <li>× What do we know about hot deserts and how have they been represented in cultural resources?</li> <li>× Where are hot deserts found?</li> <li>× What are hot desert climates like?</li> <li>× What are hot desert landscapes like?</li> <li>× What characterises the ecosystem of a hot desert?</li> <li>× How do people use hot deserts?</li> <li>× What challenges do hot deserts pose to people and how can they be overcome?</li> <li>× What are the alternative futures for a specific hot desert environment?</li> <li>× What do we know about mountains and how have they been represented in cultural resources?</li> <li>× Where are mountains found?</li> <li>× What are mountain climates like?</li> <li>× What are mountain landscapes like?</li> <li>× How do people use mountain environments?</li> </ul>

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				<ul style="list-style-type: none"> <li>× What challenges do mountain environments pose to people and how can they be overcome?</li> <li>× What are the alternative futures for a specific mountain environment?</li> </ul>
Topic 2: Development dynamics	The Global Citizen	<ul style="list-style-type: none"> <li>✓ How do we measure and classify economic activity?</li> </ul>	<p><b>New content about global economic development issues, which is a DfE requirement</b></p> <ul style="list-style-type: none"> <li>• The nature and extent of global inequality, and how this has changed over time.</li> <li>• How Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.</li> <li>• Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology.</li> <li>• Advantages and disadvantages of different approaches to development: Non-governmental organisation-led (NGO-led) intermediate technology, NGO funded large infrastructure and investment by foreign TNCs.</li> <li>• The outcomes of globalisation (global shift manufacturing industry and outsourcing of services) for emerging and developed countries' employment structures (Clark Fisher model).</li> <li>• Some of the world's least developed countries have made limited development progress.</li> <li>• How global trade patterns (terms of trade, commodity dependency and</li> </ul>	<ul style="list-style-type: none"> <li>× Who are producers and consumers?</li> <li>× What types of products and services are there, how and where are they produced?</li> <li>× Who are the different consumer groups for products and services and who can access them?</li> <li>× What are the alternative futures for products and services?</li> </ul>

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			<p>prices), debt and low human development (education, healthcare, gender inequality) can be obstacles to development.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• How is ONE of the world's emerging countries managing to develop?</li> <li>• Development of the emerging country is influenced by its location and context in the world.</li> <li>• Globalisation causes rapid economic change in the emerging country.</li> <li>• Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country.</li> <li>• Rapid economic development has changed the international role of the emerging country.</li> </ul>	
Topic 3: Challenges of an urbanising world	Similarities and Differences in Settlements and Population	<ul style="list-style-type: none"> <li>✓ Urban areas have a variety of functions and distinct patterns of land use.</li> <li>✓ Population changes naturally over time.</li> </ul>	<p><b>New content about cities and urban society, which is a DfE requirement</b></p> <ul style="list-style-type: none"> <li>• The world is becoming increasingly urbanised.</li> <li>• Urbanisation is a result of socioeconomic processes and change.</li> <li>• How urban population numbers, distribution and spatial growth change over time (urbanisation, suburbanisation, de-industrialisation, counter-urbanisation and in some cases,</li> </ul>	<ul style="list-style-type: none"> <li>× Population structure varies between different places.</li> <li>× People move in and out of areas for different reasons.</li> <li>× Demographic Transition Model.</li> <li>× What similarities, differences and links exist between a local place and non-UK place?</li> <li>× What are the alternative futures for a local place and non-UK</li> </ul>

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			<p>regeneration).</p> <ul style="list-style-type: none"> <li>• Why does quality of life vary so much within ONE megacity in a developing country OR emerging country?</li> <li>• The location and context of the chosen megacity influences its growth, function and structure.</li> <li>• The megacity in the chosen country is growing rapidly.</li> <li>• Rapid population growth creates opportunities and challenges for people living in the chosen megacity.</li> <li>• Quality of life in the chosen megacity can be improved by different strategies for achieving sustainability.</li> </ul>	<p>place?</p>
<p>Topic 4: The UK's evolving physical landscape 4A: Coastal change and conflict 4B: River processes and pressures</p>			<p><b>New DfE requirement for students to study an overview of landscapes of the UK and two contrasting landscapes in depth</b></p> <ul style="list-style-type: none"> <li>• Geology and past processes have influenced the physical landscape of the UK.</li> <li>• A number of physical and human processes work together to create distinct UK landscapes.</li> <li>• Distinctive coastal landscapes are influenced by geology interacting with physical processes.</li> <li>• Distinctive coastal landscapes are modified by human activity interacting with physical processes.</li> <li>• The interaction of human and physical processes present challenges along coastlines and there is a variety of</li> </ul>	

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			<p>management options.</p> <ul style="list-style-type: none"> <li>• Distinctive river landscapes have different characteristics formed by interacting physical processes.</li> <li>• River landscapes are influenced by human activity interacting with physical processes.</li> <li>• Some rivers are more prone to flood than others and there is a variety of river management options.</li> </ul>	
<p>Topic 5: The UK's evolving human landscape 5A: Dynamic inner cities 5B: Changing rural settlements.</p>	<p>Similarities and Differences in Settlements and Population</p>	<ul style="list-style-type: none"> <li>✓ Rural areas have a variety of functions and distinct patterns of land use.</li> <li>✓ Rural land use patterns of agricultural, residential (including housing type), services and recreational functions.</li> <li>✓ All places have distinctive physical and human features.</li> <li>✓ Distinctive features of a chosen local place (including landscape and climate).</li> </ul>	<p><b>New DfE requirement to study the geography of the UK</b></p> <ul style="list-style-type: none"> <li>• Population, economic activities and settlements are key elements of the human landscape.</li> <li>• The UK economy and society is increasingly linked and shaped by the wider world.</li> </ul> <ul style="list-style-type: none"> <li>• <b>5A: Dynamic inner cities</b></li> <li>• How are the inner-city areas of ONE major UK city changing?</li> <li>• The inner-city area has contrasting land-use patterns and characteristics.</li> <li>• The inner-city area has experienced economic and population change.</li> <li>• The inner-city area faces social, economic and environmental challenges that can be addressed through a range of strategies.</li> </ul> <ul style="list-style-type: none"> <li>• <b>5B: Changing rural settlements</b></li> <li>• Rural settlements face economic and</li> </ul>	<ul style="list-style-type: none"> <li>× What similarities, differences and links exist between a local place and non-UK place?</li> <li>× What are the alternative futures for a local place and non-UK place?</li> </ul>

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			<p>social changes.</p> <ul style="list-style-type: none"> <li>Rural areas face a number of challenges that can be addressed through a range of strategies.</li> </ul>	
Topic 6: Geographical investigations	Unit A733: Local Geographical Investigation	<ul style="list-style-type: none"> <li>✓ will require candidates to develop and apply their learning in the real world through out-of-classroom learning and fieldwork.</li> <li>✓ It will require them to identify relevant geographical questions and issues and establish appropriate sequences of investigation, incorporating geographical skills including enquiry skills. It will require them to interpret evidence, to evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.</li> </ul>	<p><b>New DfE requirements for fieldwork to be carried out on two occasions</b></p> <ul style="list-style-type: none"> <li>The experience of fieldwork helps students to develop new geographical insight into <b>two</b> of the contrasting environments studied in Topic 5. <b>Externally</b> assessed.</li> </ul>	
Topic 7: People and the biosphere			<p><b>New content about global ecosystems and biodiversity, which is a DfE requirement</b></p> <ul style="list-style-type: none"> <li>The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors.</li> <li>The biosphere is a vital life-support system for people as it provides both goods and services.</li> </ul>	
Topic 8: Forests under threat			<p><b>New content about global ecosystems and biodiversity, which is a DfE requirement</b></p>	

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			<ul style="list-style-type: none"> <li>• The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate.</li> <li>• The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate.</li> <li>• Tropical rainforests are threatened directly by deforestation and indirectly by climate change.</li> <li>• The taiga is increasingly threatened by commercial development.</li> <li>• Conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations.</li> <li>• The taiga wilderness areas need to be protected from over-exploitation.</li> </ul>	
Topic 9: Consuming energy resources	Issues in our Fast Changing World – Energy The Global Citizen	<ul style="list-style-type: none"> <li>✓ Global distribution of major energy sources, in relation to countries.</li> <li>✓ Global changes over time in the availability of major energy sources.</li> <li>✓ Most economies have an increasing demand for energy.</li> <li>✓ Energy sources are renewable and non-renewable including: solar, wind, wave, hydro, biomass, biofuel, geothermal, nuclear, coal, oil, natural gas.</li> <li>✓ Consumer decisions can contribute towards a more sustainable future.</li> <li>✓ Ethical consumerism and consumer decisions made about</li> </ul>	<p><b>New content about consuming resources, which is a DfE requirement</b></p> <ul style="list-style-type: none"> <li>• How mining and drilling can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels).</li> <li>• How access to energy resources is affected by access to technology and physical resources (geology, accessibility, climate and landscape influences on renewable potential).</li> <li>• How oil supply and oil prices are affected by changing international relations (conflicts, diplomatic relations) and economic factors (periods of</li> </ul>	<ul style="list-style-type: none"> <li>× Consumer decisions can contribute towards a more sustainable future.</li> <li>× Ethical consumerism and consumer decisions made about purchasing (purchasing food, using transport and choice of energy provider).</li> <li>× Consumer decisions can have socio-economic and environmental consequences in different places.</li> </ul>

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		<p>purchasing (purchasing food, using transport and choice of energy provider).</p> <ul style="list-style-type: none"> <li>✓ Consumer decisions can have socio-economic and environmental consequences in different places.</li> <li>✓ Exploitation of energy resources can bring opportunities for people.</li> <li>✓ Exploitation of energy resources can bring problems for people and the natural environment.</li> <li>✓ Energy issues can be managed at a variety of scales.</li> <li>✓ Managed at local, national and international scale by local/community groups, national governments, international organisations and agreements (Rio Summit and Agenda 21).</li> <li>✓ Energy issues will continue to challenge people in the future.</li> </ul>	<p>recession versus boom, over or under supply).</p> <ul style="list-style-type: none"> <li>• Economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas.</li> <li>• 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.</li> <li>• The role of energy efficiency and energy conservation (in transport and the home) in reducing demand, helping finite energy supplies last longer and reducing carbon emissions.</li> <li>• Attitudes to energy and environmental issues are changing.</li> </ul>	