

Getting Started Guide



GCSE (9-1) Geography B

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B (1GB0)

Getting Started: GCSE (9–1 2016 Geography B (1GBO) – Investigating Geographical Issues

Contents

1. Introduction	1
Key features of our GCSE Geography B specification	1
2. What's changed?	3
2.1 How has GCSE Geography changed?	3
2.2 Changes to the specification	5
3. Planning	9
3.1 Planning and delivering a linear course	9
3.2 Suggested resources and support	9
3.3 Delivery models	11
Option 1: Two-year linear course (first teaching autumn 2016)	12
Option 2: Three-year course (first teaching autumn 2015)	13
4. Geographical, mathematics and statistics skills	14
4.1 Geographical skills	14
4.2 Mathematics and statistics skills	14
Thinking geographically: mathematics and statistics skills	15
5. Content guidance	16
5.1 Component 1 overview: Global Geographical Issues	17
Topic 1 overview: Hazardous Earth	17
Topic 2 overview: Development dynamics	17
Topic 3 overview: Challenges of an urbanising world	18
5.2 Component 2 overview: UK Geographical Issues	19
Topic 5 overview: The UK's evolving human landscape	20
Topic 6 overview: Geographical investigations	20
5.3 Component 3 overview: People and Environment Issues – Making Geographical Decisions	23
Topic 7 overview: People and the biosphere	23
Topic 8 overview: Forests under threat	23
Topic 9 overview: Consuming energy resources	24
6. Assessment guidance	25
6.1 Assessment Objectives and weightings	25
6.2 Assessment overview	26
6.3 Question types	26
6.4 Command words	28
6.5 Paper 1 overview: Global geographical issues	29

6.6 Paper 2 overview: UK geographical issues	34
6.7 Paper 3 overview: People and environment issues – making geographical decisions	39

1. Introduction

This Getting Started guide provides an overview of the new GCSE (9–1) 2016 Geography B – Investigating Geographical Issues specification to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

Key features of our GCSE Geography B specification

The specification and Sample Assessment Materials (SAMs) have been developed in consultation with hundreds of fellow teachers who, in focus groups and face-to-face interviews, have provided feedback at each stage; have helped us to redesign a qualification that is engaging and relevant to today's geographers; and to help prepare them to succeed in their chosen pathway.

Drawing on feedback from all parts of the Geography education community, the 2016 GCSE Geography B specification has been built on the following key features.

- **A familiar issues-based approach** where the content is split by scale, with separate global and UK components.
- **A decision-making exercise (DME)** investigating people and environment questions and issues at a global scale.
- **Clear question papers, command words and mark schemes** that are accessible for all abilities. There are three externally examined papers that provide gradual progression in demand throughout the topics. Across all three assessments and the qualification as a whole, there is consistent use of 13 different command words so that students know what to expect (see page 28 of this guide and page 47 of the specification).
- **Extended writing opportunities** where students can demonstrate what they know.
- **Engaging and manageable fieldwork.** Contexts for fieldwork are aligned with the core content of the course. Fieldwork tasks will remain for the lifetime of the specification so there is less time spent on planning and administration and more time to bring geography to life in the field.
- **Provides an engaging real-world focus.** Students are encouraged to apply their knowledge and understanding to real-life 21st-century UK challenges.
- **Continuous progression.** The new specification content develops students' knowledge and understanding of place, process and interaction by first introducing them to global issues and then to UK issues, including two fieldwork investigations. Building on this, via a decision-making exercise, students will investigate a contemporary local, national or regional people and environment issues within a global setting, drawing on their wider knowledge and understanding from across the course
- **Integrated and signposted geographical skills.** Geographical skills are integrated throughout *all* parts of the course so that students use them in context.
- **The appropriate balance between breadth and depth.** Content is written with a clear distinction between geographical overview (larger scale) and geographical depth (smaller scale).

- **Supports progression to A level.** The compulsory and optional topic content provides the opportunity to lay foundations of knowledge and understanding, and develop transferable skills that can be further developed at A level.

We will provide a package of support to help you plan and implement the new specification.

- **Planning:** In addition to the 'Planning' section in this guide (see Section 3), we will provide course planners (for delivery over two or three years) and schemes of work that you can adapt to suit your department.
- **Understanding the standard:** We will supply you with 'real life' exemplars that have been written by students with examiner commentaries.
- **Tracking learner progress:** Our well-established ResultsPlus service will help you track student progress, as will our MockAnalysis service.
- **Personal, local support:** Our subject adviser, Jon Wolton, is always on hand to help you; he can be contacted at TeachingGeography@pearson.com. You can sign up to receive emails from Jon and be kept up to date about training events, news and government announcements, deadlines and much more.
- **Teaching and learning support:** We will have a programme of teaching and learning support to help you implement the new specification, particularly with new and unfamiliar content and skills. Additionally, we aim for our qualifications to be supported by high-quality resources produced by a range of publishers, including Pearson, and we'll be working with publishers who are looking towards getting their resources endorsed.
- **Free Getting Ready to Teach events:** Online or face to face, our free events are specifically aimed at centres delivering a three-year KS4 and will be available during the autumn term. They will support those who start teaching the new Edexcel GCSE Geography B (9–1) specification in autumn 2015. Further Getting Ready to Teach events for centres delivering a two-year KS4 will be provided in spring/summer 2016 and will be available for booking in due course.

Course materials, along with teaching and learning support, will be available on Pearson's GCSE 2016 Geography B qualification pages:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

2. What's changed?

2.1 How has GCSE Geography changed?

Changes to GCSE Geography

- From September 2016, GCSE Geography will be a linear qualification. This means that all examinations must be sat at the end of the course.
- The qualification is only available in the summer series, with the first assessment in summer 2018.
- The course is assessed by 100% external examination with no coursework or controlled assessment units.
- There will no longer be higher and foundation tiers, so all students will take the same exam paper.
- There is a new grading scale, 9–1, with 9 being the top level.

Changes to GCSE Geography subject content requirements

The content requirements for GCSE Geography have been revised. All awarding organisations' specifications for GCSE Geography must meet these requirements.

- Revised compulsory core content set by the Department for Education:
 - Locational knowledge
 - Geography of the UK
 - Maps, fieldwork and geographical skills
 - Geomorphic processes and landscape
 - Changing weather and climate
 - Global ecosystems and biodiversity
 - Resources and their management
 - Cities and urban society
 - Global economic development issues
- The requirements for carrying out and assessing fieldwork have changed.
 - Fieldwork must be carried out in two contrasting environments.
 - It must include exploration of physical and human processes, and the interactions between them.
 - Fieldwork will no longer be assessed by Controlled Assessment but through an external examination in Paper 2.
 - Students will be assessed on their own experience of fieldwork and fieldwork in unfamiliar contexts.
- There will be an increased emphasis on the geography of the UK.
- There's also an emphasis on locational and place knowledge.
- More emphasis will be placed on geographical skills (cartographic, numerical and statistical).

Changes to Assessment Objectives

The GCSE Geography Assessment Objectives have been revised. There are now four Assessment Objectives, compared with three in the current specification.

Current GCSE Geography B specification (last assessment, 2017)

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

New GCSE 2016 Geography B specification (first assessment, 2018)

AO1 15%	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2 25%	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes.
AO3 35% (10% applied to fieldwork context(s))	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
AO4 25% (5% used to respond to fieldwork data and contexts)	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

At least 10% of the marks must be allocated to the assessment of mathematical and statistical techniques at a level appropriate to the qualification.

The number of marks available to credit the accuracy of learners' spelling, punctuation and grammar, and their use of specialist terminology (SPaG), must be equal to 5% of the subject marks.

2.2 Changes to the specification

Specification overview

The table below provides a brief overview of the subject content in the GCSE Geography B specification.

Component 1: Global Geographical Issues
37.5% of the GCSE (94 marks) Of the 94 raw marks available, up to 4 marks are awarded for SPaG
1 hour and 30 minutes written external examination
<p>Topic 1: Hazardous Earth Three studies from the world's climate system, extreme weather events and tectonic hazards.</p> <p>Topic 2: Development dynamics A case study of one of the world's emerging countries.</p> <p>Topic 3: Challenges of an urbanising world A case study of one named megacity from a developing or emerging country.</p>
Component 2: UK Geographical Issues
37.5% of the GCSE (94 marks) Of the 94 raw marks available, up to 4 marks are awarded for SPaG
1 hour and 30 minutes written external examination
<p>Topic 4: The UK's evolving physical landscape Two studies from coastal change and conflict, and river processes and pressures.</p> <p>Topic 5: The UK's evolving human landscape A case study of one named city in the UK.</p> <p>Topic 6: Geographical investigations – fieldwork One physical and one human investigation.</p>
Component 3: People and Environment Issues – Making Geographical Decisions
25% of the GCSE (64 marks) Of the 64 raw marks available, up to 4 marks are awarded for SPaG
1 hour and 30 minutes written external examination
<p>Topic 7: People and the biosphere A study of the global distribution and characteristics of large-scale ecosystems.</p> <p>Topic 8: Forests under threat Studies of the tropical rainforests and the taiga.</p> <p>Topic 9: Consuming energy resources A study of renewable and non-renewable energy.</p>

What's new to Specification B?

- In Component 1, the study of the world's climate system and extreme weather events (tropical cyclones).
- Detailed case studies of the development of one emerging or developing country and one mega city from either an emerging or developing country.
- Within the UK Component 2, an overview of the development of upland and lowland landscapes and the role of geology, past tectonic and glacial processes have played in shaping the UK landscape.
- A case study of one UK city.
- Externally assessed fieldwork.
- Two fieldwork investigations of two contrasting environments.
- In Topic 3, Forests under threat, a detailed study of the taiga (boreal evergreen) forests is required.

What has been removed?

- The topics, Oceans on the edge and Extreme environments have been removed.
- Population has been removed as a standalone topic, although demographic issues do feature in Topics 2, 3 and 5.

Assessment overview

Below is a summary of the key changes.

- There are now four Assessment Objectives for GCSE Geography; these are assessed across all three components.
- In Component 1, there are three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.
- In Component 2, there are three sections. Section A and B are worth 27 marks each, and Sections C1 and C2 are worth 18 marks each. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.
- In Component 3, of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.
- Each exam will include multiple-choice questions, short open, open response, calculations and extended open responses.

GCSE Geography B assessment model	
Component 1: Global Geographical Issues Total marks: 94 Weighting: 37.5% Exam time: 1 hour and 30 minutes	Section A: Hazardous Earth Students answer all questions from Section A.
	Section B: Weather Hazards and Climate Change Students answer all questions from Section B.
	Section C: Challenges of an Urbanising World Students answer all questions from Section C.
Component 2: UK Geographical Issues Total marks: 94 Weighting: 37.5% Optionality: Section C Exam time: 1 hour and 30 minutes	Section A: The UK's Evolving Landscape Students answer all questions from Section A. Section B: The UK's Evolving Human Landscape Students answer all questions from Section B. Section C: Geographical Investigations: C1: Fieldwork in a physical environment Students choose one from two optional questions (rivers or coasts) C2: Fieldwork in a human environment Students choose one from two optional questions (urban areas or rural settlements)
Component 3: People and Environmental Issues – Making Geographical Decisions Total marks: 64 Weighting: 25% Exam time: 1 hour and 30 minutes	Section A: People and the Biosphere Students answer all questions from Section A. Section B: Forests Under Threat Students answer all questions from Section B. Section C: Consuming Resources Students answer all questions from Section C. Section D: Making a Geographical Decision Students answer all questions from Section D.

What are the main changes to assessment?

- Human and physical processes will be assessed across Components 1 and 2 through global and UK geographical issues.
- Fieldwork will now be externally assessed in Topic 6 in Component 2.
- Students will be required to carry out **two** geographical investigations in contrasting environments studied in Topics 4 and 5 in Component 2: one investigation in a physical environment; and a second investigation in a human environment.
- Fieldwork questions will make up 36, of the 94 marks on Paper 2 and 15% of the overall qualification.
- There is an increase in extended writing. Paper 1 and 2 will include 8-mark extended response questions. Paper 3 will include 8-mark and one 12-mark extended writing questions.
- Extended writing questions will assess student's ability to develop extended written arguments and to draw conclusions about geographical questions and issues.

3. Planning

3.1 Planning and delivering a linear course

GCSEs in Geography are linear, with all assessments at the end of the course.

The specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a two-year period.

There is a range of possible ways of planning the delivery of the specification, and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. Section 3.3 (see page 11) outlines some of the possible routes and there are editable course planners available from Pearson's GCSE 2016 Geography B webpages. These course planners have been designed to support the planning of both a two-year and a three-year course and include opportunities for:

- the integration and development of geographical, mathematical and statistical skills over time
- the opportunity to use and refine transferable skills
- regular summative assessment to track the progress of students
- integrating fieldwork into teaching the content
- time at the end of the course for revision and further exam preparation.

3.2 Suggested resources and support

Below is a list of free support for Edexcel GCSE Geography B (9–1) 2016:

- Getting Started Guide for GCSE Geography
- Editable two-year and three-year GCSE course planners
- Mapping guides comparing the 2012 and 2016 GCSE Geography specifications
- Editable schemes of work for every topic
- Topic booklet for every topic
- Additional specimen papers
- Student exemplars with commentary
- Mocks marking training
- A teacher guide to planning high-quality fieldwork
- Case studies of good fieldwork practice
- Practical guidance on planning high-quality fieldwork at our Getting Ready to Teach events
- Thinking Geographically: Support for the development of key geographical skills including literacy and numeracy, underpinned by proven Pearson approaches
- Pearson Progression Scale: A free, ready-made and editable Progression Scale and Map, covering ages 11–16, representing how learning progresses in geography and understanding and skills build upon each other
- Free Getting Ready to Teach training events on delivering the GCSE over three years available from November 2015. GRIT events for delivering the GCSE over two years will be available in spring/summer 2016

Pearson's paid for published resources will provide comprehensive support for the Edexcel GCSE Geography specifications. As well as providing engaging materials, the resources will help your students to tackle new, more demanding content and develop the geographical, mathematical and literacy skills that are at the heart of being a good geographer. You can request a free evaluation pack at www.pearsonschools.co.uk/gcse2016launch.

We aim for our qualifications to be supported by resources produced by a range of publishers and we are working with publishers that are looking towards getting their

resources endorsed. Endorsed resources from other publishers will be available at www.edexcel.com/resources. You do not need to purchase resources to deliver our qualification.

3.3 Delivery models

The new GCSE Geography B specification has been designed so that teachers can deliver the content comfortably over 120 guided learning hours and still have adequate time for revision, assessment and fieldwork. Alternatively, many centres have moved to a three-year Key Stage 4, with students starting their GCSE courses in Year 9; this means they will be delivering the content over a three-year period, with a number starting this in the autumn 2015.

Editable two-year and three-year course planners can be downloaded from the Edexcel Geography qualifications page of the website. The course planners have been produced to help you implement this Edexcel specification. They are offered as an example of a possible model that you should feel free to adapt to meet your needs and is not intended to be in any way prescriptive.

Each course planner provides two models for delivering the content:

- Model A – an integrated approach that combines content and skills across topics
- Model B – a linear approach that alternates between Component 1: Global Geographical Issues and Component 2: UK Geographical Issues and then focuses on Component 3: People and Environment Issues – Making Geographical Decisions in Year 11.

Each model covers the content of the whole specification and is based on 2 hours a week.

The linear approach to delivering the content is briefly outlined on pages 9 and 10 for a two-year and a three-year Key Stage 4.

In the two-year course model, Component 1, Topic 2 is delivered first, followed by Component 2, Topics 4, 5 and 6 then back to Component 1, Topics 3 then 1, followed by all the topics in Component 3.

In the three-year course model, Topic 2 in Component 1 is delivered first, followed by Topics 4 and 6 from Component 2, finishing the end of the first year with Topic 3 from Component 1. In the second year, Topic 1 from Component 1 is delivered first, then Topics 5 and 6 from Component 2, finishing the end of the second year with Topic 7 from Component 3. In the third year, Topics 8 and 9 are delivered.

Option 1: Two-year linear course (first teaching autumn 2016)

Year 10	Specification content	Fieldwork
Autumn	Component 1 Topic 2: Development Dynamics Component 2 Topic 4: The UK's evolving physical landscape	
Spring	Topic 5: The UK's evolving human landscape Topic 6: Geographical investigations	Topic 6: Investigating physical environments
Summer	Topic 6: Geographical investigations Component 1 Topic 3: Challenges of an urbanising world	Topic 6: Investigating human environments
Year 11	Specification content	Fieldwork
Autumn	Topic 1: Hazardous Earth Component 3 Topic 7: People and the Biosphere Topic 8: Forests under threat	
Spring	Topic 9: Consuming resources DME skills	
Summer	Revision / Exam preparation	

Option 2: Three-year course (first teaching autumn 2015)

Year 9	Specification content	Fieldwork
Autumn	Introduction to GCSE Geography Component 1 Topic 2: Development dynamics Component 2 Topic 4: The UK's evolving landscape Topic 4A: Coastal change and conflict	Local geographical investigation
Spring	Topic 4B: River process and pressures Topic 6: Geographical investigations	Topic 6: Investigating physical environments
Summer	Component 1 Topic 3: Challenges of an urban world Revision and exam practice	
Year 10	Specification content	Fieldwork
Autumn	Component 1 Topic 1: Hazardous Earth Topic 5: The UK's evolving human landscapes	
Spring	Topic 5 (cont.) Topic 6: Geographical investigations	Topic 6: Investigating human environments
Summer	Component 3 Topic 7: People and the biosphere Revision and exam practice	
Year 11	Specification content	Fieldwork
Autumn	Component 3 Topic 8: Forests under threat Topic 9: Consuming energy resources	
Spring	Exam practice (mocks) Topic 9: Consuming energy resources continued	
Summer	Revision DME skills Exam preparation	

4. Geographical, mathematics and statistics skills

4.1 Geographical skills

Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. The full list of geographical skills and mathematics and statistics skills is on page 34 of the specification. These skills may be assessed across any of the examined components.

Some skills are specific to particular subject content and will only be assessed within these contexts (e.g. OS maps is assessed in 4.5a, 4.5b, 4.6a, 4.6a, 4.7a, 4.7b and 4.8b); these are indicated in the 'integrated skills' sections within the topics throughout the specification

Example

Topic 3: Challenges of an urbanising world

3.3b: Characteristics of different urban land uses (commercial, industrial, residential) and the factors that influence land use type (accessibility, availability, cost, planning regulations) (2)

– In the **integrated skills** box at the end of the subject content for this topic, geographical skill (2) is described as, 'Using satellite images to identify different land use zones in urban areas'.

4.2 Mathematics and statistics skills

The skills on page 35 of the specification are taken from the document Geography GCSE subject content published by the Department for Education (DfE) in April 2014. These skills may be assessed across any of the examined components. Some mathematics and statistics skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.

Example

Topic 7: People and the biosphere

7.1a: How the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours) (1) (2)

– In the **integrated skills** box at the end of the subject content for this topic, skill (1) is described as, 'Comparing climate graphs for different biomes'.

Thinking geographically: mathematics and statistics skills

We're committed to supporting you to tackle barriers to progress relating to mathematics and statistics, which is important for progression to A level. To achieve this our free topic packs will include guidance on integrating mathematics skills as well as activities that relate to the specification content and are based on the proven approach of Pearson Maths. Our free support will help students to build confidence to master problem-solving and reasoning activities that model mathematics and statistical concepts in a geographical context.

5. Content guidance

The subject content has been written so that some of the topics are introduced by way of a geographical overview before progressing into geographical depth. Geographical overview content aims to develop students' broad, holistic understanding of the topic theme at a larger scale. Geographical depth content aims to develop students' detailed knowledge and understanding of processes and interactions in a particular smaller scale place or context.

The Geography GCSE subject content published by the Department for Education (DfE) indicates the requirement to draw on case studies and exemplars from developing, emerging and developed countries. These must relate to *at least* two countries other than the UK. Any case studies and exemplars must be set within the broader contextual knowledge of the country.

The new GCSE Geography B specification has been designed so that all students must study three in-depth case studies:

- Topic 2 Development dynamics, a case study of development in an emerging country
- Topic 3 Challenges of an urbanising world, a case study of a mega city in a developing or emerging country
- Topic 5 The UK's evolving human landscape, a case study of how a UK city is changing.

In addition to the three main case studies, throughout the course it is a requirement to draw on located examples. Any located examples must be set within the broader contextual knowledge of the country. In order to make it clear where a located example should be developed, a globe symbol has been used in the specification. You may wish to develop located examples within the countries selected for the three main case studies.

There are numerous things that you may like to consider when planning your course, for example:

- nesting the urban study city in the same country that you choose for development study
- carrying out fieldwork at the same time as delivering the core content – to reinforce classroom learning
- choosing case studies from countries that have been studied in context at KS3 – fulfilling broader contextual knowledge requirements.

A brief overview of the key ideas is provided in this guide; **topic packs** for every topic, including teaching and learning support and ideas will also be available to help you deliver the new qualification.

5.1 Component 1 overview: Global Geographical Issues

This component develops and deepens understanding of some key challenges faced by the world today including global warming, protecting people and places from extreme weather events and tectonic hazards, tackling global inequalities in development and sustainable management of megacities. It illuminates the impact of change and of complex people–environment interactions.

The component is divided into three sections, as follows.

- In Topic 1, students must study the world’s climate system, tropical cyclones and tectonic hazards.
- In Topic 2, all students must study development issues in an emerging country (e.g. India, China, Brazil). You have the flexibility to choose the countries.
- In Topic 3, all students must study a megacity in a developing or emerging country (e.g. Mumbai in India). You have the flexibility to choose the case studies. You can nest your city study with a country, i.e. in Topic 2 you study India and in Topic 3 you study Mumbai; alternatively, you can increase breadth of place knowledge by offering a city study in a different country to your development study.

All students are required to study all three topics in this component.

Topic 1 overview: Hazardous Earth

This topic requires an understanding of the global circulation of the atmosphere and changing climate, plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.

This topic is studied around three enquiry questions:

- **How does the world’s climate system function, why does it change and how can this be hazardous for people?**
- **How are extreme weather events increasingly hazardous for people?**
- **Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?**

Topic 2 overview: Development dynamics

This topic requires an understanding of the scale of global inequality, plus a depth study of how one emerging country is developing and the consequences for people, environment and the country’s relationship with the wider world. This topic is studied around two enquiry questions:

- **What is the scale of global inequality and how can it be reduced?**
- **How is ONE of the world’s emerging countries managing to develop?**

Topic 3 overview: Challenges of an urbanising world

This topic involves an overview of the causes and challenges of rapid urbanisation across the world, plus one depth study of a megacity in a developing or emerging country. This topic is introduced by an overview of rapid urbanisation and contrasting global urban trends in Key ideas 3.1 and 3.3. These key ideas are studied around the enquiry question:

- **What are the causes and challenges of rapid urban change?**

This is followed by a more detailed study of one megacity in a developing or emerging country, in Key ideas 3.4–3.7. These key ideas are studied around the enquiry question:

- **Why does quality of life vary so much within ONE megacity in a developing country OR emerging country?**

The key ideas and detailed content around these enquiry questions can be found on pages 10-16 in the specification.

5.2 Component 2 overview: UK Geographical Issues

This component explores the processes that have formed the distinctive landscapes of the UK and how humans increasingly have to manage flood risks, both at the coast and near rivers. It examines the issues facing urban and rural areas in the UK today. This component allows opportunities for students to investigate both human and physical processes and issues through geographical fieldwork.

The component is divided into three sections, as below.

- In Topic 4, all students study coasts and rivers.
- In Topic 5, students must do an in depth case study of a major UK city.
- In Topic 6, students must do two investigations, including fieldwork and research, carried out in contrasting environments. There is a choice of **one** from coasts or rivers, and **one** from urban or rural areas.

All students are required to study all three topics in this component.

Topic 4 overview: The UK's evolving physical landscape

This requires an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time, plus two in-depth studies of distinctive landscapes:

- Coastal change and conflict
- River processes and pressures.

This topic is introduced by way of a series of lessons that act as an overview of the processes which affect UK landscapes in Key ideas 4.1 and 4.2. These key ideas are studied around the enquiry question:

- **Why does the physical landscape of the UK vary from place to place?**

This is followed by a more detailed study of two specific UK landscapes, coastal change and conflict and river processes and pressures.

In Key ideas 4.3–4.5, coastal change and conflict is studied around the two enquiry questions:

- **Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?**
- **What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?**

In Key ideas 4.6–4.8, river processes and pressures are studied around two enquiry questions:

- **Why is there a variety of river landscapes in the UK and what are the processes that shape them?**
- **What are the challenges for river landscapes, people and property and how can they be managed?**

Topic 5 overview: The UK's evolving human landscape

This topic starts with an overview of the changing and varied human landscape of the UK in Key ideas 5.1 and 5.2. These key ideas are studied around the enquiry question:

- **Why are places and people changing in the UK?**

This is followed by a more detailed case study of a dynamic UK city in Key ideas 5.3–5.8 and these key ideas are based around the enquiry question:

- **How is ONE major* UK city changing?**

These key ideas are to be studied in the context of one major city in the UK and its accessible rural areas. A major city is defined on page 46 of this specification as a city with a population of at least 200,000 inhabitants. The key ideas and detailed contents around Topics 4 and 5 can be found on pages 19-24 of the specification.

Topic 6 overview: Geographical investigations

This topic brings together practical geographical enquiry into physical and human processes and environments and the interactions between the two. The experience of fieldwork helps students to develop new geographical insight into two of the contrasting environments studied in Topic 5 of this component.

Students must carry out **two** investigations in Topic 6 that link to Topics 4 and 5: one investigation in a physical environment (**either** Investigating coastal change and conflict **or** Investigating river processes and pressures); and a second investigation in a human environment (**either** Investigating dynamic urban areas **or** Investigating changing rural settlements).

Fieldwork must be outside the classroom and school/college grounds. It does not have to take place in the UK necessarily but the examination for this paper will always treat fieldwork within the context of the UK.

The fieldwork tasks will not change during the lifetime of the qualification.

The DfE has made a requirement that fieldwork must be assessed in familiar and unfamiliar contexts of fieldwork – i.e. the students' own fieldwork experiences and the application of their skills to unfamiliar fieldwork contexts. In order to do this in a fair and manageable way, Pearson has prescribed tasks and data collection methods. These can be found on pages 26 and 27 of this specification.

The prescription of the environments, the tasks and the data collection methods will enable Pearson to know the parameters of fieldwork activities; this means that students can be assessed by means of meaningful questions about their own experience and also through unseen data from a similar fieldwork task in an unfamiliar located context. This approach, adopted by this specification, will mean that teachers have clarity around what is expected from fieldwork.

Topic 6: Investigating physical environments – choose **one** of the following tasks.

Fieldwork and research linked to coastal change and conflict

Task: Investigating the impact of coastal management on coastal processes and communities.

Fieldwork and research linked to river processes and pressures

Task: Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.

Topic 6: Investigating human environments – choose **one** of the following tasks.

Fieldwork and research linked to dynamic urban areas

Task: Investigating how and why quality of life varies within UK urban areas.

Fieldwork and research linked to changing rural settlements

Task: Investigating how and why deprivation varies within rural settlements in the UK.

The general focus and specific details of fieldwork are provided in full in the specification. While the fieldwork tasks can be completed at any time during the course, the free course planner suggests how the delivery of the fieldwork might be planned into a two-year and a three-year delivery model. It is recommended that for each investigation a minimum of one day of fieldwork should be carried out. In addition, three weeks of lesson time should be spent on fieldwork preparation, processing and presenting data, analysis and explanation and coming to conclusions.

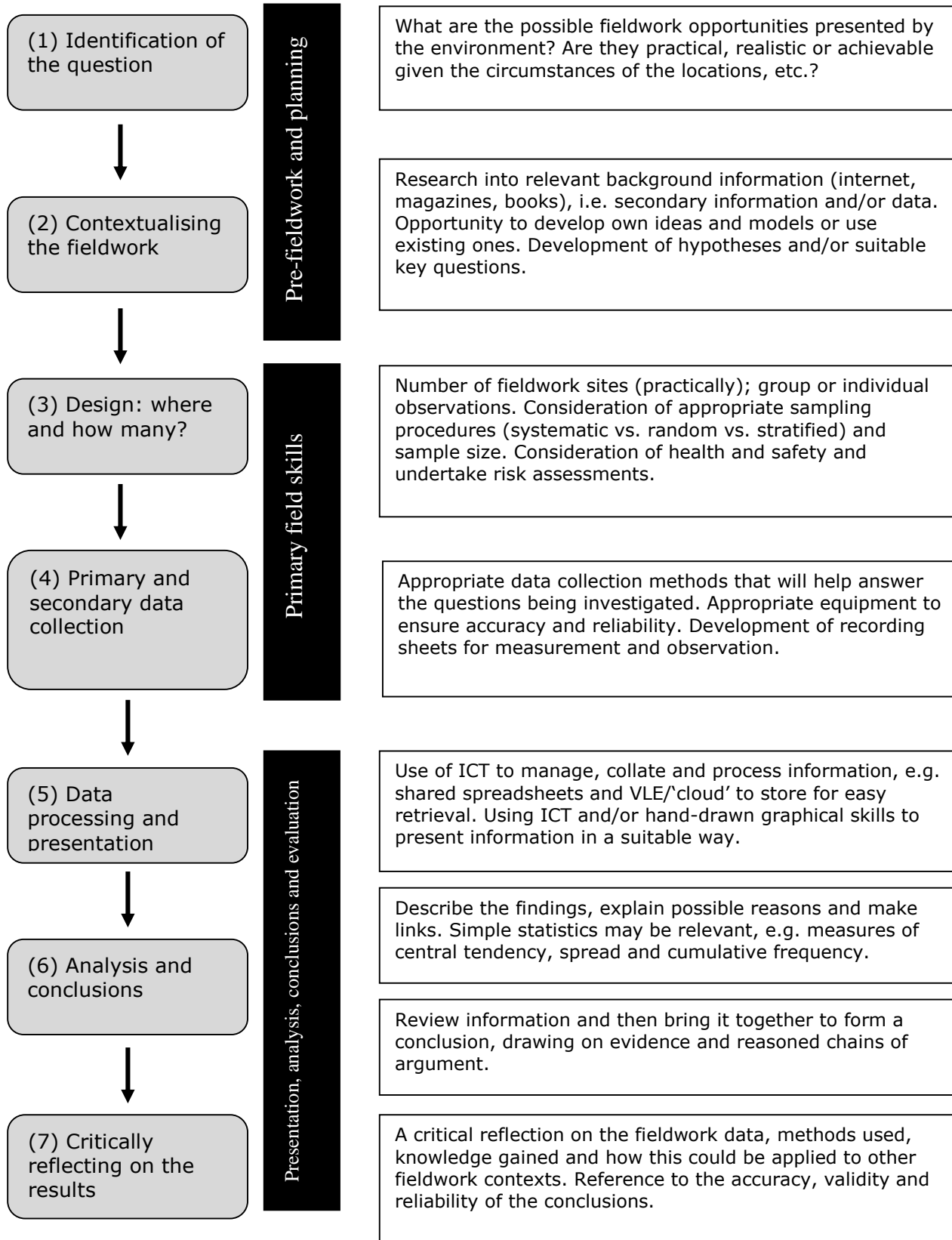
Ideally fieldwork should be carried out when covering the related content in the specification in order for students to be able to explore the types of questions they could investigate and also to fully understand the purpose of the task, the methods and the broader significance of the investigation. In following the recommended two-year linear model, fieldwork should be carried out in the spring and summer terms of Year 10. In the three-year linear model, the physical geographical investigation should be undertaken in the spring and summer terms of Year 9 and the human geographical investigation should be undertaken in the spring term of Year 10.

Alternative times to carry out fieldwork

Autumn term	Summer term
Advantages: Students will be new to the course so a good group bonding opportunity. Fieldwork centres likely to quieter.	Advantages: Longer day in the field and more likelihood of better weather conditions. More time to cover the necessary course content.
Disadvantages: A shorter day in the field and a higher likelihood of poor weather. May not have enough time to cover to necessary course content.	Disadvantages: Field centres and field study locations may be busy. Possibly difficult to get students out of school due to other whole school activities. Mock examinations.

The general focus and specific details of fieldwork are provided in full in the specification; however, it is suggested that all fieldwork tasks follow the same stages of enquiry.

A practical geographical enquiry process



5.3 Component 3 overview: People and Environment Issues – Making Geographical Decisions

In this component, students will develop their knowledge and understanding of the relationship and the issues between the natural environment and people; the threats to the world's forests and how these are being managed; and the key global issue of current energy consumption and the challenges associated with this.

All students are required to study all three topics in this component.

This component has three sections.

- In Topic 7, all students must study large-scale ecosystems.
- In Topic 8, all students must study tropical rainforests and the taiga.
- In Topic 9, students must study both renewable and non-renewable energy resources.

The content and concepts from Topics 7, 8 and 9 should be taught through a range of contexts. The examination will consist of a booklet of sources, provided in the examination, that exemplify a geographical issue drawing from Topics 7, 8 and 9 and underpinning conceptual knowledge from Components 1 and 2. It requires students to make effective use of, analyse and interpret the resource material provided in the examination. The final 12-mark question requires students to consider physical and human geography together, draw on information in the booklet of sources, and make reasoned justifications for proposed solutions in terms of their likely impact on both people and environment.

There is a final section in the exam 'Making the geographical decision'. The DME will always be rooted in either tropical rainforest or taiga (evergreen boreal forests).

Topic 7 overview: People and the biosphere

The topic requires an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources. This topic is studied around the enquiry question:

- **Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?**

Topic 8 overview: Forests under threat

This topic requires a detailed understanding of tropical rainforests and the taiga forests, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management. This topic is studied around the enquiry question:

- **What are the threats to forest biomes and how can they be reduced?**

Topic 9 overview: Consuming energy resources

This topic requires a detailed understanding of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management. This topic is studied around the enquiry question:

- **How can the growing demand for energy be met without serious environmental consequences?**

6. Assessment guidance

6.1 Assessment Objectives and weightings

AO1 15%	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2 25%	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes.
AO3 35% (10% applied to fieldwork context(s))	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
AO4 25% (5% used to respond to fieldwork data and contexts)	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
1: Global Geographical Issues	7.5	13.7	8.7	7.5	37.5%
2: UK Geographical Issues	5	7.5	14.2	10.8	37.5%
3: People and Environmental Issues – Making Geographical Decisions	2.5	3.8	12.1	6.7	25%
Total for GCSE	15%	25%	35%	25%	100%

6.2 Assessment overview

Content	Total marks	Time (minutes)	Max. mark tariff
Paper 1: Global geographical issues			
Section A: Hazardous Earth	30	30	8
Section B: Development Dynamics	34	30	8 plus 4 marks for SPaG
Section C: Challenges of an Urbanising World	30	30	8
Paper 2: UK geographical challenges			
Section A: The UK's Evolving Landscape	31	25	8 plus 4 marks for SPaG
Section B: The UK's Evolving Human Landscape	27	25	8
Section C1: Geographical Investigations: Fieldwork in a Physical Environment	18	20	8
Section C2: Geographical Investigations: Fieldwork in a Human Environment	18	20	8
Paper 3: People and environment issues – making geographical decisions			
DME	64	60 plus 30 minutes' reading time	12 plus 4 marks for SPaG

6.3 Question types

A range of different question types will be used within all examinations in order to assess a variety of requirements and facilitate differentiation.

The different questions types that are used are as follows.

- **Multiple-choice questions (MCQ):** Students are required to select the correct answer from a choice of four (A, B, C and D). A variation of this that might be used is where students are required to select two correct answers from a choice of five.
- **Short open response:** Usually a single word, up to a couple of sentences, for between 1 and 3 marks.
- **Open response:** Usually a few sentences or a very short paragraph for 4 marks.
- **Calculation:** These could both be short or long, and vary in mark allocations.
- **Extended open response:** Students are required to assess the ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues. Utilises a levels-based mark scheme.

There is ramped demand within topics and papers, 1 mark to 12 marks. The final question on Paper 3 is 12 marks, plus an additional 4 marks for SPaG. The mark tariff for extended response question types varies across the components as shown in the table below.

Component	Extended open response questions
<p>Component 1: Global Geographical Issues</p>	<p>One 8-mark extended writing question in Sections A, B and C.</p> <p>The 8-mark extended response questions will require students to make links between concepts within a topic or apply their understanding to a geographical context and/or a resource. In Section B an additional 4 marks will be available for SPaG in the extended response question.</p>
<p>Component 2: UK Geographical Issues</p>	<p>One 8-mark extended writing question in both Sections A and B. The 8-mark extended response questions will require students to apply their understanding to a geographical context and/or a resource. The extended response question in Section A will have 4 marks available for SPaG.</p> <p>One 8-mark extended response question in both Sections C1 and C2. The extended response fieldwork questions require students to apply their fieldwork understanding to analyse, evaluate and make judgements, and to communicate their findings from fieldwork investigations.</p>
<p>Component 3: People and Environment Issues – Making Geographical Decisions</p>	<p>Two 8-mark extended writing questions in Section C. The 8-mark extended response questions will require students to make links between concepts within a topic or apply their understanding to a geographical context and/or a resource.</p> <p>One 12-mark extended writing question in Section D. This question will require students to select one option from those given and justify their choice using information from the resource booklet and their understanding to support their justification. An additional 4 marks will be available for SPaG.</p>

6.4 Command words

The table below lists the 12 command words (and their definitions) that could be used in the examinations for this qualification.

Command words	Definition	Target Assessment Objectives
Identify/State/Name	Recall or select one or more pieces of information.	AO1
Define	State the meaning of a term.	AO1
Calculate	Produce a numerical answer, showing relevant working.	AO4
Draw/plot	Create a graphical representation of geographical information.	AO4
Label	Add a label/labels to a given resource, graphic or image.	AO4
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.	AO2
Compare	Find the similarities and differences of two elements given in a question. Each response must relate to both elements, and must include a statement of their similarity/difference.	AO4
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.	AO2
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.	AO3
Assess	Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.	AO2 and AO3 Resource/ Fieldwork: AO3 and AO4
Evaluate	Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.	AO2 and AO3 Resource/ Fieldwork: AO3 and AO4
Select ... and justify	Select one option from those given and justify the choice, drawing across the resources provided and knowledge/understanding. The justification should include consideration of the alternative options in order to provide a supported argument in favour of the chosen option.	AO2, AO3 and AO4

6.5 Paper 1 overview: Global geographical issues

<p>Component 1: Global Geographical Issues</p> <p>Total marks: 94, including 4 marks for SPaG</p> <p>Weighting: 37.5%</p> <p>Exam time: 1 hour and 30 minutes</p>	<p>Section A: Hazardous Earth</p> <p>This section is marked out of 30. This section includes an 8-mark extended response question. Students answer all questions from Section A.</p>
	<p>Section B: Development dynamics</p> <p>This section is marked out of 34. This section includes an 8 mark extended response question and there are an additional 4 marks available for SPaG. Students answer all questions from section B.</p>
	<p>Section C: Challenges of an urbanising world</p> <p>This section is marked out of 30. This section includes an 8-mark extended response question. Students answer all questions from section C.</p>

Below are some examples of questions that feature in Paper 1 and how the Assessment Objectives will be interpreted within the mark scheme. These examples have been taken from the Sample Assessment Materials (SAMs), which can be found on the Pearson website.

1(d)(i) Suggest two reasons for the distribution in Figure 2, which shows the global distribution of recently active volcanoes.

This question is worth 4 marks and is equally weighted towards AO2 and AO3. Students have to correctly **identify** the cause of the distribution and **justify** how the cause might affect volcanic activity.

Marks will be awarded for the following.

Clusters/chains of volcanoes near island chains occur on convergent plate boundaries (1) caused by oceanic crust being subducted under continental crust (1).

Volcanoes in mid-ocean locations are usually those along divergent plate boundary/mid-ocean ridges (1) caused by sea floor spreading (1).

Few/no volcanoes in the middle of landmasses where there is no plate boundary/conservative plate boundary where there is no magma present (1), which limits volcanic activity from occurring (1).

Below is an example of an extended writing question from Paper 1 SAMs Section B, which targets AO2 (4 marks) and AO3 (4 marks). The mark tariff is 8 marks and an additional 4 marks are awarded for SPaG.

For a named emerging country, assess how far economic growth has had a positive impact on its population. (12)

This is targeting the following key ideas in the specification:

2.5 Globalisation causes rapid economic change in the emerging country.

2.6 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country.

Students need to determine the significance of economic growth in improving the quality of life for the population of the emerging country they have studied in Key ideas 2.4–2.7. Students need to use evidence from the case study they have studied to support their answer. They also need to give consideration to all the factors that have contributed to the improvement in the quality of life for the people living there and identify which factors are the most significant.

Question number	Indicative content
2*(f)	<p style="text-align: center;">AO2 (4 marks) / AO3 (4 marks)</p> <p>AO2</p> <ul style="list-style-type: none"> • Rapid economic change will involve both changes to the structure of the economy and changes to its regional geography as well as a growing GDP. • Rural–urban migration is a consequence the changing structure of the economy. • There are significant changes to the population data as a consequence of these changes unevenly spread across society • In many emerging economies there have been rising inequalities of income. • Impacts will be both positive and negative with some groups befitting both economically and socially but others not, especially the urban poor and landless rural populations. • Environmental impacts also affect human health unevenly. <p>AO3</p> <ul style="list-style-type: none"> • In many emerging societies a powerful elite run the country and have profited from its development and their relationship with both foreign governments and foreign TNCs. • Improvements in infrastructure and higher government spending have improved levels of health and education for this group and an emerging middle class, often in the major cities. • There are clearly rural groups currently not benefiting from rapid economic change because they lose their land as agriculture becomes more commercial. • Urban economies provide only a limited number relatively well-paid industrial jobs so many new city dwellers are forced into the informal economy. • As a result high rates of mortality are common in both squatter settlements and shanty towns, and in rural communities. • Long-term development might lead to the increased growth of middle class with benefits spreading more widely as a consequence.

Level	Mark	Descriptor
	0	
Level 1	1–3	<p>Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <p>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. / An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</p>
Level 2	4–6	<p>Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <p>Applies understanding to deconstruct information and provide some logical connections between concepts. An unbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</p>
Level 3	7–8	<p>Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <p>Applies understanding to deconstruct information and provide some logical connections between concepts. An unbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</p>

Marks for SPaG

SPaG 0	<i>0 marks awarded</i>	<ul style="list-style-type: none"> • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level – for example, errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1 <i>Threshold performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
SPaG 2	2–3 <i>Intermediate performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
SPaG 3	4 <i>High performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Below is an example of a skills-based question that targets AO4 from Paper 1 SAMs Section C.

3(d)(iii) Complete a compound bar chart for the megacity using the data in Figure 6. (3)

Figure 6 shows the percentage of journey times to work for a megacity in the developing world compared with the rest of the country.

Students are required to use the data provided to accurately plot the data and shade onto the outline graph provided.

Marks allocated for:

- line drawn correctly at 65% (1)
- line drawn correctly at 70% (1)
- graph has correct shading (1)

Total marks = 3

6.6 Paper 2 overview: UK geographical issues

Component 2: UK Geographical Issues Total marks: 94, including 4 marks for SPaG Weighting: 37.5% Exam time: 1 hour and 30 minutes	Section A: The UK's Evolving Physical Landscape This section is marked out of 31. Section A includes an 8-mark extended response question and this question has an additional 4 marks available for SPaG. Students answer all questions from Section A.
	Section B: The UK's Evolving Human Landscape This section is marked out of 27. Section B includes an 8-mark extended response question. Students answer all questions from Section B.
	Section C1: Geographical investigations: fieldwork in a physical environment This section is marked out of 18. Students answer either questions 8 or 9 depending on the fieldwork they have carried out. Section C2: Geographical investigations: fieldwork in a human environment This section is marked out of 18. Students answer either questions 10 or 11 depending on the fieldwork they have carried out. The maximum mark tariff in Sections C1 and C2 is 8 marks.

Below are some examples of the questions that feature in Paper 2 and how the Assessment Objectives will be interpreted within the mark scheme. These examples have been taken from the SAMs, which can be found on the Pearson website.

Below is an example of a question that targets AO2 from Paper 2, SAMs Section A.

1(b) Explain one way in which glaciation has affected the physical landscape of the UK. (2)

In a previous question students had to study Figure 1 – A Relief map of the British Isles.

Students are required to give one way in which glaciation has affected the physical landscape, for 1 mark, and then for the second mark they are required to explain how this as affected the physical landscape of the UK.

Marks will be awarded for the following.

Moving ice (glaciers) have modified or eroded valleys (1) by widening them and deepening them through glacial abrasion creating U-shaped valley(s) (1).

Melting ice has raised sea levels (1) flooding river valleys creating rias and/or estuaries and/or lochs (1).

The question below is an example of an extended response question that requires students to investigate a UK geographical issue. It is taken from Section B of Paper 2 and is worth 8 marks. Students will be required to answer two questions like this in Paper 2: one in Section A (assessing Topic 4); and one in Section B (assessing Topic 5). This question targets AO3 (4 marks) and AO4 (4 marks).

7. Analyse the data in Figure 7. It shows the affordability of houses in urban and rural areas of the UK. Affordability is calculated by comparing average house prices with average incomes.

Assess the causes of variations in house price affordability in the UK. (8)

This question requires students to apply their knowledge and understanding of Topic 5 to interpret, analyse and evaluate the information provided in Figure 7 in order to make a judgement about the causes of variations in house price affordability. They are required to use their geographical skills to deconstruct the information provided in Figure 7 in order to support their judgement and to communicate their findings through a balanced, well-developed argument.

Question number		Indicative content
7		<p>AO3 (4 marks) / AO4 (4 marks)</p> <p>AO4</p> <ul style="list-style-type: none"> • Large variations in affordability. • Urban at both extremes – most and least. • Moving apart in affordability. • Affordability driven by house prices and incomes. • Income variations determined by level of economic activity. • Demand changes led by population movements. <p>AO3</p> <ul style="list-style-type: none"> • Deindustrialisation leading to decline in demand in old manufacturing heartland. • Some urban areas in high demand because of economic growth, especially in London and the south-east. • International migration contributing to high demand. • Supply issues – competition with other land users especially in London and south-east. • Role of planning in restricting building in greenbelt areas. • Rural areas more variable but distance from major cities a factor. • London the main driver of the changes, including impact on affordability in commuter villages but also retirement impact in other rural areas. • Likely to continue moving apart but not sustainable indefinitely.
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	Argument contains little/no use of geographical skills to obtain information. (AO4)

		<p>Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes (AO2)</p> <p>May attempt to deconstruct information from resource materials but understanding is flawed and/or connections between concepts are incomplete. (AO3)</p> <p>An argument that provides little/no synthesis of knowledge and little/no comparison of factors, or provides a one-sided comparison. (AO3)</p> <p>Judgements are supported by little/no evidence. (AO3)</p>
Level 2	3–5	<p>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</p> <p>Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <p>Applies understanding to deconstruct the meaning of resource materials and provides some logical connections between concepts. (AO3)</p> <p>An argument that synthesises mostly relevant knowledge, but not entirely coherently and considers some factors through comparisons that may be unbalanced. (AO3)</p> <p>Judgements are supported by evidence occasionally. (AO3)</p>
Level 3	6–8	<p>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</p> <p>Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <p>Applies understanding to deconstruct the meaning of resource materials and provides logical connections between concepts throughout. (AO3)</p> <p>A well-developed argument that synthesises relevant knowledge coherently and considers a range of factors through balanced comparisons. (AO3)</p> <p>Judgements are supported by evidence throughout. (AO3)</p>

The question below is an example of a fieldwork extended writing question. It is taken from Paper 2 Section C1. In this question students are provided with a fieldwork context and an extract from an OS map that shows part of the Sussex coasts and five data collection sites. The question requires students to assess the suitability of the choice of sites. This question targets AO3 (4 marks) and AO4 (4 marks).

Question 8(d) A group of 20 students chose to investigate the relationship between coastal management and coastal processes along the stretch of coastline shown on Figure 8. Study Figure 8, which is an OS map which shows part of the Sussex coast.

Assess the suitability of the student’s choice of sites to investigate the relationship between coastal management and coastal processes. (8)

Half of the marks are awarded for AO4: for selecting, interpreting and describing information from the OS map provided. The remaining marks are awarded for AO3: evaluating the information and making a judgement about the suitability of the student’s choice of sites.

Question number	Indicative content
8(d)	<p style="text-align: center;">A03 (4 marks) / A04 (4 marks)</p> <p>A03</p> <ul style="list-style-type: none"> • Sites 1/4 and 3 are appropriate because they cover stretches of coastline where the coastal management policy is different so students will be able to compare the relational between coastal management and coastal processes. • The findings and conclusions of the investigation may be incomplete or inaccurate because all sites are located along stretches of coastline that are being managed by hold the line/strategic realignment/construction of groynes. • Students won’t be able to compare stretches of coastline that are being managed with stretches that aren’t being managed – e.g. the nature reserve where the policy is to do nothing. • There is no evidence of a sampling strategy so findings and conclusions may be inaccurate or invalid • Site 5 is not appropriate because it is on the other side of the headland/located where the coastline changes direction, which means the conditions may be different. e.g. prevailing wind and wave direction and this may result in inaccurate findings. <p>A04</p> <ul style="list-style-type: none"> • Sites 1–4 cover stretches of coastline where the policy is to hold the line and strategic realignment. • Sites are predominantly located in built-up areas such as Selsey that are used for tourism – e.g. caravan site, camping, and holiday village. • Sites 1–4 cover stretches of coastline where groynes have been constructed. • Sites 1 and 2 are located close together. • The sites do not cover a large area south of the holiday village that has a different land use and is used as a nature reserve. • Sites do not cover the full range of coastal management policies – e.g. do nothing.

	<ul style="list-style-type: none"> Site 5 is located on the other side of the headland.
--	--------------------------------------------------------------------------------------------------------

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<p>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</p> <p>Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</p>
Level 2	4–6	<p>Applies understanding to deconstruct information and provide some logical connections between concepts. An unbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</p> <p>Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</p>
Level 3	7–8	<p>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</p> <p>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</p>

6.7 Paper 3 overview: People and environment issues – making geographical decisions

<p>Component 3: People and Environment Issues – Making Geographical Decisions</p> <p>Students will be provided with a resource booklet in the exam</p> <p>Total marks: 64, including 4 marks for SPaG</p> <p>Weighting: 25%</p> <p>Time: 1 hour and 30 minutes</p>	<p>Section A: People and the Biosphere</p> <p>This section is marked out of 8.</p> <p>Students answer all questions in Section A.</p>
	<p>Section B: Forests Under Threat</p> <p>This section is marked out of 7.</p> <p>Students answer all questions in Section B.</p>
	<p>Section C: Consuming Energy Resources</p> <p>Marked out of 32; this section includes an 8-mark extended response questions. Students answer all questions in Section C.</p>
	<p>Section D: Making a Geographical Decision</p> <p>The decision will always be around an energy issue routed in either the tropical rainforest or the taiga. This section has one 12-mark question with 4 additional marks available for SPaG. Total marks for Section D are 16.</p>

Below are some examples of the questions that feature on Paper 3 and how the Assessment Objectives will be interpreted within the mark scheme. These examples have been taken from the SAMs, which can be found on the Pearson website.

3(a) Use Section C (pages 6, 7 and 8) in the resource booklet to answer this question.

(a) Study Figure 5. It is a factfile about Peru.

(i) The economy of Peru has been growing rapidly at around 6% GDP per year. Calculate the projected GDP per capita for 2016. Show your working. (2)

This question targets AO4 and requires students to apply their mathematical skills to perform a calculation with data provided in the resource booklet. Students are required to correctly set up the calculation of GDP increase, and correctly perform the calculation for 2 marks. (**NB** 2 marks can be awarded for correct response only.)

Marks will be awarded for the following.

Increase of 6% on 11000 = 11660 (1)

Increase of 6% of 11660 = 12359.6 (1)

or

$11000 \times 1.062 = 12359.6$ (2)

or

12359.6 (2)

Accept responses that round up to 12360.

Do not accept 12320.

The question below is the final question that students will answer in Paper 3 Section D. It is an extended response question and it is the only question that is marked out of 12. An additional 4 marks are available for SPaG. This question targets AO2, AO3 and AO4.

***4 Study the THREE options below for how Peru should develop its rainforest region for oil and gas.**

Select the option that you think would be the best long-term plan for the development of the Peruvian rainforest. Justify your choice.

Use information from the resource booklet and knowledge and understanding from the rest of your geography course of study to support your answer. (16)

** Students are told at the start of this question that 4 marks will be awarded for SPaG.*

The breakdown of the marks: AO2 (4 marks) / AO3 (4 marks) / AO4 (4 marks)

In order to fully justify a choice, students must consider all three options and establish a clear argument about the meaning of 'best long-term' plan. There is no preferred option. All options can be justified. The balance of the case made will vary according to the chosen option.

Question number	Indicative content
4	<ul style="list-style-type: none"> • Option 1 can be justified by suggesting that the future is uncertain and failure to develop the resource is unacceptable because if wisely used it can lead to benefits for all the Peruvian people. Environmental concerns can be addressed by better management and pointing out that if global oil demand is not controlled by Peru and if not their oil then perhaps oil shale. • Option 2 can be justified by suggesting that slower development will allow more time to allow local indigenous communities to adjust and to control potential negatives for both their culture and the environment. Alternative development ideas might also offset the tendency for oil revenues to leave their source regions. • Option 3 can be justified as the only one that directly addresses the negative impacts of oil exploitation and its long-term impacts on both the local and global environment (which in turn will impact on all Peruvians) but also the needs of the countries poor, not just the indigenous communities. <p>A02</p> <ul style="list-style-type: none"> • Tropical rainforests are fragile environments that are very significant in controlling global climate so changes to them have global consequences. • Tropical rainforests have very high levels of biodiversity so pressures on them resulting in land-use changes have global consequences. • The exploitation of oil has environmental impacts that will have long-term impacts on both social and economic development. • Different groups have very different views about energy futures. • In some developing countries (such as Peru) there are shifts in opinion about unsustainable energy consumption. • Energy consumption globally is extremely uneven, especially oil consumption – much of which is used for transport and so central to the growth of the global economy. <p>A03</p> <ul style="list-style-type: none"> • Peruvian people will be affected differently in both the short term and long term depending on how much power they have and where they live. • Critical choices have to be made about how the resource revenues are used, how TNCs are taxed and how that money can be used to benefit all groups. • Best' can be broken down into social, economic and political improvements, and measured accordingly allowing a 'greatest good for greatest number' conclusion. • Social improvements would include health, life expectancy and education, which will improve if income from oil stays in Peru and is recycled in terms of improved social infrastructure. • Economic improvements would be both in terms of growing GDP per capita <i>and</i> reduction in inequalities and poverty – especially among indigenous communities. • Political improvements would include the empowerment of indigenous peoples, a reduction in political corruption and perhaps a stronger international 'voice'. • In every area improvements for one group are likely to be offset by limited improvements or indeed underdevelopment for others.

	<ul style="list-style-type: none"> In the long term the oil will run out so long-term development and thus 'best' would be the investment of oil revenues in the diversification on the Peruvian economy away from a simple resource exporting economy to a more balanced, industrialised economy. <p>A04</p> <ul style="list-style-type: none"> Very few Peruvian people actually live in Amazonia (13%) so negative local impacts are not experienced by many (Introduction and Figure 3). Very divided society with those of European origin still the wealthiest and in control (Introduction). Long history of co-operation between government and TNCs as a 'good country to do business with' (Figure 7). Peruvian oil is medium cost so better than high-cost oil shale or tar (Figure 5). Reduction in poverty to date suggests some benefits from oil (Figure 5). Costs and benefits of oil extraction, which fall unevenly (Figures 9 and 10).
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	5–8	Applies understanding to deconstruct information and provide some logical connections between concepts. An unbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)
Level 3	9–12	Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

Marks for SPaG

SPaG 0	<i>0 marks awarded</i>	<ul style="list-style-type: none"> • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level – for example, errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1 <i>Threshold performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
SPaG 2	2-3 <i>Intermediate performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
SPaG 3	4 <i>High performance</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.