

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

8GE0

Geography Advanced Subsidiary Advance Information

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Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- This notice does **not** cover non-examined assessment (NEA) components.
- This advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 23 pages.

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General advice

- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification which may be assessed in areas not covered by the advance information.
 - manage their revision of other parts of the specification which may provide knowledge that helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

Advance Information

Subject specific section

- Questions will be drawn from one or more of the indicated areas of specification content.
- The information is presented in specification order and not in question order.
- The specification references for the content included in the examination are listed. Note that the exam may include some or all of the content in the listed topics.
- Some questions may be answerable using more than one area of specified content, including ones not listed.
- There is no expectation of knowledge beyond that identified to achieve full marks.
- Students will be expected to draw on the listed content from across the specification when responding to synoptic questions. Note that Students will be credited for using any relevant knowledge from any areas when answering questions including ones not listed.
- There are no further changes to the assessment, other than the arrangements for the assessment of fieldwork. Advance information will not include content covered by unfamiliar fieldwork questions.
- Where the detailed content in the specification must be studied in context, this is indicated by brackets containing the symbol , followed in some cases by suggested place contexts. These suggestions are not compulsory, and a similar suitable context could be chosen.
- Guidance for integrating geographical skills has been provided at the end of each content topic under the heading 'Guidance for integrating geographical skills'. Opportunities to integrate geographical skills are indicated by bracketed numbers in the detailed content, (1) for example. Please see page 11 of the specification for further information.
- This specification contains three synoptic themes. The synoptic themes are highlighted in the specification in bold italics e.g. ***(P: role of planners, engineers)*** In this qualification, the 16-mark synoptic questions in Paper 1 link Topic 1 to Topic 2A or 2B depending on question choice. In Paper 2, Topic 3 is linked to Topic 4A or 4B depending on question choice. Please see page 12 of the specification for further information.

Area of study 1: Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards

Enquiry question 1: Why are some locations more at risk from tectonic hazards?

Key idea	Detailed content
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1)
1.2 There are theoretical frameworks that attempt to explain plate movements.	b. The operation of these processes at different plate margins (destructive, constructive, collision and transform). (2)
1.3 Physical processes explain the causes of tectonic hazards.	b. Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaups).

Enquiry question 2: Why do some tectonic hazards develop into disasters?

Key idea	Detailed content
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation.
	b. The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.
	c. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in the developed, emerging and developing world.
1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.	b. Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles.
1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience.
	b. Governance (P: local and national government) and geographical factors (population density, isolation isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience.
	c. Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster. (5)

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

Key idea	Detailed content
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (🌐 2004 Asian tsunami, 2010 Eyafjallajökull eruption in Iceland (global interdependence) and 2011 Japanese tsunami (energy policy)).
1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.	a. Prediction and forecasting (P: role of scientists) accuracy depend on the type and location of the tectonic hazard.

Topic 2: Landscape Systems, Processes and Change
Option 2A: Glaciated Landscapes and Change

Enquiry question 1: How has climate change influenced the formation of glaciated landscapes over time?

Key idea	Detailed content
2A.3 Periglacial processes produce distinctive landscapes.	c. The formation of often unique periglacial landforms (ice wedges, patterned ground, pingos, loess) contributes towards the occurrence of distinctive periglacial landscapes (🌐 Tundra environments of northern Russia or northern Canada).

Enquiry question 2: What processes operate within glacier systems?

Key idea	Detailed content
2A.5 Different processes explain glacial movement and variations in rates.	b. There are different processes that are important in the movement of glaciers (basal slip, regelation creep, internal deformation).

Enquiry question 3: How do glacial processes contribute to the formation of glacial landforms and landscapes?

Key idea	Detailed content
2A.7 Glacial erosion creates distinctive landforms and contributes to glaciated landscapes.	a. Glacial erosional processes (abrasion, quarrying, plucking, crushing and basal melting, combined with subaerial freeze thaw and mass movement).
	b. The processes leading to the formation of landforms associated with cirque and valley glaciers (cirques/corries (5), arêtes, pyramidal peaks, glacial troughs, truncated spurs/hanging valleys and ribbon lakes).
	c. The formation of landforms due to ice sheet scouring (roches moutonnées, knock and lochan, crag and tail) and the influence of differential geology.
2A.8 Glacial deposition creates distinctive landforms and contributes to glaciated landscapes.	a. The formation of glacial (ice-contact) depositional features (medial, lateral, recessional and terminal moraines and drumlins).
	b. The formation of lowland depositional features (till plains, lodgement and ablation till). (6)
	c. The assemblage of landforms can be used to reconstruct former ice extent, movement and provenance (erratics, moraines, crag and tail, drumlin orientation). (7)
2A.9 Glacial meltwater plays a significant role in creating distinctive landforms and contributes to glaciated landscapes.	a. The processes of water movement within the glacial system (supraglacial, englacial and sub-glacial flows).
	b. Glacial and fluvioglacial deposits have different characteristics (stratification, sorting, imbrication and grading). (8)
	c. The formation of fluvioglacial landforms; ice contact features (kames, eskers and kame terraces) and proglacial features (sandurs, proglacial lakes, meltwater channels, and kettleholes).

Enquiry question 4: How are glaciated landscapes used and managed today?

Key idea	Detailed content
2A.10 Glacial and periglacial landscapes have intrinsic cultural, economic and environmental value.	a. Relict and active glaciated landscapes have environmental and cultural value (polar scientific research, wilderness recreation, and spiritual/religious associations). (A: attitudes range from exploitation to preservation)
	b. Glaciated landscapes are important economically (farming, mining, hydroelectric power, tourism, forestry) to include a study of contrasting environments around the world.
	c. Glaciated and periglacial landscapes have a unique biodiversity (tundra) and play an important role in the maintenance of natural systems (water and carbon cycles).
2A.11 There are threats facing fragile active and relict glaciated upland landscapes.	a. Glaciated landscapes face varying degrees of threat from both natural hazards (avalanches and glacial outburst floods) and human activities (leisure and tourism, reservoir construction, urbanisation) (🌐 Alpine Valleys).
	b. Human activity can degrade the landscape and fragile ecology of glaciated landscapes (soil erosion, trampling, landslides, deforestation). (A: direct actions by players reduce resilience)
	c. Global warming is having a major impact on glacial mass balances, which in turn risks disruption of the hydrological cycle (meltwater, river discharge, sediment yield, water quality) (🌐 Himalayan Glaciers). (9) (A: indirect actions by players alter natural systems)
2A.12 Threats to glaciated landscapes can be managed using a spectrum of approaches.	a. Different stakeholders (conservationists, local and regional government, global organisations, NGOs) are involved in managing the challenges posed by glaciated landscapes, using a spectrum of approaches from protection through to sustainable management and multiple economic use (🌐 Yosemite Valley). (A: actions range from exploitation to preservation)
	c. Climate warming is a context risk, meaning that successful management of these unique and fragile landscapes is increasingly challenging, with a need for coordinated approaches at global, national and local scale. (F: this risk is creating an uncertain future and needs mitigation and adaptation)

Topic 2: Landscape Systems, Processes and Change

Option 2B: Coastal Landscapes and Change

Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?

Key idea	Detailed content
2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.	a. The littoral zone consists of backshore, nearshore and offshore zones, includes a wide variety of coastal types and is a dynamic zone of rapid change.
2B.2 Geological structure influences the development of coastal landscapes at a variety of scales.	a. Geological structure is responsible for the formation of concordant and discordant coasts.
2B.3 Rates of coastal recession and stability depend on lithology and other factors.	a. Bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material (boulder clay) geology are important in understanding rates of coastal recession.
	b. Differential erosion of alternating strata in cliffs (permeable/impermeable, resistant/less resistant) produces complex cliff profiles and influences recession rates. (3)

Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?

Key idea	Detailed content
2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	a. Different wave types (constructive/destructive) influence beach morphology and beach sediment profiles, which vary at a variety of temporal scales from short term (daily) through to longer periods. (4)
	b. The importance of erosion processes (hydraulic action, corrosion, abrasion, attrition) and how they are influenced by wave type, size and lithology.
	c. Erosion creates distinctive coastal landforms (wave cut notches, wave cut platforms, cliffs, the cave-arch-stack-stump sequence).
2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	a. Sediment transportation is influenced by the angle of wave attack, the process of longshore drift, tides and currents. (5)
	b. Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cusped forelands), which can be stabilised by plant succession.
	c. The Sediment Cell concept (sources, transfers and sinks) is important in understanding the coast as a system of dynamic equilibrium, with both negative and positive feedback. (🌐 Portland Bill to Selsey Bill).
2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	a. Weathering (mechanical, chemical, biological) is important in sediment production and influences rates of recession.
	b. Mass movement (blockfall, rotational slumping, landslides) is important on some coasts with weak and/or complex geology.
	c. Mass movement creates distinctive landforms (rotational scars, talus scree slopes, terraced cliff profiles).

Enquiry question 3: How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?

Key idea	Detailed content
2B.7 Sea level change influences coasts on different timescales.	b. Sea level change has produced emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords and Dalmatian). (6)

Enquiry question 4: How can coastlines be managed to meet the needs of all players?

Key idea	Detailed content
2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.	a. Hard engineering approaches (groynes, sea walls, rip rap, revetments, offshore breakwaters) are economically costly and directly alter physical processes and systems. (8) (A: actions by different players may have unforeseen consequences)
	c. Sustainable management is designed to cope with future threats (increased storm events, rising sea levels) but its implementation can lead to local conflicts in many countries. (F: mitigation and adaptation will both be needed for future stability)
2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	b. Shoreline Management Policy decisions (No Active Intervention, Strategic Realignment, Hold The Line, Advance The Line) are based on complex judgements (engineering feasibility, environmental sensitivity, land value, political and social reasons); Cost Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) are used as part of the decision-making process.
	c. Policy decisions can lead to conflicts between different players (homeowners, local authorities, environmental pressure groups) with perceived winners and losers in countries at different levels of development (developed and developing or emerging countries) (🌐 Hapisburgh and Chittagong). (A: attitudes of differing players may vary)

Area of study 2: Dynamic Places

Topic 3: Globalisation

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?

Key idea	Detailed content
3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	c. The 21st century has been dominated by rapid development in ICT and global communication (mobile phones, internet, social networking, electronic banking, fibre optics), lowering communication costs and contributing to time-space compression.
3.2 Political and economic decision making are important factors in the acceleration of globalisation.	b. National governments are key players in terms of promoting free trade blocs (P: role of European Union (EU), The Association of Southeast Asian Nations (ASEAN)) and through policies (free-market liberalisation, privatisation, encouraging business start-ups). (P: role of governments in economic liberalisation)
3.3 Globalisation has affected some places and organisations more than others.	a. Degree of globalisation varies by country and can be measured using indicators and indices (AT Kearney index, KOF index). (2)
	b. TNCs are important in globalisation (P: role of TNCs) both contributing to its spread (global production networks, globalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring).
	c. There are physical, political, economic and environmental reasons why some locations remain largely 'switched off' from globalisation (🌐 North Korea or Sahel countries). (3)

Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Key idea	Detailed content
3.4 The global shift has created winners and losers for people and the physical environment.	a. The movement of the global economic centre of gravity to Asia via the global shift of manufacturing (🌐 China) and outsourcing of services (🌐 India) can lead to changes in the built environment that can bring benefits (infrastructure investment, waged work, poverty reduction, education and training) but also costs (loss of productive land, unplanned settlements, environmental and resource pressure).
	b. Some communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing.
	c. Some deindustrialised regions in developed countries face social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment). (4)
3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	a. Rural-urban migration (push and pull factors), and/or natural increase, is responsible for the growth of megacities (🌐 Mumbai or Karachi); rapid urban growth creates social and environmental challenges. (5)
	b. International migration has increased in global hub cities and regions, deepening interdependence between regions (elite migration (🌐 Russian oligarchs to London) and mass low- wage economic migration (🌐 India to UAE or the Philippines to Saudi Arabia)).
	c. Migration has economic, social, political and environmental costs and benefits for both host and source locations.

Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?

Key idea	Detailed content
3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremes and disparities in environmental quality.	b. Trends in widening income inequality, globally and nationally (measured using the Gini Coefficient), suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies. (8)
3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.	a. Open borders, deregulation and encouragement of foreign direct investment has created culturally mixed societies and thriving migrant diasporas in some locations, but tensions have resulted elsewhere (🌐 Rise of extremism in Europe and trans-boundary water conflicts in south-east Asia).
	c. Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (🌐 First Nations in Canada), whereas others embrace its economic advantages.
3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	c. Recycling has a role in managing resource consumption and ecological footprints, but its use varies by product and place (🌐 local authorities in the UK or local NGOs such as Keep Britain Tidy). (F: environmental consequences of different patterns of resource consumption)

Topic 4: Shaping Places
Option 4A: Regenerating Places

Enquiry question 1: How and why do places vary?

An in-depth study of the local place in which you live or study and one contrasting place

Key idea	Detailed content
4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	a. Regional and national influences have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined.

Enquiry question 2: Why might regeneration be needed?

Key idea	Detailed content
4A.4 Economic and social inequalities changes people's perceptions of an area.	a. Successful regions (🌐 San Francisco Bay area) have high rates of employment, inward migration (internal and international) and low levels of multiple deprivation but also high property prices and skill shortages in both urban and rural areas.
	b. In some regions (🌐 The Rust Belt, USA) economic restructuring has triggered a spiral of decline, which includes increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities.
4A.6 There is a range of ways to evaluate the need for regeneration.	b. Different media can provide contrasting evidence, questioning the need for regeneration in your chosen local place. (🌐) (6)

Enquiry question 3: How is regeneration managed?

Key idea	Detailed content
4A.7 UK government policy decisions play a key role in regeneration.	a. Infrastructure investment (high speed rail, airport development) in order to maintain growth and improve accessibility to regenerate regions. (P: national government facilitate regeneration often in partnerships with charities and developers)
	b. Rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affecting economic regeneration of both rural and urban regions. (A: Government actions may prioritise national over local needs and opinions.)
	c. UK government decisions about international migration and the deregulation of capital markets ((🌐) enabling foreign investment in prime London real estate) have significant impacts on the potential for growth and both direct and indirect investment. (P: Government may create open or closed doors policies)
4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a. Local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors ((🌐 Science and technology parks). (A: the actions of local authorities will affect their success))
	b. Local interest groups (Chambers of Commerce, local preservation societies, trade unions) play a key role in decision-making about regeneration; there are often tensions between groups that wish to preserve environments and those that seek change. ((🌐 London Olympics 2012) (A: differing attitudes may cause conflicts)
	c. Urban and rural regeneration strategies include retail-led plans, tourism, leisure and sport ((🌐 London Olympics 2012), public/private rural diversification ((🌐 Powys Regeneration Partnership).
4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	a. Rebranding involves re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors.
	c. There are a range of rural rebranding strategies in the post-production countryside based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas; these strategies are intended to make these places more attractive to national and international tourists and visitors ((🌐 'Brontë country, Kielder Forest).

Enquiry question 4: How successful is regeneration?

Key idea	Detailed content
4A.10 Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.	a. The success of economic regeneration can be assessed using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.
	b. Social progress can be measured by reductions in inequalities both between areas and within them; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation).
	c. Regeneration is successful if it leads to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land). (9)
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.	a. A study of the strategies used in the restructuring of a rural place (🌐 North Antrim coast) and the contested nature of these decisions within local communities.
	b. The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in a rural area. (F: future success depends on past decisions)
	c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of a rural place and the impact of change on both the reality and the image of that place.

Topic 4: Shaping Places
Option 4B: Diverse Places

Enquiry question 1: How do population structures vary?

An in-depth study of the local place in which you live or study and one contrasting place

Key idea	Detailed content
4B.3 How past and present connections have shaped the demographic and cultural characteristics of your chosen places.	a. Regional and national influences that have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How lives of students and those of others are affected by this continuity and change, both real and imagined.

Enquiry question 2: How do different people view diverse living spaces?

Key idea	Detailed content
4B.4 Urban places are seen differently by different groups because of their lived experience of places and their perception of those places.	b. Some urban locations are perceived as undesirable or even threatening by residents and/or outsiders due to high crime rates, low environmental quality, population characteristics and reputation based on quantitative data but also due to lived experience and media representation. (2)
	c. Suburban and inner-city areas are perceived differently in terms of their desirability as places to live and work by contrasting demographic groups (by age, ethnicity, life-cycle stage). (3) (A: attitudes may vary)
4B.5 Rural places are seen differently by different groups because of their lived experience of places and their perception of those places.	a. Rural places are often perceived as idyllic because of their tranquillity, natural landscapes and historical and cultural associations (🌍 Hardy's 'Wessex'). (4). (A: Urban and rural residents may differ in their attitude to places.)
	b. Some rural locations are perceived as undesirable by residents and/or outsiders because of remoteness, limited social opportunities, limited range of services, high transport costs, population characteristics and reputation based on quantitative data but also because of lived experience and media representation.
4B.6 There is a range of ways to evaluate how people view their living spaces.	c. How different representations of your chosen local place could be used to influence the perception of cultural and demographic issues and conflict. (🌍) (6)

Enquiry question 3: Why are there demographic and cultural tensions in diverse places?

Key idea	Detailed content
4B.7 Culture and society is now more diverse in the UK.	a. Significant internal movement of people within the UK has created uneven demographic and cultural patterns. (🌐 London and the south-east)
	b. Culture and society in the UK has changed because of significant international migration flows from former colonies (🌐 Indian sub-continent and the West Indies) and from the European Union. (P: the main gatekeeper player affecting flows is the Government)
	c. Some international migrants choose to live in rural areas for specific reasons, creating social challenges and opportunities. (🌐 East Europeans in Lincolnshire)
4B.9 Changes to diverse places can lead to tension and conflict.	a. Different community groups, local and national governments and TNCs may make changes to land uses that create challenges and opportunities for local people and their lived experience of place. (A: different actions may have different impacts)
	b. There are frequent tensions over the diversity of living spaces, especially between long-term residents who seek continuity and recent in-migrants who may seek change. (9) (🌐 Luton)
	c. Changes to the built environment will bring benefits to some groups but can provoke hostility from other groups that perceive migrants as a threat to their culture. Migrants may experience a sense of social exclusion. (🌐 Glasgow) (P: planners and developers may make controversial decisions)

Enquiry question 4: How successfully are cultural and demographic issues managed?

Key idea	Detailed content
4B.10 The management of cultural and demographic issues can be measured using a range of techniques.	b. Social progress can be measured by reductions in inequalities both between areas and within them as well as improvements in social measures of deprivation and demographic changes (improvements in life expectancy). (8)
4B.11 Different urban stakeholders have different criteria for assessing the success of managing change in diverse urban communities.	a. A study of the contrasting ways in which different demographic and ethnic groups view an urban living space and the impact of national and local strategies in resolving issues (🌐 Aik Saath in Slough).
	b. The changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing urban area. (F: changes may create differing legacies)
	c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria depending on the meaning of the place and the impact of change on both the reality and their image of that place. (10) (A: 'success' depends on the attitudes of different players)

Geographical skills

The geography specification requires students to use their prior knowledge and understanding of the geographical, mathematical and statistical skills required at GCSE.

1. Qualitative data

- (a) use and understand a mixture of methodological approaches, including using interviews
- (b) interpret and evaluate a range of source material including textual and visual sources, **such as** oral accounts, newspapers, creative media, social media, aerial, oblique, ground photographs, sketches and drawings
- (c) understand the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciate how they actively create particular geographical representations
- (d) understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

2. Quantitative data

- (a) understand what makes data geographical and the geospatial technologies (e.g.GIS) that are used to collect, analyse and present geographical data
- (b) demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data;
- (c) use, interpret and analyse geographical information including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, satellite images, GIS
- (d) understand the purposes and difference between the following and be able to use them in appropriate contexts:
 - (i) descriptive statistics of central tendency and dispersion, including Gini Co-efficient and Lorenz curve
 - (ii) descriptive measures of difference and association from the following statistical tests: t-tests, Spearman's rank, Chi-squared; inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot
 - (iii) measurement, measurement errors, and sampling.

END OF ADVANCE INFORMATION