

Mapping Guide

DRAFT

OCR LEVEL 1/LEVEL 2 GCSE (9-1)

GEOGRAPHY B

J386

For first teaching in 2025

**Mapping the refreshed Geography B specification J386
to the current specification J384**

Introduction

We've updated our OCR Level 1/Level 2 GCSE (9-1) in Geography B for first teaching in September 2025 and first assessment in Summer 2027.

We consulted with and listened to feedback from a diverse range of teachers and students. We also collaborated with stakeholders such as [The Royal Meteorological Society](#), [Field Studies Council](#) and [Cambridge Zero](#).

Several key themes emerged from this feedback, shaping the development of our refreshed OCR Level 1/Level 2 GCSE (9-1) in Geography B. These themes included manageability of teaching content, accessibility of content and assessments for all students, and for content to be relevant to the students.

For the new specification content, we have made some changes, with the aim of updating and clarifying what needs to be taught.

Three key points to note:

- We have removed the word 'including' as all content in the specification is assessable.
- For each topic, the content is initially broader and introduces key terminology. The content builds in depth, which includes the case studies, where students can engage with individual places.
- We have used the term 'such as' to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point. Any information in brackets listed as 'such as' will not be assessed directly in exam questions without additional context. However, this information could be included in the mark schemes as examples of relevant ideas that students could include in their answers. Other ideas would be credited in student responses if they are relevant to the question set.

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This mapping guide

In the tables that follow, you can see:

- how the refreshed topics map to the current specification
- brief comments about the changes we've made
- new content introduced to the specification
- old content that has been removed

To find out more about our refreshed qualification, visit [OCR's new and improved GCSE \(9-1\) in Geography B](#).

Mapping the refreshed specification against the current specification

Component 01: Our Natural World

Current Specification J384		New Specification J386		
Topic 1 – Global Hazards		3.1 Weather Hazards and Changing Climate		
Enquiry Question	Content	Enquiry Question	Content	Explanation
a. Why do we have weather extremes?	<ul style="list-style-type: none"> Outline of the global circulation system including the effects of high- and low-pressure belts in creating climatic zones. How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries. The distribution and frequency of tropical storms and drought, and whether these have changed over time. Outline the causes of the extreme weather conditions associated with tropical storms. Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought. 	1. 1 What controls our weather?	<p>a. Global atmospheric circulation and how it controls pressure, rainfall and wind patterns across the globe.</p> <p>b. The main air masses that influence the UK's weather and the weather characteristics that they bring.</p> <p>c. The typical weather associated with depression (low pressure) systems and anti-cyclonic (high pressure) systems.</p>	<p>The new Weather Hazards and Changing Climate topic merges some of the content from topic 1 Global Hazards and topic 2 Changing Climate.</p> <p>This updated topic contains new content about UK weather, to contextualise the extreme weather.</p> <p>The section on climate change has a new contemporary focus including - consequences, management, adaptation and mitigation.</p> <p>To simplify this part of the specification and make the content more accessible for GCSE students, the causes of the extreme weather conditions of El Niño/ La Niña have been removed from the specification.</p> <p>To reduce the content, the extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries has also been removed from this section.</p>

Current Specification J384

Topic 1 – Global Hazards

Enquiry Question	Content
b. When does extreme weather become a hazard?	<p>Case studies of two contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:</p> <ul style="list-style-type: none"> • flash flooding or tropical storms • heat wave or drought. There must be one UK-based and one non-UK-based natural weather hazard event. • For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

New Specification J386

3.1 Weather Hazards and Changing Climate

Enquiry Question	Content	Explanation
1.2 Is weather becoming more extreme?	<p>a. An understanding of 'extreme weather' using a range of events in the UK (such as heatwaves, named storms) and globally (such as heatwaves, monsoons, tropical storms).</p> <p>b. Distribution and frequency of extreme weather events globally and whether these have changed over time.</p>	<p>The case studies for extreme weather events remain unchanged apart from minor wording amendments for clarity.</p> <p>We have added the requirement to define 'extreme weather', and to identify a range of extreme weather events in the UK and worldwide to provide context for the case studies.</p>
1.3 How does extreme weather influence people and places?	<p>a. Case studies of one UK-based extreme weather event (either a named storm or a heatwave), and one non-UK-based extreme weather event (either a heatwave or a monsoon or a tropical storm). For each event study:</p> <ol style="list-style-type: none"> the place-specific causes - the extreme weather conditions which led to the event the consequences for people and place the responses. 	<p>The distribution and frequency of extreme weather events and whether these have changed over time has moved to 1.2b to provide an introduction to the case studies.</p>

Current Specification J384

Topic 2 – Changing Climate

Enquiry Question	Content
<p>a. What evidence is there for climate change?</p> <p>b. Is climate change a natural process?</p>	<ul style="list-style-type: none"> The pattern of climate change from the beginning of the Quaternary period to the present day. The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles. Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.

New Specification J386

3.1 Weather Hazards and Changing Climate

Enquiry Question	Content	Explanation
1.4 What data evidence is there for climate change?	<p>a. How global temperature and precipitation has changed from the beginning of the Quaternary period to the present day.</p> <p>b. Causes of natural climate change:</p> <ol style="list-style-type: none"> processes of sunspots volcanic eruption Milankovitch cycles. <p>c. How human activities of industrialisation, food production and deforestation have caused an enhanced greenhouse effect.</p> <p>d. How global patterns of temperature and precipitation are projected to change in a world with global average temperatures of +1.5 °C, +2 °C and +4 °C above pre-industrial levels.</p>	<p>The content of 2.1a. and 2.1b. has been updated and amended to provide more relevance and clarity in the new specification.</p> <p>We have removed the range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.</p> <p>Clarification on human activity causing the enhanced greenhouse effect and how global patterns of temperature and precipitation are projected to change.</p>

Current Specification J384

Topic 2 – Changing Climate

Enquiry Question	Content
c. Why is climate change a global issue?	<ul style="list-style-type: none"> Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century. Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.

New Specification J386

3.1 Weather Hazards and Changing Climate

Enquiry Question	Content	Explanation
1.5 How significant are the consequences of climate change?	<p>a. Global consequences of climate change in the twenty-first century:</p> <ul style="list-style-type: none"> i. environmental consequences (such as extreme weather events, sea level rise) ii. economic consequences (such as the exploitation of sea ice-free Arctic, the growth of new technologies) iii. social consequences (such as migration, food shortages/hunger/poor nutrition). <p>b. The varying risk for people and places to the consequences of climate change, and an understanding of resilience and vulnerability.</p>	<p>The content of this section has been updated and simplified to provide more relevance and clarity.</p> <p>We have removed the requirement to study the UK and the worldwide impacts of climate change separately. More guidance has been provided on the impacts.</p> <p>The new content on varying risk, is to support students understanding that the consequences of climate change are not all the same for people and places. The level of vulnerability and resilience will vary according to a number of factors such as geographical location, physical geography, awareness of and measures to manage climate change.</p>

Current Specification J384

New Specification J386

Topic 2 – Changing Climate

3.1 Weather Hazards and Changing Climate

Enquiry Question	Content	Enquiry Question	Content	Explanation
		1.6 How do greenhouse gas emissions vary over time and space?	a. How patterns of greenhouse gas emissions vary across countries, over time, at differing levels of economic development.	This new content on climate mitigation and adaptation is the most significant addition to the new specification.
		1.7 What actions can society take?	<p>a. Management of climate change by mitigation and adaptation:</p> <ul style="list-style-type: none"> i. aims of the Paris Climate Agreement ii. Sustainable Development Goal 13: Climate Action. <p>b. The UK and international mitigation approaches to reduce and stabilise greenhouse gas emissions (such as reduce sources of gases, enhance natural stores (forests)) and the effectiveness of these.</p> <p>c. Adaptation as a long-term global response to reducing risks from climate change (such as resilience to extreme weather events, food security, sustainable infrastructure).</p> <p>d. How indigenous knowledge is used by local communities to inform climate change solutions (such as natural resource management, traditional farming technologies, preserving biodiversity).</p>	This new content is vital to update and enhance students' understanding of climate change actions.

Current Specification J384

Topic 1 – Global Hazards

Enquiry Question	Content
a. What processes occur at plate boundaries?	<ul style="list-style-type: none"> The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents. The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots. How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.
b. How can tectonic movement be hazardous?	<ul style="list-style-type: none"> A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.

New Specification J386

3.2 Dynamic Landscapes

Enquiry Question	Content	Explanation
2.1 How does the Earth's crust shift at plate boundaries?	<p>a. Structure of the Earth and understanding of theory - slab pull and ridge push to show how tectonic plates move.</p> <p>b. Processes taking place at convergent, divergent and conservative plate boundaries, to show how the movement causes different types of tectonic activity:</p> <ol style="list-style-type: none"> shallow and deep focus earthquakes and tsunamis landforms - composite and shield volcanoes. 	<p>The tectonic hazards (from section 1.2) and distinctive landscapes content has been moved together. This is for students to understand internal and external processes of the earth which shape our landscape.</p> <p>We have updated the theory to explain how plates move, with the removal of convection currents and have changed to slab pull, ridge push in order to accurately reflect current thinking.</p> <p>We have replaced the requirement to cover hotspots with tsunamis to make the content more accessible and engaging for GCSE students.</p>
2.2 How can tectonic events be hazardous?	<p>a. A case study of one tectonic event, either one earthquake or volcano or tsunami study:</p> <ol style="list-style-type: none"> the causes the consequences for people and place the responses to the event. 	<p>The case study for a tectonic event remains unchanged apart from minor wording amendments which provide more clarity and the addition of 'tsunami' to provide more choice for teachers.</p>

Current Specification J384

Topic 1 – Global Hazards

Enquiry Question	Content
c. How does technology have the potential to save lives in hazard zones?	<ul style="list-style-type: none">How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.

New Specification J386

3.2 Dynamic Landscapes

Enquiry Question	Content	Explanation
2.3 How can we use technology to mitigate hazards?	a. How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems, low-tech solutions using local knowledge) and reduce risk in areas prone to a tectonic hazard of your choice.	The content remains the same apart from the addition of low-tech solutions. This has been added to provide a greater choice for the technological developments explored, beyond those just focusing on approaches taken by AC's.

Current Specification J384

Topic 3 – Distinctive Landscapes

Enquiry Question	Content
a. What is a landscape?	<ul style="list-style-type: none"> How the concept of a landscape can be defined, including the differences between built and natural landscapes. Overview of the distribution of upland, lowland and glaciated landscapes in the UK.
b. Where are the physical landscapes of the UK?	<ul style="list-style-type: none"> Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.

New Specification J386

3.2 Dynamic Landscapes

Enquiry Question	Content	Explanation
2.4 What are the physical landscapes of the UK?	<p>a. The distribution of upland, lowland and glacial landscapes in the UK.</p> <p>b. The characteristics of these landscapes, their geology, climate and human activity.</p>	<p>We have moved the content from Topic 3 – Distinctive Landscapes to form the second part of the new Topic 2 – Distinctive Landscapes. By adding the tectonic hazards content to the start of this refreshed topic, we aim to improve student engagement and understanding of the physical processes and human interactions that shape our landscapes.</p> <p>We have removed 3.1 a. What is a landscape? To avoid confusion for students and provide a clearer flow to the topic content.</p>

Current Specification J384

Topic 3 – Distinctive Landscapes

Enquiry Question	Content
a. What physical processes shape landscapes?	<ul style="list-style-type: none"> The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.

New Specification J386

3.2 Dynamic Landscapes

Enquiry Question	Content	Explanation
2.5 What physical processes shape the landscapes of the UK?	<p>a. The geomorphic processes that are involved in shaping landforms:</p> <ol style="list-style-type: none"> weathering - physical, chemical and biological mass movement - rock fall and slumping erosion - abrasion, hydraulic action, attrition and solution transport - traction, saltation, suspension, solution and longshore drift deposition. <p>b. The formation of coastal landforms due to:</p> <ol style="list-style-type: none"> erosion - headlands, caves, arches and stacks deposition - beaches and spits. <p>c. The formation of river landforms due to:</p> <ol style="list-style-type: none"> erosion - V-shaped valley and waterfalls deposition - floodplains and levees erosion and deposition - meanders and ox-bow lakes. 	The content in this section remains the same (apart from minor wording changes for clarity). The physical process are essential to understand the formation of landforms.

Current Specification J384

Topic 3 – Distinctive Landscapes

Enquiry Question	Content
b. What are the characteristics of your chosen landscapes?	<p>Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of:</p> <ul style="list-style-type: none"> its landforms created by geomorphic processes the geomorphic processes operating at different scales and how they are influenced by geology and climate how human activity, including management, works in combination with geomorphic processes to impact the landscape.

New Specification J386

3.2 Dynamic Landscapes

Enquiry Question	Content	Explanation
2.6 Where are the physical landscapes of the UK?	<p>a. Case studies of two landscapes in the UK, one coastal landscape and one river basin, for each landscape, study:</p> <ul style="list-style-type: none"> i. its landforms created by geomorphic processes ii. geomorphic processes operating at different scales and how they are influenced by geology and climate iii. how human activity and management approaches working in combination with geomorphic processes impact the landscape 	<p>The content in this section remains the same (apart from minor wording changes for clarity).</p>

Current Specification J384

Topic 4 – Sustaining Ecosystems

Enquiry Question	Content
a. What are ecosystems?	<ul style="list-style-type: none"> Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals. Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. Overview of the climate, flora and fauna within these ecosystems.
a. What biodiversity exists in tropical rainforests?	<ul style="list-style-type: none"> The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle. The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.

New Specification J386

3.3 Sustaining Ecosystems

Enquiry Question	Content	Explanation
3.1 What are global ecosystems?	<p>a. The distribution of large-scale natural global ecosystems - polar, tropical rainforests, temperate forests, grasslands, and hot deserts.</p> <p>b. The characteristics of climate, flora and fauna for these large-scale global ecosystems.</p>	<p>We have reduced and refreshed the content of this topic.</p> <p>We have removed the requirement to understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals at the start of the topic.</p> <p>The concept of ecosystem interdependence is studied later in the topic in the context of the rainforest/ polar environments, which is more contextualised for students.</p> <p>The requirement to study the distribution, climate, flora and fauna of coral reefs has been removed.</p>
3.2 What biodiversity exists in tropical rainforests?	<p>a. The characteristics of a tropical rainforest ecosystem - biotic and abiotic factors and the nutrient cycle.</p> <p>b. The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests</p>	<p>The content remains very similar apart from removing 'climate' as this has already been covered in the first part of the topic and changing 'nutrient cycle, soil profile and water cycle' of the rainforest to 'biotic and abiotic factors and the nutrient cycle'.</p> <p>We removed the specific requirement to study the soil profile and water cycle, as this required significant time for delivery.</p>

Current Specification J384

Topic 4 – Sustaining Ecosystems

Enquiry Question	Content
b. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?	<ul style="list-style-type: none"> Explore the value of tropical rainforests through the study of their goods and services. Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism. A case study to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale

New Specification J386

3.3 Sustaining Ecosystems

Enquiry Question	Content	Explanation
3.3 Why do tropical rainforests need to be managed sustainably?	<p>a. The social, environmental and economic value of tropical rainforests. Two large-scale economic activities (such as logging, mineral extraction, agriculture), and the environmental and social impacts of these.</p> <p>b. A case study to illustrate attempts to sustainably manage an area of tropical rainforest (such as ecotourism, community programmes, biosphere reserves, sustainable stewardship, sustainable forestry) at a regional or local scale.</p>	<p>The content for this remains very similar but the refresh and updated content is to provide clarity about what to study.</p> <p>To avoid confusion between 'goods' and 'services', this has been updated to focus on the social, environmental and economic value of tropical rainforests.</p>

Current Specification J384

Topic 4 – Sustaining Ecosystems

Enquiry Question	Content
a. What is it like in Antarctica and the Arctic?	<ul style="list-style-type: none"> Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna. The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region. Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.

New Specification J386

3.3 Sustaining Ecosystems

Enquiry Question	Content	Explanation
3.4 What makes polar regions so distinct?	<p>a. The characteristics of either Antarctica or the Arctic polar region - biotic and abiotic factors.</p> <p>b. The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.</p> <p>c. The social, environmental, and economic value of either the Antarctic or Arctic polar region.</p> <p>d. The importance of polar ecosystems for scientific research, bioprospecting and studying the impacts of climate change.</p>	<p>The content for this part of the topic has been refreshed and updated to include the value of the polar regions.</p> <p>We have removed the requirement to study the distinctive characteristics of both Antarctica and the Arctic as this caused confusion for some students. This has also reduced the volume to be taught.</p> <p>We have removed the impacts of human activity from this section and moved it to provide clarity and background for the polar case study below.</p> <p>We have added the importance and value of the polar region, to align the content with the tropical rainforest section.</p> <p>The polar ecosystems are significant and important for scientific research, which is now reflected in the updated content.</p>

Current Specification J384

Topic 4 – Sustaining Ecosystems

Enquiry Question	Content
b. How are humans seeking a sustainable solution for polar environments?	<ul style="list-style-type: none"> • A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling. • A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty.

New Specification J386

3.3 Sustaining Ecosystems

Enquiry Question	Content	Explanation
3.5 How are humans seeking a sustainable solution for polar environments?	<p>a. One case study of either Antarctica or the Arctic. For either place, study:</p> <ol style="list-style-type: none"> How human activity is impacting the polar environment (such as fishing, whaling, mineral exploitation, energy production, tourism). Attempts to sustainably manage polar environments through global agreements/treaties and local conservation measures. 	We have refined the polar environment case study to avoid confusion for students when revising and reduce the case study burden.

Component 02: People and Society

Current Specification J384

Topic 7 – UK in the 21st Century

Enquiry Question	Content
b. How is the UK's population changing?	<ul style="list-style-type: none"> Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model. An understanding of the causes, effects, spatial distribution and responses to an ageing population. A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.1 What are the causes, effects and responses to a changing population in the UK?	<p>a. Population trends in the UK, since 2001, using population pyramids and migration statistics to show demographic variations.</p> <p>b. Spatial distribution, causes, opportunities, challenges of and responses to an ageing population.</p>	<p>Parts of the UK in the 21st Century topic have been distributed between the three human geography topics (3.4, 3.5 & 3.6). This has enabled some content to be removed.</p> <p>We have retained the first two points about how the UK's population is changing.</p> <p>To reduce the case study burden and increase accessibility for students, we have removed the summary of the how the population structure and ethnic diversity of a named place in the UK has changed since 2001.</p>

Current Specification J384

Topic 5 – Urban Futures

Enquiry Question	Content
b. What does rapid urbanisation mean for cities?	<ul style="list-style-type: none"> Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.2 How significant is urban change in the UK?	a. Causes and consequences of urban trends in the UK: <ol style="list-style-type: none"> i. strong population growth rates in cities ii. urban sprawl iii. loss of greenbelt land iv. urban and suburban densification. 	<p>We have removed the requirement for students to study general urban trends in ACs, as trends vary greatly in different locations. We have also removed suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>We have made the requirement to study contrasting trends more straight forward by specifying that students study current urban trends in the UK: urban sprawl, loss of greenbelt land, urban and suburban densification.</p>

Current Specification J384

Topic 7 – UK in the 21st Century

Enquiry Question	Content
c. How is the UK's economy changing?	<ul style="list-style-type: none"> Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours. Investigate the pattern of core UK economic hubs. Identify the changes in one economic hub and its significance to its region and the UK.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.3 How are UK urban economies changing?	a. Changes in UK urban economies: <ol style="list-style-type: none"> government's approach new businesses and innovation employees' working patterns. 	<p>The next section about the UK's economy and political role is repurposed, reduced and refreshed from the current Topic 7 – UK in the 21st Century.</p> <p>We have removed the requirement to investigate the pattern of core UK economic hubs and the requirement to identify the changes in one economic hub.</p>

Current Specification J384

Topic 5 – Urban Futures

Enquiry Question	Content
a. How is the global pattern of urbanisation changing?	<ul style="list-style-type: none"> How urban growth rates vary in parts of the world with contrasting levels of development. Outline characteristics of world cities and megacities and their changing distribution since 1950.
b. What does rapid urbanisation mean for cities?	<ul style="list-style-type: none"> Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Investigate the consequences of rapid urban growth in LIDCs.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.4 How is the global pattern of urbanisation changing?	<p>a. How urban growth rates vary in parts of the world with contrasting levels of economic development.</p> <p>b. The rise in megacities and their changing distribution across the world.</p>	<p>This content is similar with some minor changes.</p> <p>We have removed the requirement for students to look separately at world cities, to avoid confusion.</p>
4.5 What does rapid urbanisation mean for cities?	<p>a. The causes and consequences of rapid urbanisation.</p>	<p>The wording of the content concerning what rapid urbanisation means for cities has been simplified to help students and teachers.</p> <p>We have removed reference to the push/pull model.</p>

Current Specification J384

Topic 5 – Urban Futures

Enquiry Question	Content
a. What is life like for people in a city?	<p>Case studies of one city in an AC and one city in an LIDC or EDC to answer sub-questions a and b.</p> <ul style="list-style-type: none"> • The city's location and importance within its region, the country, and the wider world. • Patterns of national and international migration and how this is changing the growth and character of the city. • Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. • Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality. • Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.6 What is life like for people in a city?	<p>Case studies of one AC city and one EDC or LIDC city to answer sub-questions 4.6 and 4.7.</p> <p>a. The city's location and importance within its region, the country, and the wider world.</p> <p>b. Patterns of national and international migration and how these are changing the growth, ethnic diversity and character of the city (such as food, fashion, language).</p> <p>c. How urban growth has created opportunities for people living in the city (such as leisure, employment).</p> <p>d. Contemporary challenges that affect life in the city (such as inequalities, housing availability, transport provision, access to services and infrastructure, access to employment).</p>	<p>We have updated the case study content, but it remains broadly the same. This is to clarify the content and provide exemplification where needed, by using 'such as' in brackets.</p> <p>We have updated content following an EDIB review to support accessible and inclusive language.</p>

Current Specification J384

Topic 5 – Urban Futures

Enquiry Question	Content
b. How can cities become more sustainable?	<ul style="list-style-type: none"> For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.

New Specification J386

3.4 Urban Populations

Enquiry Question	Content	Explanation
4.7 How can cities become more sustainable?	a. For each city study one initiative to make it more sustainable (such as the use of brownfield sites, waste recycling, transport improvements). For either your AC or EDC / LIDC city, one of these initiatives should be a community-led approach.	The content here remains the same. However, one of the initiatives studied should be a community-led approach.

Current Specification J384

New Specification J386

Topic 6 – Dynamic Development

Enquiry Question	Content
a. What is development and how can it be measured?	<ul style="list-style-type: none"> • Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. • Global distribution of ACs, EDCs and LIDCs. • Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development.
b. What has led to uneven development?	<ul style="list-style-type: none"> • Outline the human and physical factors influencing global uneven development. • Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest.

3.5 Global Development

Enquiry Question	Content	Explanation
5.1 How can we define development?	a. An understanding of the term 'development' and the ways in which countries can be classified by geographic region, GDP and GNI per capita and the Human Development Index.	In the refreshed topic of Global Development, the content has been updated to reflect current thinking and to promote inclusivity, diversity and equality. Where relevant we have included some content from Topic 7 - UK in the 21st Century, about the UK's economy and global political role.
5.2 How can development be measured?	<p>a. Economic, social, and environmental measures of development, (such as GNI per capita, birth and death rates, the Human Development Index and the Happy Planet Index), and how they illustrate uneven development across the world.</p> <p>b. Limitations of economic and social measures of development.</p>	
5.3 What has led to uneven development across the globe?	a. Influences on global uneven development: <ol style="list-style-type: none"> human factors (such as migration, globalisation, investment) physical factors (such as climate, geographical location, natural hazards) colonialism and unequal trade patterns (such as conflict, political instability, relationships between countries, Transnational Corporations (TNCs), resource exploitation) 	We have refined and clarified the content of this section, with exemplification shown in brackets.

Current Specification J384

Topic 6 – Dynamic Development

Enquiry Question	Content
a. How has an LIDC developed so far?	<p>One case study of an LIDC to answer sub-questions a, b and c.</p> <ul style="list-style-type: none"> • Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence. • Explore whether Rostow’s model can help determine the country’s path of economic development. • The extent to which the relevant Millennium Development Goals have been achieved for this LIDC. • Investigate how the LIDC’s wider political, social and environmental context has affected its development.

New Specification J386

3.5 Global Development

Enquiry Question	Content	Explanation
5.4. How has the country developed so far?	<p>One case study of an LIDC to answer sub-questions 5.4, 5.5 and 5.6</p> <p>a. How the country has developed economically - influences of population, society, technology and politics, in the past 50 years, or post-independence.</p> <p>b. How the country’s wider political, social and environmental context has influenced its development.</p> <p>c. Progress towards the relevant Sustainable Development Goals (SDG) for this country.</p>	<p>The final part of the Global Development topic is similar, with some minor updates, as students will cover the content through a case study of an LIDC.</p> <p>We have removed reference to Rostow’s model.</p> <p>We have replaced reference to the Millennium Development Goals (MDGs) with the Sustainable Development Goals (SDGs) to update the content.</p>

Current Specification J384

Topic 6 – Dynamic Development

Enquiry Question	Content
b. What global connections influence its development	<ul style="list-style-type: none"> The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development. The benefits and problems of trade and Trans National Company (TNC) investment for development. The advantages and disadvantages of international aid or debt relief for its development.
c. What development strategy is most appropriate?	<ul style="list-style-type: none"> Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.

New Specification J386

3.5 Global Development

Enquiry Question	Content	Explanation
5.5 What global connections influence its development?	<ul style="list-style-type: none"> a. The country's international trade and how this influences development (such as its potential reliance on a single, or few, commodities). b. The opportunities and challenges relating to Transnational Corporation (TNC) investment for development. c. The influence of international aid for its development. 	This section on global connections remains broadly unchanged, other than minor amendments to the language to provide clarification and consistency, for example, changing 'benefits and problems' to 'opportunities and challenges.'
5.6 What development strategy is most appropriate?	<ul style="list-style-type: none"> a. The opportunities and challenges of one top-down and one bottom-up strategy in the country. 	No change to the strategy, apart from amending 'advantages and disadvantages' to 'opportunities and challenges.'

Current Specification J384

Topic 7 – UK in the 21st Century

Enquiry Question	Content
a. What is the UK's political role in the world?	<ul style="list-style-type: none"> Examine the UK's political role in one global conflict through its participation in international organisations.
b. How is the UK's cultural influence changing?	<ul style="list-style-type: none"> Explore the UK's media exports and their global influence including television programmes and film.

New Specification J386

3.5 Global Development

Enquiry Question	Content	Explanation
5.7 How does the UK influence development?	<p>a. The UK's political and economic alliances and influence through its membership of international organisations (such as the UN, the World Bank and NATO).</p> <p>b. The UK's approach to international development - trade, investment and humanitarian work.</p>	The content about UK's political role in the world has been moved from Topic 7 - UK in the 21st Century to the new Global Development. We thought the context for this section fitted more appropriately within development.
5.8 What cultural connections has the UK made?	<p>a. Cultural connections between the UK and the wider world:</p> <p>i. import of cultural content (such as media, music) and cultural traditions (such as food, customs)</p> <p>ii. export of the UK's creative industries and their global influence (such as television programmes, film).</p>	We have updated and exemplified this content to be more engaging and relevant.

Current Specification J384

Topic 8 – Resource Reliance

Enquiry Question	Content
a. How has increasing demand for resources affected our planet?	<ul style="list-style-type: none"> Outline the factors leading to demand outstripping supply of food, energy and water.
a. How has increasing demand for resources affected our planet?	<ul style="list-style-type: none"> Overview of how environments and ecosystems are used and modified by humans including: <ul style="list-style-type: none"> mechanisation of farming and commercial fishing to provide food deforestation and mining to provide energy reservoirs and water transfer schemes to provide water.

New Specification J386

3.6 Resource Reliance

Enquiry Question	Content	Explanation
6.1 What is the global demand for resources?	a. How the global demand and supply of food, energy and water have changed since 1950.	<p>The new topic of Resource Reliance remains very similar, with a little more focus on the UK. There has been some updating and streamlining of the content.</p> <p>The first part of the topic has changed focus slightly to give a a more effective introduction to changes in global supply and demand.</p>
6.2 How has changing demand for land use affected the UK?	<p>a. How environments and ecosystems are used and modified by humans in the UK:</p> <ul style="list-style-type: none"> i. mechanisation of farming and commercial fishing to provide food ii. changing technology to provide energy iii. reservoirs and water transfer schemes to provide water. 	<p>We have updated this section to change the very broad global context of increasing demand affecting the planet, to how environments and ecosystems have been altered in the UK. This provides much more focus and gives a good introduction to the following section in 6.2b</p>

Current Specification J384

Topic 7 – UK in the 21st Century

Enquiry Question	Content
a. What does the UK look like in the 21st century?	<ul style="list-style-type: none">Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages.

New Specification J386

3.6 Resource Reliance

Enquiry Question	Content	Explanation
6.2 How has changing demand for land use affected the UK?	b. How competing pressures from different land uses (such as house building, energy supplies, infrastructure) impact on resource availability - water stress and food supplies.	

Current Specification J384

Topic 8 – Resource Reliance

Enquiry Question	Content
a. What does it mean to be food secure?	<ul style="list-style-type: none"> Understand the term 'food security' and the human and physical factors which influence this. How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption. Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply.

New Specification J386

3.6 Resource Reliance

Enquiry Question	Content	Explanation
6.3 What does it mean to be food secure?	<p>a. Global distribution of access to food and how these patterns are measured.</p> <p>b. Understand the term 'food security' and the human and physical factors which influence this.</p> <p>c. The targets of universal access to safe and nutritious food and ending malnourishment as part of Sustainable Development Goal (SDG) 2: Zero Hunger by 2030.</p>	<p>We have retained the focus on 'food security' and the human and physical factors which influence this.</p> <p>We have removed the requirement to study the differences between Malthusian and Boserupian theories, as these are somewhat outdated.</p> <p>We have added the requirement to study the targets of universal access to safe and nutritious food and ending malnourishment as part of SDGs, to be more engaging and contemporary.</p>

Current Specification J384

Topic 8 – Resource Reliance

Enquiry Question	Content
b. How can countries make sure their food security?	<p>Case study of attempts to achieve food security in one country to include:</p> <ul style="list-style-type: none"> Investigation of statistics relating to food consumption and availability over time. The success of one attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments. The effectiveness of one past and one present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods.

New Specification J386

3.6 Resource Reliance

Enquiry Question	Content	Explanation
6.4 How can the country work towards becoming more food secure?	<p>a. A Case study of attempts to achieve food security in one country. For your chosen country study:</p> <ul style="list-style-type: none"> i. investigation of statistics relating to food consumption and availability over time ii. physical and human factors influencing food production (such as climate change, natural hazards, price shocks, political instability) and attempts to adapt to this (such as climate resilient crops, food imports, biotechnology) iii. the success of one attempt in helping achieve food security at a local scale iv. the effectiveness of one past and one present attempt to achieve food security at a national scale. 	<p>The case study has been amended and updated but remains similar in its requirements.</p> <p>We have retained the investigation of statistics relating to food consumption and availability over time as an introduction to the case study.</p> <p>We have added the requirement to study the factors affecting food production over time such as climate change. We felt it was important to understand these factors in order to understand the attempts at achieving food security.</p> <p>The local scale, past and present attempts at food security have been retained. However, the examples have been removed.</p>

Current Specification J384

Topic 8 – Resource Reliance

Enquiry Question	Content
c. How sustainable are these strategies?	<p>Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:</p> <ul style="list-style-type: none"> • ethical consumerism, such as fairly traded goods and food waste • food production, such as organic methods and intensive farming • technological developments, such as GM crops and hydroponics • small scale 'bottom-up' approaches, such as urban gardens and permaculture.

New Specification J386

3.6 Resource Reliance

Enquiry Question	Content	Explanation
6.5 How sustainable are attempts to achieve food security?	<p>a. The environmental, economic and social sustainability of attempt to achieve food security:</p> <ul style="list-style-type: none"> i. an indigenous or community-based small-scale approach ii. ethical consumerism, fairly traded goods or food waste iii. advances in technology to increase food production. 	<p>We have streamlined the final section of this topic to remove repetition and provide more clarity.</p>

Specification content removed

Current qualification Topic 1 – Global Hazards

Enquiry question	Specification content
1.1 a. Why do we have weather extremes?	<ul style="list-style-type: none"> • How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. • The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries. • Outline the causes of the extreme weather conditions associated with tropical storms. • Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.
1.2 a. What processes occur at plate boundaries?	<ul style="list-style-type: none"> • The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.
1.2 a. What processes occur at plate boundaries?	<ul style="list-style-type: none"> • The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.

Current qualification Topic 2 – Changing Climate

Enquiry question	Specification content
2.1 a. What evidence is there for climate change?	<ul style="list-style-type: none"> • The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.
2.1 c. Why is climate change a global issue?	<ul style="list-style-type: none"> • Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century. • Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.

Current qualification Topic 3 – Distinctive Landscapes

Enquiry question	Specification content
3.1 a. What is a landscape?	<ul style="list-style-type: none"> • How the concept of a landscape can be defined, including the differences between built and natural landscapes.

Current qualification Topic 4 – Sustaining Ecosystems

Enquiry question	Specification content
4.1 a. What are ecosystems?	<ul style="list-style-type: none"> Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.
4.1 a. What are ecosystems?	<ul style="list-style-type: none"> Outline the global distribution of coral reefs. Overview of the climate, flora and fauna within these ecosystems (coral reefs)
4.2 b. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?	<ul style="list-style-type: none"> Explore the value of tropical rainforests through the study of their goods and Services.

Current qualification Topic 5 – Urban Futures

Enquiry question	Specification content
5.1 a. How is the global pattern of urbanisation changing?	<ul style="list-style-type: none"> Outline characteristics of world cities and megacities and their changing distribution since 1950.
5.1 b. What does rapid urbanisation mean for cities?	<ul style="list-style-type: none"> Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.

Current qualification Topic 6 – Dynamic Development

Enquiry question	Specification content
6.1 a. What is development and how can it be measured?	<ul style="list-style-type: none"> Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. Global distribution of ACs, EDCs and LIDCs.
6.2 a. How has an LIDC developed so far?	<ul style="list-style-type: none"> Explore whether Rostow's model can help determine the country's path of economic development. The extent to which the relevant Millennium Development Goals have been achieved for this LIDC.
6.2 b. What global connections influence its development	<ul style="list-style-type: none"> The advantages and disadvantages of international aid <i>or debt relief</i> for its development.

Current qualification Topic 7 – UK in the 21st Century

Enquiry question	Specification content
7.1 b. How is the UK's population changing?	<ul style="list-style-type: none">• A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.
7.1 c. How is the UK's economy changing?	<ul style="list-style-type: none">• Investigate the pattern of core UK economic hubs.• Identify the changes in one economic hub and its significance to its region and the UK.
7.2 a. What is the UK's political role in the world?	<ul style="list-style-type: none">• Examine the UK's political role in one global conflict through its participation in international organisations.
7.2 b. How is the UK's cultural influence changing?	<ul style="list-style-type: none">• The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion.

Current qualification Topic 8 – Resource Reliance

Enquiry question	Specification content
8.2 a. What does it mean to be food secure?	<ul style="list-style-type: none">• Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply.

New content in new qualification

The specification content listed below is either updated or new. The updated content is indicated by the [blue text](#).

Current qualification Topic: 3.1 Weather Hazards and Changing Climate	
Enquiry question	Specification content
1.1 What controls our weather?	<p>b. The main air masses that influence the UK's weather and the weather characteristics that they bring.</p> <p>c. The typical weather associated with depression (low pressure) systems and anti-cyclonic (high pressure) systems.</p>
1.2 Is weather becoming more extreme?	a. An understanding of 'extreme weather' using a range of events in the UK (such as heatwaves, named storms) and globally (such as heatwaves, monsoons, tropical storms).
1.4 What data evidence is there for climate change?	d. How global patterns of temperature and precipitation are projected to change in a world with global average temperatures of +1.5 °C, +2 °C and +4 °C above pre-industrial levels.
1.5 How significant are the consequences of climate change?	b. The varying risk for people and places to the consequences of climate change, and an understanding of resilience and vulnerability.
1.6 How do greenhouse gas emissions vary over time and space?	a. How patterns of greenhouse gas emissions vary across countries, over time, at differing levels of economic development.
1.7 What actions can society take?	<p>a. Management of climate change by mitigation and adaptation:</p> <ul style="list-style-type: none"> i. aims of the Paris Climate Agreement ii. Sustainable Development Goal 13: Climate Action. <p>b. The UK and international mitigation approaches to reduce and stabilise greenhouse gas emissions (such as reduce sources of gases, enhance natural stores (forests)) and the effectiveness of these.</p> <p>c. Adaptation as a long-term global response to reducing risks from climate change (such as resilience to extreme weather events, food security, sustainable infrastructure).</p> <p>d. How indigenous knowledge is used by local communities to inform climate change solutions (such as natural resource management, traditional farming technologies, preserving biodiversity).</p>

Current qualification Topic: 3.2 Dynamic Landscapes

Enquiry question	Specification content
2.1 How does the Earth's crust shift at plate boundaries?	<p>a. Structure of the Earth and understanding of theory - slab pull and ridge push to show how tectonic plates move.</p> <p>b. Processes taking place at convergent, divergent and conservative plate boundaries, to show how the movement causes different types of tectonic activity:</p> <ul style="list-style-type: none"> i. shallow and deep focus earthquakes and tsunamis ii. landforms - composite and shield volcanos.
2.3 How can we use technology to mitigate hazards?	<p>a. How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems, low-tech solutions using local knowledge) and reduce risk in areas prone to a tectonic hazard of your choice.</p>

Current qualification Topic: 3.3 Sustaining Ecosystems

Enquiry question	Specification content
3.3 Why do tropical rainforests need to be managed sustainably?	<p>a. The social, environmental and economic value of tropical rainforests. Two large-scale economic activities (such as logging, mineral extraction, agriculture), and the environmental and social impacts of these.</p>
3.4 What makes polar regions so distinct?	<p>d. The importance of polar ecosystems for scientific research, bioprospecting and studying the impacts of climate change.</p>
3.5 How are humans seeking a sustainable solution for polar environments?	<p>a. One case study of either Antarctica or the Arctic. For either place, study:</p> <ul style="list-style-type: none"> i. polar environment (such as fishing, whaling, mineral exploitation, energy production, tourism). ii. Attempts to sustainably manage polar environments through global agreements/treaties and local conservation measures.

Current qualification Topic: 3.4 Urban Populations

Enquiry question	Specification content
4.2 How significant is urban change in the UK?	a. Causes and consequences of urban trends in the UK: i. strong population growth rates in cities ii. urban sprawl iii. loss of greenbelt land iv. urban and suburban densification.
4.3 How are UK urban economies changing?	a. Changes in UK urban economies: i. government's approach ii. new businesses and innovation iii. employees' working patterns.

Current qualification Topic: 3.5 Global Development

Enquiry question	Specification content
5.1 How can we define development?	a. An understanding of the term 'development' and the ways in which countries can be classified by geographic region, GDP and GNI per capita and the Human Development Index.
5.2 How can development be measured?	a. Economic, social, and environmental measures of development, (such as GNI per capita, birth and death rates, the Human Development Index and the Happy Planet Index), and how they illustrate uneven development across the world.
5.3 What has led to uneven development across the globe?	a. Influences on global uneven development: <ul style="list-style-type: none"> i. human factors (such as migration, globalisation, investment) ii. physical factors (such as climate, geographical location, natural hazards) iii. colonialism and unequal trade patterns (such as conflict, political instability, relationships between countries, Transnational Corporations (TNCs), resource exploitation)
5.7 How does the UK influence development?	a. The UK's political and economic alliances and influence through its membership of international organisations (such as the UN, the World Bank and NATO). b. The UK's approach to international development - trade, investment and humanitarian work.
5.8 What cultural connections has the UK made?	a. Cultural connections between the UK and the wider world: <ul style="list-style-type: none"> i. import of cultural content (such as media, music) and cultural traditions (such as food, customs) ii. export of the UK's creative industries and their global influence (such as television programmes, film).
5.4. How has the country developed so far?	c. Progress towards the relevant Sustainable Development Goals (SDG) for this country.

Current qualification Topic: 3.6 Resource Reliance

Enquiry question	Specification content
6.1 What is the global demand for resources?	a. How the global demand and supply of food, energy and water have changed since 1950.
6.2 How has changing demand for land use affected the UK?	<p>a. How environments and ecosystems are used and modified by humans in the UK:</p> <ul style="list-style-type: none"> i. mechanisation of farming and commercial fishing to provide food ii. changing technology to provide energy iii. reservoirs and water transfer schemes to provide water. <p>b. How competing pressures from different land uses (such as house building, energy supplies, infrastructure) impact on resource availability - water stress and food supplies.</p>
6.3 What does it mean to be food secure?	c. The targets of universal access to safe and nutritious food and ending malnourishment as part of Sustainable Development Goal (SDG) 2: Zero Hunger by 2030.
6.4 How can the country work towards becoming more food secure?	<p>a. A Case study of attempts to achieve food security in one country. For your chosen country study:</p> <ul style="list-style-type: none"> ii. physical and human factors influencing food production (such as climate change, natural hazards, price shocks, political instability) and attempts to adapt to this (such as climate resilient crops, food imports, biotechnology) iv. the effectiveness of one past and one present attempt to achieve food security at a national scale.

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