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Geography

GCSE 2012

Geography A

Specification

J382

Version 1

August 2012



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1.1 Overview of GCSE Geography A

Unit A731 <i>Contemporary Themes in Geography</i>	Written paper 1 hour 45 minutes – 112 marks SPaG assessed 50% of the qualification Tiered question papers Candidates answer all questions
+	
Unit A732 <i>Geographical Skills</i>	Written paper 1 hour 15 minutes – 50 marks 25% of the qualification Tiered question papers Candidates answer all questions
+	
Unit A733 <i>Local Geographical Investigation</i>	Controlled assessment 50 marks 25% of the qualification

1.2 Guided learning hours

GCSE Geography A requires 120–140 guided learning hours in total.

1.3 Aims and learning outcomes

GCSE specifications in Geography should encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are for learners to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out of classroom learning
- use geographical skills, appropriate technologies, enquiry and analysis.

1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

This is the ideal linear specification as learning for each of the three units is concurrent, so by the end of the period of study learners have completed a fully integrated course. The content for unit A731 and the skills for unit A732 must be taught at the same time.

The controlled assessment Investigation for unit A733 allows candidates to add to their knowledge and understanding of the content of the three themes as well as providing opportunities to improve skills that are assessed in unit A732.

2.1 Specification Rationale

The approach of this specification is a conceptual progression building on the detailed understanding that candidates already have about the world, beginning with their local area. This starting point leads to an in depth study of wider aspects of Geography, including processes as applied to both physical and human Geography, at a variety of scales from local to global. The approach taken in this specification allows candidates to be stretched and challenged. As the course progresses it also extends candidates' understanding into inter-relationships that exist across the globe and provides the knowledge and skills required for further study and the world of work.

2.2 Unit A731: *Contemporary Themes in Geography*

Focus

In this unit, there are three **compulsory** themes:

- **Extreme Environments**
- **The Global Citizen**
- **Similarities and Differences in Settlements and Population.**

Each theme has associated Key Ideas and Content which enable candidates to answer a number of enquiry questions. Candidates should be able to demonstrate knowledge and understanding of all the specified Key Ideas and Content. The content column does not include information which is purely exemplification; all content must be covered in its entirety. The Enquiry Questions, Key Ideas and Content should be read in conjunction with each other. This unit contains both physical and human aspects of Geography. Linked to each theme is a contemporary geographical issue, which helps candidates develop investigative and enquiry skills through the investigation of a recent case study.

The three themes will be assessed through compulsory questions. Each of the three themes includes a contemporary geographical issue, one or more of which will be assessed in any series. The contemporary geographical issues assessed in a question paper will not follow a pattern, for example it is possible that the same issue may be assessed in consecutive series. The level of demand of questions will be consistent but the balance of questions across the three themes may change between examination series.

Rationale

Unit A731 gives candidates a solid foundation of geographical knowledge and understanding across a range of themes, covering both physical and human geography. Themes have been chosen that engage candidates, providing them with the opportunity to study key geographical processes and concepts. These processes and concepts are contextualised through the use of recent case studies at a variety of scales. Candidates gain a broad and deep knowledge and understanding of geographical concepts.

Extreme Environments

Focus

Candidates should be able to demonstrate knowledge and understanding of the Key Ideas and Content specified for Hot desert and Mountain environments and apply this knowledge and understanding to the study of:

- **one** named Hot desert environment
- **one** named non-UK Mountain environment.

The Key Ideas and Content must be taught first then applied to the chosen case studies.

In addition candidates will also need to study **one** recent* earthquake event.

Teachers should pick a recent earthquake event for which there is media coverage. The Key Ideas and Content specified for the issue must be taught in addition to the issue itself.

Rationale

Extreme environments provide a stimulating focus for candidates to study both physical and human geography.

As part of an introductory exploration of the concept of extreme environments, candidates examine how these environments have been represented in cultural media. Focus then moves to where these environments are located in the world and the reasons for this. Candidates study the physical aspects of the environments including physical processes, climate, landscape and ecosystem. Candidates learn how different people use these environments, the challenges that the environments pose and the range of human adaptations and responses available. Finally, using their knowledge and understanding, candidates analyse alternative futures and the possible impacts that they might have.

The emphasis for much of this theme is at a regional scale, to ensure a close geographical focus.

* Recent, within the context of this specification, is understood to be within the past five years.

Extreme Environments

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What do we mean by 'extreme environments'?	1.1 Extreme environments have specific characteristics. 1.2 People react to extreme environments in different ways.	<ul style="list-style-type: none"> Understanding of various factors that define an extreme environment: difficult for people to survive, hazardous, unstable, remote, harsh climate and landscape. Different ways people have reacted to extreme environments over time.

Hot Desert Environments

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What do we know about hot deserts and how have they been represented in cultural resources?	1.1 What a hot desert physical environment is like. 1.2 Hot desert environments have an impact on humans. 1.3 Hot deserts have been represented in cultural resources, both in the past and present, for a variety of reasons.	<ul style="list-style-type: none"> Description of physical characteristics to include: temperature, rainfall, vegetation. Description of human factors to include: population density, people who live and work in hot deserts, economic activity. Analysis of the content of film, photographs, travel writing and poetry to increase understanding of hot deserts and how people have viewed and represented them.
2. Where are hot deserts found?	2.1 Hot deserts are found in particular areas of the world. 2.2 There are major hot desert areas on most continents. 2.3 Location of hot deserts is influenced by a variety of physical factors.	<ul style="list-style-type: none"> Global distribution of hot deserts, in relation to continents and lines of latitude. Location of Sahara, Arabian, Australian, Kalahari, Thar, Atacama and Mojave. Understanding of physical factors including pressure systems, trade-winds, rain shadows and ocean currents, and how they influence the location of hot deserts.

Enquiry Questions	Key Ideas	Content
3. What are hot desert climates like?	3.1 Temperatures reach extremes of hot and cold. 3.2 Precipitation levels are low.	<ul style="list-style-type: none"> • Diurnal temperature range and evaporation rates. • High pressure belts and intermittent/low rainfall.
4. What are hot desert landscapes like?	4.1 Physical processes of weathering, erosion, transportation and deposition form distinctive hot desert landforms.	<ul style="list-style-type: none"> • Exfoliation, freeze-thaw, salt crystallisation and hydration. • Physical processes responsible for the formation of the following landforms: sand dune, wadi, yardang, rock pedestal, canyon, salt pan, mesa and butte.
5. What characterises the ecosystem of a hot desert?	5.1 Ecosystems in hot deserts are finely balanced. 5.2 Plants have adapted to survive in hot deserts. 5.3 Animals have adapted to survive in hot deserts.	<ul style="list-style-type: none"> • Food chain and food web of a typical hot desert ecosystem. • Physical adaptations of plants including xerophytic and ephemeral. • Physical and behavioural adaptations of animals.
6. How do people use hot deserts?	6.1 Hot deserts are used by a variety of people for different reasons. 6.2 Indigenous people have both positive and negative impacts on hot desert environments. 6.3 Hot deserts can provide valuable energy and mineral resources that can be exploited.	<ul style="list-style-type: none"> • How and why indigenous people, tourists and multinational companies use hot desert environments. • Impacts of one named indigenous people on a named hot desert environment. • Reasons for the exploitation of one energy resource and one mineral resource and the resulting impacts on the environment.

Enquiry Questions	Key Ideas	Content
7. What challenges do hot deserts pose to people and how can they be overcome?	7.1 Hot deserts pose many challenges to different groups of people who live, work and travel in them and they are dealt with in different ways. 7.2 A variety of physical and human factors can cause desertification. 7.3 These challenges are managed in a variety of ways.	<ul style="list-style-type: none"> Challenges of: accessibility and transport, water supplies, extreme temperatures, drought, famine and desertification and how they are managed. Desertification: over-cultivation, over-use of water for irrigation, over-grazing, removal of wood for fuel, population pressure and drought. The different ways that challenges of hot deserts are managed including a named example from a specific hot desert.
8. What are the alternative futures for a specific hot desert environment?	8.1 Hot deserts can be managed sustainably or unsustainably. 8.2 Climate change may have an impact in the future.	<ul style="list-style-type: none"> Sustainable management through the study of sustainable farming methods, afforestation, sustainable energy (solar power) and eco-tourism. Unsustainable management through the study of population pressures, culture conflicts and resource pressures. Increased desertification of areas surrounding desert.

Mountain Environments

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What do we know about mountains and how have they been represented in cultural resources?	1.1 What a mountain environment is like. 1.2 Mountain environments have an impact on humans. 1.3 Mountains have been represented in cultural resources, both in the past and present, for a variety of reasons.	<ul style="list-style-type: none"> Description of physical characteristics to include: weather and climate, altitude and gradient. Description of human factors to include: population density, people who live and work there, economic activity. Analysis of the content of film, paintings, expedition literature and poetry to increase understanding of mountains and how people have viewed and represented them.
2. Where are mountains found?	2.1 Mountains are found in particular areas of the world. 2.2 There are major mountain ranges on most continents. 2.3 There are different types of plate boundaries each with physical processes associated with them. 2.4 Mountains are created by physical processes.	<ul style="list-style-type: none"> Global distribution of mountains, in relation to destructive plate boundaries. Location of Rockies, Andes, Alps, Himalayas, Great Dividing Range, Pyrenees and Atlas. Constructive/divergent, destructive/convergent (subduction and collision) and conservative plate boundaries and associated processes of faulting, folding, volcanic activity and earthquakes. Folding, faulting and volcanic activity lead to the formation of mountains.
3. What are mountain climates like?	3.1 Mountain climates can change with altitude. 3.2 Mountains can affect climate.	<ul style="list-style-type: none"> Temperature and precipitation levels change with increasing altitude. Climate on leeward and windward sides, including relief rainfall.

Enquiry Questions	Key Ideas	Content
4. What are mountain landscapes like?	4.1 Physical processes of weathering, erosion, transportation and deposition form distinctive mountain landscapes.	<ul style="list-style-type: none"> Freeze-thaw leads to scree formation. Glacial erosion leads to the formation of corrie/cirque/tarn, arête, pyramidal peak, U-shaped valley/hanging valley and truncated spur/ribbon lake. Glacial transportation and deposition lead to the formation of moraines (lateral, medial and terminal), Fluvial erosion leads to the formation of interlocking spurs, V-shaped valleys. Fluvial transportation and deposition lead to the formation of flood plains on U-shaped valley floors.
5. How do people use mountain environments?	5.1 Mountains are used by a variety of people for different reasons. 5.2 Tourism has both positive and negative impacts on mountain environments. 5.3 Mountains can provide valuable natural resources that can be exploited.	<ul style="list-style-type: none"> How and why inhabitants, tourists and scientists use mountain environments. Impacts of one named type of tourism on a named mountain environment. The role of mountains in the hydrological cycle and supplying water to major rivers. Mountains as a potential source of hydro-electric and geothermal power.
6. What challenges do mountain environments pose to people and how can they be overcome?	6.1 Mountains pose many challenges to different groups of people who live, work and travel in them and the challenges are managed in different ways	<ul style="list-style-type: none"> Challenges of: altitude, gradient, accessibility and transport, food and water supplies and how they are managed. Challenges related to extreme natural events and how they are managed including avalanche, landslip/landslide, earthquake, and volcanic eruption.

Enquiry Questions	Key Ideas	Content
7. What are the alternative futures for a specific mountain environment?	<p>7.1 Mountains can be managed sustainably or unsustainably.</p> <p>7.2 Climate change may have an impact in the future.</p>	<ul style="list-style-type: none"> • Sustainable management through the study of farming methods, hydro-electric power, geothermal power and eco-tourism. • Unsustainable management through the study of tourism and culture conflicts. • Melting ice, reduced water supplies, higher snow line and spread of disease.

Issues in our Fast Changing World – Earthquake

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What is the issue?	1.1 Topical analysis of one recent* earthquake event.	<ul style="list-style-type: none"> Describe, explain and analyse the recent earthquake event and the issues that it raises.
2. What are the causes of this natural event?	2.1 Earthquakes are caused by specific physical processes, can vary in magnitude and can be measured.	<ul style="list-style-type: none"> Physical processes along plate boundaries that cause earthquakes. Magnitude (Richter) scale and Modified Mercalli Intensity scale.
3. What are the short- and long-term impacts of this event, both positive and negative?	3.1 Earthquakes have short-term physical impacts. 3.2 Earthquakes have secondary impacts, which are short-term or long-term. 3.3 Earthquake impacts vary depending on the level of development of each country.	<ul style="list-style-type: none"> Ground shaking, liquefaction, landslides and tsunami. Impacts on people, buildings, infrastructure, economy and the natural environment. Differing impacts on countries at contrasting stages of development.
4. How are the impacts of the event managed?	4.1 The impacts of earthquakes can be managed over the short-term and long-term.	<ul style="list-style-type: none"> Short-term and long-term management strategies including monitoring and warning systems, infrastructure and housing design using modern technology, education on emergency procedures.
5. How may similar natural events and their impacts be managed in the future?	5.1 Earthquakes will continue to challenge people in the future.	<ul style="list-style-type: none"> What the future might hold for chosen earthquake location.

*Recent, within the context of this specification, is understood to be within the past five years.

The Global Citizen

Focus

In this theme, attention is focused on the impact of the processes of production and consumption. Candidates are asked to see themselves as consumers and to trace the implications of this for different people and environments in the world.

Candidates should be able to demonstrate knowledge and understanding of the Key Ideas and Content specified for this theme and apply this knowledge and understanding to the study of:

- **one** named product
- **one** named service.

The chosen product and service must be appropriate for study at a global scale. The Key Ideas and Content must be taught first and then applied to the chosen case studies.

In addition, candidates will also need to study **one** recent* issue related to energy.

Teachers should pick an energy related issue which is recent and for which there is media coverage. The Key Ideas and Content specified for the issue must be taught in addition to the issue itself.

Rationale

As part of the introduction candidates define producers and consumers. Candidates learn about different types of products and services. Then they develop an understanding that products are produced and services are provided in different places and that economic activity can be measured and classified. This is followed by a study of the distribution of products and services and how they reach the consumer. Candidates analyse the implications of consumer choice and how these choices impact on people and the natural environment in different parts of the world. Finally, using their knowledge and understanding, candidates analyse alternative futures and the possible impacts that they might have.

The emphasis for much of this unit is at an international scale, to ensure a geographical focus on interdependencies.

* Recent, within the context of this specification, is understood to be within the past five years.

The Global Citizen

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. Who are producers and consumers?	<p>1.1 Economic activities of people and countries can be classified into two broad categories.</p> <p>1.2 There are different scales of production and consumption, which vary across the world.</p>	<ul style="list-style-type: none"> Economic producers and economic consumers. Individual, small company, national company, multinational company. The global pattern of production and consumption.
2. What types of products and services are there, how and where are they produced?	<p>2.1 There are different types of products and services.</p> <p>2.2 Products are produced and services are provided in different places.</p>	<ul style="list-style-type: none"> Classification of the following types of products and services: food, clothing, electronic products, transport, healthcare, tourism and utilities supplies. Choose one named product and one named service. Definition and the process of globalisation. Analysis of global distribution of production of chosen product and availability of chosen service.
3. How do we measure and classify economic activity?	<p>3.1 There are different ways of measuring economic activity.</p> <p>3.2 Economic activities can be classified into different sectors, which can vary.</p> <p>3.3 Employment conditions can vary.</p>	<ul style="list-style-type: none"> Ways to measure economic activity: Gross Domestic Product (GDP), Gross National Product (GNP), trade balance and employment structure. The differences that exist between the sectors: <ul style="list-style-type: none"> primary, secondary, tertiary, formal and informal. How employment associated with chosen product and service fits into economic sectors. Working conditions, pay and hours for a producer of named product and named service.

Enquiry Questions	Key Ideas	Content
4. Who are the different consumer groups for products and services and who can access them?	<p>4.1 Products and services are consumed by different groups of people and accessibility to products and services varies.</p> <p>4.2 Products are transported to markets for selling to consumers.</p> <p>4.3 Countries may try to influence trade.</p>	<ul style="list-style-type: none"> • Examples of consumers of named product and service, at a variety of scales. • Accessibility of chosen product and service can be dependent on time, cost, available technology and distance. • Products are transported in different ways and over different distances, to reach their market. • Trade agreements and barriers, tariffs, quotas, subsidies and interdependence. • How trade barriers and incentives may affect chosen product and service.
5. To what extent can consumers influence sustainability?	<p>5.1 Economic activity requires energy, which can come from renewable and non-renewable sources.</p> <p>5.2 Consumer decisions can contribute towards a more sustainable future.</p> <p>5.3 Consumer decisions can have socio-economic and environmental consequences in different places.</p>	<ul style="list-style-type: none"> • Energy sources are renewable and non-renewable including: solar, wind, wave, hydro, biomass, biofuel, geothermal, nuclear, coal, oil, natural gas. • Ethical consumerism and consumer decisions made about purchasing (purchasing food, using transport and choice of energy provider). • Socio-economic and environmental consequences of the purchase of chosen product and service.
6. What are the alternative futures for products and services?	<p>6.1 Localisation and globalisation of economic activities may have different impacts on different areas.</p> <p>6.2 Demand for products and services may vary in the future.</p> <p>6.3 Climate change may have an impact on demand for and availability of products and services in the future.</p>	<ul style="list-style-type: none"> • Socio-economic and environmental impacts of sourcing products and services locally and globally. • Analysis of potential changes in demand for chosen product and service. • Potential impacts of climate change on demand for and availability of chosen product and service.

Issues in our Fast Changing World – Energy

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What is the issue?	1.1 Topical analysis of one recent* energy supply issue	<ul style="list-style-type: none"> Describe, explain and analyse the chosen energy supply issue.
2. What are the causes of this issue?	2.1 Energy resource availability varies over time and space. 2.2 Most economies have an increasing demand for energy.	<ul style="list-style-type: none"> Global distribution of major energy sources, in relation to countries. Global changes over time in the availability of major energy sources. Energy use and mix in countries at contrasting stages of development.
3. What are the short- and long-term impacts of this issue, both positive and negative?	3.1 Exploitation of energy resources can bring opportunities for people. 3.2 Exploitation of energy resources can bring problems for people and the natural environment.	<ul style="list-style-type: none"> Opportunities for employment, community development and economic sustainability. Problems include conflict with indigenous people and environmental degradation.
4. How is this issue managed?	4.1 Energy issues can be managed at a variety of scales.	<ul style="list-style-type: none"> Managed at local, national and international scale by local/community groups, national governments, international organisations and agreements (Rio Summit and Agenda 21).
5. How may this issue develop in the future?	5.1 Energy issues will continue to challenge people in the future.	<ul style="list-style-type: none"> Non-renewable sources of energy are likely to decline in the future. The increased provision of renewable sources of energy can bring conflict. What the future might hold for chosen energy related issue and with what impacts.

* Recent, within the context of this specification, is understood to be within the past five years.

Similarities and Differences in Settlements and Population

Focus

In this theme, attention is focused on how a candidate's locality and community relate to the UK as a whole and to the rest of the world. Candidates are asked to explore the notion of place and the idea that different places have similarities, differences and links.

Candidates should be able to demonstrate knowledge and understanding of the Key Ideas and Content specified for similarities and differences for different types of settlement and should then apply this knowledge and understanding to the study of:

- **one** named local place in the UK
- **one** named non-UK place (which must not be in a hot desert or mountain environment).

The chosen local place must be at a suitable scale so that the content for rural and urban areas can be studied and contextualised. The chosen non-UK place must be a rural or urban environment at a regional scale. Both chosen places, 'local' and 'non-UK', must not be a country. The Key Ideas and Content must be taught first then applied to the chosen case studies.

In addition, candidates will also need to study **one** recent* issue related to population change.

Teachers should pick an issue related to population change which is recent and for which there is media coverage. The Key Ideas and Content specified for the issue must be taught in addition to the issue itself.

Rationale

After an introduction to different types of settlement, candidates define urban and rural areas and consider functions, land-use, and features of these areas. Focus then moves to population and factors which influence distributions and structures. Candidates study development and how this varies at different scales and how it influences quality of life. Finally, based on their study of their chosen places, candidates look at similarities, differences and links, and study alternative futures.

The emphasis for much of this unit is at local, regional and national scales where appropriate to ensure a geographical focus on place and uneven development.

* Recent, within the context of this specification, is understood to be within the past five years.

Similarities and Differences in Settlements and Population

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What types of settlement are there?	1.1 Settlements can be classified by size and scale. 1.2 Settlements can be categorised by population density and land use.	<ul style="list-style-type: none"> Definitions of conurbation, mega city, metropolis, capital city, city, town, village and hamlet. Urban, rural and the urban – rural continuum.
2. What are the distinctive features of urban and rural environments?	2.1 Urban areas have a variety of functions and distinct patterns of land use. 2.2 Rural areas have a variety of functions and distinct patterns of land use. 2.3 All places have distinctive physical and human features.	<ul style="list-style-type: none"> Urban land use patterns: <ul style="list-style-type: none"> industrial, commercial, retail, residential (including housing type), recreational services, central business district and street patterns. Rural land use patterns of agricultural, residential (including housing type), services and recreational functions. Distinctive features of a chosen local place and a non-UK place (including landscape and climate).
3. How and why does population vary in different places?	3.1 Population changes naturally over time. 3.2 Population structure varies between different places. 3.3 People move in and out of areas for different reasons.	<ul style="list-style-type: none"> Natural increase, birth rate and death rate. Global contrasts in population growth, distribution and life expectancy. Contrasting population structures (population pyramids). Population structure in chosen local place and non-UK place. Migration within and between countries including types of migrant and net migration. Reasons for migration including social/cultural expectations and government policies.

Enquiry Questions	Key Ideas	Content
<p>4. How and why does development vary in different places?</p>	<p>4.1 Countries vary in their level of development.</p> <p>4.2 Levels of development and quality of life can be measured in different ways.</p> <p>4.3 Levels of development can influence quality of life.</p> <p>4.4 Development gaps can exist at global and regional scales.</p>	<ul style="list-style-type: none"> • Models including Demographic Transition Model. • Level of development in chosen local place and non-UK place. • Gross Domestic Product, Gross National Product, Human Development Index and energy consumption per capita. • Ways that levels of development in chosen local place and non-UK place influence quality of life, using measures including: access to services, education, healthcare, employment and housing. • Global inequalities and UK regional inequalities in development using measures including: access to services, education, healthcare, employment and housing.
<p>5. What similarities, differences and links exist between a local place and non-UK place?</p>	<p>5.1 Despite having different locations, places will have similarities as well as differences.</p> <p>5.2 Despite having different locations, places may be linked in a variety of ways.</p>	<ul style="list-style-type: none"> • Size, function, infrastructure, population, religion and economy of the chosen local place compared with the chosen non-UK place. • Links through transport, culture, trade, electronic communication and migration between the chosen local place and the chosen non-UK place.
<p>6. What are the alternative futures for a local place and non-UK place?</p>	<p>6.1 Different places may have different plans for the future.</p> <p>6.2 Future change, such as climate change, may have positive and negative impacts.</p>	<ul style="list-style-type: none"> • Plans for the future for the chosen local place and non-UK place. • Strategies for managing change at different scales, including individual, local/community group, local government, national government and international organisation. • Potential impacts of change on local place and non-UK place.

Enquiry Questions	Key Ideas	Content
	<p>6.3 People will have different perceptions and opinions about these impacts.</p> <p>6.4 Sustainable development of places requires careful planning.</p>	<ul style="list-style-type: none">• Different perceptions and opinions, about the potential impacts of changes, of a variety of named groups of people.• Features of sustainable planning for chosen local place and non-UK place including economic and physical impacts, risk assessment and decision making.

Issues in our Fast Changing World – Population Change

Candidates should be able to demonstrate knowledge and understanding of **all** the specified Key Ideas and Content.

Enquiry Questions	Key Ideas	Content
1. What is the issue?	1.1 Topical analysis of one recent* issue relating to population change.	<ul style="list-style-type: none"> Describe, explain and analyse the issue relating to population change.
2. What are the causes of this issue?	2.1 Population change can be caused by a range of factors.	<ul style="list-style-type: none"> Political, socio-economic and environmental factors.
3. What are the short- and long-term impacts of this issue, both positive and negative?	3.1 Population changes can lead to a variety of impacts that can bring benefits and disadvantages.	<ul style="list-style-type: none"> Impacts on quality of life, availability of services and resources, environment and demographic structure.
4. How is this issue managed?	4.1 Population change can be managed.	<ul style="list-style-type: none"> How different national government policies may influence population change. Two contrasting examples of the impact of national government policies on population change.
5. How may this issue develop in the future?	5.1 Population change will continue to challenge people in the future.	<ul style="list-style-type: none"> Strategies for managing issues related to national and local population change, by governments and non-governmental organisations (NGOs), for a sustainable future. Two contrasting examples of managing issues related to population change.

* Recent, within the context of this specification, is understood to be within the past five years.

2.3 Unit A732: *Geographical Skills*

Focus

Candidates will be able to apply the skills listed below in familiar and unfamiliar contexts. They will learn how to do this during the course of their study of the three themes (Extreme Environments, The Global Citizen and Similarities and Differences in Settlement and Population) and their work for the Local Geographical Investigation.

The assessment of Geographical Skills will be in the form of a question paper that requires candidates to demonstrate their skills and to extract, interpret, analyse and evaluate information from a range of previously unseen resources. The question paper will be based on a geographical scenario with unseen resources. This scenario may or may not be directly linked to one of the three themes or one of the contemporary geographical issues included in each theme.

Candidates will answer a series of structured questions leading to an extended written response. They may also be asked to draw diagrams and maps. Candidates will not be given prior information on the context of the skills paper as all information required to answer the questions will be contained within the resource booklet issued with the question paper. The question paper will include a compulsory section on Ordnance Survey (OS) map interpretation which will be relevant to the unseen geographical scenario. Details of OS skills are listed in this section.

Rationale

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. The skills listed below also provide a basis for further study and research in a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the three themes will stimulate candidates to 'think geographically'. It will also provide them with opportunities to apply the skills in a wide range of different situations.

To integrate the listed Geographical Skills into the study of the three themes and the Local Geographical Investigation teachers will choose a method that is most appropriate for their candidates. One approach is to map all the skills against the specified content of the three themes and the Local Geographical Investigation using a grid to ensure complete coverage. Candidates will have opportunities to experience application of the skills in unfamiliar contexts each time they use them as part of their learning when they are studying new topics.

Skills

- 1 There will be a compulsory OS question which will require candidates to know about:
 - OS maps at scales of 1:25 000 and 1:50 000
 - 4-figure and 6-figure grid references
 - symbols
 - height, gradient, aspect
 - distance, direction, area
 - physical and human features of the landscape.
- 2 Candidates should be able to:
 - annotate maps and diagrams
 - draw maps and diagrams
 - extract, interpret and analyse information from the following maps and diagrams.

maps	diagrams
atlas maps	bar graphs – horizontal and vertical
OS maps	divided bar graphs
base maps	histograms
choropleth maps	line graphs
isoline maps	scatter graphs, including best fit line
flow line maps	dispersion graphs
desire-line maps	pie charts
sphere of influence maps	climate graphs
thematic maps	proportional symbols
route maps	pictograms
sketch maps	cross-sections
	population pyramids
	gradients
	star/rose/radial graphs and charts
	kite diagrams

3 Candidates should be able to:

Analyse written articles from a variety of sources for understanding, interpretation and recognition of bias	Use databases, to obtain data including census and meteorological data
Make decisions based on analysis of evidence and geographical concepts	Use the internet to find information
Formulate and justify an argument	Use ICT to present and analyse data
Draw and justify conclusions	Use spreadsheets to collate and analyse data
Communicate to a variety of audiences and in a variety of styles	Use Geographic Information Systems (GIS) to locate, layer and analyse sets of data
Interpret tables of data	Use satellite images to obtain information
Carry out surveys and interviews	Understand and interpret percentages
Devise and carry out questionnaires	Understand and interpret proportions
Interpret and annotate ground, oblique and aerial photographs	Understand, calculate and interpret averages (mean) and ranges
Interpret, draw and annotate diagrams and sketches	Understand, carry out and interpret sampling - systematic, random and stratified
Use overlays	
Produce and interpret field sketches	
Interpret cartoons	

2.4 Unit A733: *Local Geographical Investigation*

Focus

The focus of the content for this unit is the process of geographical investigation set in the context of a local investigation. This will allow candidates to develop an in-depth awareness of their local environment by applying their understanding of Geographical skills and processes.

Rationale

This unit will require candidates to develop and apply their learning in the real world through out-of-classroom learning and fieldwork.

It will require them to identify relevant geographical questions and issues and establish appropriate sequences of investigation, incorporating geographical skills including enquiry skills. It will require them to interpret evidence, make decisions and justify conclusions.

It will require them to communicate in a variety of ways that are appropriate to their audience, including extended writing and graphical forms.

It will require them to evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

Task titles

Centres can choose from a range of set task titles, the title most appropriate to their local settings and available resources. There are two possible ways that centres could approach the geographical investigation:

- a) Students can select a task to investigate from the four set by OCR. The individual student will formulate appropriate key questions that they will investigate and justify. Teachers would have to approve the key questions.
- b) A centre would select a task for investigation from the four set by OCR. In a class discussion or group setting, key questions would be formulated. Students would have to justify their selection individually.

Candidates complete one from a choice of four tasks. There will be two task titles available each year from the two aspects of geography below:

- 1 Issues linked to retail areas
- 2 Issues linked to settlements and land-use.

Centres may choose any of the set questions for the relevant year of submission but must always follow a clear and logical sequence of investigation, as it is the process of the enquiry that forms the basis of this unit (see Stages in Investigation in the table in this section).

Fieldwork must include the collection of primary data (either individually or in groups) and centres should be conscious of this when choosing titles. In addition candidates should choose to include secondary data where relevant.

The teacher contextualises the set task titles to allow the use of local resources available to the centre but must not change the meaning of the title.

Some task titles may be set within overarching scenarios and briefs that are specifically relevant to the centre's own environment and targeted at their particular cohort of candidates.

In order to complete the task that the teacher has contextualised, each candidate should identify, analyse and evaluate geographical questions and issues and demonstrate the ability to establish an effective and logical sequence of enquiry.

Each candidate's submission should not exceed 2000 words in total.

Field notebooks, research notes, full sets of questionnaires, etc, should not be submitted for assessment.

Local Geographical Investigation

Stages in Investigation	Key Ideas	Content
1. Selection of a suitable geographical question for investigation.	<p>1.1 Identification of a question that has clear underpinning geographical knowledge.</p> <p>1.2 Identification of a suitable location and realistic scale for the investigation.</p> <p>1.3 Key questions in order to contextualise the chosen geographical question.</p>	<ul style="list-style-type: none"> • Select a question which is appropriate to local settings and available resources. • Select a location for the investigation which is both local and appropriate in scope for a 2000 word maximum GCSE Geography investigation. • Contextualise the chosen task title in terms of a specific named area for investigation and formulate appropriate key questions.
2. Develop a plan and strategy for conducting the investigation.	<p>2.1 There are different types of fieldwork techniques that can be used in different ways and may be appropriate in different circumstances.</p> <p>2.2 Different types of data can be presented in a variety of ways, with various advantages and limitations.</p> <p>2.3 There is a need to consider the audience of the final report when planning the investigation.</p>	<ul style="list-style-type: none"> • A range of fieldwork techniques, how they can be used and consideration of the risks involved. • Primary, secondary, quantitative and qualitative data, and the advantages and limitations of each. • Different audiences require different presentation formats.
3. Collect and record data appropriate to the geographical question.	<p>3.1 Appropriate data collection methods, with a consideration of potential bias.</p> <p>3.2 Appropriate methods of recording data, with a consideration of potential bias.</p>	<ul style="list-style-type: none"> • Data collection methods to be used and the rationale for choosing them. • Methods of data recording to be used and the justification for choosing them.

Stages in Investigation	Key Ideas	Content
4. Select and present the data collected in appropriate forms.	4.1 Appropriate data selected to answer the question. 4.2 Choose appropriate methods of presenting the data that has been collected.	<ul style="list-style-type: none"> Rationale for selection of data, including consideration of potential bias, where relevant. Forms of data presentation to be used and justification.
5. Analyse and interpret the data.	5.1 Analysis and interpretation of primary data in order to provide conclusions to the question investigated. 5.2 There are a range of other sources which can be used to critically analyse primary data.	<ul style="list-style-type: none"> Written/typed analysis of data. Explanation with reference to secondary data in order to put findings into their wider context.
6. Present a summary of the findings and an evaluation of the investigation.	6.1 Summary of findings from the investigation, referring back to the key questions. 6.2 Critical reflection on the success of the investigation and possible improvements that could be made.	<ul style="list-style-type: none"> Substantiated conclusions that address the key questions. Identification of any limitations.

3.1 Overview of the assessment in GCSE Geography A

For GCSE in Geography A candidates must take all units.

GCSE Geography A J382

Unit A731: *Contemporary Themes in Geography*

50% of the total GCSE

1 hour 45 minutes

Written paper

112 marks

This question paper has **three** themes.

- Theme 1: Extreme Environments
- Theme 2: The Global Citizen
- Theme 3: Similarities and Differences in Settlements and Population

There will be questions on **all** themes.

Candidates answer **all** questions.

There is a separate Resource Booklet provided with the question paper.

This unit is externally assessed.

Unit A732: *Geographical Skills*

25% of the total GCSE

1 hour 15 minutes

Written paper

50 marks

Candidates answer **all** questions.

There is a separate Resource Booklet provided with the question paper.

This unit is externally assessed.

Unit A733: *Local Geographical Investigation*

25% of the total GCSE

Controlled assessment

50 marks

Local Geographical Investigation uses the collection of primary data.

Candidates complete a **2000** word assessment under controlled conditions.

Candidates complete **one** from a choice of four tasks.

The assessment will be marked by the centre using a **marking criteria grid** provided by OCR.

This unit is internally assessed and externally moderated.

3.2 Tiers

All written papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades g to c and Higher Tier papers assess grades d to a*. An allowed grade e may be awarded on the Higher Tier papers.

In units A731 and A732 candidates are entered for an option in either the Foundation Tier or the Higher Tier. Unit A733 is not tiered.

Candidates may enter for either the Foundation Tier or Higher Tier in each of the externally assessed units. So, a candidate may take, for example A731/F and A732/H.

3.3 Assessment objectives (AOs)

Candidates are expected to demonstrate the following in the context of the content described:

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

3.3.1 AO weightings – GCSE Geography A

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A731: <i>Contemporary Themes in Geography</i>	28	17	5	50%
Unit A732: <i>Geographical Skills</i>	0	10	15	25%
Unit A733: <i>Local Geographical Investigation</i>	5	10	10	25%
Total	33%	37%	30%	100%

3.4 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/69.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50% F	139				120	100	80	60	40	0
50% H	200	180	160	140	120	100	90	-	-	0
25% F	69	-	-	-	60	50	40	30	20	0
25% H	100	90	80	70	60	50	45	-	-	0
25%	100	90	80	70	60	50	40	30	20	0

Higher Tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher Tier candidates who miss the allowed grade 'e' will be graded as 'u'.

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Maximum Unit Uniform	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	400	360	320	280	240	200	160	120	80	0

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.5.1 Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

3.5.2 Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies, to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

3.5.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

3.6 Quality of written communication and the assessment of spelling, punctuation and grammar

Quality of written communication is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

In the external assessment for unit A731, questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the [OCR website](#).

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year OCR will produce four task titles.

Controlled assessment tasks will be available on Interchange from 1 June two years in advance of the assessment series. This is to enable effective management of fieldwork preparation and Health and Safety requirements. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Centres can choose one of the comparable task titles offered by OCR. While the meaning must remain unchanged, these tasks can be contextualised so that they allow the use of local resources available to the centre. These tasks may also be set within overarching scenarios and briefs, specifically relevant to the centre's own environment and targeted at their particular cohort of candidates.

Controlled assessment tasks must be contextualised by centres in ways that will not put at risk the opportunity for candidates to meet the assessment criteria, including the chance to gain marks at the highest level.

Centres must ensure that candidates undertake a task applicable to the correct year of the submission by checking carefully the submission dates of the tasks on Interchange.

The same OCR controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance, if they wish to do so. The tasks will be changed each year. A previous year's task may NOT be re-submitted in the following examination session.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 16 hours in producing the work for this unit, not including one day collecting data in the field. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

Research and data collection (limited supervision)

All research and data collection, including fieldwork, will be carried out under limited control but centres must give due regard to Health and Safety issues. Collection of fieldwork data through group fieldwork is permissible. Where group data collection is carried out, candidates will be asked to reflect upon their contribution to the group task. All other research must be carried out individually.

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task
- advise on how the task could be approached
- advise on resources
- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

- comment on or correct the work
- practise the task with the candidates
- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

- Candidates can research and present their data under limited supervision.
- Work completed under limited supervision must be submitted to the teacher before the first lesson of formal supervision.
- Teachers must check the work to ensure no analysis, conclusion or evaluation has been included.
- Teachers should also authenticate the work as being that of the candidate.

4.2.2 Producing the final piece of work

Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used.

No further access to the internet or other resource material is permitted at this stage. Candidates must complete their analysis, conclusion and evaluation under formal supervision in the classroom. If writing up is carried out over several sessions, work should be collected in and kept securely between lessons.

- The final piece of work should not exceed **2000 words** in total. Candidates should be encouraged to develop the skill of writing with precision and succinctness. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included. Use of tables with written content must be avoided as a method of exceeding the word limit.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks.

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation must include:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title
 - task titles
 - unit recording sheet.

Also included should be:

- group work declaration form
- centre authentication form CCS160.

All forms can be found on the [OCR Website](#).

Work submitted in digital format (CD or online) for moderation must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment*). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate.

4.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Teachers should use their professional judgement when considering the word limit. Not exceeding the word limit is one of the descriptors within the AO3 marking criteria, and should be considered along with the other descriptors following the 'best fit' approach outlined above. If a candidate has gained additional marks, by exceeding the word limit, then this must be addressed in the mark awarded and noted on the cover sheet.

The controlled assessment unit is out of a total of 50 marks.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.3.4 Marking Criteria for Controlled Assessment

	Level 1	Level 2	Level 3	Mark
	[1–3 Marks]	[4–7 Marks]	[8–10 Marks]	
AO1	<p>Candidates</p> <ul style="list-style-type: none"> demonstrate knowledge of the locality being studied in a limited way. define the geographical features of the issue basically. identify that there are different values and attitudes involved in the issue in a simplistic way. offer a simplistic reflection. 	<p>Candidates</p> <ul style="list-style-type: none"> demonstrate sound knowledge of the locality being studied. define the geographical features of the issue in a sound way. describe some of the different values and attitudes involved in the issue with some explanation. offer some critical reflection on the issue. 	<p>Candidates</p> <ul style="list-style-type: none"> demonstrate clear and detailed knowledge about the locality being studied. have a clear and detailed understanding of the defining geographical features of the issue. describe and explain different values and attitudes involved in the issue clearly. offer a detailed and justified reflection on the issue. 	/10

	Level 1	Level 2	Level 3	Mark
	[1–7 Marks]	[8–15 Marks]	[16–20 Marks]	
AO2	<p>Candidates</p> <ul style="list-style-type: none"> include a plan and strategy for conducting the investigation, produced with teacher guidance. identify geographical questions and recognise the basic sequence of an investigation. use research to help study the issue, with teacher guidance but limited initiative. show a basic understanding of findings. demonstrate a basic interpretation of the geographical nature of the issue. apply basic geographical concepts to help communicate understanding of the issue being investigated. 	<p>Candidates</p> <ul style="list-style-type: none"> include a plan and strategy for conducting their investigation, produced with some independence. identify and begin to analyse geographical questions and establish an effective sequence of investigation. use research to inform understanding of the issue with some independence and some initiative. show a clear understanding of findings. demonstrate a sound interpretation of the geographical nature of the issue. apply some geographical concepts to help communicate understanding of the issue being investigated. 	<p>Candidates</p> <ul style="list-style-type: none"> include a developed plan and strategy for conducting their investigation, showing independence and initiative. identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry. demonstrate independence and initiative in using research to inform understanding of the issue. show a thorough understanding of findings. demonstrate a thorough interpretation of the geographical nature of the issue. apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated. 	/20

	Level 1 [1–7 Marks]	Level 2 [8–15 Marks]	Level 3 [16–20 Marks]	Mark
AO3	<p>Candidates</p> <ul style="list-style-type: none"> show basic evidence of planning with limited evaluation. demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources. use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience. interpret evidence, describe its limitations simply and reach a basic conclusion. include a basic reflection about the success of the investigation. show organisation, accuracy and clarity in a basic way. produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication. produce investigations that are basic and lack focus (see specification for further information). 	<p>Candidates</p> <ul style="list-style-type: none"> show some evidence of organisation and some evaluation. demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources. use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience. include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion. include some plausible reflections about the success of the investigation. present clear, organised and largely accurate work, with some appropriate use of specialist terms. produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly. produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information). 	<p>Candidates</p> <ul style="list-style-type: none"> show comprehensive planning and evaluation. demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources. use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience. analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion. include a meaningful reflection on the success of the investigation. present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms. produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly. produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information). 	/20
Total				/50

0 marks = no response or no response worthy of credit

4.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of the entire task. During data collection and planning the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work. Producing the final piece of work (analysis, conclusion and evaluation of findings), however, must be carried out under formal supervised conditions. See 4.2.2 for further guidance.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [OCR Interchange](#).

4.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the [OCR website](#) for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Geography A unit A733 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on [OCR Interchange](#).

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Geography A Specification
- [specimen assessment materials for each unit](#)
- guide to controlled assessment
- [sample schemes of work and lesson plans](#).

5.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partnership' and 'Approved publication' resources, all endorsed by OCR for use with OCR specifications.

5.2.1 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partnership' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



Oxford University Press produces the following resources endorsed for OCR GCSE Geography A:

OCR GCSE Geography A: Student Book (ISBN: 978-0-19-913520-2)

OCR GCSE Geography A: Teacher's Handbook (ISBN: 978-0-19-913519-6)

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification. Please see [Event Booker](#) for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Geography specifications.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

6.1 Equality Act information relating to GCSE Geography A

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	Written and practical assessments
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE Geography A \(January 2012\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Geography A certification is available in June 2014 and each June thereafter.

	Unit A731	Unit A732	Unit A733	Certification availability
June 2014	✓	✓	✓	✓
June 2015	✓	✓	✓	✓

7.2 Certification rules

For GCSE Geography A, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the externally assessed units A731 and A732 candidates must be entered for either component 01 (Foundation Tier) or 02 (Higher Tier) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series; however, different units may be taken at different tiers.

For A733 the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A731F	01	Written Paper	<i>Contemporary Themes in Geography (Foundation Tier)</i>
A731H	02	Written Paper	<i>Contemporary Themes in Geography (Higher Tier)</i>
A732F	01	Written Paper	<i>Geographical Skills (Foundation Tier)</i>
A732H	02	Written Paper	<i>Geographical Skills (Higher Tier)</i>
A733A	01	Moderated via OCR Repository	<i>Local Geographical Investigation</i>
A733B	02	Moderated via postal moderation	<i>Local Geographical Investigation</i>
A733C	80	Carried forward	<i>Local Geographical Investigation</i>

7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Centres must enter candidates for:

- GCSE Geography A certification code J382.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

8.1 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that for GCSE Geography B, Geography Short Course and Humanities.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for Geography*. All documents are available on the [Ofqual website](#).

8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding. Through study of the content of the units, there are many opportunities for candidates to experience a sense of awe and wonder of the natural world. Similar opportunities exist related to human achievements and there is also potential for candidates to experience, appreciate and relate to cultures other than their own.

Study of the content of the units may provide opportunities to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. This may help candidates to understand their own worth and the value of individuals and communities.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes, related to economic development, trade and aid.

8.7 Sustainable development, Health and Safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements. OCR has taken account of the 1988 Resolution of the Council of the European Community and the report, *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the Unit A731.

The issues of health education are a focus in Unit A731 related to similarities and differences. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing extreme environments in different parts of the world. Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for controlled assessment.

There are many opportunities to study themes, places and environments through references to individual member states within the European Union, or regions within them. European examples should be used in the delivery of the subject content where prescribed in the context column and, where choice of context is possible, an appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A731	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A732	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A733	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of geography.

Examples of development opportunity:

ICT Application/Development	Opportunities for using ICT during the Course
Use of internet, CD-ROMs, GIS, fax, email, the Internet, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world-wide.	Unit A731: Accessing news about extreme environments or data on a non-UK location. Unit A731: Obtain statistics on aspects of, e.g. climate, for an extreme environment.
Use of data-handling techniques to enhance the development of enquiry skills, e.g. use a spreadsheet to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.	Drafting, re-drafting and presentation of controlled assessment. Unit A733: Use of a spreadsheet to input and manipulate data collected by fieldwork.
Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	Unit A731: Modelling of possible future scenarios for an extreme environment.

8.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content.

Geography has a considerable overlap with the requirements of Key Stage 4 citizenship:

- knowledge and understanding of European and global links and the interdependence of people and places
- knowledge and understanding of the concept of sustainability, Local Agenda 21 and the skills to act upon their understanding
- knowledge and understanding of the decision making processes which underpin changes in society and the environment at a range of scales
- the skills of enquiry and communication involved in personal decision making, problem solving and the investigation of environmental issues.

As part of citizenship, it is important that candidates have knowledge and understanding of the world of work. The content of this specification gives the opportunity to include an insight into the world of work.

A Appendix A: Guidance for the production of electronic controlled assessment

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A733, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark www.ocr.org.uk/gcse2012
- Be among the first to hear about support materials and resources as they become available. Register for email updates at www.ocr.org.uk/updates
- Book your inset training place online at www.ocreventbooker.org.uk
- Learn more about active results at www.ocr.org.uk/activeresults
- Join our geography social network community for teachers at www.social.ocr.org.uk

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: general.qualifications@ocr.org.uk

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,
Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit www.ocr.org.uk/centreapproval to become an approved OCR centre.

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