AQA

GCSE GEOGRAPHY

DRAFT 8035

Specification

For teaching from September 2016 onwards
For GCSE exams in 2018 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8035
- We will write to you if there are significant changes to the specification.

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1 Introduction

1.1 Why choose AQA for GCSE Geography

Our specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

We created this specification with help from teachers and subject experts and we're confident you'll enjoy teaching it as much as your students will enjoy learning.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

You can find out about all our Geography qualifications at aqa.org.uk/geography

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/8035 to see all our teaching resources. They include:

- dedicated student textbooks approved by AQA
- specimen question papers and mark schemes to show you what the exam will look like
- enhanced schemes of work to provide you with a range of suggestions for lesson activities, resources and more
- fieldwork toolkit to support your delivery of this key element of the specification
- training courses to help you deliver AQA Geography qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8035 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support available

Visit our website for information, guidance, support and resources at aqa.org.uk/8035

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformedgeography

Alternatively, you can call or email our subject team direct.

E: geography@aqa.org.uk

T: 01483 477791

1.3 Draft specification

This draft qualification has not yet been accredited by Ofqual. We have published it now, to show you our proposal for the new GCSE Geography. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in August 2018.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Living with the physical environment

3.1.1 Section A: The challenge of natural hazards (page 9)
3.1.2 Section B: Physical landscapes in the UK (page 11)
3.1.3 Section C: The living world (page 14)

Challenges in the human environment

3.2.1 Section A: Urban issues and challenges (page 17)
3.2.2 Section B: The changing economic world (page 18)
3.2.3 Section C: The challenge of resource management (page 20)

Geographical applications

3.3.1 Section A: Issue evaluation (page 24)
3.3.2 Section B: Fieldwork (page 25)

Geographical skills

3.4 Geographical skills (page 27)

2.2 Assessments

Paper 1: Living with the physical environment
What's assessed 3.1.1 The challenge of natural hazards, 3.1.2 Physical landscapes in the UK, 3.1.3 The living world, 3.4 Geographical skills
How it's assessed • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • 35% of GCSE
Questions • Section A: answer all questions (33 marks) • Section B: answer any two from questions 2, 3 and 4 (30 marks) • Section C: answer question 5 and one from questions 6 and 7 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment
What's assessed 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills
How it's assessed • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPGST) • 35% of GCSE
Questions • Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications
What's assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed • Written exam: 1 hour • 76 marks (including 6 marks for SPGST) • 30% of GCSE • Pre-release resources made available from 15 March in the year of the exam
Questions • Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

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3 Subject content

The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.

In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.

3.1 Living with the physical environment

This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.

The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

3.1.1 Section A: The challenge of natural hazards

Students are required to study all the themes in this section.

3.1.1.1 Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.

3.1.1.2 Tectonic hazards

Key idea	Specification content
Earthquakes and volcanic eruptions are the result of physical processes.	Global distribution of earthquakes and volcanic eruptions and their relationship to plate boundaries. The physical processes taking place at different types of plate boundaries (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
The effects of and responses to tectonic hazards vary between areas of contrasting levels of wealth.	A **case study** of two countries of contrasting levels of wealth to show the primary and secondary effects of, and the immediate and long-term responses to, a tectonic hazard.

Key idea	Specification content
Management can reduce the effects of tectonic hazards.	Reasons why people continue to live in areas at risk from tectonic hazards. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

3.1.1.3 Tropical storms

Key idea	Specification content
Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). Conditions leading to the formation of a tropical storm. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.
Tropical storms have significant effects on people and environments.	A **case study** of a tropical storm to illustrate: • the primary and secondary effects • the immediate and long-term responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.

3.1.1.4 Extreme weather in the UK

Key idea	Specification content
The UK is affected by a number of weather hazards.	Types of weather hazard experienced in the UK.
Extreme weather events in the UK have impacts on human activity.	An **example** of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.

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3.1.1.5 Climate change

Key idea	Specification content
Climate change is the result of natural and human factors.	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation.
Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Managing the impacts of climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.

3.1.2 Section B: Physical landscapes in the UK

In this section, students are required to study UK physical landscapes (page 11) and **two** from Coastal landscapes in the UK (page 11), River landscapes in the UK (page 12) and Glacial landscapes in the UK (page 13).

3.1.2.1 UK physical landscapes

Key idea	Specification content
The UK's relief covers a range of diverse landscapes.	Location of major upland/lowland areas and river systems.

3.1.2.2 Coastal landscapes in the UK

Key idea	Specification content
The coast is shaped by a number of physical processes.	Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding and slumping • erosion – hydraulic power, abrasion, attrition and solution • transportation – longshore drift, traction, saltation, suspension and solution • deposition – why sediment is deposited in coastal areas.

Key idea	Specification content
Distinctive coastal landforms are the result of rock type, structure and physical processes.	Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An **example** of a section of coastline in the UK to identify its major landforms of erosion and deposition.
Different management strategies can be used to protect coastlines from the effects of physical processes.	The costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment and monitoring. A **case study** of a coastal management scheme in the UK to show: • the reasons for management • the measures taken • the resulting effects and possible conflicts.

3.1.2.3 River landscapes in the UK

Key idea	Specification content
The shape of river valleys changes as rivers flow downstream.	The long profile and changing cross profile of a river and its valley. Fluvial processes: • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment.

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Key idea	Specification content
Distinctive fluvial landforms result from different physical processes.	Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An **example** of a river valley in the UK to identify its major landforms of erosion and deposition.
Different management strategies can be used to protect river landscapes from the effects of flooding.	How physical and human factors increase the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning. A **case study** of a flood management scheme in the UK to show: • why the scheme was required • the measures taken • the social, economic and environmental issues involved.

3.1.2.4 Glacial landscapes in the UK

Key idea	Specification content
Ice is a powerful force in shaping the land.	Glacial processes: • freeze thaw weathering • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing • deposition – why glaciers deposit sediment (till and outwash).

Key idea	Specification content
Distinctive glacial landforms result from different physical processes.	Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. An **example** of a glaciated area in the UK to identify its major landforms of erosion and deposition.
Glacial landscapes provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts.	Economic activities in glaciated areas – farming, forestry, quarrying and tourism. Conflicts between different land uses and between development and conservation. A **case study** of a glaciated upland area in the UK used for tourism to show: • the attractions for tourists • social, economic and environmental impacts • management strategies and their level of success.

3.1.3 Section C: The living world

In this section, students are required to study Ecosystems (page 14), Tropical rainforests (page 15) and **one** from Hot deserts (page 15) or Cold environments (page 16).

3.1.3.1 Ecosystems

Key idea	Specification content
Ecosystems exist at a range of scales and involve the interaction between living and non-living components.	An **example** of a small-scale UK ecosystem to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact of changing one component on the ecosystem.
Global atmospheric circulation is the main factor determining the distribution of large-scale global ecosystems.	General features of global atmospheric circulation – pressure and wind patterns. The distribution of large scale global ecosystems and an overview of their characteristics.

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3.1.3.2 Tropical rainforests

Key idea	Specification content
Tropical rainforests have distinctive environmental characteristics.	Characteristics of a tropical rainforest – climate, water, soils, plants and animals. How vegetation adapts to the physical conditions.
Deforestation creates a number of issues.	Changing rates of deforestation. A **case study** of a tropical rainforest to illustrate: • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts and issues resulting from deforestation – soil erosion, loss of biodiversity, contribution to climate change, economic development.
Tropical rainforests need to be managed to be sustainable.	Why the tropical rainforest environment should be protected. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.

3.1.3.3 Hot deserts

Key idea	Specification content
Hot deserts have distinctive environmental characteristics.	Characteristics of a hot desert – climate, water, soils, plants and animals. How vegetation adapts to the physical conditions.
Development of hot desert environments creates opportunities and challenges.	A **case study** of a hot desert to illustrate: • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.

Key idea	Specification content
Areas on the fringe of hot deserts are at risk of desertification.	Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.

3.1.3.4 Cold environments

Key idea	Specification content
Cold environments (polar and tundra) have distinctive characteristics.	Characteristics of a cold environment – climate, permafrost, soils, plants and animals. How vegetation adapts to the physical conditions.
Development of cold environments creates opportunities and challenges.	A **case study** of a cold environment to illustrate: • development opportunities in cold environments: mineral extraction, energy, fishing and tourism • challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure.
Cold environments are at risk from economic development.	The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments – use of technology, role of governments, international agreements and conservation groups.

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3.2 Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development.

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

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3.2.1 Section A: Urban issues and challenges

Students are required to study all the themes in this section.

Key idea	Specification content
A growing percentage of the world's population lives in urban areas.	World population growth. The global pattern of urban change. Urban trends in different parts of the world. Factors affecting the rate of urbanisation and the emergence of mega-cities.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A **case study** of a major city in an LIC or NEE to illustrate:
	• the location and importance of the city, both nationally and internationally
	• causes of growth: natural increase and migration
	• opportunities:
	  • social: access to services – health, education, water supply, energy
	  • economic: employment, formal and informal economy
	• challenges:
	  • social and economic: the growth of squatter settlements, access to clean water and sanitation systems, poor health, education, unemployment, crime
	  • environmental: waste, air and water pollution, traffic congestion
	• an **example** of how urban planning is improving the quality of life for the urban poor.

Key idea	Specification content

Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Overview of the distribution of population and the major cities in the UK.
	
	A **case study** of a major city in the UK to illustrate:
	
	• the location and importance of the city in the UK and the wider world
	• impacts of national and international migration on the growth and character of the city
	• opportunities:
	  • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
	  • environmental: urban greening
	• challenges:
	  • social and economic: urban decline and deprivation, inequalities in housing, education, health and employment
	  • environmental: dereliction, the impact of urban sprawl on the rural–urban fringe, building on brownfield and greenfield sites, waste disposal and atmospheric pollution
	• an **example** of an urban regeneration project to show why the area needed regeneration and how the project improved social, economic and environmental conditions.

Urban sustainability requires management of resources and transport.	Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. An **example** of how urban transport strategies are being used to reduce traffic congestion in one urban area.

3.2.2 Section B: The changing economic world

Students are required to study all the themes in this section.

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Key idea	Specification content
There are global variations in economic development and quality of life.	Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Factors influencing the rate and level of development. Consequences of uneven development. The impacts of rapid population growth on quality of life.
Various strategies exist for reducing the global development gap.	Managing disparities in development and quality of life: investment, aid, using intermediate technology, free trade and fairtrade, debt relief, microfinance loans. An **example** of how managing population change in one country helps to reduce the development gap. An **example** of how the growth of tourism in an LIC or NEE helps to reduce the development gap.
Some LICs or NEEs are experiencing rapid economic development which leads to significant social and cultural change.	A **case study** of one LIC or NEE to illustrate: • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the debt crisis and debt relief • how economic development is improving the quality of life for the population.

Key idea	Specification content
Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.	Economic futures in the UK: • causes of economic change: globalisation and government policies, de-industrialisation and decline of traditional industrial base • moving towards a post-industrial economy: development of information technology, service industries, finance and research, and science and business parks • impacts of industry on the physical environment. An **example** of how modern industrial development can be more environmentally sustainable • improvements and new developments in road and rail infrastructure, port and airport capacity • the North–South divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.

3.2.3 Section C: The challenge of resource management

In this section, students are required to study Resource management (page 20) and **one** from Food (page 21) or Water (page 22) or Energy (page 23).

3.2.3.1 Resource management

Key idea	Specification content
The global distribution of food, water and energy resources is uneven.	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.

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Key idea	Specification content
The changing demand and provision of resources in the UK create opportunities and challenges.	An overview of resources in relation to the UK. Food: • the growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. Water: • the changing demand for water • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. Energy: • the changing energy mix • reliance on fossil fuels and growing significance of renewables • reduced domestic supplies of coal, gas and oil • the role of nuclear power • economic and environmental issues associated with exploitation of energy sources, including shale gas.

3.2.3.2 Food

Key idea	Specification content
Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity: food supply problems – famine, under nutrition, soil erosion, rising prices, social unrest.

Key idea	Specification content
Different strategies can be used to increase food supply.	Strategies to increase food supply: • irrigation, aeroponics and hydroponics, the Blue Revolution, the Green Revolution and use of biotechnology, appropriate technology • a **case study** of a large-scale irrigation scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future: • the potential for sustainable food supplies: organic farming, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • a **case study** of a local scheme in an LIC or NEE to increase sustainable supplies of food.

3.2.3.3 Water

Key idea	Specification content
Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. Impacts of water insecurity: water supply problems – lack of available 'clean' piped water, waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.

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Key idea	Specification content
Different strategies can be used to increase water supply.	Strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination • a **case study** of a large-scale water transfer scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future: • water conservation, groundwater management, recycling, 'grey' water, local sustainable water projects • a **case study** of a local scheme in an LIC or NEE to increase sustainable supplies of water.

3.2.3.4 Energy

Key idea	Specification content
Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global distribution of energy consumption and supply • reasons for increasing energy consumption: economic development, rising population, technology • factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. Impacts of energy insecurity: energy supply problems – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.

Key idea	Specification content
Different strategies can be used to increase energy supply.	Strategies to increase energy supply: • renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy • a **case study** to show how a non-renewable resource has both advantages and disadvantages when used to generate electricity. Moving towards a sustainable resource future: • individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, increasing use of technology to reduce the use of fossil fuels • a **case study** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.

3.3 Geographical applications

The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study.

3.3.1 Section A: Issue evaluation

This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

The issue(s) will arise from any aspect of the subject content but may extend beyond it through the use of resources. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of one or more of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select proposed solutions and justify their choices.

A resource sheet will be available from 15 March in the year of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the topic. Students will not be allowed to take the original resource sheet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Assessment will consist of a series of questions related to a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification. Students will use geographical skills to set the issue in context and to examine conflicting

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viewpoints about the issue. They will need to make effective use of, and interpret, the source material provided.

Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The issue(s) considered may have more than one, sometimes conflicting, solution.

The exam may also require students to consider physical and human implications together, making reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.

3.3.2 Section B: Fieldwork

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the geographical enquiries and the subject content, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.

The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.

Students' understanding of the enquiry process will be assessed in the following two ways:

1. Questions based on the use of fieldwork materials from an unfamiliar context.
2. Questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.

Students will be expected to have an understanding of the following aspects of the process of geographical enquiry:

Geographical enquiry strand	What students need to know
1. Suitable question for geographical enquiry	An understanding of the process of geographical enquiry. The factors that need to be considered when selecting suitable questions for their enquiries. The geography underpinning the enquiries. Availability of primary and secondary evidence. An appreciation of the potential risks of both human and physical fieldwork and how these risks might be reduced.

Geographical enquiry strand	What students need to know
2. Selecting, measuring and recording data appropriate to the chosen enquiries	Difference between primary and secondary data. How to identify appropriate physical and human data required for their geographical enquiries. An understanding of different sampling methods. How to describe their data collection methods. How to justify the data collection methods selected.
3. Selecting appropriate ways of processing and presenting fieldwork data	Appreciate that a range of visual, graphical and cartographic methods is available. How to identify and describe the chosen presentation methods used in their enquiries. How to explain why the presentation methods were chosen.
4. Describing, analysing and explaining fieldwork data	How to describe results of fieldwork data. How to analyse results of fieldwork data. How to explain results of fieldwork data. How to establish links between data sets. How to use appropriate statistical techniques. How to identify anomalies in fieldwork data.
5. Reaching conclusions	How to draw evidenced conclusions in relation to original aims of their enquiries.
6. Evaluation of geographical enquiry	How to identify problems of data collection methods. How to identify limitations of data collected. Suggest other data that might be useful. Consider the extent to which conclusions were reliable.

Since fieldwork is an essential aspect of geography which ensures that students are given the opportunity to consolidate and extend their achievement by relating learning to real experiences of the world, **schools and colleges must submit a written statement as evidence that the fieldwork requirement has been met**.

The statement should be completed by the Head of Department and must record the date, location, numbers of students participating, the main issues/questions investigated and the part of the specification content to which the fieldwork is linked. The statement must also be signed by the Head of Centre.

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Any failure to provide this statement in a timely manner will be treated as malpractice or maladministration (under Ofqual's General Condition A8 (Malpractice and maladministration)).

3.4 Geographical skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

3.4.1 Cartographic skills

Cartographic skills relating to a variety of maps at different scales.

Atlas maps:

- recognise and describe distributions and patterns of both human and physical features
- maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Ordnance survey maps:

- use and interpret OS maps at a range of scales, including 1:50,000 and 1:25,000 and other maps appropriate to the topic
- use and understand coordinates – four and six-figure grid references, latitude and longitude
- use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
- use and understand gradient, contour and spot height
- numerical and statistical information
- identify basic landscape features and describe their characteristics from map evidence
- identify major relief features on maps and relate cross-sectional drawings to relief features
- draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use
- interpret cross sections and transects of physical and human landscapes
- describe the physical features as they are shown on large-scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes
- infer human activity from map evidence, including tourism.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret
- photographs: use and interpret ground, aerial and satellite photographs
- describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs.

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3.4.2 Graphical skills

Graphical skills to:

- select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of graphs and charts
- interpret population pyramids, choropleth maps, flow-line maps.

3.4.3 Numerical skills

Numerical skills to:

- demonstrate an understanding of number, area and scales and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

3.4.4 Statistical skills

Statistical skills to:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data.

3.4.5 Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

Examples of types of data:

- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information.

3.4.6 Formulate enquiry and argument

Students should demonstrate the ability to:

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- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

3.4.7 Literacy

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.

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4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Geography include questions that allow students to demonstrate their ability to:

- draw together their knowledge, understanding and skills from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the inter-relationship between places, environments and processes (25%).

- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation, grammar and specialist terminology (SPGST) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

4.2.1 Assessment objective weightings for GCSE Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	7.5	7.5	0	15
AO2	11	11	3	25
AO3	8.5	8.5	18	35
AO4	8	8	9	25
Overall weighting of components	35	35	30	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Living with the physical environment	88	x1	88
Paper 2: Challenges in the human environment	88	x1	88
Paper 3: Geographical applications	76	x1	76
		Total scaled mark:	252

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5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the School and College Performance tables – the DFE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA GCSE in Geography	8035	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is TBC.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

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5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email: privatecandidates@aqa.org.uk

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Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8035

You can talk directly to the Geography subject team:

E: geography@aqa.org.uk

T: 01483 477791

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