edexcel

GCSE (9-1) Geography B

Subject to Ofqual accreditation
DRAFT

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B (1GB0). Further changes may be required and no assurance can be given at this time that the 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 2018.

Specification DRAFT

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

First teaching from September 2016

First certification from 2018

ALWAYS LEARNING

PEARSON

Subject to Ofqual accreditation
DRAFT

Contents

Introduction 2

Why choose Edexcel GCSE Geography B? 2

Supporting you in planning and implementing this qualification 3

Qualification at a glance 4

2 Subject content and assessment information 6

Component 1: Global Geographical Issues 8

Component 2: UK Geographical Issues 17

Component 3: People and Environment Issues – Making Geographical Decisions 31

Geographical skills 36

Mathematics and Statistics Skills 37

Assessment Objectives 38

3 Administration and general information 39

Entries 39

Access arrangements, reasonable adjustments, special consideration and malpractice 40

Student recruitment and progression 42

Appendix 1: Fieldwork Statement 45

Appendix 2: Definitions 46

Appendix 3: Exam command word definitions 47

Appendix 4: The context for the development of this qualification 48

Appendix 5: Transferable skills 50

Appendix 6: Codes 51

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Introduction

Why choose Edexcel GCSE Geography B?

We've listened to feedback from all parts of the geography subject community, including hundreds of fellow teachers. We've used this opportunity of curriculum change to redesign a qualification that is engaging and relevant to today's geographers – a qualification that enables your students to explore the world, the issues it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

Clear and coherent structure – our qualification has a straightforward structure with three components – Global Geographical Issues, UK Geographical Issues and People and Environment Issues: Making Geographical Decisions.

Enquiry-based learning – the specification content is framed by geographical enquiry questions that encourage an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues.

Provides an engaging real-world focus – students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st-century people and environment issues.

Engaging and manageable fieldwork – fieldwork environments are aligned with the core content of the course so that the experience of fieldwork can reinforce and enlighten learning in the classroom, and learning in the classroom can underpin learning in the field. Fieldwork tasks will remain for the lifetime of the specification so there is less time spent on planning and administration and more time to bring geography to life in the field.

Straightforward assessments that are accessible for all abilities – there are three externally examined papers that provide gradual progression in demand throughout the topics. Across all three assessments there is consistent use of 12 different command words so that students know what to expect.

Continuous progression – the new specification content develops students' knowledge and understanding of place, process and interaction by first introducing them to global issues and then to UK issues, including two fieldwork investigations. Building on this, via a decision-making exercise, students will investigate a contemporary local, national or regional people and environment issues within a global setting, drawing on their wider knowledge and understanding from across the course.

Supports progression to A Level – the compulsory and optional topic content gives students to the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level.

Subject to Qualification Accreditation DRAFT

© Pearson Education Limited 2015

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the new GCSE qualifications to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2012 qualifications.

Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualifications, including:

- **topic packs** for *every* topic, including teaching and learning ideas on new and more challenging topics and skills and geographical literacy
- support for **embedding geographical skills and fieldwork** in teaching.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- **additional assessment materials** to support formative assessments and mock exams
- marked **exemplars of student work** with examiner commentaries.

ResultsPlus

ResutsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Jon Wolton, and online communities, will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters from Jon to keep up to date with qualifications and product and service news.

Learn more at qualifications.pearson.com

Subject to Official Accreditation DRAFT

© Pearson Education Limited 2015

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Geography B consists of three externally-examined papers.

Students must complete all assessments in May/June in any single year.

Component 1: Global Geographical Issues (*Paper 1 code: 1GB0/01)
Written examination: 1 hour and 30 minutes ***37.5% of the qualification*** ***94 marks***
Content overview • Topic 1: Hazardous Earth • Topic 2: Development dynamics • Topic 3: Challenges of an urbanising world
Assessment overview An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology. **Section A: Hazardous Earth** **Section B: Development dynamics** **Section C: Challenges of an urbanising world** The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

Component 2: UK Geographical Issues (*Paper 2 code: 1GB0/02)
Written examination: 1 hour and 30 minutes ***37.5% of the qualification*** ***94 marks***
Content overview • Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures. • Topic 5: The UK's evolving human landscape – including sub-topics 5A: Dynamic inner cities and 5B: Changing rural settlements. • Topic 6: Geographical investigations – including **one** human fieldwork task linked to either sub-topic 4A or 4B and **one** physical fieldwork task linked to either sub-topic 5A or 5B.

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Assessment overview

An externally-assessed written exam with four sections. Of the 94 raw marks available up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A1: The UK's evolving physical landscape

Section A2: Investigating UK physical landscapes

Students choose **one** from two optional questions (Coastal change and conflict **or** River processes and pressures).

Section B1: The UK's evolving human landscape

Section B2: Investigating UK human landscapes

Students choose **one** from two optional questions (Dynamic inner cities **or** Changing rural settlements).

The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.

Component 3: People and Environment Issues – Making Geographical Decisions (*Paper 3 code: 1GB0/03)

Written examination: 1 hour and 15 minutes

25% of the qualification

64 marks

Content overview

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Assessment overview

An externally-assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and their of specialist terminology.

Section A: People and the biosphere

Section B: Forests under threat

Section C: Consuming energy resources

Section D: Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of **one** from three decisions assessed through a 12-mark extended writing question.

*See *Appendix 6: Codes* for a description of this code and all other codes relevant to this qualification.

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

2 Subject content and assessment information

The subject content sets out the knowledge, understanding and skills relevant to this qualification. Together with the assessment information it provides the framework within which centres create their programmes of study, so ensuring progression from Key Stage 3 national curriculum requirements and the possibilities for development into A Level.

Qualification aims and objectives

GCSE specifications for the discipline of geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

The aims and objectives of this qualification are to enable students to build on their Key Stage 3 knowledge and skills 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 interrelationship 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 Geographical Information Systems (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).

Subject to Ofqual accreditation DRAFT

Geographical skills

Geographical Skills Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. The full list of geographical skills is provided on page 36 and 37. Some geographical skills are specific to particular topic content, these are numbered within the content and indicated in the 'integrated skills' sections within the topics throughout the content pages.

© Pearson Education Limited 2015

Subject content structure

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

Case Studies and Exemplars

Throughout the course it is a requirement to draw on case studies and exemplars from developing, emerging and developed countries. These must relate to, at least, two countries other than the UK. Any case studies and exemplars must be set within the broader contextual knowledge of the country.

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Component 1: Global Geographical Issues

Overview

This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues. The component is divided into three sections:

- Topic 1: Hazardous Earth – An overview of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.
- Topic 2: Development dynamics – an overview of the scale of global inequality. Plus a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world
- Topic 3: Challenges of an urbanising world – an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity* in a developing or emerging country.

*See *Appendix 2: Definitions*

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Content

Topic 1: Hazardous Earth

Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people?	
Key idea	**Detailed content**
1.1 The atmosphere operates as a global system which transfers heat around the Earth	a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.
	b. How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas. (1)
1.2 Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years	a. The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output.
	b. Evidence for natural climate change (ice cores, tree rings, historical sources) and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day. (2)
1.3 Global climate is now changing as a result of human activity, and there is uncertainty about future climates	a. How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect.
	b. Evidence for how human activity is causing climate change (sea level rise and warming oceans, global temperature rise, declining Arctic ice, increased extreme weather events) and the possible consequences on people.
	c. The range of projections for global temperature change and sea level rise in the future, including physical process and human reasons for uncertainty about those projections. (3)
Integrated skills (1) Use and interpretation of climate graphs. (2) Use and interpretation of line graphs/bar charts showing climate change. (3) Use and interpretation of temperature and sea-level projection graphs to 2100.	

subject to DRAFT accreditation

© Pearson Education Limited 2015

Enquiry question: How are extreme weather events increasingly hazardous for people?	
Key idea	**Detailed content**
1.4 Tropical cyclones are caused by particular meteorological conditions	a. Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks. (3)
	b. Causes of tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation. (4)
1.5 Tropical cyclones present major hazards to people and places	a. Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments. (5)
	b. Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones.
1.6 The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them	a. How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.
	b. The effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.

Integrated skills

(1) Use and interpretation of graphs showing medium-term rainfall trends.
(2) Use and interpretation of socio-economic data.
(3) Use of GIS to track the movement of tropical cyclones.
(4) Use of weather and storm-surge data to calculate Saffir-Simpson magnitude.
(5) Use of social media sources, satellite images and socio-economic data to assess impact.

Subject to DRAFT accreditation

© Pearson Education Limited 2015

Enquiry question: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?	
Key idea	**Detailed content**
1.7 Earth's layered structure, and physical properties is key to plate tectonics	a. Earth's layered structure (including the asthenosphere), with different composition and physical properties (temperature, density, composition, physical state) (1)
	b. How the core's internal heat source (through radioactive decay) generates convection, the key foundation for plate motion.
1.8 There are different plate boundaries, each with characteristic volcanic and earthquake hazards	a. Distribution and characteristics of the three plate boundary types (conservative, convergent and divergent) and hotspots. (2)
	b. Causes of contrasting volcanic (volcano type, magma type/lava flows and explosivity) and earthquake hazards, including tsunami (shallow/deep, magnitude).(3)
1.9 Volcanic and earthquake hazards affect people, and are managed, differently at contrasting locations	a. Primary and secondary impacts of earthquakes and volcanoes on property and people in a developed and emerging or developing country.
	b. Management of volcanic and earthquake hazards, in a developed and emerging or developing country including short-term relief (shelter and supplies) and long-term planning (trained and funded emergency services), preparation (warning and evacuation; building design) and prediction. (4)
Integrated skills (1) Interpret a cross-section of the Earth (2) Use and interpretation of world map showing distribution of plate boundaries and plates (3) Use of Richter Scale to compare magnitude of earthquake events (4) Use of social media sources, satellite images and socio-economic data to assess impact	

Subject to Ofqual accreditation

© Pearson Education Limited 2015

Topic 2: Development dynamics

Enquiry question: What is the scale of global inequality and how can it be reduced?	
Key idea	**Detailed content**
2.1 There are different ways of defining and measuring development	a. Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption). (1)
	b. How countries at different levels of development (developing, emerging and developed) have differences in their demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates). (2)
2.2 There is global inequality in development and different theories in how it can be reduced	a. The nature and extent of global inequality, and how this has changed over time. (3)
	b How Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.
2.3 Approaches to development vary in type and success	a. Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology.
	b. Advantages and disadvantages of different approaches to development: Non-governmental organisation-led (NGO-led) intermediate technology, NGO funded large infrastructure and investment by foreign TNCs.
2.4 Globalisation has helped some countries to develop	a. Why some countries have benefited from the processes of globalisation more than others.
	b. The outcomes of globalisation (global shift manufacturing industry and outsourcing of services) for emerging and developed countries' employment structures (Clark Fisher model).
2.5 Some of the world's least-developed countries have made limited development progress	a. How global trade patterns (terms of trade, commodity dependency and prices), debt and low human development (education, healthcare, gender inequality) can be obstacles to development. (4)
	b. How the physical environment (relief, physical isolation, climate, natural resources) can help or hinder economic development and how development impacts on the environment (air and water pollution, greenhouse gases).

Integrated skills

(1) Comparing the relative ranking of countries using single versus composite (indices) development measures.

(2) Interpreting population pyramid graphs for countries at different levels of development.

(3) Using income quintiles to analyse global inequality.

(4) Using proportional flow-line maps to visualise trade patterns and flows.

Subject to Pearson Education DRAFT

© Pearson Education Limited 2015

Enquiry question: How is ONE of the world's emerging countries managing to develop? To be studied in the context of an emerging country* (with high or medium human development).	
Key idea	**Detailed content:**
2.6 Development of the emerging country is influenced by its location and context in the world	a. Significance of location and position of the chosen country in its region and globally.
	b. Broad political, social, cultural and environmental context of the chosen country in its region and globally.
2.7 Globalisation causes rapid economic change in the emerging country	a. The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1980. (1)
	b. The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (education and infrastructure investment, pro-FDI policy) in the development of the chosen country. (2)
2.8 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country	a. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics. (3)
	b. Positive and negative impacts of economic development and globalisation on different age and gender groups.
	c. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).
2.9 Rapid economic development has changed the international role of the emerging country	a. How rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA.
	b. Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.
Integrated skills (1) Using numerical economic data to profile the chosen country. (2) Using proportional flow-line maps to visualise trade patterns and flows. (3) Using socio-economic data to calculate difference from the mean, for core and periphery regions.	

***See** *Appendix 2: Definitions*

Subject to Ofqual DRAFT accreditation

© Pearson Education Limited 2015

Topic 3: Challenges of an urbanising world

Enquiry question: What are the causes and challenges of rapid urban change?	
Key idea	**Detailed content**
3.1 The world is becoming increasingly urbanised	a. Past (since 1980) and current global trends in urbanisation, how it varies between global regions, and future projections of global urbanisation. (1)
	b. The global pattern of megacities (size, location, growth rates) and how in many countries some urban areas have disproportionate economic and/or political influence (urban primacy).
3.2 Urbanisation is a result of socio-economic processes and change	a. How economic change and migration (internal and international) contributes to the growth and/or decline of cities in the developing, emerging and developed countries.
	b. Why urban economies are different in the developing, emerging and developed countries (formal versus informal employment, relative importance of economic sectors, working conditions).
3.3 Cities change over time and this is reflected in changing land use	a. How urban population numbers, distribution and spatial growth change over time (urbanisation, suburbanisation, de-industrialisation, counter-urbanisation and in some cases, regeneration).
	b. Characteristics of different urban land uses (commercial, industrial, residential) and the factors that influence land-use type (accessibility, availability, cost, planning regulations). (2)
Integrated skills (1) Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth. (2) Using satellite images to identify different land use zones in urban areas.	

Subject to DRAFT accreditation

© Pearson Education Limited 2015

Enquiry question: Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*? To be studied in the context of ONE megacity in a developing or emerging country.	
Key idea	**Detailed content**
3.4 The location and context of the chosen megacity influences its growth, function and structure	a. Significance of site, situation and connectivity of the megacity in a national (environmental and cultural), regional and global context.
	b. The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.
3.5 The megacity in the chosen country is growing rapidly	a. Reasons for past and present trends in population growth (rates of natural increase, rural to urban migration, economic investment and growth) for the megacity.
	b. How population growth has affected the pattern of spatial growth and changing urban functions and land use. (1)
3.6 Rapid population growth creates opportunities and challenges for people living in the chosen megacity	a. The opportunities for people (access to resources and employment) living in the megacity.
	b. The challenges for people living in the megacity caused by rapid population growth (housing shortages, the development of squatter and slum settlements, inadequate water supply and waste disposal, poor employment conditions, and limited service provision and traffic congestion).
	c. The pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and reasons for differences in quality of life within the megacity and the political and economic challenges of managing the megacity. (2)
3.7 Quality of life in the chosen megacity can be improved by different strategies for achieving sustainability	a. Advantages and disadvantages of city-wide government (top-down) strategies for making the megacity more sustainable (managing water supply, waste disposal, transport and air quality).
	b. Advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable (city housing, health and education services in the megacity).
Integrated skills (1) Using GIS/satellite images, historic images and maps to investigate spatial growth. (2) Using quantitative and qualitative information to judge the scale of variations in quality of life.	

*See *Appendix 2: Definitions*

Subject to DRAFT Ofqual accreditation

© Pearson Education Limited 2015

Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hour and 30 minutes.
- The assessment consists of three sections.
- The assessment is out of 94 marks.
- The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
- Each question is set in a context.
- The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.
- Calculators may be used in the examination.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Geography B* Sample Assessment Materials (SAMs) document.

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Component 2: UK Geographical Issues

Overview

This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. The component is divided into three sections:

- Topic 4: The UK's evolving physical landscape – an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – 4A: Coastal change and conflict and 4B: River processes and pressures
- Topic 5: The UK's evolving human landscape – an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus two depth studies – 5A: Dynamic inner cities and 5B: Changing rural settlements
- Topic 6: Geographical investigations – two investigations, including fieldwork and research, carried out in contrasting environments, **one** from 4A or 4B and **one** from 5A or 5B.

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Content

Topic 4: The UK's evolving physical landscape

Enquiry question: Why does the physical landscape of the UK vary from place to place?	
Key idea	**Detailed content**
4.1 Geology and past processes have influenced the physical landscape of the UK	a. The role of geology, past tectonic and glacial processes (glacial erosion and deposition) in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes. (1)
	b. Characteristics and distribution of the UK's main rock types: sedimentary (chalk, carboniferous limestone, clay) igneous (granite), metamorphic (schists, slates). (2)
4.2 A number of physical and human processes work together to create distinct UK landscapes	a. Why distinctive upland and lowland landscapes result from the interaction of physical processes: weathering and climatological, post-glacial river and slope processes. (3)
	b. Why distinctive landscapes result from human activity (agriculture, forestry, settlement) over time. (4)
Integrated skills (1) Photograph analysis of common glacial, fluvial and coastal landscapes and features. (2) Using simple geological cross-sections to show the relationship between geology and relief. (3) Locating key physical features (uplands, lowland basins, rivers) on outline UK maps. (4) Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps.	

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

4A: Coastal change and conflict

Enquiry question: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?

Key idea	Detailed content
4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes (1)	a. How geological structure (concordant/discordant, joints and faults) and rock type (hard/soft rock) influence erosional landforms (headlands and bays, caves, arches, cliffs, stacks, wave cut platforms) in the formation of coastal landscapes of erosion. (2)
	b. How UK climate (seasonality, storm frequency, prevailing winds), marine (destructive waves) and sub-aerial processes (mass movement, weathering) are important in coastal landscapes of erosion as well as the rate of coastal retreat. (3)
	c. How sediment transportation (longshore drift) and deposition processes (constructive waves) influence coastal landforms (spits, beaches and bars) on coastal landscapes of deposition. (4)
4.4 Distinctive coastal landscapes are modified by human activity interacting with physical processes (1)	a. How human activities (development, agriculture, industry, coastal management) have direct or indirect effects on coastal landscapes.
	b. How the interaction of physical and human processes is causing change on one named coastal landscape including the significance of its location.

Integrated skills
(1) Explore the kinds of questions capable of being investigated through fieldwork.
(2) Calculation of mean rates of erosion using a multi-year data set.
(3) Use of BGS Geology maps (paper or online) to link coastal form to geology.
(4) Recognition of coastal landforms on 1:25000 and 1:50000 OS maps.

Enquiry question: What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?

Key idea	Detailed content
4.5 The interaction of human and physical processes present challenges along coastlines and there are a variety of management options (1)	a. Why there are increasing risks from coastal flooding (consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level) and the threats to people and environment. (2)
	b. Why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering (groynes and sea walls) and by soft engineering (beach replenishment, slope stabilisation) as well as more sustainable approaches ('do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management). (3) (4)

Integrated skills
(1) Explore the kinds of questions that can be investigated through fieldwork.
(2) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion.
(3) Use of simple cost-benefit analysis to investigate coastal defence options.
(4) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.

Subject to DRAFT Ofqual accreditation

© Pearson Education Limited 2015

4B: River processes and pressures

Enquiry question: Why is there a variety of river landscapes in the UK and what are the processes that shape them?	
Key idea	**Detailed content**
4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes (1)	a. How river landscapes contrast between the upper courses, mid-courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river. (2) (3)
	b. The interaction of erosion (hydraulic action, abrasion, attrition and solution), transport (traction, saltation, suspension and solution) and depositional processes in river landform formation (meanders, interlocking spurs, waterfalls, flood plains, levees and oxbow lakes, deltas). (4)
	c. Influence of climate, geology and slope processes on river landscapes and sediment load and how storm hydrographs and lag-times can be explained by physical factors (geology, soil type, slope, drainage basin shape, antecedent conditions).
4.7 River landscapes are influenced by human activity interacting with physical processes (1)	a. How human activities (urbanisation, land-use change, deforestation) change river landscapes which alter storm hydrographs. (5)
	b. How the interaction of physical and human processes is causing river flooding on one named river, including the significance of its location.
Integrated skills (1) Explore the kinds of questions that can be investigated through fieldwork. (2) Use 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines. (3) Use of BGS Geology maps (paper or online) to link river-long profiles to geology. (4) Recognition of river landforms on 1:25000 and 1:50000 OS maps. (5) Drawing simple storm hydrographs using rainfall and discharge data.	

Enquiry question: What are the challenges for river landscapes, people and property and how can they be managed?	
Key idea	**Detailed content**
4.8 Some rivers are more prone to flood than others and there is a variety of river management options (1)	a. Increasing risks from river flooding (increased frequency of storms and land-use change) and the threats to people and environment.
	b. Costs and benefits of managing flood risk by hard engineering (flood walls, embankments, flood barriers) and by soft engineering (floodplain retention, river restoration). (2) (3)
Integrated skills (1) Explore the kinds of questions that can be investigated through fieldwork. (2) Use of simple cost-benefit analysis to investigate river management options. (3) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.	

Subject to DRAFT accreditation

© Pearson Education Limited 2015

Topic 5: The UK's evolving human landscape

Enquiry question: Why are places and people changing in the UK?	
Key idea	**Detailed content**
5.1 Population, economic activities and settlements are key elements of the human landscape	a. Differences between regions (population density and age structure, economic activities and settlement) and how UK and EU government policies have attempted to reduce them (via enterprise zones, investment in transport infrastructure, regional development). (1)
5.2 The UK economy and society is increasingly linked and shaped by the wider world	a. Why internal migration over the past 50 years has altered the population geography of the UK (numbers, distribution, age structure) and how UK and EU immigration policy has contributed to increasing ethnic and cultural diversity. (2) (3)
	b. Why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors has altered economic and employment structure in contrasting regions of the UK.
	c. Why globalisation, free-trade polices (UK and EU) and privatisation has increased foreign direct investment (FDI) and the role of TNCs in the UK economy. (3)
Integrated skills (1) Use and interpretation of UK population pyramids form different time periods. (2) Use of census data sets to understand changes to the UK's population. (3) Use of Eurostat to investigate FDI and immigration to the UK.	

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

5A: Dynamic inner cities

Enquiry question: How are the inner-city areas of ONE major* UK city changing? To be studied in the context of ONE major city in the UK.	
Key idea	**Detailed content**
5.3 The inner-city area has contrasting land-use patterns and characteristics (1)	a. Why there are variations in building density, age, land use and environmental quality within the inner-city area (CBD, transition and high-density residential zones). (2)
	b. Why there are differences in the population age structure, ethnicity, levels of inequality and employment in the inner-city area. (2)
5.4 The inner-city area has experienced economic and population change	a. Factors that have led to deindustrialisation and population decline in the inner-city area: de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport, negative multiplier effects. (3)
	b. Why the inner-city area has experienced economic growth. (financial and business services, investment by trans-national corporations, gentrification, national and international migration).
Integrated skills (1) Explore the kinds of questions capable of being investigated through fieldwork. (2) Using census data sets to compare areas within inner cities. (3) Use of 1:25000 and 1:50000 OS maps to identify different land use types.	

*See *Appendix 2: Definitions*

Enquiry question: What challenges does change bring to the inner city area of the major UK city?	
Key idea	**Detailed content**
5.5 The inner-city area faces social, economic and environmental challenges that can be addressed through a range of strategies (1)	a. Why there are variations in the type, quality and affordability of housing and for high levels of deprivation (Index of Multiple Deprivation), and why environmental quality varies within the inner city (air pollution, traffic congestion, derelict land, impact of crime). (2)
	b. How regeneration of the inner-city area and rebranding of CBD has positive and negative impacts on people (increased population, environmental quality and economic opportunities). (3)
Integrated skills (1) Explore the kinds of questions that can be investigated through fieldwork. (2) Using crime and IMD databases to investigate the extent of inner-city problems. (3) Use of large-scale maps of CBDs to identify changes.	

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

5B: Changing rural settlements

Enquiry question: How and why are the UK's rural areas and settlements changing and what are the challenges they face?	
Key idea	**Detailed content**
5.6 Rural settlements in the UK have contrasting characteristics (1)	a. Different settlement types (farms, isolated settlements, villages and market towns) with reference to population density, and access to services (retail, transport and ICT). (2)
	b. Why there are differences in population age structure, deprivation levels and employment types in contrasting UK rural areas. (3)
5.7 Rural settlements face economic and social changes	a. Factors leading to the decline in farming and mineral extraction (mechanisation, competition from imports, declining markets, negative multiplier effects) and their impact on population.
	b. Why some rural areas have experienced economic and population growth (counter-urbanisation, development of leisure and tourism, improved transport infrastructure).
Integrated skills (1) Explore the kinds of questions that can be investigated through fieldwork. (2) Calculating degree of rurality using a range of quantitative data, for contrasting areas (Cloke's Index of Rurality). (3) Using census data sets to investigate population change.	

Enquiry question: What challenges does change bring to rural areas?	
Key idea	**Detailed content**
5.8 Rural areas face a number of challenges that can be addressed through a range of strategies (1)	a. Challenges of availability and affordability of housing, decline in primary employment, the provision of healthcare and education, transport services, and how they contribute to deprivation (Index of Multiple Deprivation) for some rural groups (elderly, low-skilled and very young). (2)
	b. How rural diversification (specialised foods, farm shops, accommodation, leisure activities) and large-scale tourism projects has created new income and new economic opportunities but also environmental impacts. (3)
Integrated skills (1) Explore the kinds of questions that can be investigated through fieldwork. (2) Using IMD data sets to investigate the nature and extent of rural deprivation. (3) Using maps and GIS to investigate changes to rural land use.	

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Topic 6: Geographical investigations

The experience of fieldwork helps students to develop new geographical insight into **two** of the contrasting environments studied in Topic 5 of this component.

Students must carry out fieldwork and research as part of their investigations. Fieldwork must be outside the classroom and school/college grounds. It does not have to take place in the UK necessarily but the examination for this Paper will always treat fieldwork within the context of the UK.

Students must carry out two investigations in Topic 6. One investigation in a physical environment from sub-topic 4A: Coastal change and conflict **or** sub-topic 4B: River processes and pressures. And a second investigation in a human environment from sub-topic 5A: Dynamic inner cities **or** sub-topic 5B: Changing rural settlements.

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Contexts for fieldwork – focus, purpose, content and skills

Fieldwork and research linked to 4A: Coastal change and conflict

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

Enquiry process point	General focus and details of fieldwork
1. Enquiry question	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Fieldwork methods and techniques	Fieldwork data collection must include at least **three** quantitative and at least **one** qualitative methods: • the design and completion of a bi-polar coastal management survey • the design and completion of a beach profile survey • **one** other quantitative technique chosen by the centre, appropriate to the task and location • photographic and/or video fieldwork data collection. Students need to understand the purpose of each of the data collection methods for the investigation. They should also have an opportunity to consider sample size, sampling strategies and data collection design to help them understand issues of reliability and accuracy of data.
3. Secondary data sources	The use of at least **two** different secondary sources of data, including use of a geology map and a shoreline management plan of the area under study.
4. Processing and presenting data	• Both primary and secondary data should be processed, including the use of tally charts, calculation of means, and calculation of percentages. • Primary and secondary data should be presented in map form using simple GIS applications. • Simple (pie, bar, line) and more complex (compound, radial, scatter) graphs should be used to present primary and secondary data. • Appropriate ways should be used to present qualitative data.
5. Analysis and explanation	Primary and secondary data should be analysed for meaning both individually and together, to draw out links, contrasts and comparisons.
6. Coming to conclusions	Conclusions drawn should relate to: • the extent to which the management affects coastal processes • the extent to which the management reduces the threat of coastal erosion/flooding. Conclusions must draw on both primary and secondary evidence, and consider anomalous and/or unexpected results.
7. Reflecting on data, methods and conclusions	To include the accuracy and reliability of primary and secondary data, the extent to which conclusions are reliable and possible ways to improve results, and the extent to which the data collection techniques could be used for other fieldwork investigations.

Subject to Accreditation DRAFT

© Pearson Education Limited 2015

Fieldwork and research linked to 4B: River processes and pressures

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

Enquiry process point	General focus and details of fieldwork
1. Enquiry question	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Fieldwork methods and techniques	Fieldwork data collection must include at least **three** quantitative and at least **one** qualitative methods: • the design and completion of the calculation of river discharge (bankfull width and depth and velocity) • the design and completion of the calculation of river gradient • **one** other quantitative technique chosen by the centre, appropriate to the task and location • photographic and/or video fieldwork data collection. Students need to understand the purpose of each of the data collection methods for the investigation. They should also have an opportunity to consider sample size, sampling strategies and data collection design to help them understand issues of reliability and accuracy of data.
3. Secondary data sources	The use of at least **two** different secondary sources of data including use of the Environment Agency Flood Risk map and geological maps.
4. Processing and presenting data	• Both primary and secondary data should be processed including the use of tally charts, calculation of means, and calculation of percentages. • Primary and secondary data should be presented in map form using simple GIS applications. • Simple (pie, bar, line) and more complex (compound, radial, scatter) graphs should be used to present primary and secondary data. • Appropriate ways should be used to present qualitative data.
5. Analysis and explanation	Primary and secondary data should be analysed for meaning both individually and together, to draw out links, contrasts and comparisons.
6. Coming to conclusions	Conclusions drawn should relate to: • the extent to which changes in channel geometry downstream reflects accepted theories • the extent to which changes in discharge threaten people and property downstream and development on the floodplain increases flood risk and threats to people and property. Conclusions must draw on both primary and secondary evidence, and consider anomalous and/or unexpected results.
7. Reflecting on data, methods and conclusions	To include the accuracy and reliability of primary and secondary data, the extent to which conclusions are reliable and possible ways to improve results, and the extent to which the data collection techniques could be used for other fieldwork investigations.

Subject to Pearson Education DRAFT

© Pearson Education Limited 2015

Fieldwork and research linked to 5A: Dynamic inner cities

Task: Investigate how and why quality of life varies within UK inner-city areas.

Enquiry process point	General focus and details of fieldwork
1. Enquiry question	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Fieldwork methods and techniques	Fieldwork data collection must include at least **three** quantitative and at least **one** qualitative methods: • the design and completion of questionnaire surveys, using both open and closed questions • the design and completion of an environmental quality survey using a bi-polar scoring method • **one** other quantitative technique chosen by the centre, appropriate to the task and location • photographic and/or video fieldwork data collection. Students need to understand the purpose of each of the data collection methods for the investigation. They should also have an opportunity to consider sample size, sampling strategies and data collection design to help them understand issues of reliability and accuracy of data.
3. Secondary data sources	The use of at least **two** different secondary sources of data, **one** of which must be the use of the Index of Multiple Deprivation (2010) statistics available at Neighbourhood Statistics.
4. Processing and presenting data	• Both primary and secondary data should be processed, including the use of tally charts, calculation of means, and calculation of percentages. • Primary and secondary data should be presented in map form using simple GIS applications. • Simple (pie, bar, line) and more complex (compound, radial, scatter) graphs should be used to present primary and secondary data. • Appropriate ways should be used to present qualitative data.
5. Analysis and explanation	Primary and secondary data should be analysed for meaning both individually and together, to draw out links, contrasts and comparisons.
6. Coming to conclusions	Conclusions drawn should relate to: • the extent to which quality of life varies between the chosen locations • the reasons for identified variations in quality of life. Conclusions must draw on both primary and secondary evidence, and consider anomalous and/or unexpected results.
7. Reflecting on data, methods and conclusions	To include the accuracy and reliability of primary and secondary data, the extent to which conclusions are reliable and possible ways to improve results, and the extent to which the data collection techniques could be used for other fieldwork investigations.

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B – Specification – Draft 1.0 – April 2015
© Pearson Education Limited 2015

Fieldwork and research linked to 5B: Changing Rural Settlements

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

Enquiry process point	General focus and details of fieldwork
1. Enquiry question	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Fieldwork methods and techniques	Fieldwork data collection must include at least **three** quantitative and at least **one** qualitative methods: • the design and completion of questionnaire surveys, using both open and closed questions • the design and completion of an environmental quality survey using a bi-polar scoring method • **one** other quantitative technique chosen by the centre, appropriate to the task and location • photographic and/or video fieldwork data collection. Students need to understand the purpose of each of the data collection methods for the investigation. They should also have an opportunity to consider sample size, sampling strategies and data collection design to help them understand issues of reliability and accuracy of data.
3. Secondary data sources	The use of at least **two** different secondary sources of data, **one** of which must be the use of the Index of Multiple Deprivation (2010) statistics available at Neighbourhood Statistics.
4. Processing and presenting data	• Both primary and secondary data should be processed, including the use of tally charts, calculation of means, and calculation of percentages. • Primary and secondary data should be presented in map form using simple GIS applications. • Simple (pie, bar, line) and more complex (compound, radial, scatter) graphs should be used to present primary and secondary data • Appropriate ways should be used to present qualitative data.
5. Analysis and explanation	Primary and secondary data should be analysed for meaning both individually and together, to draw out links, contrasts and comparisons.
6. Coming to conclusions	Conclusions drawn should relate to: • the extent to which deprivation varies between the chosen locations • the reasons for identified variations in deprivation. Conclusions must draw on both primary and secondary evidence, and consider anomalous and/or unexpected results.
7. Reflecting on data, methods and conclusions	To include the accuracy and reliability of primary and secondary data, the extent to which conclusions are reliable and possible ways to improve results, and the extent to which the data collection techniques could be used for other fieldwork investigations.

Subject to Pearson Accreditation DRAFT

© Pearson Education Limited 2015

A practical geography enquiry process

Recommended stages of geographical enquiry together with guidance on possible activities.

(1) Identification of the question	Pre-fieldwork and planning	What are the possible fieldwork opportunities presented by the environment? Are they practical, realistic or achievable given the circumstances of the locations etc?
(2) Contextualising the fieldwork		Research into relevant background information (internet, magazines, books), i.e. secondary information and/or data. Opportunity to develop own ideas and models or use existing ones. Development of hypotheses and/or suitable key questions.
(3) Design: where and how many?	Primary field skills	Number of fieldwork sites (practically); group or individual observations. Consideration of appropriate sampling procedures (systematic vs random vs stratified) and sample size. Consideration of health and safety and undertake risk assessments.
(4) Equipment considerations; how to record. Primary data collection		Appropriate data collection methods that will help answer the questions being investigated. Appropriate equipment to ensure accuracy and reliability. Development of recording sheets for measurement and observation.
(5) Data processing and presentation	Presentation, analysis, conclusions and evaluation	Use of ICT to manage, collate and process information, e.g. shared spreadsheets and VLE/'cloud' to store for easy retrieval. Using ICT and/or hand-drawn graphical skills to present information in a suitable way.
(6) Analysis and conclusions		Describe the findings, explain possible reasons and make links. Simple statistics may be relevant, e.g. measures of central tendency, spread and cumulative frequency.
		Review information and then bring it together to form a conclusion, drawing on evidence and reasoned chains of argument.
(7) Critically reflecting on the results		A critical reflection on the fieldwork data, methods used, knowledge gained and how this could be applied to other fieldwork contexts. Reference to the accuracy, validity and reliability of the conclusions.

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hour and 30 minutes.
- The assessment consists of four sections.
- The assessment is out of 94 marks.
- The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
- Each question is set in a context.
- Students must answer **one** from two optional questions (Investigating coastal and conflict or Investigating river processes and pressures) in Section A2. Students must then answer **one** from two optional questions (Investigating dynamic inner cities or Investigating changing rural settlements) in Section B2.
- The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.
- Calculators may be used in the examination.

In the examination in any given year, students will be assessed on **at least four** of the six enquiry stages below, **across both** their investigations:

Stage in the enquiry process	**Description**
1	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Subject to DRAFT accreditation

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Geography A* Sample Assessment Materials (SAMs) document.

Authentication of fieldwork

Centres must complete the Fieldwork Statement in *Appendix 1*. This form must be completed as evidence that students have undertaken appropriate fieldwork as part of their programme of study for this qualification. Pearson will publish the final deadline date for submission of this form through our website each year. Failure to return the Fieldwork Statement on time will constitute malpractice on the part of the Centre, see page 41.

© Pearson Education Limited 2015

Component 3: People and Environment Issues – Making Geographical Decisions

Overview

In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales.

This component has three sections:

- Topic 7: People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources
- Topic 8: Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management
- Topic 9: Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management
- The content and concepts from topics 7, 8 and 9 should be taught through a range of contexts.

Characteristics of the geographical decision-making process

The examination will consist of a booklet of sources that exemplify a geographical issue. Geographical issues presented in the examination require students to have detailed and synoptic knowledge and understanding of Topics 7, 8 and 9 and underpinning conceptual knowledge from Components 1 and 2. It requires students to make effective use of, analyse and interpret, the resource material provided in the examination. It requires students to consider physical and human geography together, making reasoned justifications for proposed solutions in terms of their likely impact on both people and environment.

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Topic 7: People and the biosphere

Enquiry question: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?	
Key idea	**Detailed content**
7.1 The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors	a. How the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours). (1) (2)
	b. Local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact.
7.2 The biosphere is a vital life-support system for people as it provides both goods and services	a. How the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources.
	b. How the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services.
	c The global and regional trends increasing demand for food, energy and water resources (population growth, rising affluence, urbanisation and industrialisation) and theories on the relationships between population and resources (Malthus and Boserup). (3)
Integrated skills (1) Comparing climate graphs for different biomes. (2) Use of world maps to show the location of global biomes. (3) Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources.	

Subject to Final Accreditation DRAFT

© Pearson Education Limited 2015

Topic 8: Forests under threat

Enquiry question: What are the threats to forest biomes and how can they be reduced?	
Key idea	**Detailed content**
8.1 The structure, functioning and adaptations of the tropical rainforest* reflect the equatorial climate	a. How tropical rainforest plants are adapted to their climate (stratified layers, buttress roots, drip tips) and how animals are also adapted.
	b. Why tropical rainforests have a very high rate of nutrient cycling which, in turn, supports high levels of biodiversity and complex food webs. (1)
8.2 The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate	a. How taiga plants are adapted to the climatic conditions (cone-shaped, needles, simple structure) and why many animals are migratory.
	b. Why the taiga has lower productivity, with less active nutrient cycling and much lower levels of biodiversity. (1)
8.3 Tropical rainforests are threatened directly by deforestation and indirectly by climate change	a. Causes of deforestation: commercial hardwood logging, subsistence and commercial agriculture, local demand for fuel wood and how demand for biofuels, mineral resources and electricity (HEP) contribute to deforestation.
	b. Why climate change is an indirect threat to the health of tropical rainforests (ecosystem stress, drought). (2)
8.4 The taiga is increasingly threatened by commercial development	a. Direct threats from logging for softwood, pulp and paper production and indirect threats resulting from the exploitation of minerals, fossil fuels and HEP potential.
	b. How acid precipitation, forest fires, pests and diseases and forest fires contribute to a loss of biodiversity. (2)
8.5 Conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations	a. Advantages and disadvantages of global actions (CITES, REDD) designed to protect tropical rainforest species and areas and why deforestation rates are rising in some areas but falling in others.
	b. The challenge of achieving sustainable forest management and why alternative livelihoods (ecotourism, sustainable farming) might better protect the remaining tropical rainforest.
8.6 The taiga wilderness areas need to be protected from over-exploitation	a. Challenges of creating and maintaining protected wilderness areas, national parks and sustainable forestry in the taiga.
	b. Reasons for conflicting views on protecting or exploiting forest and natural resources in the taiga.

Integrated skills
(1) Use an interpretation of nutrient cycle diagrams and food webs diagrams.
(2) Use of GIS to identify the pattern of forest loss.

Subject to DRAFT Pearson Edexcel

© Pearson Education Limited 2015

Topic 9: Consuming energy resources

Enquiry question: How can the growing demand for energy by met without serious environmental consequences?	
Key idea	**Detailed content**
9.1 Energy resources can be classified in different ways and their extraction and use has environmental consequences	a. How energy resources can be classified as non-renewable (finite stocks of fossil fuel coal, oil and gas), renewable (flows of solar, wind, HEP) and recyclable (nuclear, biofuels).
	b. How mining and drilling can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels).
9.2 Access to energy resources is not evenly distributed which has implications for people	a. How access to energy resources is affected by access to technology and physical resources (geology, accessibility, climate and landscape influences on renewable potential). (1)
	b. The global pattern of energy use per capita and the causes of variations (levels of economic development, reliance of traditional fuel sources, demand from different economic sectors).
9.3 The global demand for oil is increasing, but supplies are unevenly available	a. How oil reserves and production are unevenly distributed and why oil consumption is growing (rising per capita GDP, rapid industrialisation in emerging economies).
	b. How oil supply and oil prices are affected by changing international relations (conflicts, diplomatic relations) and economic factors (periods of recession versus boom, over or under supply). (2)

Subject to DRAFT accreditation

© Pearson Education Limited 2015

Key idea	Detailed content
9.4 The world's continuing reliance of fossil fuels increases pressure to exploit new areas	a. Economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas.
	b. Environmental costs (negative impacts on water quality and ecosystems) of developing new unconventional oil and gas sources (tar sands, shale gas) in ecologically-sensitive and isolated areas.
9.5 Reducing reliance on fossil fuels presents major technical challenges	a. The role of energy efficiency and energy conservation (in transport and the home) in reducing demand, helping finite energy supplies last longer and reducing carbon emissions.
	b. Costs and benefits of alternatives to fossil fuels (biofuels, wind, solar and HEP) and future technologies (hydrogen) aimed at reducing carbon footprints, improving energy security and diversifying the energy mix.
9.6 Attitudes to energy and environmental issues are changing	a. How different groups (consumers, TNCs, governments, climate scientists and environmental groups) have contrasting views about energy futures (business as usual versus sustainable).
	b. How, in some developed countries, rising affluence, environmental concerns and education are changing attitudes to unsustainable energy consumption and reducing carbon footprints. (3)
Integrated skills (1) Use and interpretation of world maps showing the distribution of energy resources. (2) Use of oil price and oil production data to graph trends over time. (3) Calculation of carbon and ecological footprints.	

Subject to DRAFT accreditation

Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hour and 15 minutes.
- The assessment is out of 64 marks.
- The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
- Each section explores an aspect of a geographical issue leading to the final decision making question related to the issue.
- The exam includes multiple-choice question and will include short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from three decisions assessed by a 12-mark extended writing question.
- Calculators may be used in the examination.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Geography B* Sample Assessment Materials (SAMs) document.

© Pearson Education Limited 2015

Geographical skills

Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.

Atlas and map skills:

- recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases
- draw, label, annotate, understand and interpret sketch maps
- recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes
- describe and identify the site, situation and shape of settlements

Graphical skills:

- label and annotate different diagrams, maps, graphs, sketches and photographs
- use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes
- use maps in association with photographs and sketches and understand links to directions

Data and information research skills:

- use online census sources to obtain population and local geo-demographic information

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Mathematics and Statistics Skills

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

Cartographic skills:

- use and understand gradient, contour and spot height on OS maps and other isoline maps
- interpret cross sections and transects
- use and understand coordinates, scale and distance
- describe and interpret geo-spatial data presented in a GIS framework

Graphical skills:

- select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals
- interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic
- interpret population pyramids, choropleth maps and flow-line maps

Numerical skills:

- demonstrate an understanding of number, area and scale 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

Statistical skills:

- 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

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Assessment Objectives

Students must:		% in GCSE
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-relationships between places, environments and processes	25
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements	35 (10% applied to fieldwork contexts)
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	25 (5% used to respond to fieldwork data and contexts)
	Total	**100%**

Subject to Ofqual accreditation DRAFT

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Global Geographical Issues	7.5	13.5	9	7.5	37.5%
Paper 2: UK Geographical Issues	5	7.5	13	12	37.5%
Paper 3: People and Environmental Issues – Making Geographical Decisions	2.5	4	13	5.5	25%
Total for GCSE	**15%**	**25%**	**35%**	**25%**	**100%**

© Pearson Education Limited 2015

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Forbidden combinations and discount code

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.education.gov.uk

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Subject to Accreditation DRAFT

© Pearson Education Limited 2015

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice.

Subject to Ofqual accreditation

© Pearson Education Limited 2015

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

Grade descriptions

The grade descriptions for this qualification are published by Ofqual and will be available on their website.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

This qualification has been built to progress from the geographical knowledge, understanding and skills in the geography programmes of study for the National Curriculum in England. Although the qualification does not directly assess geographical knowledge, understanding and skills of the content geography programmes of study for the National Curriculum in England it assumes that this geographical knowledge, understanding and skills have been developed lower down the key stages.

Subject to QCDA accreditation

Progression

Students can progress from this qualification to a number of different qualifications at Level 3, including GCE in Geography, Geology, Environmental Sciences, Travel and Tourism, and Leisure and Recreation.

With this rounded qualification that helps them to understand the world around them students can, usually with further training, progress to employment.

© Pearson Education Limited 2015

Appendices

Appendix 1: Fieldwork Statement 45
Appendix 2: Definitions 46
Appendix 3: Exam command word definitions 47
Appendix 4: The context for the development of this qualification 48
Appendix 5: Transferable skills 50
Appendix 6: Codes 51

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Appendix 1: Fieldwork Statement

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography	**1GA0/1GB0**
Centre name:	Centre number:
All candidates must carry out fieldwork, outside of the classroom and school grounds, on at least two occasions.	
Details of fieldwork	
Fieldwork occasion 1 Specification topic links: Fieldwork date:_____ Location:_____ Number of students:_____ Key issues/questions investigated:	**Fieldwork occasion 2** Specification topic links: Fieldwork date:_____ Location:_____ Number of students:_____ Key issues/questions investigated:

Subject to Ofqual accreditation DRAFT

Head teacher declaration

I declare that the fieldwork occasions recorded above have been carried out in accordance with 2016 Pearson Edexcel Level 1/Level 2 GCSE Geography (9-1) fieldwork requirements.

Head teacher name:			
Head teacher signature:		Date:	

© Pearson Education Limited 2015

Appendix 2: Definitions

Terms used in this specification and their definition.

Term	Definition
Developing country	Country with low human development (LHD), a poor country
Emerging country	Country with high and medium human development (HMHD), recently emerging country
Developed country	Country with very high human development (VHHD)
Megacity	Urban area with a population of over 10 million
Major city	City with a population of at least 400,000 inhabitants

Human Development is measured by the Human Development Index (HDI). For further information on which countries are categorised as Low, Medium, High and Very High Human Development by HDI please go to this website: http://hdr.undp.org

Subject to Ofqual accreditation DRAFT

© Pearson Education Limited 2015

Appendix 3: Exam command word definitions

This table lists the command words that could be used in the examinations for this qualification and their definitions.

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

Subject to DRAFT accreditation

© Pearson Education Limited 2015

Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for Geography*, published in April 2014.

Subject to Ofqual accreditation
DRAFT

[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

© Pearson Education Limited 2015

From Pearson's Expert Panel for World Class Qualifications

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

subject to final accreditation DRAFT

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Sing Kong Lee

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

© Pearson Education Limited 2015

Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves[2]:

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate[3].

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

[1] OECD (2012), Better Skills, Better Jobs, Better Lives (2012): http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council

[3] PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA

Subject to Quality and Accreditation DRAFT

© Pearson Education Limited 2015

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. See our website (qualifications.pearson.com) for details of any changes.	RF4
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: XXX/XXXX/X
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1GB0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual components.	Paper 1: 1GB0/01 Paper 2: 1GB0/02 Paper 3: 1GB0/03

Subject to National accreditation DRAFT

Seb110215 G:\WORDPROC\DTP TEMPLATES\NEW EDEXCEL GCSE AND GCE 2015.DOT.1–56/13

© Pearson Education Limited 2015

Subject to Ofqual accreditation
DRAFT

© Pearson Education Limited 2015

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Subject to Ofqual accreditation
DRAFT

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 9781446925690

All the material in this publication is copyright
© Pearson Education Limited 2015

edexcel

Subject to Ofqual accreditation
DRAFT

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121