Oxford Cambridge and RSA

Awaiting Accreditation

OCR Level 1/2 GCSE (9-1) in Geography A (Geographical Themes) (J383) Specification

Version 1: First assessment 2018

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 GCSE (9-1) in Geography A (Geographical Themes). 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 2016 and first award in 2018.

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1 Why choose an OCR GCSE (9–1) in Geography A (Geographical Themes)?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Geography A (Geographical Themes) course has been developed in consultation with teachers, employers and higher education to provide us with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in more than 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. More than 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

Our Specifications
We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - … and much more.
- Access to subject specialists to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers including face-to-face events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Geography A (Geographical Themes) is QNXXXXXX

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1b. Why choose an OCR GCSE (9–1) in Geography A (Geographical Themes)?

Aims and learning outcomes

OCR's GCSE (9–1) in Geography A (Geographical Themes) will enable learners 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).

This GCSE (9–1) qualification encourages learners to think like geographers through the study of geographical themes applied within the context of the UK and the wider world. This structure allows learners to draw synoptic links between the content within the comparable themes.

This specification contains clear, detailed, stimulating content to allow teachers to enthuse a love of geography in their learners, whilst being confident that they are preparing them for assessment to the depth and detail required.

The qualification gives a prominent position to fieldwork and other geographical skills whilst ensuring they are embedded within teaching and learning. Skills are contextualised through the thematic content studied.

This GCSE (9–1) in Geography A (Geographical Themes) will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.

OCR has a comprehensive support package in place for the delivery of GCSE (9–1) Geography A (Geographical Themes), including a range of free resources available on the website, CPD opportunities and Geography Subject Specialists who are available to support teachers. This support will evolve to suit the requirements of teaching and learning throughout the lifetime of the specification, based on continued feedback from teachers.

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1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Geography A (Geographical Themes) for you and your learners are:

- engaging content studied as themes allowing synoptic links to be clear between components
- opportunities to study in-depth, contemporary case studies, both local and global in nature
- concise content for clarity of what is required for teaching
- deep understanding of the dynamic and diverse geography of the UK
- exploration of the complexities of the planet and its interconnections
- embedded geographical skills and fieldwork being core elements of the specification
- a simple assessment structure
- a glossary to explain key terms and clarify definitions from the specification content (see section 5e).

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1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask Subject Specialist:

Email: Geography@ocr.org.uk

Teacher support: http://www.ocr.org.uk/qualifications/by-subject/geography/

Twitter: https://twitter.com/ocr_geography

2 The specification overview

2a. Overview of GCSE (9–1) in Geography A (Geographical Themes) (J383)

Learners must complete all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Geography A (Geographical Themes).

Content Overview	Assessment Overview	
• Landscapes of the UK • People of the UK • UK Environmental Challenges	**Living in the UK Today (01)** 60 Marks 1 hour 15 minutes written paper	**30%** of total GCSE
• Ecosystems of the Planet • People of the Planet • Environmental threats to our Planet	**The World Around Us (02)** 60 Marks 1 hour 15 minutes written paper	**30%** of total GCSE
• Geographical Skills • Fieldwork Assessment	**Geographical Skills (03)*** 80 Marks 1 hour 30 minutes written paper	**40%** of total GCSE

* Indicates inclusion of synoptic assessment.

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2b. Content of GCSE (9–1) in Geography A (Geographical Themes) (J383)

Study within the OCR GCSE (9–1) in Geography A (Geographical Themes) specification will consist of:

- Living in the UK Today (01)
- The World Around Us (02)
- Geographical Skills (03).

The specification will introduce and extend learners' insight into and exploration of both the geography of the UK and the wider world. Learners will be equipped with a wide range of geographical skills which will help them become both adaptable and resilient no matter which future pathway they choose.

The content has a simple structure, with key ideas, content and scale columns to show clearly what is required for study. The content column indicates what will be assessed. The content is studied at a variety of scales with global (G), national (N), regional (R), and local (L) scales indicated alongside the key idea. It is also indicated when content gives rise to a fieldwork opportunity. The fieldwork symbol (F) indicates opportunities and it is therefore not compulsory to undertake fieldwork in relation to all opportunities.

The content should be contextualised through case studies and exemplars where appropriate. It is required that case studies and exemplars relate to at least two countries other than the UK and that learners have contextual knowledge of any countries from which case studies and exemplars are chosen. Case studies should be chosen from the 21st century.

Learners will study in depth the diverse and dynamic geography of the UK. They will gain an appreciation of the changes to the UK's geography and the processes which drive them. This will include the study of the natural landscapes which define the UK, the people of the UK and the environmental challenges facing the UK.

Learners will explore the complexities of the planet and the interconnections that take place in the wider world. Learners will explore key ecosystems, people of the planet and environmental threats to the world.

The geographical knowledge and understanding gained from the content and concepts will be underpinned by a range of geographical skills which are then assessed in the third component. Application of these skills will need to be contextualised within the geographical content. Learners will develop critical thinking skills as they learn how to formulate enquiries and arguments through this study.

Geography education should encourage learners to develop a sense of wonder about the world. OCR's GCSE (9–1) in Geography A (Geographical Themes) will instil an interest in different places, the people who live there, and the environments they live in, whilst giving learners an opportunity to explore the ever-changing face of geography in the UK.

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2c. Content of Living in the UK Today (01)

This component investigates the dynamic and diverse geography of the UK. It draws on a range of themes to explore the changing but distinctive physical and human environments, the processes which drive them and the challenges they create. The content is divided into three themes exploring landscapes of the UK, the UK's economic development and the people who live in the UK, and some of the environmental challenges that the country faces.

2

1.1 Landscapes of the UK

The UK has a very distinct natural landscape which has been shaped over millions of years by a core set of geomorphic processes. This theme gives learners an understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Case studies will be used to contextualise how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK.

Section	Key Ideas	Content	Scale
1.1.1	The physical landscapes of the UK have distinctive characteristics.	• Overview of the distribution of areas of upland, lowland and glaciated landscapes. • Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity.	N
1.1.2	There are a number of geomorphic processes which create distinctive landscapes.	• The definitions of the main geomorphic processes which take place within river basins including types of weathering, erosion, transport and deposition.	
1.1.3	Rivers create a range of landforms which change with distance from their source within a river basin.	• The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, ox-bow lake).	R, L, F
1.1.4	Landscapes are dynamic and differ depending on their geology, climate and human activity.	• **Two case studies**, including **one** UK river basin and **one** different and distinctive landscape from the UK of your choice (eg glaciated or coastal landscapes but not a river basin), to cover: ○ the geomorphic processes operating at different scales and how they are influenced by geology and climate ○ landforms and features associated with your case study ○ how human activity, including management, works in combination with geomorphic processes to impact the landscape.	R, L, F

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1.2 People of the UK

The UK has a unique position within the world, with complex global interconnections. The history of the UK has influenced its current political and economic power on a global scale and has produced a rich culture, contributed to by a number of ethnicities. This theme should develop an appreciation of the changes within UK society, its population and development. Case studies will be used to investigate the growth and/or decline of a place or region and to examine the character of a city in the UK, including the ways of life of the people who live in it.

2

Section	Key Ideas	Content	Scale
1.2.1	The UK is connected to many other countries and places.	• Overview of the UK's current major trading partners to include principal exports and imports.	G,R,N
1.2.2	The UK is a diverse and unequal society which has geographical patterns.	• An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband.	N
1.2.3	There are different causes and consequences of development within the UK.	• The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy. • **Case study** of the consequences of economic growth and/or decline for **one** place or region in the UK.	N, L, F
1.2.4	The UK's population is changing.	• Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model • An understanding of the causes of, and the effects and responses to an ageing population. • Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK.	N, L, F
1.2.5	Cities have distinct challenges and ways of life, influenced by its people, culture and geography.	• **Case study** of **one** major city in the UK including the influences of: ○ the city within its region, the country and the wider world ○ migration (national and international) and its impact on the city's growth and character ○ the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ○ contemporary challenges that affect urban change, including housing availability, transport provision and waste management ○ sustainable strategies to overcome one of the city's challenges.	G, N, L, F

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1.3 UK Environmental Challenges

The UK faces many challenges through people's interaction with the physical environment and the use of resources. This theme investigates some of the environmental challenges faced by the UK. Learners will look at extreme weather events in the UK, in particular the links between extreme weather conditions and flooding. Learners will develop an understanding of the factors affecting the UK's energy use and security, the decision makers involved, as well as sustainability and management.

2

Section	Key Ideas	Content	Scale
1.3.1	The UK has a unique climate for its latitude.	• How air masses, the North Atlantic Drift and continentality influence the weather in the UK.	G, N
1.3.2	Extreme flood hazard events are becoming more commonplace in the UK.	• **Case study** of **one** UK flood event caused by extreme weather conditions including: ○ causes of the flood event, including the extreme weather conditions which led to the event ○ effects of the flood event on people and the environment ○ the management of the flood event at a variety of scales.	N, R, L, F
1.3.3	Humans use, modify and change ecosystems and environments to obtain food, energy and water.	• Overview of how environments and ecosystems in the UK are used and modified by humans through ○ mechanisation of farming and commercial fishing to provide food ○ wind farms and fracking to provide energy ○ reservoirs and water transfer schemes to provide water.	G, N
1.3.4	There are a range of energy sources available to the UK.	• Identification of renewable and non-renewable energy sources. • The contribution of renewable and non-renewable sources to energy supply in the UK.	N, R, L
1.3.5	Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies.	• Changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations. • Strategies for sustainable use and management of energy at local and UK national scales. • The development of wind farms and fracking in the UK and their positive and negative impacts on people and the environment. • The extent to which fossil fuels could and should contribute to the UK's future energy supply. • Economic, political and environmental factors affecting UK energy supply in the future.	G, N, R, L, F

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2c. Content of The World Around Us (J383/02)

This component explores the complexities of the planet and the interconnections that take place. It draws on a range of themes to examine the changing, dynamic nature of physical and human environments, the role of decision makers and the sustainable nature and management of these environments. The content is divided into three themes exploring ecosystems of the planet, global development and the people who live on the planet, and some of the environmental challenges that the world faces.

2.1 Ecosystems of the Planet

A variety of ecosystems are spread across the world and these have a number of interacting components and characteristics. This theme develops an appreciation of a number of these ecosystems, before focusing study on coral reefs and tropical rainforests. Both ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. Learners explore the sustainable use and management of these bio-diverse ecosystems.

Section	Key Ideas	Content	Scale
2.1.1	Ecosystems consist of interdependent components.	• Ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, humans) components which are interdependent.	R, L
2.1.2	Ecosystems have distinct distributions and characteristics.	• Overview of the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical rainforests, and hot deserts. • Overview of the climate, plants and animals within these ecosystems.	G
2.1.3	There are major tropical rainforests in the world.	• The location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australasian.	G
2.1.4	There are major coral reefs in the world.	• The location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef.	G
2.1.5	Bio-diverse ecosystems are under threat from human activity.	• The processes that operate within tropical rainforests, including nutrient and water cycles. • The process of nutrient cycling that operates within coral reefs. • **Two case studies**, including **one** tropical rainforest and **one** coral reef, to cover: ○ the interdependence of climate, soil, water, plants, animals and humans ○ their value to humans and to the planet ○ threats to biodiversity and attempts to mitigate these through sustainable use and management.	G, R, N, L

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2.2 People of the Planet

Historically, the world has developed unevenly. This theme explores the causes of this uneven development and the differences between countries. A country case study focuses on a number of interrelated factors affecting its economic development. Learners need to understand the causes and consequences of growth in urban areas, particularly related to the process of rapid urbanisation. Learners investigate a city in a low-income developing country (LIDC) or emerging and developing country (EDC) to examine its people and culture, and consider the influence they have on shaping the cities distinct ways of life and challenges.

2

Section	Key Ideas	Content	Scale
2.2.1	The world is developing unevenly.	• Social, economic and environmental definitions of development, including the concept of sustainable development. • Different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. • How development indicators illustrate the consequences of uneven development. • Current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs).	G
2.2.2	There are many causes of uneven development.	• Outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources. • Different types of aid and their role in both promoting and hindering development.	G, R
2.2.3	Many factors contribute to a country's economic development.	• **Case study** of **one** LIDC or EDC. This should illustrate its changing economic development, including the influence of and interrelationships between: ○ the country's geographical location, availability and type of natural resources, political development and relationships with other states ○ principal imports and exports and the relative importance of trade ○ population and employment structure changes over time ○ social factors, including access to education and healthcare provision ○ technological developments, such as communications technology ○ one aid or investment project. • Using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of economic development.	G, R, N, L

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Section	Key Ideas	Content	Scale
2.2.4	The majority of the world's population now live in urban areas.	• Definition of city, megacity and world city. • The distribution of megacities and how this has changed over time. • How urban growth rates vary in parts of the world with contrasting levels of development.	G, R
2.2.5	There are causes and consequences of rapid urbanisation in LIDCs.	• Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth. • Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs.	R,N,L
2.2.6	Cities have distinct challenges and ways of life, influenced by its people and culture.	• **Case study** of **one** major city in an LIDC or EDC including the influences of: ○ the city within its region, the country, and the wider world ○ migration (national and international) and its impact on the city's growth and character ○ the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ○ contemporary challenges that affect urban change, including housing availability, transport provision and waste management ○ sustainable strategies to overcome one of the city's challenges.	G, N, L

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2.3 Environmental Threats to Our Planet

Climate change and extreme weather conditions cause many threats to both people and the environment. This theme develops understanding of these key environmental threats affecting countries and the world as a whole. Learners will explore the changing climate, including possible causes, and the current consequences. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent drought which can impact both people and the environment at a range of scales.

2

Section	Key Idea	Content	Scale
2.3.1	The climate has changed from the start of the Quaternary period.	• Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages. • Key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming. • Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries.	G
2.3.2	There are a number of possible causes of climate change.	• Theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity. • How human activity is responsible for the enhanced greenhouse effect which contributes to global warming.	G
2.3.3	Climate change has consequences.	• Summary of a range of consequences of climate change currently being experienced across the planet.	G, R, N, L
2.3.4	The global circulation of the atmosphere controls weather and climate.	• Distribution of the main climatic regions of the world. • Outline how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator.	G
2.3.5	Extreme weather conditions cause different natural weather hazards.	• Outline the extreme weather conditions that are associated with tropical storms and drought. • The distribution and frequency of tropical storms and drought, and whether these have changed over time.	G
2.3.6	Drought can be devastating for people and the environment.	• **Case study** of **one** drought event caused by El Niño/La Niña: ○ how El Niño/La Niña can lead to drought ○ effects of the drought event on people and the environment ○ ways in which people have adapted to drought in the case study area.	G, R, N, L

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2c. Content of Geographical Skills (J383/03)

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. The skills listed on the following pages provide a basis for further study and research across a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the specification covering the six themes from components (01) and (02) will stimulate learners to 'think geographically'. It will also provide them with opportunities to apply the skills in a wide range of curriculum or learning contexts.

Learners will be able to apply the skills listed below and overleaf in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of Living in the UK Today (01) and The World Around Us (02).

3. Geographical Skills

3.1 With respect to **cartographic** skills, learners should be able to: **1.** select, adapt and construct maps, using appropriate scales and annotations, to present information **2.** interpret cross-sections and transects **3.** use and understand coordinates, scale and distance **4.** extract, interpret, analyse and evaluate information **5.** use and understand gradient, contour and spot height (on OS and other isoline maps) **6.** describe, interpret and analyse geo-spatial data presented in a GIS framework.	**3.2** With respect to **graphical** skills, learners should be able to: **1.** select, adapt and construct appropriate graphs and charts, using appropriate scales and annotations to present information **2.** effectively present and communicate data through graphs and charts **3.** extract, interpret, analyse and evaluate information.
Maps to be studied:	**Graphs and charts to be studied:**
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Desire-line maps	Climate graphs
Sphere of influence maps	Proportional symbols
Thematic maps	Pictograms
Route maps	Cross-sections
Sketch maps	Population pyramids
	Radial graphs
	Rose charts

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Geographical Skills

3.3 With respect to **numerical** and **statistical** skills, learners should be able to:

1. demonstrate an understanding of number, area and scale
2. demonstrate an understanding of the quantitative relationships between units
3. understand and correctly use proportion, ratio, magnitude and frequency
4. use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class
5. calculate and understand percentages (increase and decrease) and percentiles
6. design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
7. interpret tables of data
8. describe relationships in bivariate data
9. sketch trend lines through scatter plots
10. draw estimated lines of best fit
11. make predictions; interpolate and extrapolate trends from data
12. be able to identify weaknesses in statistical presentations of data
13. draw and justify conclusions from numerical and statistical data.

3.4 Learners should also be able to:

1. deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams
2. analyse written articles from a variety of sources for understanding, interpretation and recognition of bias
3. suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.

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Fieldwork skills

Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context. Fieldwork must be undertaken:

- outside the classroom and beyond the school grounds
- on **at least two** occasions
- in contrasting locations
- in both **physical** and **human** geographical contexts.

The assessment of fieldwork will take place within Geographical Skills (03).

The value of fieldwork goes beyond the aim of collecting primary data. The understanding generated from experiencing geographical concepts, processes and issues in the real world can be illuminating for learners. The investigative process goes beyond data collection, with other key aspects including the presentation and analysis of results, drawing conclusions and critically reflecting on the process.

The following areas of fieldwork will be assessed, through both learners' own experiences of fieldwork and unfamiliar contexts:

i. questions suitable for investigation through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these

ii. understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement

iii. processing and presenting fieldwork data in various ways including maps, graphs and diagrams

iv. analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories

v. drawing evidenced conclusions and summaries from fieldwork transcripts and data

vi. reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Fieldwork skills may be assessed in relation to either physical or human geography contexts or for both in any set of assessments.

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Fieldwork Written Statement

Centres must provide a written statement to OCR detailing at least two occasions where learners have been given the opportunity to carry out fieldwork. These opportunities must include the exploration of both physical and human processes and the two opportunities should be for two contrasting environments.

Centres must provide fieldwork opportunities for their learners. This does not go so far as to oblige centres to ensure that all of their learners take part in the fieldwork. There is always a risk that an individual learner may miss the arranged fieldwork, for example because of illness. It could be costly for the school to run additional fieldwork opportunities for the learner. However, the opportunity to take part in fieldwork must be given to all learners. Learners who do not take up the opportunity may be disadvantaged, as there will be questions on fieldwork in the GCSE Geography A (Geographical Themes) assessment.

The written statement should be submitted to OCR containing the following information in respect of each of the fieldwork opportunities:

- the date on which it was provided
- the location at which it was provided
- the environment to which it related
- numbers of learners who participated
- the main issues/questions investigated during the fieldwork opportunities
- the relationship of the fieldwork opportunities to the specification content.

Centres must provide the fieldwork statement by 15 May in the year the learner certificates. Any failure by a centre to provide a fieldwork statement to OCR in a timely manner will be treated as malpractice and/or maladministration (under General Condition A8 (*Malpractice and maladministration*)).

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2d. Prior knowledge, learning and progression

Learners in England who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

There are no prior qualifications required in order for learners to enter for a GCSE (9–1) in Geography A (Geographical Themes), nor is any prior knowledge or understanding required for entry onto this course.

GCSEs are qualifications that enable learners to progress to further qualifications either Vocational or General.

This qualification provides the ideal foundation for learners to progress to OCR AS or A Level Geography.

Find out more at www.ocr.org.uk

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3 Assessment of GCSE (9–1) in Geography A (Geographical Themes)

3a. Forms of assessment

For OCR's GCSE (9–1) in Geography A (Geographical Themes) learners must take all components.

GCSE (9–1) in Geography A (Geographical Themes) (J383)	
(Component 01) Living in the UK Today	
30% of the GCSE (9–1) 1 hour 15 minutes Written paper 60 marks*	This question paper has **three** themes: • Theme 1: Landscapes of the UK • Theme 2: People of the UK • Theme 3: UK Environmental Challenges There will be questions on **all** themes. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The component is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 02) The World Around Us	
30% of the GCSE (9–1) 1 hour 15 minutes Written paper 60 marks*	This question paper has **three** themes: • Theme 1: Ecosystems of the Planet • Theme 2: People of the Planet • Theme 3: Environmental Threats to our Planet. There will be questions on **all** themes. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The component is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 03) Geographical Skills	
40% of the GCSE (9–1) 1 hour 30 minutes Written paper 80 marks*	This question paper has **two** sections: • Section A focuses on geographical skills and synoptic assessment of material from either or both of the first two components • Section B will feature questions relating to the assessment of fieldwork both in relation to the learners own experiences of fieldwork and unfamiliar contexts. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The component is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.

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Within the question paper for each of the three components there will be a combination of short answer questions which carry a low tariff, medium length questions of 6 marks and higher tariff extended response questions (maximum of 12 marks plus SPaG).

The skills questions will be based on geographical scenarios with unseen resources. These scenarios may or may not be directly linked to at least one of the six themes from the first two components (Living in the UK Today (01) and The World Around Us (02)), however they will be set within a geographical context.

A minimum of 10% of the overall assessment marks across the three components are targeted at the use of mathematics and statistics in geography (please see section 5d).

There is no optionality within the content or assessment and so learners will be required to develop an understanding of the entire content across all of the components and their constituent themes.

3b. Assessment objectives (AO)

There are four assessment objectives in OCR GCSE (9–1) in Geography A (Geographical Themes) and these are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: • Concepts and how they are used in relation to places, environments and processes • The inter-relationship between places, environments and processes.
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Please see Section 5f in the Appendices of this Specification for detailed Ofqual guidance on the breakdown of the assessment objectives for GCSE (9–1) Geography A (Geographical Themes).

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AO weightings in OCR GCSE (9–1) Geography A (Geographical Themes)

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Geography A (Geographical Themes) (J383)			
	AO1	AO2	AO3	AO4
Living in the UK Today (J383/01)	7.5	11	8	3.5
The World Around Us (J383/02)	7.5	11	8	3.5
Geographical Skills (J383/03)	0	3	19	18
Total	**15**	**25**	**35**	**25**

The remaining 5% of marks are associated to Spelling, Punctuation and Grammar (please see section 3f).

There will be 3 marks associated to SPaG in each of the three components' assessments

Within the assessments, 10% of the marks will be assessing AO3 applied in fieldwork context(s) and 5% of the marks will be associated with AO4 applied to responding to questions with fieldwork data and contexts.

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3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Spelling, punctuation and grammar

In the specification as a whole, 5 per cent of the marks will be used to credit the accuracy of the learners' spelling, punctuation and grammar (SPaG) and their use of specialist terminology.

SPaG will be assessed within a number of individual tasks rather than holistically.

There will be 3 marks available for SPaG within each component. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated on assessment materials.

SPaG mark schemes can be found at the back of the mark schemes for these assessment materials.

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

3g. Synoptic assessment

Synoptic assessment is the learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.

The emphasis of synoptic assessment is to encourage the understanding of Geography A (Geographical Themes) as a discipline.

The assessment model has been designed so that opportunities for synoptic assessment are integrated into the Geographical Skills 03 component.

As the content of the Geographical Skills 03 component should be embedded into the teaching and learning of components 01 and 02, this should allow learners a natural route to developing synoptic skills.

3h. Calculating qualification results

A learner's overall qualification grade for GCSE (9–1) Level in Geography A (Geographical Themes) will be calculated by adding together their marks from the three components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

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4 Admin: What you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline. More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: www.ocr.org.uk

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Geography A (Geographical Themes) must be entered for J383.

Entry code	Title	Component code	Component title	Assessment type
J383	Geography A (Geographical Themes)	01	Living in the UK Today	External Assessment
		02	The World Around Us	External Assessment
		03	Geographical Skills	External Assessment

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4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ *A guide to the special consideration process.*

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations.*

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4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U). Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- The grade for the qualification
- The raw mark for each component
- The total weighted mark for the qualification.

The following supporting information will be available:

- Raw mark grade boundaries for each component
- Weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/2 GCSE (9–1) in Geography A (Geographical Themes)'.

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4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

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5 Appendices

5a. Grade descriptors

Ofqual to confirm.

5b. Overlap with other qualifications

There is a large degree of overlap between the content of this specification and that of other GCSE (9–1) level Qualifications in Geography B (Geography for Enquiring Minds).

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments.*

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

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5d. Use of mathematics and statistics in geography requirement

The list below outlines the range and extent of mathematical and statistical techniques considered appropriate to GCSE (9–1) Geography A (Geographical Themes). Examples in italics are to aid understanding and suggest range, and are not compulsory unless stated so within the specification content.

Cartographic skills

- Use and understand gradient, contour and spot height on OS maps and other isoline maps (*e.g. weather charts, ocean bathymetric charts*)
- Interpret cross-sections and transects
- Use and understand coordinates, scale and distance
- Describe and interpret geo-spatial data presented in a GIS framework (*e.g. analysis of flood hazard using the interactive maps on the Environment Agency website*).

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 (*e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols*)
- 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 (*e.g. 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude*)
- Draw informed conclusions from numerical data.

Statistical skills

- Use appropriate measures of central tendency, spread and cumulative frequency (*e.g. 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.

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5e. Glossary of terms from the specification content

Advanced countries (AC)	Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF.
Emerging and developing countries (EDC)	Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust. 'EDCs;' are as classified by the IMF.
Low-income developing countries (LIDC)	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
Geographical Information System (GIS)	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
Local scale	A local scale can be either local to the learner or another small-scale location.
Regional scale	A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Outline	A general description indicating the essential features.
Summary	An account of the key ideas.
Overview	A holistic review.
Investigate	Search or examination into the particulars of.
Explore	Detailed inquiry into.

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5f. Ofqual guidance on assessment objectives

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales *15%*
Interpretations and definitions
• **Locations, places, processes and environments** are aspects of subject content. • **Scales** relate to locations, places, processes and environments. There is not a specific defined set of scales, but they should range, as appropriate, from local to global in each set of assessments. • We do not expect every set of assessments to cover each aspect of subject content across all scales, or every aspect of subject content at the same scales.

AO2: Demonstrate geographical understanding of: • **Concepts and how they are used in relation to places, environments and processes** • **The inter-relationship between places, environments and processes** *25%*
Interpretations and definitions
• **Places, environments and processes** are aspects of subject content. • The emphasis here is on learners' understanding. The application of that understanding is addressed by AO3.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements *35% (10% applied to fieldwork context(s))*
Interpretations and definitions
• **Interpret** means describing and ascribing meaning. • **Analyse** means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning. • **Evaluate** means appraising and/or synthesising information and/or issues. • **Judgements** mean coming to decisions and/or conclusions based on evidence. • The emphasis here is on application – this should include (for each set of assessments): ○ novel situations that are not clearly indicated in the specification ○ developing further material that is covered in the specification ○ making links between such types of material, which are not signalled in the specification.

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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 context(s))*
Interpretations and definitions
• **Skill and techniques** are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy. • **Questions** are geographical matters requiring resolution or discussion. • **Issues** mean topics about which there can be debate or discussion. • The emphasis in this assessment objective should be on the use of skills and techniques – and the weighting of element 1c should reflect this emphasis. • Element 1d should be assessed in combination with one or more of the other elements. • There are different ways in which findings can be communicated. This may include written responses or data responses. • We do not expect individual tasks/questions to cover a variety of skills and techniques. • We do not expect individual tasks/questions to cover both questions and issues.

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