Oxford Cambridge and RSA

Awaiting Accreditation

# OCR Level 1/2 GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384) 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 B (Geography for Enquiring Minds). 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 B (Geography for Enquiring Minds)?

## 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 B (Geography for Enquiring Minds) 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 over 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 B (Geography for Enquiring Minds) is QNXXXXXX

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## 1b. Why choose an OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds)?

1

### Aims and learning outcomes

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) 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 inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and 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 aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them.

An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter.

The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This will ensure these skills are embedded within teaching and learning.

This GCSE (9–1) in Geography B (Geography for Enquiring Minds) 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 B (Geography for Enquiring Minds), 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 continuously 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 B (Geography for Enquiring Minds) for you and your learners are:

- exciting content studied in topics and brought to life by engaging enquiry questions
- opportunities to study in-depth contemporary case studies, across a range of scales
- study of the geography of the UK in the 21st century
- exploration of the interconnections of topics through synoptic assessment
- geographical skills, including fieldwork, being embedded within assessment
- a glossary to explain key terms and clarify definitions from the specification content (see section 5e).

## 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

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# 2 The specification overview

## 2a. Overview of GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)

Learners must complete all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds).

| Content Overview | Assessment Overview | |
|---|---|---|
| • Global Hazards<br>• Changing Climate<br>• Distinctive Landscapes<br>• Sustaining Ecosystems<br><br>• Fieldwork<br>• Geographical Skills | **Our Natural World (01)**<br>70 Marks<br>1 hour 15 minutes written paper | **35%**<br>of total GCSE |
| • Urban Futures<br>• Dynamic Development<br>• UK in the 21st Century<br>• Resource Reliance<br><br>• Fieldwork<br>• Geographical Skills | **People and Society (02)**<br>70 Marks<br>1 hour 15 minutes written paper | **35%**<br>of total GCSE |
| • Geographical Skills<br><br>• Decision Making Exercise | **Geographical Exploration (03)***<br>60 Marks<br>1 hour 30 minutes written paper | **30%**<br>of total GCSE |

* Indicates inclusion of synoptic assessment.

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## 2b. Content of GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)

Study within the OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) specification will consist of:

- Our Natural World (01)
- People and Society (02)
- Geographical Exploration (03).

The specification will engage learners through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in geography through an enquiring approach to the content.

The content has a simple structure with overall enquiry questions broken down into sub-questions, content and scale columns. 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 content rows. It is also indicated when content gives rise to a fieldwork opportunity (F). 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.

Through the study of Our Natural World, learners will gain an appreciation of the natural world around them including tectonic and weather hazards, climate change, the UK's distinctive landscapes and the global ecosystems which support life on the planet.

Learners will explore the complexities of People and Society through studying why more than half of the world's population live in urban areas, the dynamic nature of development, the UK in the 21st century and human reliance on key resources for survival and economic gain.

Geographical skills and fieldwork studies are embedded throughout the content ensuring learners become both adaptable and resilient no matter their future pathway.

The links, connections and ideas within the eight topics of Our Natural World 01 and People and Society 02 will be brought together for a Geographical Exploration 03. Application of knowledge, understanding and skills will be important in learners questioning and developing arguments, and a decision making exercise will allow learners to become critical thinkers.

Geography education should encourage learners to develop a sense of wonder about the world. OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will excite and engage learners with contemporary topics covering the breadth of this dynamic subject. It will help create a lifelong love of geography by providing learners with an interest in different places, people and environments, whilst ensuring an appreciation of the geography of the UK in the 21st Century.



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## 2c. Content of Our Natural World (J384/01)

The natural world contains a rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions. This component gives learners the opportunity to explore the natural world they live in, to understand why it looks the way it does and appreciate its value. It includes investigation of global hazards which humans face as well as an examination of how the climate is changing and what this means for the world today. Learners study the distinctive landscapes that surround them and the ecosystems that help sustain the life on Earth.

2

### Topic 1 – Global Hazards

This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only they do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.

| **1.1 How can weather be hazardous?** | | **Scale** |
|---|---|---|
| a. Why do we have weather extremes? | • Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones. | G, R |
| | • The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries. | R |
| | • The causes, distribution and frequency of tropical storms and drought (associated with El Niño/La Niña) and whether these have changed over time. | G, R |
| b. When does extreme weather become a hazard? | • **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a hazard from each bullet point below:<br>○ flash flooding or tropical storms<br>○ heat wave or drought.<br>There must be **one** UK based and **one** non-UK based hazard event.<br>• For each chosen hazard event, study the place specific causes, consequences of and responses to the hazard. | N, R, L, F |

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| 1.2. How do plate tectonics shape our world? | | |
|---|---|---|
| a. What processes occur at plate boundaries? | • The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents. | G |
| | • The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots. | |
| | • How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite. | |
| b. How can tectonic movement be hazardous? | • **A case study** of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event. | N, R, L |
| c. How does technology have the potential to save lives in hazard zones? | • How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice. | R, L |

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## Topic 2 – Changing Climate

Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes.

Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.

2

| 2.1 What evidence is there to suggest climate change is a natural process? | | Scale |
|---|---|---|
| a. What evidence is there for climate change? | • The pattern of climate change from the beginning of the Quaternary period to the present day. | G |
| | • The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. | G, R, N, L |
| b. Is climate change a natural process? | • Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles. | G |
| | • Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect. | G |
| c. Why is climate change a global issue? | • Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st Century. | G, N, L |
| | • Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century. | N, L, F |

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## Topic 3 – Distinctive Landscapes

The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape coastal landscapes is developed and consideration of the human influence on these. One additional distinctive landscape is to be studied, giving learners an opportunity to look geographically at either a local landscape or one elsewhere in the UK.



| **3.1. What makes a landscape distinctive?** | | **Scale** |
|---|---|---|
| a. What is a landscape? | • How the concept of a landscape can be defined, including the differences between built and natural landscapes. | R, L, F |
| b. Where are the physical landscapes of the UK? | • Overview of the distribution of upland, lowland and glaciated landscapes in the UK. | N |
| | • Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity. | |
| **3.2. What influences the landscapes of the UK?** | | |
| a. What physical processes shape coastal landscapes? | • The geomorphic processes that are involved in shaping coastal landscapes, including weathering, mass movement, erosion, transport, deposition.<br>• The formation of coastal landforms including headlands, bays , cave, arch, stack, beach and spit. | L, F |
| b. What are the characteristics of your chosen landscapes? | • **Case study** of **two** landscapes in the UK, **one** coastal landscape and **one** different and distinctive landscape of your choice (e.g. a river basin or glaciated landscape but excluding a coastal landscape), including the study of:<br>○ the landforms created by geomorphic processes<br>○ the geomorphic processes operating at different scales and how they are influenced by geology and climate<br>○ how human activity, including management, works in combination with geomorphic processes to impact the landscape. | R, L, F |

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## Topic 4: Sustaining Ecosystems

Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

2

| **4.1. Why are natural ecosystems important?** | | **Scale** |
|---|---|---|
| a. What are ecosystems? | • Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals. | |
| | • Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. | G |
| | • Overview of the climate, flora and fauna within these ecosystems. | G |
| **4.2. Why should tropical rainforests matter to us?** | | |
| a. What biodiversity exists in the tropical rainforest? | • The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle, and how these interact with the flora and fauna. | R, L |
| b. Why are the tropical rainforests being 'exploited' and how can this be managed sustainably? | • Explore the value of tropical rainforests through the study of their goods and services. | G, R, N, L |
| | • Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism. | R, L |
| | • **A case study** to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale. | R, L |
| **4.3. Is there more to polar environments than ice?** | | |
| a. What is it like in Antarctica and the Arctic? | • Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna. | R, L |
| | • The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region. | R, L |
| | • Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation. | R, L |
| b. How are humans seeking a sustainable solution for polar environments? | • Examine **one** small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling.<br>• Examine **one** global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty. | G, R, L |

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## 2c. Content of People and Society (J384/02)

This component investigates patterns and processes that shape the human planet. It explores the connections between people and places, questioning how these may change over time and space. The component examines the social, cultural, political and economic forces that make places unique. It identifies urban trends, how people live in cities and what the future holds. This component provides the opportunity to study the causes of development inequalities, the UK's significance in the 21st century and one of the biggest threats to human society – our attempts to feed an ever-increasing global population.

2

### Topic 5 – Urban Futures

Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.

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| **5.1 Why do more than half the world's population live in cities?** | | **Scale** |
|---|---|---|
| a. How is the global pattern of urbanisation changing? | • How urban growth rates vary in parts of the world with contrasting levels of development. | G |
| | • Outline characteristics of world cities and megacities and their changing distribution since 1950. | G |
| b. What does rapid urbanisation mean for cities? | • Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. | G, R, N, L |
| | • Investigate the consequences of rapid urban growth in LIDCs. | N, L |

| **5.2 What are the challenges and opportunities for cities today?**<br>This enquiry question is studied through **case studies** of **one** city in an AC and **one** city in an LIDC or EDC to answer sub-questions a and b. | | |
|---|---|---|
| a. What is life like for people in a city? | • The city's location and importance within its region, the country, and the wider world.<br>• Patterns of national and international migration and how this is changing the growth and character of the city.<br>• Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.<br>• Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.<br>• Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal. | G, R, N, L, F |
| b. How can cities become more sustainable? | • For **each city** investigate **one** initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements. | L, F |

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## Topic 6 – Dynamic Development

We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.

2

| **6.1 Why are some countries richer than others?** | | **Scale** |
|---|---|---|
| a. What is development and how can it be measured? | • Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. | |
| | • Global distribution of ACs, EDCs and LIDCs. | G |
| | • Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development. | |
| b. What has led to uneven development? | • Outline the human and physical factors influencing global uneven development. | G |
| | • Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest. | G, N |
| **6.2 Are LIDCs likely to stay poor?**<br>This enquiry question is studied through **one case study** of an LIDC to answer sub-questions a, b and c. | | |
| a. How has an LIDC developed so far? | • Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence. | N |
| | • Explore whether Rostow's model can help determine the country's path of economic development. | N |
| | • The extent to which the relevant Millennium Development Goals have been achieved for this LIDC. | N |
| | • Investigate how the LIDC's wider political, social and environmental context has affected its development. | G, R, N |
| b. What global connections influence its development? | • The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development. | G, N |
| | • The benefits and problems of trade and Trans National Company (TNC) investment for development. | G, N |
| | • The advantages and disadvantages of international aid or debt relief for its development. | G, N |
| c. What development strategy is most appropriate? | • Compare the advantages and disadvantages of **one** top-down and **one** bottom-up strategy in the country. | N, L |

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## Topic 7 – UK in the 21st Century

A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.

2

| **7.1 How is the UK changing in the 21st century?** | | **Scale** |
|---|---|---|
| a. What does the UK look like in the 21st century? | • Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages. | N |
| b. How is the UK's population changing? | • Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model. | N |
| | • An understanding of the causes, effects, spatial distribution and responses to an ageing population. | N, R |
| | • A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001. | R, L |
| c. How is the UK economy changing? | • Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours. | N, R, L |
| | • Investigate the pattern of core UK economic hubs. | N, F |
| | • Identify the changes in **one** economic hub and its significance to its region and the UK. | N, R, L, F |
| **7.2 Is the UK losing its global significance?** | | |
| a. What is the UK's political role in the world? | • Examine the UK's political role in **one** global conflict through its participation in international organisations. | G, N |
| b. How is the UK's cultural influence changing? | • Explore the UK's media exports and their global influence including television programmes and film.<br>• The contribution of ethnic groups to the cultural life of the UK through **one** of food, media or fashion. | G, N |

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## Topic 8: Resource Reliance

Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?' Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.

2

| **8.1 Will we run out of natural resources?** | | **Scale** |
|---|---|---|
| a. How has increasing demand for resources affected our planet? | • Outline the factors leading to demand outstripping supply of food, energy and water. | G |
| | • Overview of how environments and ecosystems are used and modified by humans through:<br>○ mechanisation of farming and commercial fishing to provide food<br>○ deforestation and mining to provide energy<br>○ reservoirs and water transfer schemes to provide water. | G, N |
| **8.2 Can we feed nine billion people by 2050?** | | |
| a. What does it mean to be food secure? | • Understand the term 'food security' and the human and physical factors which influence this. | |
| | • How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption. | G |
| | • Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply. | G |
| b. How can countries ensure their food security? | **Case study** of attempts to achieve food security in **one** country to include:<br>• Investigation of statistics relating to food consumption and availability over time.<br>• The success of **one** attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments.<br>• The effectiveness of **one** past and **one** present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods. | G, R, N, L |
| c. How sustainable are these strategies? | Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:<br>• ethical consumerism, such as fairly traded goods and food waste<br>• food production, such as organic methods and intensive farming<br>• technological developments, such as GM crops and hydroponics<br>• small scale 'bottom up' approaches, such as urban gardens and permaculture. | N, L |

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## 2c. Content of Geographical Exploration (J384/03)

The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World 01 and People and Society 02 components. Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World 01 and People and Society 02 components will be applied, as appropriate, in relation to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'.

2

## 2d. Geographical Skills including Fieldwork

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 eight topics 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 on the following page in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of Our Natural World (01) and People and Society (02).

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## 9. Geographical Skills

| | |
|---|---|
| **9.1** With respect to **cartographic** skills, learners should be able to:<br>**1.** Select and construct maps, using appropriate scales and annotations, to present information.<br>**2.** Interpret cross sections and transects.<br>**3.** Use and understand coordinates, scale and distance.<br>**4.** Extract, interpret, and analyse and evaluate information.<br>**5.** Use and understand gradient, contour and spot height (on OS and other isoline maps).<br>**6.** Describe, interpret and analyse geo-spatial data presented in a GIS framework. | **9.2** With respect to **graphical** skills, learners should be able to:<br>**1.** Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.<br>**2.** Effectively present and communicate data through graphs and charts.<br>**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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**9.3** 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.

**9.4** With respect to **formulating enquiry and argument**, learners should 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
- include both **physical** and **human** geographical contexts.

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.

The assessment of fieldwork will take place within both of the Our Natural World (01) and the People and Society (02) components, where there will be a section for the assessment of identified areas of fieldwork both in relation to the learners' own experiences of fieldwork and unfamiliar contexts as above.



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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 B (Geography for Enquiring Minds) 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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## 2e. 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 B (Geography for Enquiring Minds), 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 B (Geography for Enquiring Minds)

## 3a. Forms of assessment

For OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) learners must take all components.

| **GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)** | |
|---|---|
| **(Component 01) Our Natural World** | |
| 35% of the GCSE (9–1)<br>1 hour 15 minutes<br>Written paper<br>70 marks* | This question paper has **two** sections:<br>• Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems)<br>• Section B: Physical Geography Fieldwork.<br>There will be questions on **all** themes.<br>Learners answer **all** questions.<br>A separate Resource Booklet is provided with the question paper.<br>The unit is externally assessed.<br>Marks associated with geographical skills will be assessed within this component.<br>*There will be 3 marks for SPaG included in the marks for this component. |
| **(Component 02) People and Society** | |
| 35% of the GCSE (9–1)<br>1 hour 15 minutes<br>Written paper<br>70 marks* | This question paper has **two** sections:<br>• Section A: Questions on **all** individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance)<br>• Section B: Human Geography Fieldwork.<br>There will be questions on **all** themes.<br>Learners answer **all** questions.<br>A separate Resource Booklet is provided with the question paper.<br>The unit is externally assessed.<br>Marks associated with geographical skills will be assessed within this component.<br>*There will be 3 marks for SPaG included in the marks for this component. |
| **(Component 03) Geographical Exploration** | |
| 30% of the GCSE (9–1)<br>1 hour 30 minutes<br>Written paper<br>60 marks* | This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise.<br>Learners answer **all** questions.<br>A separate Resource Booklet is provided with the question paper.<br>The unit is externally assessed.<br>Marks associated with geographical skills will be assessed within this component.<br>*There will be 3 marks for SPaG included in the marks for this component. |

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Within the question papers 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 assessment of geographical skills will be integrated into all three assessments. Skills questions throughout the components will be based on geographical scenarios with unseen resources. The scenarios in which skills are set in may or may not be directly linked to at least one of the eight topics.

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 components and their constituent themes.



## 3b. Assessment objectives (AO)

There are four assessment objectives in OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) 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:<br>• Concepts and how they are used in relation to places, environments and processes.<br>• 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) in Geography B (Geography for Enquiring Minds).

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## AO weightings in OCR GCSE (9–1) Geography B (Geography for Enquiring Minds)

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

| Component | % of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384) | | | |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | AO4 |
| Our Natural World (J384/01) | 7.5 | 9 | 10 | 9 |
| People and Society (J384/02) | 7.5 | 9 | 10 | 9 |
| Geographical Exploration (J384/03) | 0 | 7 | 15 | 7 |
| **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.

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## 3g. Synoptic assessment

Synoptic assessment is the learner's 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 B (Geography for Enquiring Minds) as a discipline.

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

As the content of the Geographical Exploration (03) component comes from 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 B (Geography for Enquiring Minds) 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 B (Geography for Enquiring Minds) must be entered for J384.

| Entry code | Title | Component code | Component title | Assessment type |
|---|---|---|---|---|
| J384 | Geography B (Geography for Enquiring Minds) | 01 | Our Natural World | External Assessment |
| | | 02 | People and Society | External Assessment |
| | | 03 | Geographical Exploration | 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 B (Geography for Enquiring Minds)'.

## 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.

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## 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 GCSE (9–1) level Qualification in Geography A (Geographical Themes).

## 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 B (Geography for Enquiring Minds). 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 artificial such as dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape. |
| **Economic Hub** | A place that is considered to be a focal point for the economy of its area. This could be a particular part of a city (e.g. London's financial district), a town or city (e.g. Manchester) or a region (e.g. Silicon Fen, Cambridge). |
| **Outline** | A general description indicating the essential features. |
| **Summary** | An account of the key points. |
| **Consider** | Look attentively at. |
| **Examine** | Inspect thoroughly. |
| **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**<br>*15%* |
|---|
| **Interpretations and definitions** |
| • **Locations, places, processes and environments** are aspects of subject content.<br>• **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.<br>• 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:**<br>• **Concepts and how they are used in relation to places, environments and processes**<br>• **The inter-relationship between places, environments and processes**<br>*25%* |
|---|
| **Interpretations and definitions** |
| • **Places, environments and processes** are aspects of subject content.<br>• 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**<br>*35% (10% applied to fieldwork context(s))* |
|---|
| **Interpretations and definitions** |
| • **Interpret** means describing and ascribing meaning.<br>• **Analyse** means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning.<br>• **Evaluate** means appraising and/or synthesising information and/or issues.<br>• **Judgements** mean coming to decisions and/or conclusions based on evidence.<br>• The emphasis here is on application – this should include (for each set of assessments):<br>  ○ novel situations that are not clearly indicated in the specification<br>  ○ developing further material that is covered in the specification<br>  ○ 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**<br>*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.<br>• **Questions** are geographical matters requiring resolution or discussion.<br>• **Issues** mean topics about which there can be debate or discussion.<br>• 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.<br>• Element 1d should be assessed in combination with one or more of the other elements.<br>• There are different ways in which findings can be communicated. This may include written responses or data responses.<br>• We do not expect individual tasks/questions to cover a variety of skills and techniques.<br>• We do not expect individual tasks/questions to cover both questions and issues. |

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