



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

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## Geography

### *Specification B*

#### Special Features

- Clarity of content
- Continuity with existing syllabus – no additional resourcing necessary
- Choice of physical options and human options
- Choice of practical paper or coursework
- Comprehensive resource bank

#### Material accompanying this Specification

Specimen Assessment Units and Mark Schemes  
Teachers' Guide

Further copies of this specification booklet are available from:

Publications Department, Stag Hill House, Guildford, Surrey, GU2 5XJ.

or

Aldon House, 39 Heald Grove, Rusholme, Manchester, M14 4PB

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## Background Information

### 1

## New Advanced Subsidiary and Advanced Level for 2001/2002

Following the Dearing *Review of Qualifications for 16-19 Year Olds* and the subsequent consultation *Qualifying for Success*, all the unitary awarding bodies have introduced new Advanced Subsidiary and revised Advanced Level specifications for the award of the first qualification in 2001 and 2002 respectively.

### 1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses will be introduced from September 2000 for the award of the first qualification in 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialisation;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

### 1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) - 50% of the total award;
- a second examination, called A2 - 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses will be modular. The AS will comprise three teaching and learning modules and the A2 will comprise a further three teaching and learning modules. Each teaching and learning module will normally be assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

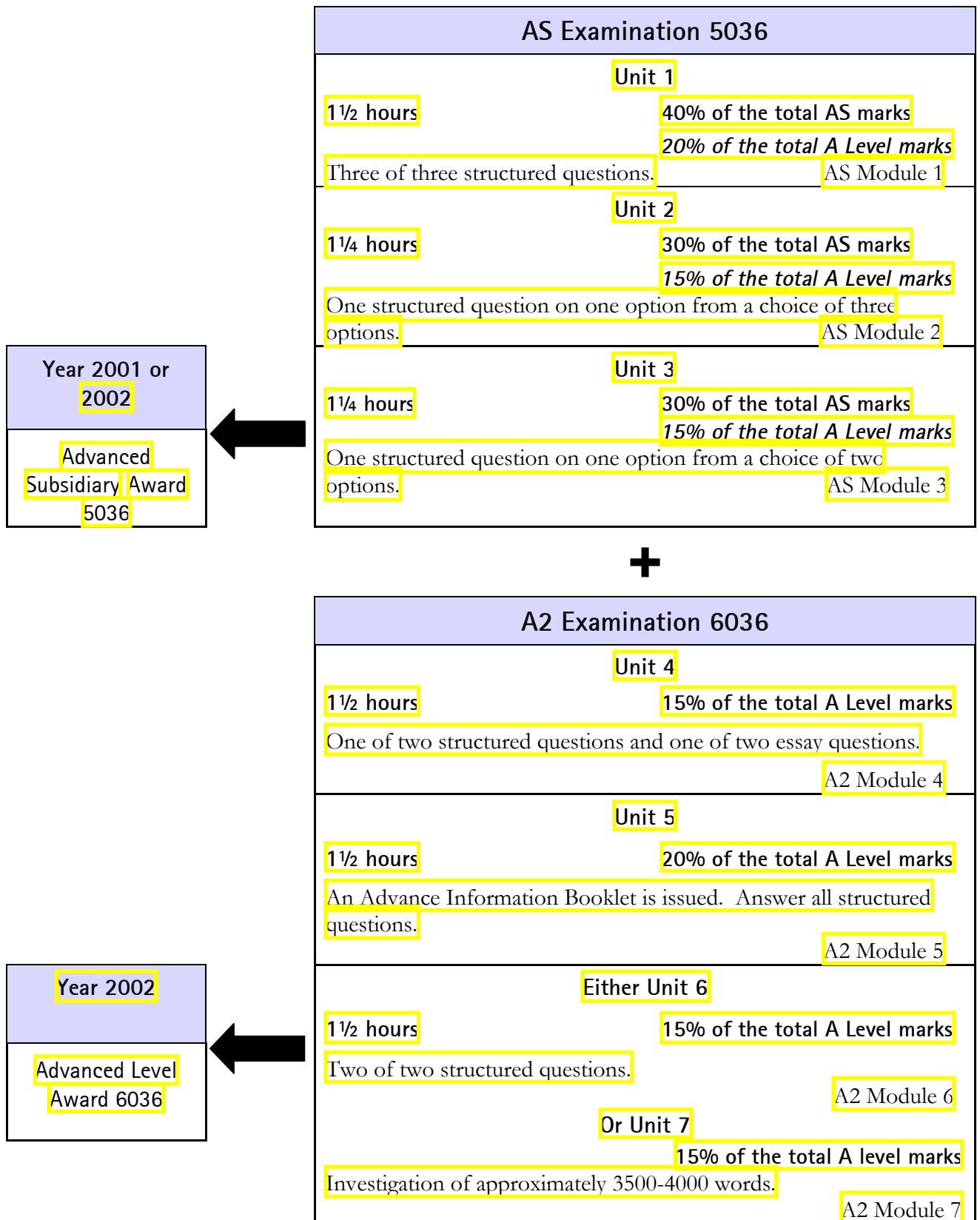
assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;

- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 3.

2

# Specification at a Glance Geography



# 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	A Level
January 2001	All	–	–	–
June 2001	All	–	✓	–
January 2002	All	4, 6 and 7	✓	–
June 2002	All	All	✓	✓
January 2003	All	All	✓	✓

### 3.2 Sequencing of Units

In Geography B it is recommended that the units be taken in the sequence of 1, 2, 3 (in any order) then 4, 6 (or 7) (in any order) followed by Unit 5. Unit 5 must be taken at the end of the course because it comprises the synoptic assessment of the whole A Level course, testing candidates' understanding of connections between different elements of Geography B.

### 3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used.

AS	A2
Unit 1 - GGB1	Unit 4 - GGB4
Unit 2 - GGB2	Unit 5 - GGB5
Unit 3 - GGB3	Unit 6 - GGB6 <b>or</b>
	Unit 7 - GGB7

The **Subject Code** for entry to the AS only award is 5036.

The **Subject Code** for entry to the Advanced Level award is 6036.

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### 3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level Geography B 5036 and/or 6036 may not enter for any other Advanced Subsidiary or Advanced Geography specification in the same examination series.

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

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

The classification code for this specification is 3910.

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### 3.5 Private Candidates

Private candidates are eligible to enter only for Units 1 to 6, inclusive, of this specification with the exception of the following situation:

- where previously entered through a registered centre, and an Advanced Level award has been made within 12 months, the coursework unit result may be carried forward for one year if the rest of the qualification is being taken.

Private candidates must be attached to an AQA centre so that they can receive the Advance Information Booklet in advance of the examination for Unit 5.

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### 3.6 Special Consideration

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office which deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA.

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### 3.7 Language of Examinations

All Assessment Units in this subject are provided in English only.

# Scheme of Assessment

## 4

### Introduction

There are two distinctive AQA Geography specifications, Geography A and Geography B, each providing a different approach to the delivery and assessment of geography.

AQA Geography B provides the opportunity to study contemporary events which candidates will be able to relate to the every day world in which they live. Geography B delivers the subject through the separate strands of physical geography, human geography and, people and the environment, in Modules 1 to 4, inclusive. Synoptic assessment in Unit 5, The Synoptic Unit, then encourages students to have an overview of geography by drawing on these different aspects of the subject. The assessment of Geography B is distinctive in two ways: first, synoptic assessment takes the form of a Decision-Making Exercise, and then, through the coursework component, Module 7, Geography B allows teachers to have, if they wish, an element of control in the assessment of their candidates. Unit 6, a Practical Paper alternative to coursework, is also available.

Geography B has been designed to:

- emphasize the study of **geographical change at a range of scales**;
- use **contemporary issues** and examples, and show the importance of the past to the present;
- encourage the acquisition of **a broad range of skills** useful in future life;
- **make use of** a variety of modes of learning and teaching;
- use a **variety of modes of assessment**.

This specification complies with:

- the Subject Criteria for Geography;
- the GCSE and GCE A/AS Code of Practice;
- the GCE Advanced Subsidiary and Advanced Level Qualification Specific Criteria;
- the *Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria*.

The qualification of an AS GCE or Advanced GCE in Geography B is a recognised part of the National Qualifications framework. As such, AS and A Level Geography B provide progression from Key Stage 4, through post-16 studies to form the basis for the study of geography at a higher level or employment.

AQA Geography A is the study of more traditional geography. A thematic “People and the Environment” approach is taken to the study of the Natural and Human environments. The subject content, except with reference to the UK as required, is not place specific. The synoptic assessment is delivered by essays. Candidates have the option in A2 of submitting a fieldwork based coursework or taking a fieldwork written assessment unit alternative.

The Advanced Subsidiary in Geography B has been designed to assist candidates’ progression from the level of geographical knowledge, skills and understanding required for GCSE to that of Advanced Level. After studying change in physical and human geography, and the inter-relationships between people and their environments in the AS, these themes are further developed in A2 to a supra-national scale and in different parts of the world.

#### Prior Level of Attainment and Recommended Prior Learning

It is expected that candidates embarking upon a course of study based on these specifications will have a prior level of attainment of GCSE Geography or its equivalent. It is accepted, however, that some potential candidates may have acquired skills and knowledge from some other diverse but valid experience. It is the intention that candidates gaining a qualification based upon these specifications will be able to demonstrate a broad range of skills useful in attracting future employment opportunities and assisting access to both full and part time higher education.

## 5

### Aims

The following aims are taken wholly from the Subject Criteria for Geography and govern all GCE Geography specifications.

It is intended that this specification will facilitate a variety of modes of learning, teaching methods and approaches to geography, and will encourage AS and A Level candidates to:

- acquire and apply knowledge and understanding of physical and human processes, their interactions and outcomes over space and time, through the study of places and environments;
- acquire and apply skills necessary for the pursuit of geography;
- develop an understanding of the relationships between people and their environments, and of the opportunities, challenges and constraints that face people in different places and environments;
- appreciate the dynamic nature of geography; how places, environments and issues change, and how people respond to these changes;
- understand how decisions are made about the use and management of resources and environments, and understand the significance and effects of people’s values and attitudes in geographical issues;
- clarify and develop their own values and attitudes in relation to geographical issues and questions.

In addition, it is intended that this specification will encourage A Level candidates to:

- acquire a deeper understanding of the connections between different aspects of geography.

## 6

# Assessment Objectives

The four assessment objectives listed below are those given in the Subject Criteria for Geography. In the examination all candidates must demonstrate these assessment objectives in the context of the skills and content published in these specifications which meet the requirements of the Criteria. The assessment objectives cover the knowledge, understanding and skills which the examination as a whole will test. Knowledge, understanding, critical understanding and skills are closely linked.

These assessment objectives apply to both specifications.

Candidates must:

1. show knowledge of the specified content;
2. show critical understanding of the specified content;
3. apply knowledge and critical understanding to unfamiliar contexts;
4. select and use a variety of skills and techniques, including communication skills, appropriate to geographical studies.

These AS and A Level specifications require candidates to **develop knowledge of:**

- a. geographical terminology;
- b. the location and geographical characteristics of places studied, their external relationships and how those places are changing;
- c. the processes responsible for the development of the characteristics of places and environments, the interaction and relative importance of these processes;
- d. geographical concepts, principles and theories;
- e. the interaction of people and their environments in space and over time.

**develop an understanding of:**

- a. the nature of and interactions between different physical and human processes;
- b. the distinctiveness and interdependence of places;
- c. the significance of both spatial and temporal scales;
- d. how physical and human processes bring about changes in spatial systems, distributions, places and environments;
- e. the role of values, attitudes and decision making processes in geographical issues, and in decision making about the use and management of resources and environments;
- f. the potential and limitations of evidence, approaches, concepts and theories used.

**develop the skills to:**

- a. identify geographical questions and issues, select appropriate sources and effective methods, and establish effective approaches to enquiry in their geographical studies;
- b. identify, select and collect - using a range of techniques – quantitative and qualitative evidence from primary sources including fieldwork;
- c. identify, select and collect quantitative and qualitative evidence from secondary sources, including maps at a variety of scales, photographs, statistical data, geographical literature, information and communication technology, remotely sensed imagery and geographical information systems;
- d. organise, record and present such evidence in cartographic and diagrammatic form making use of information and communication technology where appropriate;
- e. describe, analyse, evaluate and interpret evidence and draw conclusions;
- f. evaluate enquiry methods used, the limitations of evidence obtained and conclusions drawn.

**In addition, Advanced Level candidates are required to develop:**

- a. a deeper understanding of the connections between different aspects of geography represented in this specification;
- b. a greater ability to synthesise geographical information in various forms and from various sources.

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## Scheme of Assessment – Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

### 7.1 Assessment Units

Unit 1 <i>40% of the total AS marks</i>	The Dynamics of Change	1½ hours
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Candidates must answer three of three structured questions, printed in a question paper/answer book format. Each question will be based upon one of the following three areas:

- Physical Geography: Shorter Term and Local Change
- People and the Environment: Population and Resources
- Human Geography: Changes in the UK in the Last 30 Years.

Investigative work, based on a minimum of two hypotheses or research questions, and evidence from primary sources (which may include fieldwork), secondary sources and appropriate practical skills and techniques specified in Section 26 will be assessed in this unit.

Unit 1 assesses Module 1 of the AS subject content.

Unit 2 <i>30% of the total AS marks</i>	The Physical Options	1¼ hours
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Candidates must answer one structured question on one option from a choice of three options, printed in a question and answer book format. The three options are:

Option P: Glacial Environments

Option Q: Coastal Environments and

Option R: Urban Physical Environments (Temperate Urban Areas).

The skills associated with the selection, manipulation, analysis of data, information and imagery may be assessed in this unit. Unit 2 assesses Module 2 of the AS subject content.

Unit 3 <i>30% of the total AS marks</i>	The Human Options	1¼ hours
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Candidates must answer one structured question on one option from a choice of two options, printed in a question and answer book format. The two options are:

- Option S: Urban Change in the UK and the Wider World in the Last 30 Years and
- Option T: The Historical Rural and Urban Landscapes of England and Wales.

The skills associated with the selection, manipulation and analysis of data, information and imagery may be assessed in this unit. Unit 3 assesses Module 3 of the AS subject content.

## 7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
a. Show knowledge of the specified content.	10	7½	7½	25
b. Show critical understanding of the specified content.	10	7½	7½	25
c. Apply knowledge and critical understanding to unfamiliar contexts.	8	6	6	20
d. Select and use a variety of skills and techniques, including communication skills, appropriate to geographical studies.	12	9	9	30
<b>Overall Weighting of Units (%)</b>	40	30	30	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

### Understanding the Layout of the Subject Content

The subject content in Sections 10 to 12, inclusive, is in a two column format. The left-hand side provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

The text in parentheses opposite the titles for 10.1 to 10.3 in the AS are extracts from the Subject Criteria for Geography. Its purpose is simply to indicate to the reader the link between the Subject Criteria for Geography and the separate strands of Physical and Human Geography, and People and the Environment in the specification.

8

## Scheme of Assessment – Advanced Level (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 Scheme of Assessment.

### 8.1 AS Assessment Units

Unit 1 The Dynamics of Change 1½ hours  
*20% of the total A Level marks*

Unit 2 The Physical Options 1¼ hours  
*15% of the total A Level marks*

Unit 3 The Human Options 1¼ hours  
*15% of the total A Level marks*

### 8.2 A2 Assessment Units

Unit 4 Global Change 1½ hours  
*15% of the total A Level marks*

Candidates must answer one of two structured questions in Section A and one of two essay questions in Section B. Questions will be based upon the following 3 areas:

- Physical Geography,
- People and the Environment, and
- Human Geography.

Unit 4 assesses Module 4 of the A2 Subject Content.

Unit 5 The Synoptic Unit 1½ hours  
*20% of the total A Level marks*

The Synoptic Unit will comprise an Advance Information Booklet (AIB) and question paper. Candidates must answer (all) the question(s) on the question paper. The AIB will be issued once only to candidates, approximately **4 weeks** in advance of the examination on a date to be advised by the Board. The AIB must not be taken into the examination room. Centres can teach to the AIB; candidates can undertake research on it. Any information from the AIB which candidates will need in the examination will be reproduced and/or summarized in the question paper.

Unit 5 may access any aspects of the other modules in the specifications at A Level standard. (Where based upon AS modules material will provide candidates with adequate further information, as necessary, to enable candidates to be assessed to the A Level standard.)

Either

**Unit 6** **The Practical Paper** **1½ hours**  
*15% of the total A Level marks*

Candidates must answer two of two structured questions. Each question will assess practical skills and techniques which may be involved in the conduct of a geographical enquiry.

Investigative work, based on evidence from primary sources, including fieldwork, and secondary sources, and appropriate practical skills and techniques specified in Section 26 may be assessed in this unit. Unit 6 assesses Module 6.

Or

**Unit 7** **The Investigation** **3500-4000 words**  
*15% of the total A Level marks* **(approximately)**

This centre-assessed unit requires candidates to conduct an enquiry and to write it up (the Investigation). It is recommended that the Investigation be approximately 3500-4000 words in length, excluding tables, figures and appendices. It will be assessed by the centre and moderated by AQA. Marks awarded by the centre must be submitted to the AQA (Devas Street Office) by 5 May in the year of certification of the full A Level.

Investigative work, based on evidence from primary sources, including fieldwork, and secondary sources, and appropriate practical skills and techniques will be assessed in this unit. Unit 7 must be derived from Module 7.

### 8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that an A Level specification must include synoptic assessment (representing 20% of the total A Level marks allocated to externally assessed work). The assessment of Unit 5 is synoptic and therefore the requirement of the Criteria is met. Synopticity assesses candidates' ability to draw on their understanding of the connections between different aspects of this Geography B specification. Synoptic assessment contributes to Assessment Objectives 6.1b (Critical Understanding of the specified content) and 6.1c (apply Knowledge and Critical Understanding to unfamiliar contexts).

### 8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

**A Level Assessment Units (AS + A2)**

Assessment Objectives	Unit Weightings (%)							Overall Weighting of AOs (%)
	1	2	3	4	5	6*	7*†	
a. Show knowledge of the specified content.	5	4	4	6	4	1½	1½	24½
b. Show critical understanding of the specified content.	5	3½	3½	4	5	4½	4½	25½
c. Apply knowledge and critical understanding to unfamiliar contexts.	4	3	3	3	5	3	3	21
d. Select and use a variety of skills and techniques, including communication skills, appropriate to geographical studies.	6	4½	4½	2	6	6	6	29
<b>Overall Weighting of Units (%)</b>	20	15	15	15	20	15	15	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

\*Optional units † Centre-assessed

**Understanding the Layout of the Subject Content**

The subject content which follows in Sections 10 to 16, inclusive, is in a two column format. The left-hand side provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

The text in parentheses opposite the titles for 10.1 to 10.3 in the AS and 13.1 to 13.3 in A2 are extracts from the Subject Criteria for Geography. Its purpose is simply to indicate to the reader the link between the Subject Criteria for Geography and the separate strands of Physical and Human Geography, and People and the Environment in the specification..

# Subject Content

## 9

### Summary of Subject Content

It is important to note that the subject content which follows must be studied in the context of a range of scales and places/environments. Tables linking these contexts with the subject content are given in the Teachers' Guide, the support handbook for this specification.

#### 9.1 AS Modules

##### MODULE 1 - The Dynamics of Change

- Physical Geography: Shorter Term and Local Change
- People and the Environment: Population and Resources
- Human Geography: Changes in the UK in the Last 30 Years

##### MODULE 2 - The Physical Options

Option P: Glacial Environments

Or Option Q: Coastal Environments

Or Option R: Urban Physical Environments (Temperate Urban Areas)

##### MODULE 3 - The Human Options

Option S: Urban Change in the UK and the Wider World in the Last 30 Years

Or Option T: Historical Rural and Urban Landscapes of England and Wales

#### 9.2 A2 Modules

##### MODULE 4 - Global Change

- Physical Geography
- People and the Environment
- Human Geography

##### MODULE 5 - The Synoptic Module

- The demands of the Synoptic Module

##### MODULE 6 - The Practical Paper (an alternative to Module 7)

- The nature of the component

##### MODULE 7 - The Investigation (an alternative to Module 6)

- The nature of the component

## AS Module 1

### *The Dynamics of Change*

The left-hand side of the subject content provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

Investigative work, based upon a minimum of two hypotheses, evidence from primary sources (which must include fieldwork), secondary sources, and appropriate practical skills and techniques specified in Section 26 must be taught in the context of the subject content of Module 1.

#### 10.1 Physical Geography: Shorter Term and Local Change

Atmospheric, geomorphological and human processes affecting drainage basin hydrology.

(Physical Geography: selected physical processes, their interactions and outcomes over space and time.)

All sections of 10.1 should be studied in relation to drainage basins in the British Isles.

Weather changes associated with the passage of a depression.

Anticyclonic weather conditions in winter and summer.

Features of a drainage basin system:

- base flow;
- interception;
- infiltration;
- throughflow;
- run-off.

The storm hydrograph.

The effects of human activity on the storm hydrograph.

Geomorphological variations within drainage basins:

- erosion, transport, and deposition;
- how these are related to changes in discharge;
- channel morphology;
- variations in valley long profiles and valley cross profiles of a river.

**10.2** **People and the Environment: Population and Resources**

(People and the Environment: interactions between people and their environments at different scales, focusing on relevant systems and processes, their outcomes, and consequent issues, responses and strategies.)

Environmental and social issues resulting from the balance between population and the use of resources in countries in various states of development.

Population and resource issues in MEDCs and LEDCs:

- over-population and under-population related to resource availability;
- the concept of optimum population related to resource availability;
- birth rates, fertility, death rates, infant mortality and longevity;
- optimistic and pessimistic approaches to population and resources;
- different attempts made by countries to manage the balance between population and resources.

Environmental and social issues arising from the use of energy resources in countries in various states of development.

Energy resource issues in MEDCs and LEDCs:

- the differences between renewable and non-renewable resources;
- the study of two different energy systems (one renewable and one non-renewable resource);
- the issues associated with the harnessing of energy: acid deposition; the emission of “greenhouse gases”; deforestation in LEDCs;
- the hazard of nuclear waste and its management.

10.3

Human Geography:  
Changes in the UK in the  
Last 30 Years

(Human Geography: selected human processes, their interactions and outcomes over space and time.)

The changing sectoral and spatial organisation of business.

The reasons for and the effects of the following changes:

- manufacturing change and its geographical areas of decline and growth;
- the growth of the service sector and the geographical areas in which it is growing;
- gender differences in employment;
- other changes in employment (e.g., home working, part-time employment, self-employment);
- overseas investment and its effects upon the economy and employment both nationally and regionally.

Changes in the social and demographic environments within urban areas.

Social and demographic changes in urban areas (i.e., age structures and housing compositions as given in census data) and their effects upon the size, type and location of housing developments.

The geographical segregation of social groups in urban areas based upon wealth, age and ethnicity.

## AS Module 2

### *The Physical Options*

Study one of Options P, Q or R

The left-hand side of the subject content provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

The skills associated with the selection, manipulation and analysis of data, information and imagery must be taught in relation to this module.

The United Kingdom may be used to exemplify the concepts in this module, but reference must also be made to areas beyond the UK.

#### 11.1 EITHER

##### Option P: Glacial Environments

The effects of glacial, fluvioglacial and periglacial activity.

All sections of this option should be studied with reference to relevant examples.

Glacial budgets:

- accumulation and ablation.

The characteristics of ice movement, flow rates and the factors affecting them:

- rotational flow;
- extending and compressing flow.

Glacial erosion, transport and deposition: the processes and associated landforms:

- frost shattering, abrasion, plucking;
- corries and associated landforms: arêtes and pyramidal peaks;
- glacial troughs and associated landforms;
- glacial moraine and other deposits.

Fluvioglacial erosion, transportation and deposition: the processes and associated landforms:

- outwash plains and associated features;
- kames and eskers.

Drainage diversion directly or indirectly caused by glaciation.

Periglacial processes and associated landforms:

- permafrost formation;
- frost heave and contraction;
- nivation;
- solifluction, patterned ground, ice wedges and pingoes.

11.2 OR

Option Q: Coastal Environments

All sections of this option should be studied with reference to relevant examples.

The interaction of marine and sub-aerial processes, and other factors can produce distinctive coastal landforms.

Marine processes:

- waves and wave movement, wave refraction;
- constructive and destructive waves;
- erosion by wave action;
- longshore drift.

Coastal landforms resulting from marine erosion, transport and deposition acting with sub-aerial processes:

- headlands, bays, cliffs and wave-cut platforms;
- beaches and beach features;
- spits and bars.

Other factors affecting coastlines:

- geology;
- vegetation, sedimentation and stabilisation: salt-marsh or dune formation;
- sea level change resulting from isostatic and eustatic changes: coasts of emergence and submergence;
- coral reef formation: their relationship to sea level change and human activity;
- human activity: one scheme of coastal management.

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11.3 OR

Option R: Urban Physical Environments (Temperate Urban Areas)

All sections of this option should be studied with reference to relevant examples.

Weather and climate in urban areas and how they differ from surrounding rural areas.

Temperatures within urban areas:

- the urban heat island effect;
- differences in surface albedo and net heat loss;
- diurnal and seasonal variations;
- vertical temperature profiles.

Precipitation and fog within urban areas:

- frequency and intensity;
- the relationship to particulate concentration;
- thunderstorms;
- particulate pollution and pollution reduction policies.

Winds within urban areas:

- variations in speed and frequency;
- the effects of urban structures on winds.

Ecology of urban areas.

Changes in vegetation composition resulting from urbanisation:

The effect of urbanisation on vegetation cover and type.

- planned introduction of new species and the destruction of others;
- the creation of niches which both attract and repel flora and fauna;
- the development of distinctive ecologies along routeways and in parks, gardens and ecological conservation areas.

Varying attitudes to conservation within urban areas.

Plant successions in urban areas following both neglect and the establishment of ecological conservation areas.

## AS Module 3

### *The Human Options*

#### Study one of Options S or T

The left-hand side of the subject content provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

The skills associated with the selection, manipulation and analysis of data, information and imagery must be taught in relation to this module.

#### 12.1 EITHER

##### Option S: Urban Change in the UK and the Wider World in the Last 30 Years

The economic and social reasons for population movements in more economically developed countries (MEDCs) and in less economically developed countries (LEDCs), and the affects of such movements.

Inner city decline and regeneration within UK urban areas.

Retail Change in the UK

The general characteristics of urbanisation in LEDCs.

The study of one major LEDC urban area where urbanisation has occurred and continues to occur.

Suburbanisation and counter-urbanisation within MEDCs.

Different attitudes to urbanisation, suburbanisation and counter-urbanisation.

The nature and causes of inner city decline.

The reasons for and effects of gentrification.

Policies with different social, economic and environmental aims for inner city improvement, including initiatives designed to regenerate a specific inner city area:

- property-led regeneration, including Urban Development Corporations;
- partnerships between central government, local government and the private sector;
- the role of Housing Associations.

The development of out-of-town retailing.

The effects of this retail change on both the CBD and the rural-urban fringe.

Attitudes and responses to retail change.

12.2

OR

Option T: The Historical  
Rural and Urban Landscapes  
of England and Wales

Evolution of rural landscapes.  
The effects of technological,  
social and economic changes.  
Evidence of this evolution in  
the present landscape.

The open-field landscape.

Changes in the landscape resulting from enclosures, which took place between the 16th and 19th centuries.

Evolution of urban landscapes.

The evidence of the past in the modern town:

- the architectural heritage of Georgian/Regency periods, with specific reference to examples, such as Bath.

The effects on the built environment of political, technological, social and economic change. Evidence of this evolution in the present day urban landscape.

The industrial town of the 19th century:

- by-law housing;
- location of industry and transport;
- the enlightened industrialists' Utopian ideas, e.g., Saltaire and Port Sunlight;

New Towns.

New building materials and technologies.

Rural and urban landscapes as resources to be protected, but also used. Different attitudes to landscapes can lead to conflicts.

The preservation, development and exploitation of aspects of landscapes as a source of tourist income with reference to:

- **either** an historic city such as Bath, York or Chester;
- **or** an industrial heritage site such as Ironbridge, Beamish or the London Docklands;
- **or** a National Park, or an Area of Outstanding Natural Beauty.

13

## A2 Module 4 Global Change

The left-hand side of the subject content provides the overall context within which the detailed content is to be taught. The detailed content is given in the right-hand column.

### 13.1 Physical Geography: Seasonal Change; Long Term Change; Plate Tectonics

(Physical processes (terrestrial, atmospheric and biotic), their interactions, spatial outcomes and changes over time.)

The pattern and causes of seasonal atmospheric changes.

Seasonal changes within the tropical regions of Africa with wet and dry seasons and the influence on hydrology and ecology.

The general atmospheric circulation system:

- seasonal atmospheric changes;
- movement of major atmospheric pressure belts;
- subtropical anticyclones and the inter-tropical convergence zone (ITCZ).

Seasonal variations in wind direction, precipitation and temperature.

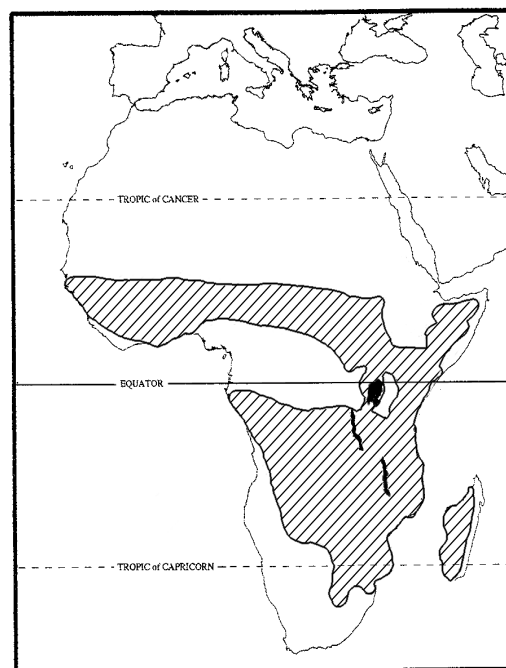
Hydrological responses to these seasonal atmospheric changes.

Ecological responses to these seasonal atmospheric changes:

- soil moisture budgets;
- adaptations by vegetation.

The effects of human activity on vegetation.

Map: The tropical regions of Africa applicable to the A2 specification



Key  
 Tropical areas with wet summers and dry winters. (Aw)

Based on Trewartha's modification of Köppen's classification

Long term climatic change	<p>Major climatic fluctuations in temperature and precipitation in the British Isles since the Pleistocene Ice Age.</p> <p>Evidence for climate change.</p> <p>Recent global warming and its effects.</p>
Changing vegetation and soils in the British Isles.	<p>Vegetation successions and climax vegetation (i.e., temperate deciduous woodland); a lithosere.</p> <p>Recent evidence used to identify changes in vegetation.</p> <p>The effects of human activities on vegetation successions.</p> <p>Soil characteristics:</p> <ul style="list-style-type: none"> <li>• mineral constituents, particle size, types of humus, plant nutrients, ionic exchange and soil pH.</li> </ul> <p>Changes in soil characteristics and profiles resulting from:</p> <ul style="list-style-type: none"> <li>• leaching, gleying, podsolization and calcification, to be studied through: <ul style="list-style-type: none"> <li>brown earths;</li> <li>gley soils;</li> <li>podzols;</li> <li>rendzinas.</li> </ul> </li> </ul> <p>The effects of human activity on soil characteristics and profiles.</p>
The relationship between the global structures and processes of the Earth's surface. The location of tectonic processes and the consequences of such processes.	<p>The theory of plate tectonics.</p> <p>Characteristics of tectonic plates.</p> <p>Biological and geological evidence of plate tectonics; the mid-Atlantic Ridge; palaeo-magnetism and sea floor spreading.</p> <p>The global pattern of tectonic activity and its relationship to constructive, destructive and conservative plate margins; hot spots.</p> <p>Faulting, earthquakes and volcanic activity associated with constructive margins.</p> <p>Subduction, earthquakes and fold mountain formation associated with destructive margins.</p> <p>Faulting and earthquakes at conservative margins.</p>

13.2 People and the Environment: Hazards; Conflicts over the use of a Resource

(Interactions between people and their environments at different scales, focusing on relevant human and physical systems and processes, their outcomes, changes through time and consequent issues, responses and strategies.)

The origin, geographical distribution, frequency of occurrence and scale of the hazard.

Burglary: urban distribution; urban effects.

The effects of the hazard on the physical, built and human environments.

A transmittable disease: global distribution; international and national effects.

Tropical storms: global distribution; regional effects.

The extent to which the hazard can be predicted and/or prevented.

Volcanoes: global distribution; global and regional effects.

Earthquakes: global distribution; regional effects.

Types of response to the hazard, varying from fatalism to reaction, protection and prevention. Individual or collective responses, hazard management and relief.

A case study of one major urban area to illustrate multiple hazards with at least one inter-relationship between two different hazards.

Competition and conflict over the use of a resource.

At a local scale, a study of conflict over the use of a resource in one area, involving:

- attitudes of different groups of people to the use of the resource;
- the way market processes and/or planning processes operate to resolve the conflict;
- recognition that some people benefit, and others may lose, when the conflict over the resource is resolved.

13.3 Human Geography:  
Changes in Countries in  
Various States of  
Development in the Last 30  
Years

(Human processes (economic, social, political and cultural), their interactions, spatial outcomes and changes over time.)

Transnational corporations (TNCs) and the global economy.

The reasons for the growth and the spatial organisation of TNCs.

The development of global products and global marketing.

The social and economic impacts of TNCs on their host countries and their countries of origin.

Newly industrialising countries (NICs) as host countries and countries of origin, and NICs' importance in the changing world economy.

Different attitudes in both the host and countries of origin to transnational corporations.

The relationship between international migration and multi-cultural societies.

Major forms of international migration.

The changing forms of international migration.

Multi-cultural societies and issues related to them in MEDCs and LEDCs.

Different attitudes to international migration and multi-cultural societies.

The extent to which regions of a country are integrated or subject to separatist pressures. The extent to which political power within groups of nations is centralised or decentralised, and the consequences of this.

The reasons for and consequences of separatist pressure (both within and across political boundaries).

The reasons for and consequences of groups of nations, with particular reference to the European Union.

Different attitudes to these political changes.

Development issues within an LEDC or MEDC (excluding the UK).

The core/periphery relationship and its effects on national development within a named LEDC or MEDC (excluding the UK).  
Related national government policies.

## A2 Module 5

### *The Synoptic Module*

#### 14.1 Demands of the Synoptic Module

The Synoptic Module for the A Level specification is an exercise in decision making and, as such, demands the development of the range of geographical skills, knowledge and understanding identified in this specification. Candidates should be taught how to analyse data, how to establish criteria for making a decision and how to examine the possible consequences of that decision.

It is important to note that preparation for the decision making exercise in the Synoptic Unit requires the development of a deeper understanding of the connections between the different aspects of geography represented in the specification within the context identified in sections 14.2 to 14.5, inclusive, of this module.

To enable candidates to address decision making, they must also be taught to use their ability to:

- interpret and analyse a range of data and resources;
- select and use an evidence base derived from a variety of sources of information;
- use their skills to evaluate a range of options;
- evaluate a range of opinions concerning an issue using the geographical experience gained from study of the topics in 14.6, below;
- identify and analyse potential areas of conflict;
- use their skills of decision-making to recommend a decision and justify their choice;
- provide from their own knowledge additional justification for their decision, where appropriate;
- monitor the possible impacts of their decision.

#### 14.2 The Process of Decision-Making

The following process should be rehearsed with students in order to equip them for the Decision-Making Exercise.

Recognition of the issue/problem → evaluation of the relevant evidence → review of alternative strategies for resolving the issue → succinct summary of the criteria for making a decision → decision making → explanation of outcome(s) → justification and review of the decision-making process → recognition of the limitations of the outcome(s).

#### 14.3 The Parties which may be involved in the Decision-Making Process

- International agencies
- National and local government
- Government agencies
- Business interests, including transnational corporations
- Non-governmental organisations
- Interest and pressure groups
- Individual people affected by the issue and the decision taken

#### 14.4 The Economics and Politics of the Process

The analysis of the criteria for decision making could include the role of economic and political factors in determining outcomes. For example, the role that economic factors could play in the management of physical landforms overwhelmed by tourism; the role of political factors in the selection of sites for out-of-town shopping areas or the role of environmental organisations in the development of energy schemes.

#### 14.5 The Environmental Context

Students should be encouraged to look at the following in an environmental context.

- The impact of issues on an environment
- Conservation and exploitation; sustainability and growth
- Legislation relating to the environment

#### 14.6 The Context for the Development of Decision-Making Skills

The development of the skills referred to in section 14.1 must be taught in the context of the knowledge, skills and understanding of modules studied in the specification. This means that the synoptic module may be set in the context of any of the following areas of the specification, either in isolation, or combined as and when appropriate.

Assessment will be achieved by means of a decision-making exercise which will be focussed on the analysis of an issue located in a particular place or environment which is unfamiliar to candidates. It is envisaged that, over time, a variety of scales will be used from local to regional, to national, to international. The context will also be varied from the UK, to other MEDCs, to LEDCs, thus representing countries in various states of development. Where the context is drawn from that area of the specification which is studied at AS, or from the options at AS, material will be provided in the Advance Information Booklet in such a way as to enable all candidates to be assessed to A Level standard. Whole decision making exercises will not be set on an optional section of the specification.

- Atmospheric, geomorphological and human processes affecting drainage basin hydrology.
- Environmental and social issues resulting from the balance between population and the use of resources in countries in various states of development.

- Environmental and social issues arising from the use of energy resources in countries in various states of development.
- The changing sectoral and spatial organisation of business in the UK within the last 30 years.
- Changes in social and demographic environments within urban areas within the last 30 years.
- Glacial, coastal and urban physical environments.
- Urban change in the UK and the Wider World in the last 30 years and the Historical Rural and Urban Landscapes of England and Wales.
- The pattern and causes of seasonal atmospheric changes.
- Seasonal changes within the tropical regions of Africa with wet and dry seasons and the influence on hydrology and ecology.
- Long term climatic change.
- Changing vegetation and soils in the British Isles.
- The relationship between the global structures and processes of the Earth's surface and the location of tectonic processes and the consequences of such processes.
- Hazards: origin, distribution, frequency, scale, effects, prediction, prevention and responses.
- Competition and conflict over the use of a resource.
- Transnational corporations and the global economy.
- The relationship between international migration and multi-cultural societies.
- Development issues within an MEDC or LEDC.
- The extent to which regions of a country are integrated, or subject to separatist pressures.
- The extent to which political power within groups of nations is centralised or decentralised, and the consequences of this.

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14.7 Possible Issues and Decision-Making Scenarios Derived from the Specification

- Flood management - arising from 10.1, 11.2, 11.3, 13.1
- Food production and supply - arising from 10.2, 13.1, 13.3
- Sustainability of energy resources - arising from 10.2, 11.3, 13.2

- Tourist management - arising from 10.3, 11.1, 11.2, 12.2, 13.2
- Regional aid and development - arising from 10.3, 12.1, 13.3
- Cultural, social and economic issues at a local scale - arising from 10.3, 12.1, 12.2, 13.2, 13.3
- Conservation and landscape management - arising from 11.3, 12.2, 13.1, 13.2
- Disaster and hazard relief - arising from 10.2, 13.1, 13.2
- Transport developments - arising from 10.3, 11.3, 12.1, 12.2, 13.3
- Resolution of political conflicts (local, national and international) - arising from 10.3, 12.1, 13.3.

## A2 Module 6

### *The Practical Paper*

#### 15.1 Introduction

The Practical Paper is the written paper alternative to the centre-assessed Investigation.

Investigative work, based on evidence from primary sources, (including fieldwork), secondary sources, and appropriate practical skills and techniques specified in Section 26 must be taught in the context of Module 6.

#### 15.2 The Nature of the Component

This component will assess candidates on any of the constituent parts of the enquiry process - from its inception to the writing of any aspect of a report on an enquiry. To be able to address the unit based on this module, candidates should:

- understand how to identify a clear enquiry question/hypothesis/problem, and how to develop aims from this;
- identify, select and collect - using a range of techniques - appropriate quantitative and qualitative evidence from primary sources, including the field, and secondary sources;
- present data in an appropriate manner;
- analyse data;
- evaluate results;
- be able to write a report/account on an enquiry (knowledge of an appropriate style is less important than its organisation).

Questions may be set in the context of any aspect(s) of AS Module 1 and A2 Module 4.

## A2 Module 7

### *The Investigation*

#### 16.1 Introduction

The Investigation is the centre-assessed alternative to the Practical Paper.

Investigative work, based on evidence from primary sources, including fieldwork, and secondary sources, and appropriate practical skills and techniques must be taught in the context of Module 7.

#### 16.2 The Nature of the Component

Candidates choosing the centre-assessed component are required to submit a written Investigation based on an enquiry (e.g., a question, a hypothesis, a problem) into a geographical issue linked to the AS and/or the A2 specification.

The component assesses candidates on the enquiry process - from its inception to the writing up of the report. To be able to address the unit based on this module, candidates therefore should:

- understand how to identify a clear enquiry question/hypothesis/problem and how to develop aims from this;
- identify, select and collect - using a range of techniques - appropriate quantitative and qualitative evidence from primary sources, including the field, and secondary sources;
- present data in an appropriate manner;
- analyse data;
- evaluate results;
- be able to write an Investigation Report on an enquiry.

Further details about this module are given in Sections 19 - 25 of this specification.

## Key Skills and Other Issues

### 17

## Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### 17.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site ([http://www.qca.org.uk/key\\_skills](http://www.qca.org.uk/key_skills)).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Geography B can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, and *Working with Others*, *Improving own Learning and Performance*, and *Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA specification support material.

### 17.2 Key Skills Opportunities in Geography B

The broad and multi-skilled nature of Geography B, calls upon candidates’ understanding and skills and makes it an ideal vehicle to assist candidates in their development of their knowledge and understanding of the Key Skills, and to produce evidence of their application. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the six Key Skills units at *Level 3*, in the teaching and learning modules of these specifications. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

## Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
<b>C3.1a</b> Contribute to discussions	✓	✓	✓	✓	✓	✓	✓
<b>C3.1b</b> Make a presentation	✓	✓	✓	✓	✓	✓	✓
<b>C3.2</b> Read and synthesise information	✓	✓	✓	✓	✓	✓	✓
<b>C3.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓	✓

## Application of Number

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
<b>N3.1</b> Plan and interpret Information from different sources	✓	✓	✓	✓	✓	✓	✓
<b>N3.2</b> Carry out multi-stage calculations	✓	✓	✓	✓	✓	✓	✓
<b>N3.3</b> Present findings, explain results and justify choice of methods	✓	✓	✓	✓	✓	✓	✓

## Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
<b>IT3.1</b> Plan and use different sources to search for and select information	✓	✓	✓	✓	✓	✓	✓
<b>IT3.2</b> Explore, develop and exchange information, and derive new information	✓	✓	✓	✓	✓	✓	✓
<b>IT3.3</b> Present information including text, numbers and images	✓	✓	✓	✓	✓	✓	✓

Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
WO3.1 Plan the activity	✓	✓	✓	✓	✓	✓	✓
WO3.2 Work towards agreed objectives	✓	✓	✓	✓	✓	✓	✓
WO3.3 Review the activity	✓	✓	✓	✓	✓	✓	✓

Improving Own Learning and Performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
LP3.1 Agree and plan targets	✓	✓	✓	✓	✓	✓	✓
LP3.2 Seek feedback and support	✓	✓	✓	✓	✓	✓	✓
LP3.3 Review progress	✓	✓	✓	✓	✓	✓	✓

Problem Solving

What you must do:	Signposting of Opportunities for Generating Evidence in Modules						
	1	2	3	4	5	6	7
PS3.1 Recognise, explain and describe the problem					✓	✓	✓
PS3.2 Generate and compare different ways of solving problems					✓	✓	✓
PS3.3 Plan and implement options					✓	✓	✓
PS3.4 Agree and review approaches to tackling problems					✓	✓	✓

N.B. The signposting in the six tables above, represents the opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependant on the detailed course of study delivered within centres.

- 17.3 **Key Skills in the Assessment of Geography B** The ‘main’ Key Skill of *Communication* must contribute to the assessment of Geography B. Aspects of *Communication* are an intrinsic part of Assessment Objective 6.1d and, hence, will form a part of the assessment requirements for Units 1 – 7, inclusive.
- 17.4 **Further Guidance** More specific guidance and examples of tasks that can provide evidence of single Key Skills are given in the AQA specification support material.

## 18

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

- 18.1 **Spiritual, Moral, Ethical, Social and Cultural Issues** The study of a course based on Geography B can contribute to a candidate’s understanding of a range of moral, ethical, social and cultural issues to help clarify and develop a candidate’s own values and attitudes in relation to geographical issues. For example, through the study of Module 1: The Dynamics of Change, an appreciation of a range of moral, ethical, social and cultural issues can be engendered. In Module 4, Global Change, candidates have the opportunity to study multi-cultural societies.
- 18.2 **European Dimension** AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated question papers. For example, the study of Module 4, Global Change, can contribute, to a candidate’s understanding of the political, cultural and social environments found amongst the peoples of countries within the European Union.
- 18.3 **Environmental Education** AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “*Environmental Responsibility: An Agenda for Further and Higher Education*” 1993 in preparing this specification. The subject content of this specification promotes an understanding of geography’s contribution to environmental education, and to education for sustainable development. For example, through the study of Module 3, this specification promotes the study of how human activity has changed the urban environment. In Module 4, Global Change, candidates must study how the effects of human activity have changed a biotic environment. The study of Module 1, The Dynamics of Change, requires candidates to consider the concept of sustainable development through, amongst other things, the concept of “optimum population” related to resource availability.
- 18.4 **Avoidance of Bias** AQA has taken great care in the preparation of this specification to avoid bias of any kind.

# Centre-Assessed Component

## 19

# Nature of Centre-Assessed Component

### 19.1 Introduction

Candidates entered by centres for Geography B (Advanced) may offer *either* Unit 7, a centre-assessed Investigation, *or* Unit 6, The Practical Paper, an additional question paper. The Investigation must be prepared, supervised and assessed in accordance with these *instructions and guidance*, which should be read in conjunction with the details of the subject content to which the Investigation must be linked.

The entry of candidates for the Investigation is conditional upon a centre being able to provide the necessary supervision and authentication of the Investigation, as described in Section 22, below.

These *instructions and guidance* are intended to inform teachers when making their assessments, and to specify the way in which the assessments are to be submitted to the Board.

### 19.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification. N.B. The availability of these advisers is in addition to the provision of quality guidance in the specification and exemplar material.

### 19.3 Content and Structure

Candidates choosing the centre-assessed component are required to submit a written Investigation based on an enquiry (e.g., a question, a hypothesis, a problem) into a geographical issue linked to the AS and/or the A2 specification. Each Investigation must also:

- involve the use of appropriate geographical skills;
- involve the use of evidence from primary sources, including fieldwork;
- be well structured and organised. (The writing style in which the Investigation is submitted (e.g., a report style in which every section is numbered) is less important than its organisation).

The following general organisation should comprise the Investigation:

- A completed *Candidate Record Form* (Appendix C) should preface the Investigation. This should be followed by a title page and a page listing the contents. The latter should include, where appropriate, lists of section headings, diagrams and graphs, etc.
- A statement of the Investigation's aims and objectives.

- A statement of the question, issue, hypothesis or problem forming the subject of the Investigation.
- The main body of the Investigation text must include details of the sources of information used, the methods used to collect and analyse evidence and their respective limitations, followed by an analysis and interpretation of the subject of the Investigation.
- Evaluation (i.e., the degree to which the original aims and objectives were realised) and conclusions (including their limitations, implications and questions generated).

The following (which does **not** contribute to the word recommendation) must also be included at the end of the Investigation:

- a bibliography which must include details of all source materials used and persons consulted, with an indication of the help or information received from them in the preparation of the Investigation. A statement of which computer software has been used, if any, must also be made in the bibliography.

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#### 19.4 Other Aspects

Candidates may make use of a computer or word-processor to access, manipulate and/or present information in their Investigation. However, credit for such information and the use to which it is put will be confined to the extent to which the candidate has chosen, interpreted and analysed material appropriate to the subject under study and against the assessment criteria stated in the specification.

Each page of text must be A4 in size and have a margin to the right of the text of at least two centimetres. Each page and each illustration should be numbered consecutively. The text may be hand-written, typewritten or produced on a word-processor. The latter two methods will not *per se* confer any advantage to candidates over and above those who choose to write their Investigation by hand. If the Investigation is typewritten or produced on a word-processor, double spacing should be used between each line.

Investigations should be presented in lightweight folders with the contents loosely fixed. Bulky, hard-backed, spring-clip folders or files or other heavy card bindings should **not** be used. Plastic wallets for individual pages of the written text should **not** be used.

## Guidance for Setting Centre-Assessed Component

### Advice to Candidates

Before the final choice of the subject of the Investigation is made, the teacher should make the candidate aware that:

- there should be sufficient source material available to study the topic chosen for the Investigation, and the Investigation should be capable of being completed in the time available;
- the Investigation should consist of approximately 3500-4000 words (exclusive of bibliography, maps, diagrams and other illustrative material);
- the collection of evidence for the Investigation can be carried out in a group of one or more other candidates, but at least some of the design of the enquiry and the whole of the execution of the Investigation must be the individual candidate's own unaided work. All assistance and sources of information that have been used must be acknowledged in the bibliography at the end of the Investigation. If taking part in group activity, each candidate must indicate the part played by themselves in the collection of evidence;
- there may be a need to adjust this emphasis or direction of the enquiry once it is in progress;
- the marking criteria given in 21.2 of this specification will be used to assess each candidate's Investigation;
- the Investigation must be in a form suitable for despatch by post to the Coursework Adviser;
- the candidate should consider a range of sources which may include some of the following: textbooks, biographies, diaries, monographs, TV programmes, statistical data, newspapers, maps, novels, government papers, museums and field sites, etc.

## Assessment Criteria

### 21.1 Introduction

The purpose of this centre-assessed work is to test the candidate's ability to undertake an enquiry into a specific geographical question, problem or issue by drawing on knowledge, understanding and skills acquired during the course. The assessment criteria for the Investigation must, therefore, reflect the assessment objectives for the specification as a whole: candidates will acquire, select, organise and deploy relevant knowledge and understanding and will evaluate and analyse this information in reaching appropriate judgements and conclusions.

### 21.2 Criteria

The Investigation carries a weighting of 15% of the marks for the A Level examination derived from a raw total of 100 marks. This weighting is allocated to the four Assessment Objectives featured in the assessment criteria.

The levels of response marking criteria below are based upon the Assessment Objectives given in Section 8.4. They must be used by teachers to mark the Investigation.

Each piece of assessed work should be annotated to show how marks have been awarded in relation to the marking criteria. This should be done by inserting K, CU, KU and S (for Knowledge, Critical Understanding, Knowledge and Critical Understanding, and Skills), as appropriate, in the margin against the relative text. The perceived level of response (Level I, II or III) should also be shown.

Thus, a paragraph in the Investigation showing a candidate achieving a Level II response for Skills should have "S II" written in the margin against the text.

Other comments which will help the Coursework Adviser to understand why marks have been awarded can be inserted, if desired, on the Investigation itself. This assistance must be taken into account when making an assessment of the candidate's work.

All higher levels of response subsume the requirements of levels below them.

RESPONSE LEVEL I	RESPONSE LEVEL II	RESPONSE LEVEL III
<p><b>KNOWLEDGE</b> Demonstrates basic descriptive geographical knowledge. Uses basic geographical terminology.</p> <p>Gives a general location of the area of study.</p> <p>States briefly some of the geographical ideas, concepts, principles or theories on which this study is based.</p>	<p>Demonstrates relevant geographical knowledge at a higher level. Uses throughout, the appropriate geographical terminology for this study. Accurately locates the area of study, and provides some relevant geographical characteristics. Provides details of the geographical ideas, concepts, principles or theories on which this study is based.</p>	
0 - 6 Marks	7 - 10 Marks	
<p><b>CRITICAL UNDERSTANDING</b> An understanding of basic descriptive geographical knowledge.</p> <p>A basic awareness that the sources of evidence, concepts and theories available for this enquiry have limitations and/or an explanation of their potential.</p> <p>Where appropriate: briefly states some attitudes, values, approaches, decision-making processes and/or some involvement of human activity.</p>	<p>Shows by explanation, understanding of geographical knowledge at a higher level .</p> <p>Some explanation that the sources of evidence, concepts and principles or theories available for this enquiry have limitations and/or an explanation of their potential.</p> <p>Where appropriate: shows by explanation, an understanding of the effects of attitudes, values, approaches, decision-making processes and/or the effect of some greater involvement of human activity.</p>	<p>Shows by explanation, clear understanding of relevant high level geographical knowledge. Shows by detailed explanation, a clear understanding that the sources of evidence, concepts and principles or theories available for this enquiry have limitations and/or provide an explanation of their potential. Where appropriate: shows by explanation, a clear and detailed understanding of the effects of attitudes, values, approaches, decision-making processes and/or detailed explanation of the effect of human involvement.</p>
0 - 8 Marks	9 -20 Marks	21 - 30 Marks
<p><b>KNOWLEDGE &amp; CRITICAL UNDERSTANDING</b> Basic interpretation and analysis of data.</p> <p>Basic synthesis from relevant geographical facts and ideas.</p> <p>Simple descriptive conclusions drawn from the data, with an awareness that they have some limitations. A basic attempt at evaluation of the success or otherwise of the investigation.</p>	<p>More detailed interpretation and analysis of data, with some correct use, where appropriate, of basic statistical techniques.</p> <p>More detailed synthesis from relevant geographical facts and ideas.</p> <p>Developed conclusions drawn from the data, with some development of their limitations.</p> <p>A clear and detailed evaluation of the success, or otherwise, of the investigation.</p>	
0 - 8 Marks	9 - 20 Marks	
<p><b>SKILLS AND TECHNIQUES</b> A limited range of skills and methods used.</p> <p>Few of the potential sources used.</p> <p>Only basic collection and sampling skills correctly used.</p> <p>Only basic organisation and presentation skills used.</p> <p>Basic awareness that the skills used and the evidence collected have limitations. Basic reasons given for the selection of the skills used.</p>	<p>A wider range of skills and methods used.</p> <p>A range of the potential sources used.</p> <p>Additionally, a single high level collection and sampling skill, correctly used.</p> <p>Additionally, a single high level organisation or presentation skill, correctly used.</p> <p>Gives more evidence of the appropriateness and limitations of the skills used and of the evidence gathered, including some basic awareness of the relevance of scale (temporal and/or spatial) in the selection of location and the collection of data.</p>	<p>Uses and demonstrates most skills and methods appropriate to the enquiry. Most of the potential sources used.</p> <p>Additionally, some high level collection and sampling skills, correctly used.</p> <p>Additionally, some high level organisation or presentation skills, correctly used.</p> <p>A detailed evaluation of the appropriateness and limitations of the skills used and the evidence gathered, including a clear awareness of the relevance of scale (temporal and/or spatial) in the selection of location and the collection of data.</p>
0 - 7 Marks	8- 15 Marks	16 - 40 Marks
To obtain full marks at any level , the appropriate Quality of Language descriptor (below) must be achieved. Use the same quality of language level as is used in the geographical element of the marking criteria under consideration.		
<p>Style of writing is suitable for only simple subject matter. Clear expression of only simple ideas, using a limited range of specialist terms Reasonable accuracy in the use of English.</p>	<p>Manner of dealing with complex subject matter is acceptable, but could be improved. Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate. Considerable accuracy in the use of English.</p>	<p>Style of writing is appropriate to complex subject matter. Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate. Accurate in the use of English.</p>

## Supervision and Authentication

### 22.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

The teacher/candidate relationship should not suffer because the teacher is acting at the same time as tutor and assessor. The involvement of the teacher in the enquiry is essential if certain qualities of the candidate are to be assessed; the involvement should also encourage the most desirable teacher/candidate relationship.

The following notes are intended to provide the teacher with instructions and guidance as to his or her involvement.

It is expected that candidates will choose their enquiries for investigation after consultation with their teachers. It is important that discussion take place between the teacher and the candidate at all stages of the work involved with the enquiry.

The enquiry is not being carried out solely for the purpose of assessment; rather it is part of the teaching/learning process and the teacher will need to be involved in the enquiry work of candidates if s/he is to be able to use this approach as part of the course of study. It is expected that the teacher will wish, and indeed will need, to give advice and assistance to candidates (in some cases more than others) and there is no objection to such involvement by the teacher, but the candidate's *Candidate Record Form* must identify and acknowledge the assistance received.

It is understood that teachers might not be in a position to exercise close control over the whole of a candidate's work. The teacher should, however, be able to certify that every reasonable step has been taken to ensure that the Investigation is that of the candidate concerned, and must sign the *Centre Declaration Sheet* (Appendix C) accordingly.

The teacher is required to supervise the candidate's enquiry at frequent intervals in order to:

- advise, guide and supervise the candidate during the work to ensure, as far as possible, that the candidate makes the most of the opportunities available;
- ensure that the proposed subject of the Investigation is neither trivial nor over-ambitious, and that it should satisfy the assessment objectives;
- provide a proper and accurate assessment of the candidate's work;
- judge the authenticity of the candidate's Investigation.

On the *Candidate Record Form*, the teacher is required to give details of each occasion on which he or she provides assistance to the candidate which is beyond that given to the teaching group as a whole. The *Candidate Record Form* should prove to be of particular value to the teacher in ensuring that the progress of work is monitored. For each occasion the following information is required:

- the date on which discussion took place;
- the nature of the discussion, e.g., the stage reached by the candidate in the work, resource material located and being used by the candidate, problems encountered by the candidate, advice given by the teacher, etc.

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## 22.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*.

If the supervising teacher provides any help to an individual candidate beyond that normally associated with the preparation of the Investigation, or beyond that given to the teaching group as a whole, this extra assistance must be taken into account by the teacher in making assessments, and declared on the *Candidate Record Form* (see Section 22.4).

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## 22.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of the Investigation to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

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## 22.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

Where candidates work as a group, it must be possible to identify the individual contribution of each candidate.

## 23

## Standardisation

### 23.1 Standardisation Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to one of the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of the tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate tasks and assessment procedures.

### 23.2 Internal Standardising of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the Coursework Adviser the *Centre Declaration Sheet*, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

## 24

## Administrative Procedures

### 24.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in Section 21.2. The marks and supporting information must be recorded in accordance with the instructions in Section 21.2.

The completed *Candidate Record Form* for each candidate must be attached to the work and made available to AQA on request.

It is important that centres advise AQA of their intention to enter candidates as early as possible in the course so that AQA can despatch any record forms required.

24.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the Moderator.

24.3 Problems with Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed work.

Special consideration should be requested for candidates whose Investigation has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place. Details are available from AQA, and centres should ask for a copy of *Candidates with Special Assessment Needs, Special Arrangements and Special Consideration: Regulations and Guidance*.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

24.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with *Candidate Record Forms* attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the centre-assessed component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates repeating the examination may carry forward their moderated mark for the centre-assessed component once only and within a 12-month period.

## Moderation

### 25.1 Moderation Procedures

Moderation of the Investigation is by inspection of a sample of candidates' work, sent by post from the centre to a Coursework Adviser appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the Coursework Adviser by the date specified on the mark sheets provided by AQA.

Following the moderation of the sample work, the Coursework Adviser reviews the centre's marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the Coursework Adviser to call for the work of other candidates. In order to meet this possible request, centres must have available the Investigation and the *Candidate Record Form* of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

### 25.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the centre-assessed component.

The candidates' work is returned to the centre after the examination. The centre will also receive a report giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

# Practical Skills and Techniques

## 26

## Applications to AS and A2

### 26.1 Introduction

Given the nature of geographical practical skills and techniques and the manner in which they should be appropriately selected and applied to practical situations and to enquiry, it is considered inappropriate and artificial to divide them in this specification into AS and A2 areas of acquisition. The extent and opportunity to exercise these skills and techniques will also depend upon a number of candidate and centre-specific factors.

In the assessment of both AS and A Level candidates, the examiners will assume that they have undertaken an enquiry based on evidence from fieldwork and secondary sources. AS candidates should be able to use skills and techniques in a more straightforward manner than their A2 counterparts. A2 candidates will be expected to draw upon the skills and techniques learned in the AS and to take them to an appropriate level of competence.

### 26.2 Health and Safety Considerations

Candidates must be made aware of health and safety issues, e.g., risk assessment, when undertaking fieldwork of any sort.

### 26.3 Approaches to Enquiry

To include:

- identification of geographical questions or issues or hypotheses;
- selection of appropriate sources and methods;
- the establishment of effective approaches to enquiry;
- evaluation of methods and approaches to enquiry.

### 26.4 Identification, Collection, Selection and Use of Salient Information

Sampling procedures.

Fieldwork, including primary source collection and use:

- morphological maps, land-use maps, weather maps;
- census returns;
- observations;
- questionnaires, interviews;
- measurements of physical characteristics in a physical environment.

Secondary source utilisation:

- texts, published statistical data;
- Ordnance Survey and other maps at a variety of scales;
- photographs;
- Information and Communication Technology, remotely-sensed imagery and geographical information systems;
- scanning, selection and abstraction.

## 26.5 Organisation, Recording and Presentation of Evidence

Graphs:

- histograms (including skewness), line graphs (including logarithmic scales on one or both axes);
- proportional divided circles, dispersion graphs, bar graphs;
- long and cross-sections;
- scatter diagrams (including trend lines), Lorenz curves, triangular graphs.

Maps:

- isopleth maps, choropleth maps, proportional symbols, flow and desire lines, sketch maps.

Tables.

Written text.

## 26.6 Description, Analysis, Evaluation and Interpretation of Evidence

Map and photograph interpretation.

The application of descriptive statistical techniques:

- measures of central tendency (mean, mode and median);
- measures of dispersion (standard deviation, range and inter-quartile range);
- the normal distribution, standard error of the mean, confidence limits.

The analysis of trends, cycles and other forms of change:

- index numbers, location quotients and various forms of graphs.

Geographical relationships and changes in them:

- Spearman rank.

The analysis of text:

- summary, hypothesis formulation, decision making.

The limitations of evidence; limitations of conclusions drawn.

## Awarding and Reporting

### 27

## Grading, Shelf-Life and Re-Sits

- 
- 27.1 Qualification Titles** The qualifications based on these specifications have the following titles:  
AQA Advanced Subsidiary GCE in Geography B  
AQA Advanced GCE in Geography B
- 
- 27.2 Grading System** Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.  
  
Individual assessment unit results will be certificated.
- 
- 27.3 Shelf-Life of Unit Results** The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.
- 
- 27.4 Assessment Unit Re-Sits** Each assessment unit may be re-sat once only. The better result will count towards the final award. Candidates may, however, re-sit the whole qualification more than once.  
  
An AS result can be converted into a full A Level award by taking the A2 examination at any examination series when Geography B is available.  
  
Marks for individual AS or A2 units may be counted once only towards an AS and/or an A Level award.
- 
- 27.5 Carrying forward of Coursework Marks** Candidates who wish to re-sit the whole qualification and carry-forward the mark for the coursework assessment unit must do so within a 12-month period of the original award.
- 
- 27.6 Minimum Requirements** Candidates will be graded on the basis of work submitted for the award of the qualification.
- 
- 27.7 Awarding and Reporting** The Regulatory authorities, in consultation with GCE awarding bodies, will develop a new GCE Code of Practice for new GCE qualifications, to be introduced in September 2000. This specification will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2000.
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# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

#### Grade A

Candidates show a comprehensive, in-depth knowledge of places, themes and environments required by the specification, and of the physical and human processes which affect their development. They have a sound knowledge of the concepts, principles and theories relevant to the understanding and analysis of the specification content, and show a knowledge of a wide range of geographical terms.

They show their understanding by appropriately applying their knowledge of specification content to both familiar and unfamiliar geographical contexts at a range of scales. They evaluate the potential and limitations of concepts and theories and their relevance to particular contexts. They show a well developed understanding of the connections between the different aspects of geography represented in the specification.

Candidates display skill in interpreting a range of sources of geographical information including spatial and temporal data at different scales. They show the ability to identify appropriate geographical questions in a range of contexts and to formulate and adopt effective approaches to enquiry. They collect evidence using an appropriate range of skills and techniques, including those used in fieldwork, from both primary and secondary sources. They use a variety of appropriate techniques to present and analyse evidence. They draw selectively on their knowledge of specification content to reach well reasoned conclusions and evaluate both the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both.

They communicate their findings fluently in different formats, synthesising geographical information from a variety of sources, and presenting them within a logical and coherent structure which addresses closely the nature of the task. They use standard conventions of spelling, punctuation and grammar with a high level of accuracy and use geographical terminology with confidence.

Grade C

Candidates show a sound knowledge of places, themes and environments required by the specification and of some of the main physical and human processes which affect their development. They have a knowledge of the main concepts, principles and theories relevant to the understanding and analysis of the specified content, and show a knowledge of a range of geographical terms.

They show their understanding by applying their knowledge of specification content to both familiar and unfamiliar geographical contexts at different scales. They comment on the usefulness of concepts and theories and their relevance to particular contexts. They show understanding of the connections between the different aspects of geography represented in the specification.

Candidates display skill in interpreting selected sources of geographical information including spatial and temporal data at different scales. They identify appropriate geographical questions, and formulate and adopt effective approaches to enquiry. They collect evidence, using appropriate skills and techniques, including those used in fieldwork, from both primary and secondary sources. They use appropriate techniques to present and analyse evidence. They apply their knowledge of the specification content to reach some valid conclusions, and comment upon both the effectiveness of their methodology and the validity of the outcomes.

They communicate clearly their knowledge and understanding, and the outcomes of their enquiries in different formats, showing some ability to synthesise geographical information from different sources and presenting findings in a structured manner appropriate to the task. They employ standard conventions of spelling, punctuation and grammar with reasonable accuracy, and use a range of geographical terms.

Grade E

Candidates show a knowledge of some of the places, themes and environments required by the specification and of some of the main processes which affect their development. They are aware of the contribution that concepts, principles and theories can make to the interpretation of geographical contexts. They have a knowledge of some geographical terminology.

They explain familiar contexts using basic ideas and concepts, and show some understanding of the connections between the different aspects of geography represented in the specification.

Candidates display skill in interpreting commonly encountered sources of geographical information. They identify relevant geographical questions when presented with familiar contexts and can suggest and adopt approaches to enquiry. They use basic techniques, including those used in fieldwork, for data collection from primary and secondary sources. They use a limited range of methods to

present and analyse evidence. They use their knowledge of the specification content to reach simple conclusions, and identify the strengths and weaknesses of their enquiries.

They communicate their knowledge and understanding in different formats, largely in everyday language, by drawing upon a limited number of sources. They use standard conventions of spelling, punctuation and grammar with limited accuracy.

## B

# Overlaps with other qualifications

There are overlaps in content between Geography B and other GCE Geography specifications. Reference to a restriction on multiple entry for Geography B with other GCE Geography specifications is made in Section 3.4, above.

There are also overlaps in content with the AQA Advanced GNVQ in Travel and Tourism in the Optional Units for:

- Tourism geography (Unit 11);
- Investigation heritage tourism in the UK (Unit 14);
- Countryside recreation (Unit 16).

Of the units above, Unit 14 is common with the AQA Advanced GNVQ Leisure and Recreation.

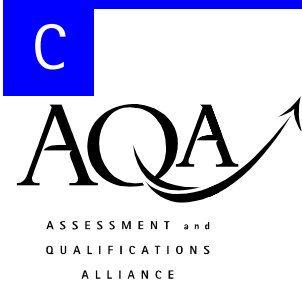
In AQA GCE Environmental Science the following topics are featured:

- The hydrological cycle (Module 1);
- Soils (Module 2);
- Population (Module 3);
- Air pollution (Module 5).

It should be noted, however, that the approach to these topics in the specifications listed above may be quite different to that taken in Geography B.

The classification code for this specification is 3910.

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



Centre-assessed work  
**Candidate Record Form**  
*June 2002*

**A2 Geography B 6036**

Centre Name..... Centre No. 

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Candidate Name..... Candidate No. 

--	--	--	--	--

*This side is to be completed by the candidate*

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? ..... (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
 .....
3. If you have used **any** books, information leaflets or other materials (e.g., videos, software packages or information from the Internet) to help you complete this work, you must list these below unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
 .....  
 .....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

**If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidates** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Signed..... Date.....  
 (Candidate)

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the Moderator as required.*



This side is to be completed by the teacher.

Marks must be awarded in accordance with the instructions and criteria in section 21 of the specification.

Supporting information to show how the marks have been awarded should be given in the form of annotations against the text in the candidate's work (see section 21.2 of the specification for how this should be done). Other comments which you consider helpful to the Coursework Adviser can also be written on the work, if desired.

**Investigation title**

Please complete the boxes to show the marks awarded.

<b>Criteria for award of marks</b>	<b>Max. mark</b>	<b>Mark awarded</b>
Knowledge	10	
Critical Understanding	30	
Knowledge and Critical Understanding	20	
Skills and Techniques	40	
Total	100	

**Details of additional assistance given (if any)**

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's signature .....

Date .....



*Centre-assessed work*  
**Centre Declaration Sheet**  
*June 2002*

Specification Title.....Unit Code.....

Centre Name..... Centre No. 

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**Authentication**

**This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.**

*Signature(s) of teacher(s) responsible for assessment*

Teacher 1 ..... Teacher 2 .....  
 Teacher 3 ..... Teacher 4 .....  
 Teacher 5 ..... Teacher 6 .....

(continue overleaf if necessary)

**Internal standardisation of marking**

*Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark that unit.*

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that

- (a) \*I have marked the work of all candidates for this component
  - (b) \*the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.
- (\*delete as applicable)

Signed.....Date.....

Signature of Head of Centre.....Date.....