

# KING EDWARD VI CAMP HILL SCHOOL FOR BOYS

GENERAL CERTIFICATE OF  
SECONDARY EDUCATION



GCSE SYLLABUS FOR EXAMINATION IN 2001

## GEOGRAPHY

### Syllabus A (2000)

#### THE FULL COURSE SYLLABUS AT A GLANCE

SYLLABUS A (2000)	
<b>Written Component One</b> 1¾ hours <b>40%</b>	
<b>Section A:</b>	Geographical <b>Skills</b>
<b>Section B:</b>	Candidates answer <b>three</b> questions:
	1. <b>Coasts</b>
	2. <b>Ice</b>
	3. <b>Rivers</b>
<b>Written Component Two</b> 1½ hours <b>35%</b>	
<b>Three</b> structured questions to be answered:	
<b>One from:</b>	1. (Population)
	2. <b>Settlement</b>
<b>One from:</b>	3. (Agriculture)
	4. <b>Industry</b>
<b>One from:</b>	5. (Managing Resources and Tourism)
	6. <b>Development and Interdependence</b>

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**GEOGRAPHY  
Syllabus A (2000)**

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**INTRODUCTION**

This syllabus conforms to the National Criteria for Geography and is available in the Summer 2000 only. It has been designed to provide a clear structure for teachers to use in the delivery of Geography at GCSE level. It builds upon the Key Stage 3 Programme of Study contained in the Geography Orders for England and Wales and the common curriculum for Northern Ireland. It also provides candidates with a base for higher study.

A people-environment theme has been adopted throughout this syllabus highlighting the importance of this interaction.

*This syllabus cannot be taken with any other GCSE (full or short course) entitled "Geography".*

### KEY FEATURES OF THE SYLLABUS

- The syllabus provides the opportunity for centres to adopt teaching and learning methods best suited to their present situations and enables them to continue to use existing expertise and resources.
- The subject content is presented to allow centres to select preferred topics in accordance with resources, specialisms and time available.
- Advisory moderators are available to provide support and advice for coursework.
- There is a choice of coursework options which allows centres to build on existing practice and experience and meet candidate requirements.
- The syllabus allows for integration of geographical skills throughout the syllabus.



This syllabus gives candidates opportunities to:

1. acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development;
2. develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, and of the opportunities, challenges and constraints that face people in different places;
3. appreciate that the study of geography is dynamic, not only because geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations;
4. acquire and apply the skills and techniques - including those of mapwork, fieldwork and Information Technology - needed to conduct geographical enquiry;
5. understand and evaluate the attitudes and values of other people(s) through the study of selected themes and places.

### **ASSESSMENT OBJECTIVES**

This syllabus requires candidates to demonstrate their ability to:

1. show knowledge of places and themes at a range of scales from local to global;
2. show understanding of the geographical ideas specified in the syllabus;
3. apply their knowledge and understanding in a variety of physical and human contexts;
4. select and use a variety of skills and techniques appropriate to geographical enquiry.

### **Spelling, Punctuation and Grammar**

In accordance with the Mandatory Code of Practice, this syllabus will include an assessment of spelling, punctuation and grammar in all components (including the coursework component).

## ASSESSMENT GRID

### Relationship between the Components and Assessment Objectives

The weighting given to the major grouping of assessment objectives determines the percentage of marks to be allocated in each component in the examination.

<b>Objectives</b>	<b>Component</b>			<b>Total</b>
	Written Component One	Written Component Two	Coursework Component	
Knowledge	12%	18%	-	30%
Understanding	11%	9%	10%	30%
Skills	17%	8%	15%	40%
Weighting of each component	40%	35%	25%	100%

## DIFFERENTIATION

Differentiation will be achieved:

- 1 In Written Component One by each question having an incline of difficulty, wherever appropriate, to test positive achievement at various levels of ability, appropriate to the tier of entry.
- 2 In Written Component Two by each structured question containing sub-questions with an incline of difficulty, designed to test positive achievement at the various levels of ability, appropriate to the tier of entry.
- 3 In the Coursework Component by enabling differentiation through task and outcome.

**ASSESSMENT PATTERN**

The two written papers are set at two tiers (Foundation and Higher). Candidates must enter for a single tier in a particular examination sitting. Each tier examines broadly similar issues and resources. The Foundation Tier (Grades C - G) utilises short structured questions. The Higher Tier (Grades A\* - D) includes opportunity for some more extended answers. Both tiers have opportunities for extended prose. The coursework component is common to both tiers. Candidates achieving less than the minimum mark for Grade D on the Higher Tier will be recorded as 'U'. The topics assessed within each written component are shown in the table on page 13.

**Written Component One** **40% of total assessment** **1¾ hours**

Comprises two sections:

**Section A:** Examines skills related to Ordnance Survey mapwork, photographs, sketch maps, cross-sections, satellite images and other resources. This section will always have a UK context and is worth 24 marks.

**Section B:** Seven resource-based, short structured questions. Candidates answer any **three** questions. Each question is worth 15 marks.

**Paper Code:**    **2000/2 Foundation**                      **2000/3 Higher**

**Written Component Two** **35% of total assessment** **1½ hours**

Three sections, each with two resource-based, structured questions. Candidates answer **three** questions, one from each section. Each question is worth 25 marks.

**Paper Code:**    **2000/4 Foundation**                      **2000/5 Higher**

**Coursework Component** **25% of total assessment**

There are two options. Centres may enter all candidates for the same option or some for the first option and others for the second.

**Option 1:** a fieldwork investigation worth 25%.

**Option 2:** a shorter fieldwork investigation and an additional piece of coursework totalling 25%.

The component will be centre assessed and moderated by the Group. Each centre will be able to approach a regionally based moderator for advice prior to embarking upon a particular coursework structure. Coursework topics may be entirely physical or entirely human or a combination of the two. Part of the fieldwork investigation must include the collection of first-hand (or primary) data. The coursework should aim to be around 2000 - 2500 words in length.

**Paper Code: GEOG/1**

<b>SUBJECT CONTENT</b>
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WRITTEN COMPONENT ONE		WRITTEN COMPONENT TWO	
SECTION B TOPICS		TOPICS	
Any three from	1. Tectonic Activity	<b>One</b> from	1. Population
	2. Rocks and Landscapes		2. <b><u>Settlement</u></b>
	3. <b><u>Rivers</u></b>	<b>One</b> from	3. Agriculture
	4. <b><u>Ice</u></b>		4. <b><u>Industry</u></b>
	5. <b><u>Coasts</u></b>	<b>One</b> from	5. Managing Resources and Tourism
	6. Weather and Climate		6. <b><u>Development and Interdependence</u></b>
	7. Ecosystems		

- For assessment purposes the 'physical' and 'human' topics have been assessed separately in Components One and Two respectively. However a people-environment theme is preserved throughout the subject content and candidates will be assessed on this theme.
- A development of geographical terminology and locational knowledge should be achieved through a knowledge and understanding of the syllabus detail.
- Centres designing a scheme of work from this content may select their own range of located examples for use as case studies. Questions will **not** be dependent on candidates having studied prescribed areas. Candidates will use the selected case studies to examine the key geographical ideas.
- Within the subject content detail a number of 'issues' are required to be studied. Where these are stated, candidates should be aware of the significance and effects of the values and attitudes of people involved in geographical issues and decision-making as well as their own views.
- Candidates should be aware of the wider context of places studied and the ways in which they are interdependent with other places.
- N.B. The right-hand column of each topic description details the scale(s) at which each key geographical idea should be studied. The context in which each area of subject content is set is stated, where appropriate, within the syllabus detail column.
- Within this subject content detail the following abbreviations are used:
  - UK - United Kingdom (for candidates in Wales and Northern Ireland, a specific focus on Wales and Northern Ireland respectively)
  - EU - European Union
  - MEDC - More Economically Developed Countries
  - LEDC - Less Economically Developed Countries

**WRITTEN COMPONENT ONE  
SECTION B TOPICS**

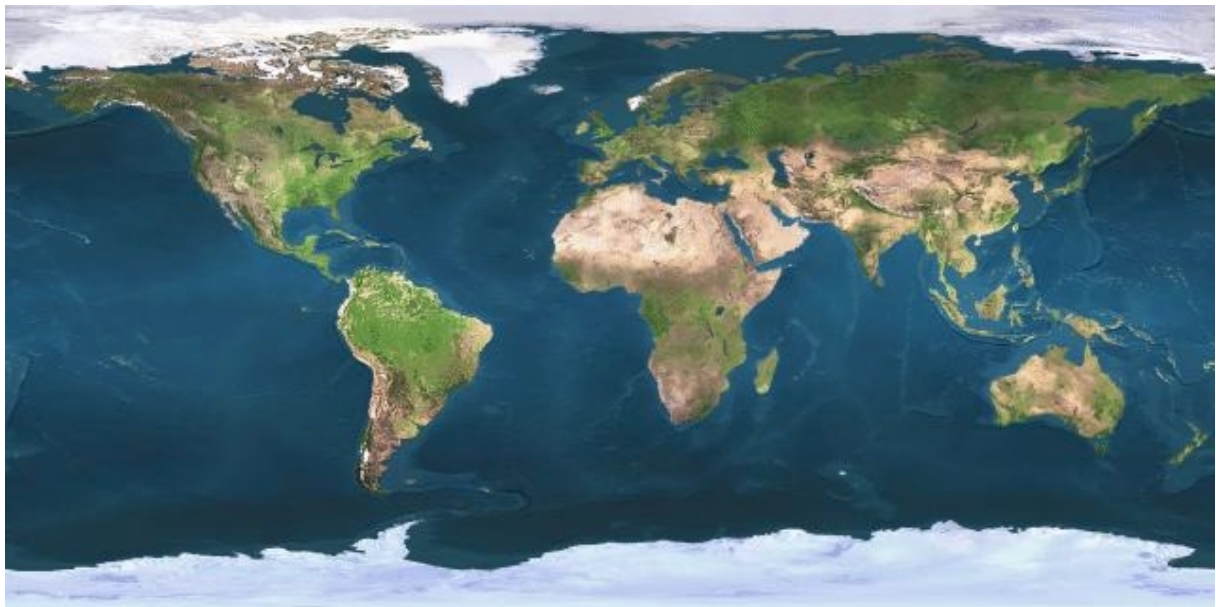
Topics	Key Geographical Ideas	Syllabus Detail	Scale
<b>River landscape processes and features</b>	<p>The earth's crust is modified by fluvial processes which results in distinctive landforms.</p> <p>Landscape features affect human activities.</p>	<p>Long and cross profiles, features and processes of erosion (hydraulic power, corrosion, corrasion, attrition), transport (boulders rolling, saltation, suspension, solution) and deposition. The formation of waterfalls, gorges, meanders, ox-bow lakes, flood plains and deltas, levees.</p> <p>The land uses in a river basin, e.g. uplands for forestry, dams, sheep farming and urban uses in estuaries.</p> <p>River basin management issues to include the causes and impacts of floods, flood prevention, and water supply.</p> <p>Understanding simple hydrographs.</p>	<p>Regional, Local</p> <p>Regional, Local</p>
<b>Glacial landscape processes and features</b>	<p>The earth's crust is modified by glacial processes which results in distinctive landforms.</p> <p>Landscape features affect human activities.</p>	<p>Freeze thaw and the processes of abrasion and plucking. Valley glaciers, ice sheets. Evidence of past glacial activity in uplands and lowlands (formation of corries, arêtes, pyramidal peaks, ribbon lakes, glacial troughs, hanging valleys, truncated spurs, boulder clay/till, moraines, drumlins).</p> <p>The human uses of upland glaciated areas to include management, farming and tourism issues.</p>	<p>Regional, Local</p> <p>Regional, Local</p>
<b>Coastal landscape processes and features</b>	<p>The earth's crust is modified by coastal processes which results in distinctive landforms.</p> <p>Landscape features affect human activities.</p>	<p>Waves - constructive and destructive. Processes of erosion, transport (boulders rolling, saltation, suspension, solution, longshore drift) and deposition. Landforms - formation of wave-cut platforms, cliffs, caves, arches, stacks, beaches, spits.</p> <p>Coastal management issues to include cliff collapse, sea defences and tourism.</p>	<p>Regional, Local</p> <p>Regional, Local</p>

**WRITTEN COMPONENT TWO TOPICS**

<b>Topics</b>	<b>Key Geographical Ideas</b>	<b>Syllabus Detail</b>	<b>Scale</b>
<b>Population</b>	<p>The global distribution of population is uneven.</p> <p>Population change depends upon birth rate, death rate and migration.</p> <p>Population change presents opportunities and problems.</p>	<p>World pattern and reasons:- physical: relief, climate, vegetation, resources; human: political, social and economic factors.</p> <p>World population growth - Demographic transition model, population pyramids. Contrast between LEDCs and MEDCs.</p> <p>Causes, types and the issues of migration (refugees, rural depopulation, 'push and pull' model). Advantages and disadvantages of emigration and immigration.</p> <p>Strategies and policies for managing population growth (control and expansion). The environmental impact of population growth. Issues related to land reclamation and drainage (MEDCs) and irrigation, resource exploitation and birth control (LEDCs).</p>	<p>Global</p> <p>Global National Regional,</p> <p>Inter-national, National</p> <p>National, Regional, Local</p>
<b>Settlement</b>	<p>Settlements vary in site, size, structure and function.</p> <p>Urbanisation is a global phenomenon.</p> <p>Planning strategies are often necessary to minimise the environmental impact of urban growth.</p>	<p><b>Site - dry and wet point, aspect and shelter, defence, resources and communications.</b></p> <p><b>Size - hierarchy of settlement linked to population, services and sphere of influence.</b></p> <p><b>Function - types of settlements and how their function may change over time.</b></p> <p><b>Urban morphology - contrast between a MEDC city and a LEDC city.</b></p> <p><b>Characteristics of urban zones.</b></p> <p><b>Issues related to inner city decline in MEDCs. Issues related to urban growth in LEDCs, such as Shanty Towns.</b></p> <p><b>Solutions to problems of CBD and inner city. Solutions to problems of the Shanty Towns.</b></p> <p><b>Environmental conflicts and issues surrounding the rural-urban fringe - new roads, green belts, sprawl, conservation, hobby farming.</b></p>	<p>Local</p> <p>Regional</p> <p>Local</p> <p>Local, Regional</p> <p>Global, Inter-national, Regional</p> <p>Regional, Local</p> <p>Regional, Local</p>

<b>Topics</b>	<b>Key Geographical Ideas</b>	<b>Syllabus Detail</b>	<b>Scale</b>
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<p><b>Industry</b></p>	<p><b>Contrasting case studies of industries should be chosen with at least one from each of the UK, EU and LEDCs.</b></p> <p><b>Industry as a system.</b></p> <p><b>Industrial activity can be classified.</b></p> <p><b>Industrial location is influenced by many factors.</b></p> <p><b>Industry changes over time.</b></p>	<p><b>Inputs, processes and outputs.</b></p> <p><b>Industry as a system. Definition of primary, secondary, tertiary and quaternary industry. Types of goods associated with these industries.</b></p> <p><b>Case studies of locational factors to illustrate the importance of: types of transport and other communications, footloose (hi-tech) industry, government policy, raw materials, labour, capital, energy.</b> <b>Science Parks/greenfield sites (MEDC).</b></p> <p><b>Sample studies of the changing nature of industry - industrial estates, multinationals. The effects of these changes in newly industrialised countries (LEDC).</b></p>	<p><b>Global, Regional, Small</b></p> <p><b>National, Regional, Local</b></p> <p><b>Global</b></p>
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Topics	Key Geographical Ideas	Syllabus Detail	Scale
<p><b>Development and Interdependence</b></p>	<p>Contrasts in development are related to economic, environmental, social and political conditions.</p> <p>Interdependence means a shared responsibility.</p>	<p>Contrasts between MEDCs and LEDCs in population, health, housing, literacy and GNP.</p> <p>Environmental hazards - water and food supply, disease and pests. Control and stewardship.</p> <p>North v South - main trade and economic groupings. The balance of trade between the north and the south. Types of products produced and product dependency. The advantages and disadvantages of this pattern of trade to MEDCs and LEDCs.</p> <p>Different types of aid (sources of aid, long or short term aid), political or charitable, conditional/tied.</p> <p>Advantages and disadvantages of these types of aid.</p>	<p>Global, National</p> <p>Global, National, Regional, Local</p> <p>Global, International, National</p>

## COURSEWORK

### Coursework Component

This option requires one fieldwork investigation at a local/small scale to be produced which allows each candidate to investigate an argument, problem or assertion. The investigation which candidates undertake should be appropriate to their abilities and allow them to show their initiative. First-hand data collection (e.g. a questionnaire, stream survey or pedestrian count), recording and use must take place within the investigation.

### Coursework Component Option Two

A number of different approaches can be taken; however, it is important to remember that the fieldwork investigation must include the collection, recording and use of first-hand data, and that the marking criteria must be applied as a whole to the complete folder. Therefore the second piece of coursework should provide the opportunity for candidates to build upon skills and understanding developed within the investigation or explore new ones. It should not be a repeat of the initial investigation as this does not allow progression and necessarily limits any additional marks available when assessing the complete folder of work.

### Presentation

Coursework should be completed and compiled into one folder. This should be presented on A4 paper (any larger material must be folded to this size). The sheets of each candidate's work must be numbered and secured together and must be identified with the centre and candidate number.

Investigations may be hand-written or prepared using information technology (IT). The use of IT is encouraged, although candidates will not gain any extra credit simply for its use. The quality of presentation and range of skills used, regardless of the methods employed, will be assessed.

Candidates should be advised that the total coursework should be between **2000 - 2500 words**. Candidates exceeding this by more than 500 words, should be encouraged to edit their coursework.

### Teacher Assistance and Advisory Moderators

Teachers are expected to provide the following assistance to every candidate (**advisory moderators** are available to assist with coursework enquiries such as plans for coursework, enquiries about teacher assistance and the presentation of the projects). Centres wishing to obtain advice from advisory moderators should write to: *SEG, Department G32, Stag Hill House, Guildford, Surrey, GU2 5XJ*. The syllabus support booklet details "how to use an advisory moderator".

### *Planning*

Teachers should advise candidates on their choice(s) of topic to ensure that each candidate is able to show "what he or she understands and can do". Where work is undertaken within a group, or is teacher initiated, it is important that candidates are able to show their own initiative and that their own work is readily identifiable. Centres should select tasks appropriate to the abilities of their candidates. The design of the tasks should give all candidates the opportunity to achieve the level of marks commensurate with their ability.

Candidates may be advised on the focus of the investigation and the selection of source materials (such as statistics, visits, persons to interview, techniques to be used in the field and the production of their reports).

### *Problems encountered and relevancy*

It is recognised that some candidates may require more assistance than others. Where this is the case, centres should acknowledge this on the Candidate Assessment Sheet (CAS) and mark the coursework accordingly.

**An exemplar guidance leaflet (included in the syllabus support booklet) about "getting started" has been written for candidates to use. This can be issued to all candidates or centres may adapt it to suit their own requirements.**

### **Moderation Procedures**

The work of a sample of candidates from each centre will be re-marked by a moderator. Centres will be provided with details of the sample required in the spring of the year of the examination. The date by which marks must be submitted to SEG and work must be submitted to the moderator is published annually in the Regulations. In certain cases the moderator may subsequently request the work of further candidates. In view of this possibility the work of every candidate must be available if required. Candidates' work is sent by post to the moderator, although in some cases it may be possible for the work to be moderated at an Area Moderation Meeting. The moderator's marks are compared with the centre marks to determine whether any adjustment is needed. The work of some candidates may be retained by the Group for archive purposes. Otherwise, work is returned to the centre with a report form from the moderator giving feedback on matters such as the appropriateness of the tasks set and the standard of marking. The centre is supplied with details of the final marks for centre-assessed components at the time of publication of the results.

A copy of the Candidate Assessment Sheet (CAS) must be fastened to the front of each coursework folder. Using the marking criteria which follow, the marks awarded by the centre to each candidate for each section of the marking scheme, together with the total mark, should be entered on the CAS.

The reverse side of the CAS should be used to provide the Moderator with details of the way the work has been marked. It should also be used to explain how the work has been undertaken by the candidate, including particular difficulties experienced and assistance given.

In accordance with the Mandatory Code of Practice, the candidate and his/her teacher must sign the authentication statements on the front of the CAS. Sufficient work has to take place under direct supervision to allow the teacher to authenticate each candidates' work with confidence. A form confirming internal standardisation of marking must also be submitted to the Moderator.



## **COURSEWORK MARKING CRITERIA**

The following criteria should be used to assess the coursework component. Where more than one piece of coursework is submitted, the folder of work should be marked as a whole. An accompanying support booklet provides exemplification of coursework assessment issues, including commentary from senior moderators and guidance for teachers and candidates. Centres wishing to obtain advice should write to the Group, (Department G32) and they will be contacted by an advisory moderator. In deciding on the mark to be attributed within each criteria heading, first identify the appropriate level for the work submitted. Then decide whether within that level it is of a satisfactory or good standard, e.g. a satisfactory performance in Level 2 would achieve 3 marks. *Where there is insufficient evidence in a particular category to award Level 1, the candidate should be awarded 0 marks.*

### **UNDERSTANDING**

#### **Level 1**

The candidate demonstrates, through brief description, some understanding of ideas and concepts involved and can apply it in a simple manner to the geographical topic. **(1-2 marks)**

#### **Level 2**

The candidate demonstrates, through description and explanation, an understanding of the ideas and concepts involved, and can apply it to the geographical topic. **(3-4 marks)**

#### **Level 3**

The candidate demonstrates, through description and explanation, a thorough understanding of the ideas, concepts and processes involved, and can apply it constructively to the geographical topic. **(5-6 marks)**

### **METHODOLOGY**

#### **Level 1**

The candidate briefly describes the purpose of the study and lists the methods used in collecting data. Any observation, collection and recording are based on a limited range of basic techniques. **(1-2 marks)**

#### **Level 2**

The candidate briefly describes the purpose of the study and the methods used in collecting the data. Observation, collection and recording of a variety of information, appropriate to the study, take place using a selection of valid techniques. The work is organised, planned and shows some evidence of the development of tasks. **(3-4 marks)**

#### **Level 3**

The candidate describes and explains both the purpose of the study and how the methods used in collecting the data, e.g. location and timing, are relevant to that study. Observation, collection and recording of all relevant information take place using a comprehensive range of valid techniques. The work is well organised, planned and shows some evidence of originality and initiative by the candidate. **(5-6 marks)**

## **DATA PRESENTATION**

### **Level 1**

The candidate uses, with some degree of accuracy, a limited range of basic techniques to present the data. **(1-2 marks)**

### **Level 2**

The candidate selects and uses a range of appropriate techniques, to present the data accurately. **(3-4 marks)**

### **Level 3**

The candidate selects and uses a range of appropriate techniques and employs more complex skills to present the data accurately. **(5-6 marks)**

## **DATA INTERPRETATION**

### **Level 1**

The candidate attempts to give a brief description of the results and/or suggest basic reasons for the results produced. **(1-2 marks)**

### **Level 2**

The candidate makes valid statements about the results. Attempts are made to analyse the results. Conclusions are drawn that relate to the original purpose of the study. **(3-4 marks)**

### **Level 3**

The candidate refers specifically to the data in producing valid conclusions that relate to the original purpose of the study. Through a detailed analysis of the material, links are demonstrated. **(5-6 marks)**

## **EVALUATION**

### **Level 1**

The candidate briefly describes the limitations of the method and/or the conclusions, and/or provides a simple evaluation of the results in relation to the geographical topic. **(1-2 marks)**

### **Level 2**

The candidate gives a detailed description of the limitations of the method and the conclusions, and provides a reasoned evaluation of the results in relation to the geographical topic chosen. **(3-4 marks)**

### **Level 3**

The candidate gives a detailed description of the limitations of the method and the conclusions, and provides a comprehensive evaluation of the results in relation to the geographical topic studied. **(5-6 marks)**

These marks should be doubled, allowing three marks for spelling, punctuation and grammar to give a total of 63

Assessment Objective Coverage	Heading	Maximum Mark Available
2/3	Understanding	6
4	Methodology	6
4	Data Presentation	6
4	Data Interpretation	6
2/3	Evaluation	6
	Sub Total	30
	× 2	60
	Spelling, Punctuation and Grammar	3
	<b>Total</b>	<b>63</b>

### SPELLING, PUNCTUATION AND GRAMMAR

<b>High Performance</b>	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	<b>(3 marks)</b>
<b>Intermediate Performance</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	<b>(2 marks)</b>
<b>Threshold Performance</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	<b>(1 mark)</b>
<b>Below Threshold</b>	Candidates do not meet the threshold performance criteria.	<b>(0 marks)</b>

## SKILLS CHECKLIST

Candidates should be required to develop a range of geographical enquiry skills (including where appropriate, the use of IT) namely:

- identification of geographical questions and issues and establishing appropriate sequences of enquiry;
- identification and collection of evidence from primary sources (including fieldwork) and secondary sources, and recording and presenting it;
- description, analysis and interpretation of evidence, drawing conclusions and communication of findings;
- evaluation of the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

In order to achieve the route to enquiry, candidates will be required to display an understanding of the limitations of the source materials, the understanding and application of geographical principles, the ability to make judgements and communicate conclusions with regard to the following:

*Ordnance Survey maps at all scales:* (NB the map extract for Section A of Written Component One will be from either a 1:25 000 or 1:50 000 map): recognise symbols; find locations by four and six figure grid references; measure accurately straight line and winding distances; recognise direction; draw and annotate cross sections; generalise about differences in height and degree of slope; recognise simple contour patterns; **recognise and describe fluvial, coastal and glacial features; describe drainage patterns and identify watersheds;** generalise on the location, extent and distribution of vegetation and land use; describe and comment upon patterns of communication and the location, shape and pattern of settlement; infer human activity from map evidence; use maps in association with aerial/oblique photographs.

*Atlas maps:* describe and relate in a simple way generalised distributions of physical and human patterns.

*Weather maps:* **describe weather conditions indicated by weather symbols, identify frontal systems and anticyclones.**

*Topological diagrams:* read and understand inferences from simplified maps, including those based on time or cost.

*Photographs:* (aerial/oblique and satellite) examine photographs of urban and rural landscapes; describe main features and identify relationships; interpret satellite photographs and images.

*Graphical representation:* understand limitations and interpret a variety of graphs and distribution maps; construct line, bar and scatter graphs; pie diagrams.

*Sketches:* draw, understand and interpret sketch maps, diagrams and field sketches.

*Written evidence:* to communicate information by means of the written word.

Any of the above skills may be examined in Written Component One and Written Component Two. The only exceptions are those highlighted in bold. The knowledge of specific vocabulary associated with specific syllabus topics will not be examined in Section A of Written Component One but may be examined in Section B as part of the syllabus specific questions. All maps and charts used in Section A of Written Component One will be provided with a key. In the coursework component, candidates should employ skills appropriate to the enquiry being undertaken.

## GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the syllabus. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### Grade C

Candidates recall accurately information about places and themes, at a range of scales, as required by the syllabus, and show a broad knowledge of location and geographical terminology.

Candidates understand geographical ideas as specified in the syllabus in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places, and the interdependence between places. They understand interrelationships between people and the environment. They understand the effects of attitudes and values of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, identifying questions or issues, suggesting an appropriate sequence of enquiry, collecting appropriate evidence from a variety of primary and secondary sources, using a range of appropriate techniques, reaching a plausible conclusion, communicating the outcomes, and appreciating some of the limitations of the evidence and conclusions.

### Grade A

Candidates recall accurately detailed information about places and themes, across all scales, as required by the syllabus, and show detailed knowledge of location and geographical terminology.

Candidates understand thoroughly geographical ideas as specified in the syllabus, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places, and the interdependence between places. They understand complex interrelationships between people and the environment. They evaluate the significance and effects of attitudes and values of those involved in geographical issues and in decision-making about the use and management of the environments.

Candidates undertake geographical enquiry, identifying relevant geographical questions, implementing an effective sequence of enquiry, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively appropriate techniques, drawing selectively on geographical ideas to interpret the evidence, reaching substantiated conclusions, communicating clearly and effectively the outcomes and evaluating the validity and limitations of the evidence and conclusions.