



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## General Certificate of Education

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# Geography 5031 and 6031 *Specification A* 2009

Material accompanying this Specification

- Past papers and mark schemes
- Reports on the Examinations

# SPECIFICATION

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# Background Information

## 1

# Advanced Subsidiary and Advanced Level Specifications

### 1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification in August 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 specialism;
- 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 are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally 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

AS Examination 5031	
<b>Unit 1</b>	
1 hour	35% of the total AS marks 17.5% of the total A Level marks
<b>Three</b> structured Physical Stimulus Response questions. AS subject Content Module 1.	
<b>Unit 2</b>	
1 hour	35% of the total AS marks 17.5% of the total A Level marks
<b>Three</b> structured Human Stimulus Response questions. AS Subject Content Module 2.	
<b>Unit 3</b>	
1 hour	30% of the total AS marks 15% of the total A Level marks
Geographical Skills Paper AS Subject Content Modules 1 and 2.	

  

Advanced Subsidiary Award	←
5031	



A2 Examination 6031	
<b>Unit 4</b>	
1½ hours	15% of the total A Level marks
<b>Two</b> questions from <b>three</b> Physical questions plus <b>one</b> essay (Synoptic) from a choice of <b>three</b> . A2 Subject Content Module 4.	
<b>Unit 5</b>	
1½ hours	15% of the total A Level marks
<b>Two</b> questions from <b>three</b> Human questions plus <b>one</b> essay (Synoptic) from a choice of <b>three</b> . A2 Subject Content Module 5.	
<b>Unit 6</b>	
<b>Either</b>	20% of the total A Level marks
Board-Assessed	
<b>Unit 7</b>	
<b>Or</b>	20% of the total A Level marks
Written Fieldwork Alternative	

  

Advanced Award	←
6031	

## 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Resit opportunities for externally assessed A2 units will be available in January 2010. Details of the arrangements have been provided to centres through the JCQ notice [Withdrawal of Curriculum 2000 Specifications](#).

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	A Level
January	All	All	✓	✓
June	All	All	✓	✓

### 3.2 Sequencing of Units

In AS Geography there is no recommended sequence for the units. Units 4 and 5 each include a component which comprises half of the synoptic assessment of the whole A Level course, testing candidates' understanding of connections between different aspects of the subject represented in the specification.

### 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 - <i>GGA1</i>	Unit 4 - <i>GGA4</i>
Unit 2 - <i>GGA2</i>	Unit 5 - <i>GGA5</i>
Unit 3 - <i>GGA3</i>	Unit 6 - <i>GGA6</i>
	Unit 7 - <i>GGA7</i>

The **Subject Code** for entry to the AS only award is *5031*.

The **Subject Code** for entry to the Advanced Level award is *6031*.

Subject Entries for Advanced Level will be accepted only if a previous or concurrent entry has been made for AS *5031*.

### 3.4 Prohibited Combinations

Candidates entering for this examination are prohibited from entering for any GCE Geography specification in the same series with any awarding body. This does not preclude candidates from taking the AS and A2 units in the same specification with AQA in the same examination series. Candidates may not take the AS in one specification and A2 from a different specification.

Every specification is assigned to 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.

3.5 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of '*Supplementary Guidance for Private Candidates*'.

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3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

*Access Arrangements and Special Consideration*

*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination*

*GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills*

This document can be viewed via the AQA web site ([www.aqa.org.uk](http://www.aqa.org.uk))

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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

This specification is designed to form the basis of a course enabling candidates to develop a sound understanding and knowledge of geographical issues and to develop and use geographical skills.

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

The GCE specification complies with:

- the Subject Criteria for Geography
- the GCE A and AS Code of Practice
- the GCE Advanced Subsidiary and Advanced Level Qualifications Specific Criteria
- the Arrangements for the Statutory Regulations of External Qualifications in England, Wales and Northern Ireland; Common Criteria

AQA Geography A is the study of more traditional geography that maintains an interactive strand that examines the interaction of people and their environments throughout the subject content.

The use of regional examples and case studies is seen as fundamental to a meaningful understanding of geographical concepts and principles. These detailed studies are to be undertaken at a variety of scales from the local through to the global, encompassing areas at a variety of stages of economic development.

Some of these detailed studies will highlight links between various aspects of an environment and such integrating themes will play a vital role in the understanding of the topics of the specification. The A2 modules provide an opportunity to deepen and broaden this understanding and provide a balanced insight into contemporary geographical phenomena.

The synoptic ability of candidates is assessed in the essays in Units 4 and 5.

AQA Geography B provides the opportunity to study contemporary events which students will be able to relate to the every day world in which they live. Geography B delivers geography through the separate strands of physical, human, and people and the environment, in Modules 1 to 4, inclusive, so that students can clearly appreciate how these areas contribute to the subject. Synoptic assessment in Unit 5 then encourages students to have an overview of the subject by drawing on these different aspects of geography. The assessment of Geography B is also distinctive in two further ways: synoptic assessment takes the form of a Decision-Making Exercise, and through Module 7, the Investigation.

	<p>Geography B allows teachers, if they wish, to have an element of control in the assessment of their candidates. The Investigation is centre marked and moderated by the Board. Unit 6, a Practical Paper alternative to coursework, is also available. 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 and form the basis for the study of geography at a higher level or employment.</p>
<b>Prior level of attainment and recommended prior learning</b>	<p>This specification has been carefully designed to ensure a consistent and developmental approach from GCSE. Much of the subject content links directly to GCSE study areas and will allow centres and candidates to expand upon and explore new skills, knowledge and understanding. However, completion of a GCSE Geography course is not a prerequisite for taking this specification.</p>
<b>Rationale</b>	<p>The specification lays an appropriate foundation for further study of Geography or related subjects in higher education. In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue careers in a variety of fields.</p>

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## 5

## Aims

The AS and A Level course based on this specification should enable candidates to:

- a. 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;
- b. acquire and apply skills necessary for the pursuit of the discipline;
- c. develop an understanding of the interrelationships between people and their environments, and of the opportunities, challenges and constraints that face people in different places and environments;
- d. appreciate the dynamic nature of geography; how places, environments and issues change, and people's responses to these changes;
- e. understand how decisions are made about the use and management of resources and environments, and the significance and effects of people's values and attitudes in geographical issues;
- f. clarify and develop their own values and attitudes in relation to geographical issues and questions.
- g. In addition, the A Level specification should encourage candidates to acquire a deeper understanding of the connections between different aspects of geography.

## 6

## Assessment Objectives

The assessment objectives for AS and A2 are the same. Candidates are required to demonstrate their ability to:

- A01. show knowledge of the specified content;
- A02. show critical understanding of the specified content;
- A03. apply knowledge and critical understanding to unfamiliar contexts;
- A04. select and use a variety of skills and techniques including communication skills appropriate to geographical studies.

### 6.1 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of the quality of written communication is included in Assessment Objective 4.

### 6.2 Knowledge, Understanding and Skills

The specification requires candidates to develop knowledge, understanding and skills at AS and A2.

### 6.3 Knowledge

**Candidates are required to develop a 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.

**6.4 Understanding**

**Candidates are required to 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 the decision making about the use and management of resources and environments;
- f. the potential and limitations of evidence, approaches, concepts, theories used.

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**6.5 Skills**

**Candidates are required to develop the skills of:**

- 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.

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**6.6 Advanced GCE requirements**

**In addition, Advanced GCE students 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.

## 7

## 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

<b>Unit 1</b>	<b>Written Unit</b>	<b>1 hour</b>
<i>35 % of the total AS marks</i>	<b>60 marks</b>	

This unit comprises **three** stimulus response questions, one from each topic area. This unit assesses **Module 1** of the AS subject content.

<b>Unit 2</b>	<b>Written Unit</b>	<b>1 hour</b>
<i>35 % of the total AS marks</i>	<b>60 marks</b>	

This unit comprises **three** stimulus response questions one from each topic area. This unit assesses **Module 2** of the AS subject content.

<b>Unit 3</b>	<b>Written Unit</b>	<b>1 hour</b>
<i>30 % of the total AS marks</i>	<b>50 marks</b>	

This unit comprises one geographical skills section from a choice of two. Candidates choose either **Section A** Physical geography or **Section B** Human geography. This unit assesses geographical skills. The themes are selected from **Module 1** and **Module 2** 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	
Knowledge of content (AO1)	13	13	4	30
Understanding of content (AO2)	11	11	5	27
Knowledge and Understanding of contexts (AO3)	6	6	4	16
Skills (AO4)	5	5	17	27
<b>Overall Weighting of Units (%)</b>	35	35	30	100

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

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.

The details of the AS assessment units are given in Section 7 above and comprise the following three units:

8.1 AS Assessment Units

Unit 1 17.5 % of the total A Level marks	Written Unit 60 marks	1 hour
Unit 2 17.5 % of the total A Level marks	Written Unit 60 marks	1 hour
Unit 3 15 % of the total A Level marks	Written Unit 50 marks	1 hour

8.2 A2 Assessment Units

Unit 4 <i>15 % of the total A Level marks</i>	Written Unit 90 marks	1½hours
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This unit comprises two sections.

In **Section A** candidates answer **two** from three resource-based questions which assesses **Module 4** of the A2 subject content.

In **Section B** candidates are required to do **one** essay from a choice of three which will be synoptically assessed.

Unit 5 <i>15 % of the total A Level marks</i>	Written Unit 90 marks	1½ hours
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This unit comprises two sections.

In **Section A** candidates answer **two** from three resource based questions which assesses **Module 5** of the A2 subject content.

In **Section B** candidates are required to do **one** essay from a choice of three which will be synoptically assessed.

EITHER	<b>Unit 6</b>	<b>Fieldwork Investigations Coursework</b>
	<i>20 % of the total A Level marks</i>	<b>100 marks</b>

Candidates are required to produce a fieldwork investigation at a local small scale. Primary data collection must take place within the investigation. Investigations, which should be approximately 4000 words in length, will be Board-assessed.

OR	<b>Unit 7</b>	<b>Fieldwork Investigations Written Assessment Unit</b>
	<i>20% of the total A Level marks</i>	<b>2 hours 100 marks</b>

A written unit fieldwork enquiry tested under examination conditions and using a pre-release information pack.

### 8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks). In Assessment Units 4 and 5, the essay questions in Section B are synoptic. These assess the candidates' knowledge and understanding across a range of geographical subject matter, of connections between the different aspects of geography in the specification and the importance, where relevant, of human perspectives on the specified themes and issues.

### 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	
Knowledge and content (AO1)	7	7	2	4	4	3	27
Understanding of Content(AO2)	5	5	2.5	5	5	5	27
Knowledge and Understanding of contexts (AO3)	3.5	3.5	2	4	4	2	19
Skills (AO4)	2	2	8.5	2	2	10	26.5
<b>Overall Weighting of Units (%)</b>	<b>17.5</b>	<b>17.5</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>

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

# Subject Content

## 9

## Summary of Subject Content

### 9.1 Introduction

The subject content follows a thematic people-environment approach throughout. It has a developmental structure designed to facilitate progression through the course and beyond to link with the demands of higher level study. Concepts covered in AS are revisited and further developed, but not repeated, in A2.

The content that has to be studied represents the required teaching and learning for this specification. All candidates must study a range of themes, places and environments at different scales and in different contexts including the UK, and countries in various states of development. This is summarised in The Place, Scale and Thematic Matrix in Sections 9.3 and 9.4.

At AS Level it is important to note that there is a minimum requirement of **one** case study for each of the subsections. The scale for this case study is given below each subsection for the AS topics. In the Concepts and themes, for each subsection the case study may be specified (e.g. UK) but if only the scale is stated then centres may select their own choice of location. In the Concepts and themes an additional specific case study (e.g. LEDW and MEDW) or scale (e.g. Global) may be required.

At A2 Level appropriate examples and case studies should be applied throughout the subject content. Candidates will be expected to be able to locate relevant examples, demonstrate an in depth knowledge of the geographical characteristics of places studied, their external relationships and how these places are changing.

The trend towards global interdependence is highlighted and it is important that candidates appreciate that this has economic, social, and environmental as well as political dimensions.

During the delivery of the subject content, candidates will become aware of the different elements of each topic. Attempts should be made subsequently to synthesise the content of each topic so that it can be seen as a whole. For example, links will be made between flood hydrograph, river regimes, flood and river management in the water on the land topic. Similarly, in the Dynamics of Population topic, links will be made between national population change, the Demographic Transition model, migration and population structure.

At appropriate points throughout the specification, candidates will need to analyse different values and attitudes, including their own regarding a range of issues.

In order to satisfy the requirement for synoptic assessment, it is essential that candidates have an overview of the subject content as a whole, even though they may have chosen to concentrate detailed study on certain of the topics. The synoptic elements of Assessment Units 4 and 5 will require candidates to demonstrate this holistic overview. Helpful guidance, where relevant, about where related material may be found to support the synoptic element is given in square brackets.

Within the subject content the following abbreviations are used:

UK – United Kingdom

EU – European Union

LEDC/W – Less Economically Developed Country/World

MEDC/W – More Economically Developed Country/World.

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## 9.1 AS Modules

### MODULE 1 – Core Concepts in Physical Geography

- Water on Land
- Climatic Hazards and Change
- Energy and Life

### MODULE 2 – Core Concepts in Human Geography

- Population Dynamics
- Settlement Processes and Patterns
- Economic Activity

### MODULE 3 – Geographical Skills

Candidates are required to develop geographical skills:

- application
- appropriateness
- limitations of different skills

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## 9.2 A2 Modules

### MODULE 4 – Challenge and Change in the Natural Environment

- Coasts – Processes and Problems
- Geomorphological Processes and Hazards
- Cold Environments and Human Activity

### MODULE 5 – Challenge and Change in the Human Environment

- Population Pressure and Resource Management
- Managing Cities Challenges and Issues
- Recreation and Tourism

EITHER

**MODULE 6 - Fieldwork Investigation Coursework**

- One fieldwork investigation involving personal investigative work of approximately 4000 words
- Board-assessed/prime marked coursework
- Personal investigative work on any aspect of the specification – containing a spatial element

OR

**MODULE 7 - Fieldwork Investigation Written Unit**

- Pre-release information material
- Written unit tested under examination conditions
- Topic published in advance

9.3

**Place Scale and Thematic Matrix - AS**

Topic	Small Scale (S)	Regional/National (R)/(N) Scale/UK	Global Scale (G)	Uniqueness and Interdependence of places	European Dimension	Environmental Education	Attitudes and Values
10.1	✓	✓		✓		✓	✓
10.2	✓	✓	✓	✓		✓	✓
10.3	✓	✓	✓	✓	✓	✓	✓
11.1		✓	✓		✓	✓	✓
11.2	✓	✓			✓	✓	✓
11.3	✓	✓	✓	✓	✓	✓	✓

9.4

**Place Scale and Thematic Matrix - A2**

Topic	Small Scale (S)	Regional/National (R)/(N) Scale/UK	Global Scale (G)	Uniqueness and Interdependence of places	European Dimension	Environmental Education	Attitudes and Values
13.1	✓	✓	✓		✓	✓	✓
13.2	✓	✓	✓	✓		✓	✓
13.3		✓		✓	✓	✓	✓
14.1	✓	✓	✓		✓	✓	✓
14.2	✓	✓		✓	✓	✓	✓
14.3	✓	✓	✓	✓		✓	✓

## AS Module 1

### *Core Concepts in Physical Geography*

Subject Content	Concepts and Themes
10.1 <i>Water on the Land</i>	
<b>Drainage Basin Systems (S or R)</b>	<p>The concept of systems with reference to the hydrological cycle. The hydrological and atmospheric processes related to the inputs, outputs, flows, transfers and stores within this system.</p>
	<p>The factors influencing river discharge.</p>
	<p>The study of flood hydrographs to illustrate discharge variations.</p>
<b>Channel Processes and Landforms (S or R)</b>	<p>Processes of erosion, transport and deposition.</p>
	<p>Long profile and channel cross sections.</p>
	<p>Types, sources and spatial variations in river load, and the consequences of these on channel landforms.</p>
	<p>Erosional landforms: potholes, waterfalls / rapids, erosional and depositional landforms, braided channel, meanders and ox-bow lakes.</p>
	<p>Depositional landforms: <i>l�eves</i>, flood plains and deltas. A consideration of how important, extreme events are in the development of landforms.</p>
<b>Flooding and its management (R or N)</b>	<p>The physical causes of flooding.</p>
	<p>A study of the ways in which human activities may have increased the risk of flooding: changes in land use, new settlement and climatic change.</p>
	<p>The impact of flooding as a hazard and responses, including management with specific reference to a UK case study and contrasting LEDW case study. Evaluation of responses and resulting issues.</p>
10.2 <i>Climatic Hazards and Change</i>	
<b>Cost and Benefits of Weather and Climate (R or N)</b>	<p>Controls over climate – solar energy, pressure, winds.</p>
	<p>An understanding of the global distribution (G) of Cool Temperate Western Maritime climate type.</p>
	<p>The climatic conditions associated with this climatic type.</p>
	<p>Atmospheric processes responsible for this climatic regime, air masses, depressions and anticyclones.</p>
	<p>The opportunities and constraints for human activity associated with this climate type.</p>

<b>Climatic Hazards: (R or N)</b>	Severe gales, tropical revolving storms and tornadoes. The atmospheric processes responsible for these hazards. The human impact and responses to the above hazards must include contrasts in the context of the MEDW and the LEDW.
<b>Climatic Change: The Micro Scale (S)</b>	<p>City climates: how the urban landscape can modify temperatures, humidity, precipitation, winds and air quality.</p> <p>Urban air quality: photochemical smog. The atmospheric processes and human activities responsible for photochemical smog formation.</p> <p>The impact of changes in urban air quality on human activities, the strategies and the responses introduced to alleviate the problem.</p> <p>An evaluation of the success of these responses; the attitudes and values of decision-makers.</p>
<b>Climatic Change at Global Scale (G)</b>	<p>Evidence for and possible causes of global warming. The types and sources of greenhouse gases responsible for global warming. The predicted impact of global warming on climatic conditions and human well being in the UK and at a global scale.</p> <p>The political responses to this issue and the values and attitudes influencing such responses. Candidates are to explore their own values in relation to the concept of ‘think globally, act locally’. Awareness of the links with sustainable development and global interdependence.</p>

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### 10.3 Energy and Life

<b>Systems, Flows and Cycles (S)</b>	<p>The distinction between ecosystems and biomes.</p> <p>The biotic and abiotic elements of an ecosystem. A study of a small-scale ecosystem.</p> <p>Energy flows, nutrient cycling trophic levels, food chains, and webs.</p> <p>Tropical Rainforest: an understanding of its unique characteristics (G).</p>
<b>The Time Factor (S or R/N)</b>	<p>The concepts of succession and climatic climax.</p> <p>Arresting factors leading to secondary succession and plagioclimax.</p> <p>The causes of tropical rainforest deforestation: physical, economic, social and political factors.</p> <p>A study of the impact of deforestation in tropical rain forests.</p> <p>The impact to include a consideration of physical, economic, social and cultural factors in relation to both new settlers and indigenous peoples.</p>
<b>Soils (S or R/N)</b>	<p>The origins and role of water, organic and inorganic matter.</p> <p>An analysis of the major characteristics (texture, structure, acidity, soil moisture, and process of horizon development) of two zonal soils: podsoles and brown earths (G).</p> <p>Azonal, intrazonal soils and the role of topography – soil catena.</p>

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## AS Module 2

### *Core concepts in Human Geography*

#### Subject Content

#### Concepts and Themes

#### 11.1 Population Dynamics

##### Population Change (N)

Natural population change: the measurement of crude birth and crude death rates; rates of natural change; other measurements of demographic change to include fertility rates, infant mortality rates.

Changes over time and the factors influencing change with specific reference to the UK. Economic, social and political factors are to be considered.

The Demographic Transition Model to include a consideration of the fifth stage. The usefulness and application of the model in both an MEDW and an LEDW context.

##### Migration (R and/or N)

Definition and types of migration. Theories of migration: the push-pull model; Lee's model.

A study of the causes to consider physical, economic, social, cultural and political processes. The consequences of migratory flows to analyse the economic, environmental, social and cultural impact.

Candidates need to study economic and refugee migration at a national and international scale.

##### Population Structure (N)

Study of the age sex structure of the population of the UK and how and why it has changed over time.

The links between the Demographic Transition Model and age structure. The study of an ageing population with reference to the UK and a youthful population with reference to a contrasting LEDC.

## 11.2 Settlement Processes and Patterns

### Urbanisation and Sub-urbanisation (S or R/N)

Global (G) characteristics of urbanisation – percentage living in urban areas; million cities, change over time.

The causes, patterns and effects, and characteristics of urbanisation in one major LEDC where the process is still occurring. Suburbanisation within MEDCs - causes and consequences in an MEDC.

### Counter and Re-urbanisation (S)

Definitions of counter and re-urbanisation. The distinction between counter urbanisation and sub-urbanisation. Changes over time in rural-urban fringe settlements in the UK: an analysis of the causes and consequences of these changes.

The nature of and causes of changes in the land use patterns of suburbanised villages. The model of a suburbanised village and its application to a case study.

Factors encouraging re urbanisation. The consequences of re-urbanisation. Gentrification as illustrated by a UK case study. The issues regarding the use of greenfield and brownfield sites for additional housing.

### Size and spacing of settlements (R)

Settlement hierarchy, spheres of influence with reference to the concepts of threshold and range. Determining the theoretical sphere – Reilly's Law of retail gravitation. Identifying the actual sphere of influence.

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## 11.3 Economic Activity

### Secondary Activities (N)

Industrial change in the UK – areas of declining manufacturing industry (de-industrialisation) and areas of expanding manufacturing industry.

Industrial growth in NIC's in the LEDW with reference to the role of multinationals.

Development of global operations by multinational companies such as Ford or General Motors (G).

The economic, social, political and environmental impact of these changes.

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### Tertiary and Other Activities (S)

The changing patterns of retailing with specific reference to the UK. Retail decentralisation, e.g. food, DIY. Retail parks and regional shopping centres.

Development of business and scienceparks. Planning issues in the location of business and science parks.

The costs and benefits of a city centre location versus out of town location for retailing and business/science to be considered to enable candidates to explore their own attitudes and values and those of others.

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## AS Module 3

### *Geographical Skills*

In addition to developing basic geographical skills candidates will be required specifically to develop investigative skills, namely:

- identify geographical questions and issues and establish effective approaches to enquiry;
- identification, selection, collection and evaluation of quantitative and qualitative evidence from primary sources (including fieldwork) and secondary sources;
- processing, presentation, analysis and interpretation of evidence;
- drawing conclusions, and showing an awareness of the validity of conclusions.

#### 12.1 The Teaching

The geographical skills referred to in the checklist (section 16) must be taught **as an integral part of the content** of Module 1 Core Concepts in Physical Geography and Module 2 Core Concepts in Human Geography. The skills must **not** be taught as a separate unit. Thus, they will be delivered in an applied way, relevant to the geographical content.

#### 12.2 The Purpose

The geographical skills identified in the skills checklist (Section 16) will be tested in Assessment Unit 3. A range of skills taken from at least three of the five categories (basic, investigative, cartographic, graphical and ICT) will be examined each year. Investigative skills will always form part of the paper and consequently candidates must participate in personal investigative work in the field to ensure familiarity with these. As a result of this candidates should develop an awareness of the partial explanation which is often only possible as opposed to the complete explanation which is desirable.

#### 12.3 The Assessment Unit

The geographical skills will be assessed via two themes. One theme (Section A) will be selected from Module 1 (Core Concepts in Physical Geography) and the other theme (Section B) from Module 2 (Core Concepts in Human Geography). The final part of each section will require the candidate to display evidence of fieldwork with regard to the identification of geographical questions and issues, and the identification, selection, and collection of evidence from primary and secondary resources.

#### 12.4 Pre-release Topic

**January 2009 – Water on the Land and Population Dynamics**

**June 2009 – Climatic Hazards and Change and Settlement Processes and Patterns**

## A2 Module 4

# Challenge and Change in the Natural Environment

### Subject Content

### Concepts and Themes

The [*Synoptic Links*] indicate related topics of study.

#### 13.1 Coast Processes and Problems

##### The Coast and Marine Energy

Definitions and spatial pattern of coastal zones. The coast as a system. The study of a small-scale coastline, using OS maps and other historical evidence if available to analyse changes over time.

Inputs: wave energy, tides, currents, storm surges, tidal waves, changes in sea level, sediment, human activities. The processes and reference to localised 'cells' within which they operate are to be studied with the periodic nature of energy inputs to the coastal system. High and low energy coasts. Spatial variations in energy, including magnitude and frequency. The role of atmospheric processes and factors such as temperate and tropical low-pressure systems.

Examples of extreme events, such as those relating to North Sea storm surges and tropical cyclones, are to be studied. [*Links with 10.2 and 13.2*]

Outputs: loss of wave energy, sediment and depositional landforms. The sources of sediment: the sea bed, beaches, cliffs and river channels/estuaries. [*Links with 10.1*]

##### Marine Erosional Processes and Landforms

Processes and types of coastal erosion. Sub-aerial processes operating in a coastal environment.

Causes and impact of sea level changes on erosional processes and landforms. Landforms: rias, fiords, relict cliff lines, raised beaches.

Coastal erosional landforms: cliffs, stacks, wave cut platforms, caves and bays.

##### Marine Depositional Processes and Landforms

Factors and processes encouraging coastal deposition.

Impact of sea level changes on depositional processes and landforms.

Coastal depositional landforms: bars/spits, beaches, sand dunes and salt marshes. Example of the erosional and depositional processes and landforms to include a variety of scales and places. [*Links with 10.1 and 10.3*]

**Coastal Problems**

Coastal flooding to consider an analysis of both physical and human factors on causes. The impact of global warming. The consequences and responses. Contrasts in the context of the MEDW/LEDW.

Coastal erosion: land loss, slumping of cliffs. [*Links with 14.3*]

Other human impacts: the impact of offshore dredging, recreational use, destabilisation of sand dunes, disturbance of estuarine environments and degradation of coral reefs. Responses to these impacts. [*Links with 13.2, 10.1, 10.3 and 14.3.*]

**Coastal Management Strategies**

Working with or at variance with nature.

Flood protection schemes: dams, barriers, walls and dykes. A national scale project, such as the Dutch coast is to be compared with projects in an LEDC such as Bangladesh.

Coastal protection schemes: groynes, revetments, gabions, wall, beach nourishment.

Regional or small scale studies are to be used such as the Holderness coast and/or Pett Level in the UK context.

Soft and hard engineering responses.

Management of coastal sand dunes and salt marshes. The large scale replenishment schemes in the Netherlands are to be compared with one small scale UK case.

Coastal barrages. Issues related to the costs and benefits of such schemes. The values and attitudes influencing decision making processes. One case to be studied such as the Cardiff Bay barrage. [*Links with 10.3, 11.2 and 14.1*]

**13.2 Geomorphological Processes and Hazards****Plate Tectonics and Landforms**

Plate tectonics theory. The early ideas of Wegener regarding continental drift and the jigsaw fit of the continents. The rapid development of related ideas in the 1960s and 70s to include seafloor spreading and magnetic striping.

The different types of plate margins to include the three sub-types of destructive, constructive and conservative margins.

Hot spots associated with plumes of lava and how these may relate to plate movements.

The global distribution, nature and causal factors associated with the following: fold mountains, faults, rift valleys, ocean ridges, deep sea trenches and island arcs.

## Volcanic Activity

Variations in the form, type and frequency of eruption to be considered in relation to types of plate margin, vents and lava.

The distinction between intrusive and extrusive volcanic activity.

Extrusive landforms: volcanic cones the major sub-types being noted, lava plateaux, and minor forms such as geysers, hot springs/boiling mud. Intrusive landforms: batholiths, laccoliths, dykes and sills.

Case studies are needed for the above and these must range from the small scale, e.g. for dykes and sills to the global when considering types of eruption. Candidates must be made aware of landforms in the UK which are related to volcanic activity.

*[Links with 11.2 and 14.3]*

## Earthquakes

The main characteristics: focus, epicentre and the main types of waves.

The measurement of earthquakes related to an understanding of the Richter scale.

The global distribution of earthquakes and the links with the three major types of plate margins.

The link between minor earthquakes and fault lines.

Tsunamis/tidal waves – characteristics and causes.

Candidates need to study a range of examples ranging from small scale to global and need to be familiar with recent earthquake activities.

*[Links with 11.3]*

## Weathering and Mass Movement

Definitions with particular reference to the distinction between weathering and erosion. The main types of mechanical, chemical and biological weathering. The processes and the causal factors involved. The relationship between weathering types and rate and variations in rock type and climatic conditions to be studied on a small and global scale.

The human involvement in weathering with particular reference to the urban landscape.

The main types of mass movement on slopes: flows, slides and heaves. In relation to flows the causes and any associated landforms attributable to soil creep, solifluction and earth/mud flows, and in relation to slides, landslides, rock fall/avalanche and rotational slipping. Small scale examples are required. The relationships between weathering, mass movement and processes of erosion.

*[Links with 10.1, 10.2, 10.3, 13.1, and 13.3]*

**The Impact and Response to Geomorphological Processes and Hazards**

Impacts on the natural world: effect on the atmosphere's energy cascade and the impact on ecosystems and ecological succession.

Impacts of hazards on human activity. Analysis of examples of hazard perceptions and response and to human adjustment to a hazard event. Adjustments to be discussed in terms of attempts at predictions and modification, reduction of vulnerability or adaptation and recovery processes. Case studies are to be on a small or regional/national scale and must emphasise the contrasting impacts, perception, response and adjustment in the context of the MEDCs and LEDCs. The concept of global interdependence to be explored in respect of aid to hazard devastated areas. Candidates are to explore their own attitudes and values in relation to this theme. The positive impacts: volcanic soils, geothermal energy, tourism and mineralisation. [*Links with 10.2, 10.3, 11.1, 11.3, 13.1, 14.1 and 14.3*]

**13.3 Cold Environments and Human Activity**

**The Environment**

A study of the Tundra biome, and the ice cap regions polewards of this. The surrounding seas, such as the Southern Ocean must also be studied as well as Alpine environments above the tree line in temperate latitudes.

Climate – characteristics and causal factors with particular reference to atmospheric processes.

Hazards of intense cold, wind chill and low precipitation totals. The atmospheric processes responsible for these characteristics. [*Links with 10.2*]

**Glacial and Periglacial Processes and Landforms**

Landscape processes in glacial or recently glaciated areas: weathering, mass movement, glacial erosion, transport and deposition. The glacial budget; warm and cold glaciers. There is a need to consider fluvial processes operating and the associated modifications to the hydrological cycle.

An awareness of the glacial system and of the distinction between valley and continental glaciation. [*Links with 10.1 and 13.2*]

Landforms associated with valley glaciation.

Landforms associated with the ice sheet glaciation with reference to glacial and fluvio-glacial deposits. Landforms: moraines, drumlins, kames, eskers and overflow channels.

Periglacial processes and landforms and a consideration of the significance of associated fluvial and aeolian landforms: solifluction lobes, pingos and patterned ground.

Regional scale studies are required and reference is to be made to relict features in the UK and NW Europe and to active features in areas such as the Canadian Northlands. [*Links with 10.1 and 13.2.*]

**Biomes and Ecosystems**

The Tundra biome: spatial distributions, variations in its nature, productivity, and controls; to include soil conditions and emphasis on the unique characteristics of this biome.  
The Southern Ocean: ecosystems and food chains.  
The concept of fragile environments.  
*[Links with 10.3]*

**Human Activity, Economic Processes and Resource Management**

Local economies of indigenous people.  
Resource exploitation by newcomers: early activity such as sealing, whaling, mining, fur trapping.  
More recent exploitation and management: mining, HEP, fishing, farming tourism, military/strategic and geo-political considerations.  
Human activity in Alpine regions in Europe and the changing nature of this over time.  
The impact of the physical environment on human activities as well as the impact of human activities on the environment is to be considered. Two regional case studies are required such as the Canadian northland, Antarctica, Alaska, or the Alps.  
*[Links with 11.3, 14.1 and 14.3]*

**Present Problems and Future Issues**

Issues for settlement, transport and local cultures. The future development or conservation with particular reference to wilderness areas. Sustainable development with specific reference to Antarctica and the Southern Ocean.  
Issues associated with development. The importance of sustainable development in other areas. One case study such as Alaska, the Alps or Canadian Northlands to be studied.  
A synthesising study of one cold environment such the Lake District or Snowdonia to emphasise its unique characteristics, changes over time, problems and issues.  
Candidates are to analyse the values of decision-makers and also explore their own when considering these issues. *[Links with 10.1, 10.3, 11.1, 11.2, 11.3, 14.1 and 14.3]*

## A2 Module 5

### *Challenge and Change in the Human Environment*

#### Subject Content

#### Concepts and Themes

The [Synoptic Links] indicate related topics of study.

#### 14.1 Population Pressure and Resource Management

##### Patterns, Trends and Concepts

The growth of world population. Future trends in world growth and analysis of expected trends. Candidates to effectively develop an understanding by contrasting the MEDW and LEDW on a global scale.

Definition and understanding of the concepts of under-, over- and optimum population.

The theories/models of Malthus, Boserup and neo-Malthusian views such as the Club of Rome.

These are to be evaluated by the use of case studies such as the problems of Sahelian Africa. [*Links with 11.1 and 13.2*]

##### Resource Exploitation and Management

Resources definition: classification, stocks, reserves, renewable/non renewable. The life cycle of a resource.

Exploitation and management of one renewable and one non-renewable resource to include those of the continental shelf.

The environmental impact of resource exploitation and management. Resource exploitation and management in the context of sustainable development. One reusable resource which must be either timber or water and one non-renewable resource from iron ore, copper, coal or oil must be studied on a global scale. [*Links with 10.1, 10.3, 11.3, 13.2 and 13.3*]

**The Demographic Response**

The increasing concern regarding rapid population growth and the resource-population balance.

Indicators of imbalance – measures of development and welfare. A range of demographic, economic, and social indicators to be studied and evaluated. Economic indicators are to be exemplified by the GNP, GDP, energy consumption, etc., demographic indicators by birth/death rates, life expectancy, etc., and social indicators by health and education data. The significance of composite quality of life indicators such as Physical Quality of Life Index (PQLI) and Human Development Index (HDI). These are to be developed in the context of both the MEDW and the LEDW and the idea of a development continuum is to be explored. [*Links with 11.1*]

Population policies: anti- and pro-natalist. Two anti-natalist policy cases need to be considered as well as a balancing pro-natalist case.

Migration controls and schemes: immigration controls; transmigration schemes such as those in Brazil, Indonesia, Philippines.

Issues related to demographic responses: the social, economic, political, cultural and environmental consequences. Candidates are to explore their own attitudes and values in relation to these issues. [*Links with 10.3 and 11.3*]

**The Resource Response:  
Food Surpluses in the  
MEDW**

Developed world surpluses: the causes identified in relation to scale, organisation, and intensification of agricultural systems and government support, e.g. EU and CAP. Case studies are to be on a regional scale such as changes in southern Italy, and on a small scale such as the pressure on the urban fringe relating to horticulture and PYO.

The economic, social, and environmental consequences: set aside, soil erosion, hedgerow removal in the context of sustainable development; diversification, problems of small farms. Emphasis must be placed on the growing concerns regarding capital intensive farming practices. The expansion of organic farming. The UK is to be used as the principal means of exemplifying this theme. Candidates are to explore their own values / attitudes and those of others. Most recent issues such as GM food and the current crisis in UK agriculture are to be analysed. The concept of sustainable development needs to be revisited in relation to this theme. [*Links with 10.3 and 11.3*]

**The Resource Response:  
Food Shortages in the  
LEDW**

LEDW shortages: problems of traditional farming systems, e.g. in parts of Africa. Partial success of modernisation in relation to the green revolution, switch to cash crops, role of transnationals, agricultural frontiers, natural disasters, political instability. National/regional case studies are required, such as a study of modernisation in Bangladesh and the Punjab. Sugar cane production in Brazil and agricultural frontiers in Brazil or Indonesia are other valid examples.

Consequences such as intermittent famine, malnutrition, impact on development, need for appropriate technology and sustainability. The theme of global interdependence and an awareness of Agenda 2000 need to be developed here.

Candidates are to explore their own attitudes and values in relation to this theme. [*Links with 10.2, 10.3, 11.1, 11.3 and 14.3*]

**14.2 Managing Cities –  
Challenges and Issues**

**Central Area Changes,  
Causes and Effects**

Decline of central area business: causes, with particular reference to economic processes in relation to disadvantages of CBD location, and also to advantages of competing areas.

Effects of decline of the central area: loss of certain functions such as food retailing, DIY, electrical goods, flight to the fringe, ‘dead heart’ concept, impact on quality, intensity of use, vacant buildings. Areas of discard. Other changes in central area function to include a consideration of the development of specialised shopping areas and the expansion of leisure facilities. A small scale study is required. [*Links with 11.2 and 11.3*]

**Reversing the Decline**

New retailing developments, precincts, etc., office developments including international organisations, the concept of the global city, growth of tourist facilities and areas, beautification of central area in terms of conservation, pedestrianisation, marinas, gentrified areas and similar cases of assimilation. The 24 hour city idea. Small scale examples and larger cities to demonstrate specific cases such as tourism/recreation and linkage with business activities. The relationship between some of these developments and re-urbanisation. [*Links with 11.2 and 14.3*]

## Urban Deprivation

Decay and deprivation: causes and characteristics with particular reference to UK case studies.

The inner city and the ghetto: characteristics, causes of decline with cases to include UK exemplars.

Housing shortages and crisis and access to housing. Peripheral social housing and inner city high rise developments: problems and solutions.

Inner city initiatives: first wave of re-development as well as more recent alternatives, and UDCs including those still in operation. An evaluation of these schemes such as Cardiff Bay. Candidates must consider the attitudes and values of decision-makers as well as exploring their own in relation to these developments.

Candidates must be aware that areas of early redevelopment are often now being further improved in addition to pre-1945 housing. There is a need to be aware that the indicators of imbalance described in Topic 14.1 are also relevant at a city scale. Small-scale studies and larger cities are to provide illustration at varying scales. The link between re-urbanisation/gentrification and the plight of the urban poor is to be analysed. [*Links with 11.2 and 14.1*]

The LEDW case: the growth, location and characteristics of shanty towns. Links with general development, e.g. unequal growth. An evaluation of initiatives such as site and service, co-operatives, self-help, high rise blocks, new settlements, satellite settlements. Evaluation to consider both the success as well as the challenges in the context of the MEDW and LEDW.

## Environmental Issues

Pollution and associated health risks related to air, water and land, e.g. smog, low-level ozone, lead, noise. The issue of waste disposal: landfill sites, incineration. Threats to urban ecosystems.

Urban conservation projects relating to both the 'natural' and built environments.

Containing growth: green belts, wedges, buffers and hearts, with case studies relating to the UK and EU.

Synthesis of spatial variations in quality of urban life related to economic, social and environmental processes. The role of values and attitudes of decision makers and an evaluation of their own values in relation to urban issues. [*Links with 10.2, 10.3, 11.2, 11.3 and 14.3*]

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## 14.3 Recreation and Tourism

### The Resource Base

Definitions: recreation/tourism.

Primary resources: scenic, climatic, ecological, historical and heritage.

Secondary resources: facilities provided: accommodation, catering, entertainment, infrastructure, theme parks.

Contrasts in the context of *MEDW* and *LEDW* on a global and regional/national scale.

Capacity of tourist resources: physical, ecological, economic, and perceived.

The distinction between types of resources to be explored in the context of a small area. Local resources to be investigated and applied to any temporal changes in tourism that have occurred. [*Links with 10.2, 11.2, 11.3, and 14.1*]

### 'Boom' in the MEDW

The theoretical base: Butler's model of the stages in development of a tourist area.

The growth of tourism as illustrated by two case studies including one from the UK. The causes: physical, economic, sociological and technological factors: sequence/pattern and consequences of change. The scale of study to range from a coastal/other resort to a region such as the Mediterranean coast, or Florida to a single country, e.g. Switzerland.

Recent changes in destinations: timing, length and type of holidays and recreation. An analysis of special cases: urban tourism, theme parks and activity holidays. [*Links with 11.2, 11.3, 13.3 and 14.2*]

### Expansion in the LEDW

Reasons for growth: to consider both the resources available in terms of primary and the provision of secondary resources. Two case studies to be used to develop an understanding of this growth.

Factors which have stimulated demand: economic, social and technological.

Patterns of growth: coastal planned resorts, inland developments.

Nature of the industry: the role of TNCs, airline companies and the concept of globalisation.

Constraints on further development. [*Links with 10.2*]

**Tourism and the Environment**

The use of primary resources.  
Environmental impact/damage and the associated conflicts/issues.

Management strategies such as honeypots, footpath maintenance, conservation projects, access, zoning.  
A case study of a National Park in the UK.

The concept and identification of wilderness areas.  
Environmental impact in the LEDW – both costs and benefits.

The growth of eco-tourism.  
The concept of sustainability.  
Candidates are to explore their own attitudes and values in relation to this theme. [*Links with* 10.3, 13.1, 13.3, *and* 14.1]

**Tourism and Development**

A cost/benefit analysis of tourism in terms of: economic benefits, e.g. tourist taxes, investment, wages and employment (particularly important for poorer countries) economic costs, e.g. low wage economy, leakage, etc.

Social benefits – to consider international understanding, modernisation, and money into social projects, e.g. schools, health clinics. Social costs include exploitation of sex industry, health risks including Aids.

Cultural costs – e.g. dilution, impact on community life.

National development themes. Tourism to stimulate growth as with the concept of growth poles as in Tunisia.

Trickle down/spread effects encouraging wider economic growth and development.

Dangers of unequal development: tourist areas/enclaves, over-dependence.

The link to Myrdal's ideas.

Tourism and global interdependence.

The future: emphasis on environment/heritage based holidays. The role of values and attitudes of decision-makers and an evaluation of their own values in relation to issues associated with tourism.

[*Links with* 14.1 *and* 14.2]

## A2 Module 6 or 7

### *Fieldwork Investigation*

### *Assessment Unit 6 Coursework*

### *Assessment Unit 7 Written*

#### Introduction

Candidates taking either Unit 6 or Unit 7 are required to undertake investigative work in the field to develop skills associated with planning, collection of primary and/or secondary data, presentation, interpretation and evaluation, in order to be able to produce fieldwork investigations (see Appendix C). It is expected that some classroom based background study will be necessary to support this investigative work.

Centres should ensure that candidates follow best practice in terms of safety procedures and risk assessment in fieldwork.

#### 15.1 Requirements

For Unit 6, candidates are required to submit a personal fieldwork investigation, with a recommended word limit of 4000 words, based on a minimum of two days spent in the field. There are no restrictions on the type of topic studied, other than it should include primary data collection and should be based on a small area of study. Any geographical argument, assertion or problem may be investigated.

Candidates should select a title for their investigation that is manageable and can be fully developed within the recommended word limit. In devising the aims, candidates should select a focused hypothesis, issue or aim that has both a theoretical and locational context. A large number of related hypotheses are unlikely to permit the candidate to complete the investigation within the recommended word limit. Methods should be established that collect the data relevant to the aims, and that are manageable by the candidate in the time available. The data should permit the use of appropriate cartographic, graphical and statistical skills in order to enable a full interpretation to be made, which should include reference to the aims. The conclusion should include a summary of the results, the relevance of these to the aims and an evaluation of the overall investigation.

The investigations will be externally assessed by a Board appointed examiner. Completed coursework and Candidate Record forms must be submitted to the AQA appointed examiner by a date to be specified by AQA. Details of the marking criteria to be used by the external examiner are shown in Section 21.

For Unit 7, details of the topic area will be published annually in the Spring Term and posted on the Website two years in advance of the examination. This may be selected from Assessment Units 1, 2, 4 or 5. The theme will be based on a small area of study. Candidates are to study the theme as part of their programme of study. This will be examined by means of a two hour written assessment unit available in the January and June series.

A Level centres may decide, after the publication of the topic area, whether the coursework (Unit 6) or written (Unit 7) option is best suited to their candidates' requirements, either on a centre or individual candidate basis. This decision may be delayed until the deadline for submitting entries for each examination series. Candidates may not take Units 6 and 7 in the same examination series.

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## 15.2 Approaches to Fieldwork Investigation

By the end of the investigative work in the field, candidates will be expected to demonstrate an ability to:

- display an understanding of the purpose of the investigation and relevant spatial and conceptual background
- show an awareness of the suitability of the data collected and the methods used
- be aware of the alternatives and evaluate methodology
- use this information in a straightforward way, presenting it in a different or more easily understood form, e.g. graphs, maps
- be familiar with alternative methods of data presentation/processing
- describe, analyse and interpret data in relation to the aim
- draw conclusions relating to the specific enquiry and understand their validity and limitations
- use and understand their own experience of fieldwork and enquiry
- plan, construct and carry out sequences of enquiry
- demonstrate an awareness of safety issues and risk assessment in geographical fieldwork.

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## 15.3 Preparation for Assessment

It is essential that all candidates have undertaken an appropriate programme of fieldwork in preparation for these Units.

For Unit 6, candidates should seek advice on the choice of topic from their teachers to ensure that they are able to show what he or she understands and can do. In case of uncertainty, candidates/centres may seek advice from the Board's Fieldwork Advisory Service. It is expected that candidates will have the opportunity to investigate the topic in depth, allowing them to show initiative in searching for, collecting, recording and interpreting data. Although group work may provide a useful basis for undertaking and teaching fieldwork exercises, and indeed may be necessary on safety grounds, it should not necessarily lead to candidates producing similar investigations. The individuality of the candidates should be demonstrated in the finished investigation.

For Unit 7, the Pre-release Information Booklet will be sent to centres that have entered candidates for the Unit approximately four weeks in advance of the examination.

Within this booklet an aim, hypothesis, question, issue or problem will be put forward which will be explored, as an investigation, in the written Assessment Unit.

The booklet will provide sufficient information so that prior to the examination, time can be spent by candidates familiarising themselves with the purpose of the data and analysing how it may be used. The booklet will provide some background information relating to the enquiry. Data (primary and probably secondary) will be in raw or part processed form, e.g. aggregates may be provided. Information on the method of data collection used will be supplied.

Candidates should look at their own fieldwork investigations and identify personal investigative techniques which complement the hypothesis being assessed.

The key principle is that candidates will, in the examination, only spend a limited amount of time on factual recall so that they are given the best opportunity to indicate their ability to apply the skills, knowledge and understanding gained in their personal investigative work and demonstrate a broader understanding of the issues involved. Therefore, candidates will need to be familiar with the pre-release material and work through the examination to complete the sequence of written investigation.

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#### 15.4 Presentation (Unit 6 only)

The completed investigation should be compiled into one folder of A4 size. Any larger material must be folded to this size. Individual sheets must be numbered, secured together and each piece of work must be identified with the centre and candidate number, as well as the name of the candidate. Pages should not be inserted into plastic pockets and ring binders should be avoided to minimise postage costs.

The coursework investigation may be hand-written or prepared using information technology. The use of IT is encouraged, in order that the quality of the investigation may be more readily identified. Candidates will not gain additional credit solely for its use. Not all techniques of data presentation lend themselves to the use of IT, but where IT is used for data presentation, the quality, range, relevance and understanding of the techniques will be the main assessment criteria.

The write-up of reports must be the individual work of the candidate. Teachers are to be used as a facilitator in this process and may respond to queries from candidates. They may provide general advice, but they must not coach or lead candidates in the detail of the report. Candidates from centres which show evidence of whole group coaching to a formula, thus removing the individuality of the candidate, will be penalised by being able to access the bottom three mark bands only.

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#### 15.5 Pre-release Topic

**January 2009 – Tertiary Activities**

**June 2009 – River Channels**

## AS and A Level

### Skills Check List

Candidates will need to develop a variety of basic investigative, cartographic, graphical and applied ICT skills. They will need to develop an awareness of the appropriateness and limitations of different skills. The level of accuracy, sophistication and detail are all expected to be greater at AS than at GCSE. A Level candidates will be expected to develop their AS skills in addition to the A Level skills specified.

#### 16.1 Basic Skills

##### AS

##### Sketches

Sketches of photographs and fieldwork are a useful descriptive and analytical tool. Annotation should cover both elements.

##### Photographs

Observation and interpretation of a variety of photographs of different areas.

##### Labelling

Annotation of base maps, sketch maps, OS maps, diagrams, graphs, sketches, photographs, etc.

##### Overlaps

Use of overlaps in all contexts.

##### Literacy Skills

Much information is communicated in writing, thus literacy skills need to be developed.

#### 16.2 Investigative Skills

##### AS

Candidates will specifically need these for Unit 3 but they are a valid approach for a variety of the content at AS, namely:

- identify geographical questions and issues and establish effective approaches to enquiry
- identification, selection and collection evaluation of quantitative and qualitative evidence from primary sources (including fieldwork) and secondary sources
- processing, presentation, analysis and interpretation of evidence
- drawing conclusions and showing an awareness of the validity of conclusions
- develop an awareness of health and safety considerations in fieldwork through risk assessment.

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**16.3 Cartographic Skills****AS**

These fall into two main categories: namely the reading and interpretations of maps and the production of them to present information.

- Atlas maps
- Ordnance Survey maps at a variety of scales
- Weather maps – including synoptic charts
- Goad maps
- Choropleth and isoline maps (but not dot)
- Base maps – to locate study areas for fieldwork and the skill of removing unnecessary details (drawn to scale)
- Sketch maps – for a variety of purposes – such as illustrating case study location, characteristics of industrial location.

---

**16.4 Graphical Skills****AS**

The wide variety of graphs used at GCSE can form a sound foundation for broadening the scope of graphical skills. The following will need to be interpreted and produced:

- line graphs - simple, comparative, compound and divergent
- bar graphs - simple, comparative, compound and divergent
- scatter graphs - and use of best fit line
- pie charts
- triangular graphs
- long and cross profiles
- storm hydrograph
- kite and vector diagrams
- population pyramids.

Candidates will need to have an understanding of logarithmic scales on graph paper.

16.5 ICT Skills

**AS**

These skills are varied in their broadest sense:

- use of photographs – aerial, ground
- satellite images
- use of databases, e.g. population/development data; census data
- use of Internet, e.g. to keep case studies up to date and encourage research of floods, earthquakes, etc
- extraction of information from video, TV programmes, CD Rom.

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16.6 Statistical Skills

**AS**

- measure of central tendency – mean, mode, median
- means of dispersion – dispersion diagram, interquartile range and standard deviation
- correlation tests – Spearman’s rank.

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16.7 A Level Skills Check List

Although additional skills are identified at A Level what separates the A Level skill from the AS skills is:

- the confidence with which all skills are used
- the extent to which the purpose is targeted
- degree of accuracy
- amount of detail
- application of basic presentation skills, keys, scale, etc.

---

16.8 Basic Skills

**A Level**

The level of accuracy, sophistication and detail are all expected to be greater at A Level than at AS. The purpose of the basic skills should be more clearly targeted at A Level and initiated by the candidate independently.

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16.9 Investigative Skills

**A Level**

The investigative skills at AS may be based on limited data and the skills more perceived.

At A Level the prime use of investigative skills will be for either Unit 6 or Unit 7. There will need to be an emphasis on the skills needed in producing a complete enquiry. Greater emphasise will be placed on the stages of enquiry and the ultimate drawing of conclusions and their validity.

**16.10 Cartographic Skills****A Level**

Candidates will be expected to exercise a greater degree of independence, interpretation, and presentation.

- maps with proportional symbols - squares, circles, semi-circles or bars
  - maps showing movement - flow lines, desire lines and trip lines.
- 

**16.11 Graphical Skills****A Level**

- dispersion diagrams.
- 

**16.12 ICT Skills****A Level**

- use of Geographical Information Systems (GIS), which allows greater flexibility than standard database. Examples of information available are census data and Local Authority information, Ordnance Survey maps and satellite images in digital form.
- 

**16.13 Statistical Skills****A Level**

- Pearson's product moment
- comparative tests – chi-squared, Mann Whitney U, 't' test
- spatial distribution - Nearest Neighbour, Index of Dispersion
- interpretation of statistics with reference to significance levels where appropriate.

## 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/keyskills>)

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 can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *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 A

The study of a course based on this Geography specification enables candidates to develop their abilities to analyse complex written material, to reason and form judgements for themselves, to express themselves coherently and to contribute to the process of debate. This makes it an ideal vehicle to assist candidates to produce evidence of attainment of the Key Skill of Communication, Application of Number, Information Technology and Working with Others. In addition, Assessment Unit 6 presents opportunities for attainment in the ‘wider’ Key Skills of Improving own Learning and Performance and Problem Solving. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the three applicable Key Skills units at Level 3, in the teaching and learning modules of this specification. 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
C3.1a Contribute to discussions	✓	✓	✓	✓	✓	✓
C3.1b Make a presentation	✓	✓	✓	✓	✓	✓
C3.2 Read and synthesise information	✓	✓	✓	✓	✓	✓
C3.3 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
N3.1 Plan and interpret information from different sources	✓	✓	✓	✓	✓	✓
N3.2 Carry out multi-stage calculations	✓	✓	✓	✓	✓	✓
N3.3 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
IT3.1 Plan and use different sources to search for and select information	✓	✓	✓	✓	✓	✓
IT3.2 Explore, develop and exchange information, and derive new information	✓	✓	✓	✓	✓	✓
IT3.3 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						✓

**NB.** The signposting in the six tables above represents 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, but such opportunities are dependent on the detailed course of study delivered within centres.

### 17.3 Key Skills in the Assessment of Geography

Aspects of the 'main' Key Skill of Communication are intrinsic in all Assessment Objectives and hence will form part of the assessment requirements for all Units.

### 17.4 Further Guidance

More specific guidance and examples of tasks that can provide evidence of one or more Key Skills are given in the AQA specification support material.

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

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

When undertaking this specification it is hoped that candidates will gain a greater awareness of aspects of human life other than the physical and material. The concept of quality of life should be considered together with the social and cultural wealth of nations.

The study of interconnections between various geographical ideas or theories should be in relation to systems operating at a variety of scales. These might include global issues such as: global warming, deforestation of tropical areas, the interdependence of countries and factors affecting development. At other scales, e.g. the small scale local environment, candidates should realise that spatial changes over time are often the result of wider prevailing changes or trends such as: government, the global economy, social/cultural beliefs and physical systems. The fragility of natural systems and ideas of sustainable development should be familiar (e.g. 10.3 and 14.1).

Candidates should show knowledge and an awareness that society is made up of individuals with a variety of opinions. Candidates should be familiar with the concept that differing values and attitudes exist and they should reflect on these and their own beliefs (e.g. 10.2, 13.1 and 14.2). They should be aware that differences in society may lead to conflicts of interest and these can be explored through geographical issues such as protecting natural environments (e.g. 14.3), redeveloping urban areas (e.g. 14.2), large-scale industrial activities (e.g. 11.3).

Candidates should be aware that the peoples of the world embrace a variety of cultures and that these change over time and space. The specification provides candidates with the opportunity to gain an awareness of the way in which cultures are shaped by and shape their physical environment (e.g.13.3). A sense of cultural belonging may have spatial impacts on settlement as in the urban ghetto (e.g. 11.2 and 14.2).

### 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 specimen papers. The specification provides candidates with an opportunity to become familiar with contemporary European issues.

### 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 and associated specimen papers. The people environment theme of the specification promotes an awareness of the fragility of environments and the need for careful management and sustainable development.

### 18.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen assessment units to avoid bias of any kind.

## Coursework

19

### Nature of Coursework Component

The details of the Fieldwork Investigation Coursework are outlined in Module 6 (Section 15). The Coursework component is assessed by AQA.

20

### Guidance for Setting Coursework

**Centres are recommended to obtain advice on their plans for coursework from the AQA coursework adviser.** Contact should be initiated by contacting the geography subject officer for further details.

The accompanying teachers support booklet provides examples of fieldwork investigations with commentary from senior examiners. The booklet offers further advice for coursework construction, suggested fieldwork topics and applications of the marking criteria.

21

### Assessment Criteria

#### 21.1 Introduction

The marking scheme to be used by the examiner appointed by AQA to each centre is exemplified in Section 21.2.

The relationship between the coursework assessment objective weightings (Section 8.4) and the assessment criteria (Section 21.2) is shown in Section 21.3.

21.2 Criteria

MARKS	0	1	2	3	4	5
Aims X2	Does not meet the criteria for Level 1	Unfocused aim Theoretical and locational context are general, where present	Focused aim. Limited theoretical context and/or limited locational context Link between contexts very tentative, if present	Focused aim Good theoretical context and/or good locational context Link between contexts tentative, if present	Well focused aim Good theoretical context and good locational context and clear attempt to link contexts	Very well focused aim Very good theoretical context and very good locational context. Contexts linked clearly and effectively
METHODS X5	Does not meet the criteria for Level 1	Little knowledge demonstrated of how to collect data, if present Very generalised, rather than rigorous approach Description rather than data collection	General statements of methods of data collection Link to aims is tenuous Very generalised, descriptive knowledge of sampling, if present Strong dependence on secondary or inappropriate data Insufficient time spent on data collection	Sound summary of methods with some gaps in data collection Relevant link to aims Knowledge of sampling generalised descriptive and partially explained Unsupported piloting, if present Unrealistic samples Secondary data only Uncritically applied group work.	Thorough summary of methods of data collection Thorough approach linked to the aims Sampling explained with some justification Clear attempt at piloting Some awareness of limitations Thorough group data collection with some individuality	Clear, detailed summary of methods of data collection Rigorous collection of primary and secondary data linked to the aims Sampling fully understood and justified Piloting well applied A good awareness of the limitations of the methods of data collection Group data collection demonstrating well developed individuality.
SKILLS X5	Does not meet the criteria for Level 1	Very limited use of skills Strong dependence on description	Basic graphical and/or cartographic skills Statistical skills applied out of context, if present Uncritical reliance on ICT, if used	Sound graphical and/or cartographic skills, probably with a correct attempt at statistical processing Sound application of ICT, if used	Good use of relevant cartographic, graphical and statistical skills Statistical significance present but knowledge and understanding require further development Competentz relevant use of ICT, if used	Very good use of relevant cartographic, graphical and statistical skills and techniques Significance fully understood and explained Very competent and relevant use of ICT, if used

MARKS	0	1	2	3	4	5
<b>INTERPRETATION X5</b>	Does not meet the criteria for Level 1	Very simple description with generalised reference, if present, to the original aims or context Simple narrative	The data collected is described soundly with generalised reference to aims and theory Attempts of explanation are minimal and simplistic References to information, maps and diagrams, if present, are generalised	An attempt at interpretation offering partial explanations Some reference to evidence Interpretation of maps and diagrams is partial Straightforward, relevant reference to aims and theory	A good attempt at interpretation, referring consistently to theory and/or aims Clear reference to the majority of the evidence Skills and techniques are separated from the interpretation Attempts to explain anomalies	Very good interpretation with strong references to the aims and theoretical and locational contexts Skills and techniques we'll integrated to aid the interpretation Is able to explain anomalies well
<b>COMMUNICATION X1</b>	Does not meet the criteria for Level 1	Little or no language and communication skills – many errors in spelling, punctuation and grammar – simplistic and/or inappropriate use of geographical language	Basic communication skills. May have many spelling errors and/or oddities for grammar and punctuation Basic use of geographical language	Appropriate communication skills so that meaning is almost invariably clear with adequate language skills. Possibly some spelling, punctuation or grammar errors. Sound use of geographical language	Effective communication skills with accurate spelling, punctuation and grammar. Good use of geographical language.	Detailed and sophisticated communications skills, cogent writing style and very good use of geographical language
<b>CONCLUSION X2</b>	Does not meet the criteria for Level 1	A very brief, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory, if present, are very generalised	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if present	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only, can reach this band	Good set of conclusions Will include clear reference to results and the original aims/theory There will be a sound attempt at evaluation and/or further development of the study	Very good conclusion including references to the results, the original aims/theory Evaluation is meaningful in terms of the investigation Offers constructive proposals for further development of the study

21.3 Relationship between the  
Assessment Objectives  
Weightings and the  
Assessment Criteria for  
Unit 6

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>	<b>Total %</b>
Aims	5	5	0	0	10
Methods	2	2	3	18	25
Skills	0	0	0	25	25
Interpretation	5	13	5	2	25
Communication	0	0	0	5	5
Conclusion	3	5	2	0	10
<b>Total</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>50</b>	<b>100</b>

## 22

## 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 or 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.

Once the investigations have been returned (usually at the end of the summer term), they should be retained under secure conditions. Centres may return work to the candidate, provided that it is not to be the subject of an enquiry on the result, and not earlier than following the summer examination.

### 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.

### 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 coursework 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.

### 22.4 Authentication of Candidates' Work

A copy of the Candidate Record Form must be attached to the front of each candidate's investigation (a specimen of this sheet is shown in Appendix D). In accordance with the Code of Practice, the candidate and his/her teacher must sign the authentication statements on the front of the Candidate Record Form. Each centre must be able to confidently state that the work submitted is the candidate's individual work.

## Awarding and Reporting

### 23

## Grading, Shelf-Life and Re-Sits

<p>23.1 Qualification Titles</p>	<p>The qualifications based on these specifications have the following titles: AQA Advanced Subsidiary GCE in Geography A AQA Advanced Level GCE in Geography A.</p>
<p>23.2 Grading System</p>	<p>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.</p> <p>Individual assessment unit results will be certificated.</p>
<p>23.3 Shelf-Life of Unit Results</p>	<p>The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.</p>
<p>23.4 Assessment Unit Re-Sits</p>	<p>Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award.</p> <p>Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.</p> <p>An AS result can be converted into a full A Level award by taking the A2 examination at any examination series when Geography A is available.</p>
<p>23.5 Minimum Requirements</p>	<p>Candidates will be graded on the basis of work submitted for the award of the qualification.</p>
<p>23.6 Awarding and Reporting</p>	<p>This specification complies with the grading, awarding and certification requirements of the revised GCSE, GCE, VCE and GNVQ Code of Practice 2000/01 and will be revised in the light of any subsequent changes for future years.</p>

# Appendices

## A

### Grade Descriptions

The following grade descriptions 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 descriptions 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 the methodology and the validity of the outcomes, recognising the limitation 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

### GCE Environmental Science

There is some overlap of content with Modules 1, 2, 4 and 5 with aspects of the AQA AS/A GCE in Environmental Science. Areas of overlap include: Energy use and conservation (exploitation and management), Soils (characteristics and processes), Ecology of Ecosystems (systems, flows and cycles) and Agricultural Production (impact of modern farming). The Geography Specification places particular emphasis on the interactions between people and the environment and their responses to change. Overlap between these two specifications is considered complementary and therefore they are not prohibited in combination.

### GNVQ (Advanced) in Travel and Tourism

Some units within the GNVQ include some skills and/or subject content which overlap with that in the GCE Geography A Specification.

To enable co-teaching of AS/A2 and GNVQ to take place, or to enable transfer between AS/A and GNVQ courses, assessment units which include material which can be linked with the requirements of GCE and GNVQ are listed below.

While candidates may transfer from GCE to GNVQ courses and from GNVQ to GCE courses, there is no *credit transfer* provision between GCE Advanced Subsidiary/Advanced Level and the Advanced GNVQ. No marks or grades relating to the assessment of completed units can be transferred.

#### Links with GNVQ Mandatory Units

##### Unit 1 - Investigating travel and tourism

GCE Units 11, 13, and 14	Classification of tertiary activity Human activity and resource management Recreation and tourism
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##### Unit 2 - Tourism development

GCE Units 13 and 14	Environmental impact of resource exploitation Urban conservation Capacity of tourist resources
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##### Unit 3 - Worldwide travel destinations

GCE Units - 13 and 14	Polar regions and Alpine environments
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##### Unit 6 - Travel and tourism in action

GCE Unit 6	Coursework investigative skills
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**Links with draft AQA GNVQ optional Units**

Health, safety and security in the travel and tourism industry

GCE Units 10, 13 and 14	Impact of natural disasters Climatic hazards Pollution and health risks
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Investigating heritage tourism in the UK

GCE Unit 14	Urban conservation and the development of urban areas
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Visitor attractions

GCE Unit 14	Primary and secondary resources and the growth of tourism
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**Other GCE Geography Qualifications**

There are overlaps in content between Geography A and other GCE Geography specifications. Candidates may not enter for any other Advanced Subsidiary or Advanced Level Geography specification in the same examination series.

**Other Level 3 Qualifications**

There are no other Level 3 qualifications for which there is any significant overlap with the Geography A specification.

**C**

## Fieldwork Investigation at a Glance

Unit 6	Unit 7
20% OF MARKS PREPARATORY FIELDWORK EXTERNALLY ASSESSED	
CANDIDATE SELECTION OF TITLE CANDIDATE COLLECTION OF DATA 4000 WORD LIMIT RECOMMENDED	TITLE PROVIDED PRE-RELEASE MATERIAL 2 HOUR ASSESSMENT UNIT
UNDERSTAND AIMS AND STATE THEORETICAL CONCEPTS RELATED TO THE LOCATION	
UNDERSTAND AND EVALUATE THE METHODOLOGY COLLECT DATA PRIMARY/SECONDARY SOURCES	
CONSIDER THE PRESENTATION OF DATA SHOULD INCLUDE RELEVANT SELECTION FROM CARTOGRAPHIC GRAPHICAL AND STATISTICAL TECHNIQUES	
CANDIDATE HAS FREE CHOICE OF STATISTICAL TECHNIQUES	STATISTICAL TECHNIQUES RESTRICTED TO THOSE STATED IN SPECIFICATION
CONSIDER THE DESCRIPTION, ANALYSIS AND EXPLANATION OF DATA INTERPRETATION SHOULD MAKE REFERENCE TO AIMS	
DRAW CONCLUSIONS REFERRING TO THE RESULTS AND EVALUATE IN TERMS OF THE AIMS CONSIDER THE FURTHER DEVELOPMENT OF THE STUDY	
ADDITIONAL DATA NOT SPECIFICALLY REQUIRED	CONSIDER HOW ADDITIONAL DATA MIGHT BE COLLECTED
USE APPROPRIATE ENGLISH AND RELEVANT GEOGRAPHICAL LANGUAGE	

D

## Candidate Record Form

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link

[http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

## Teachers' Notes

As this is an alternative to the coursework (GGA6) teachers should seek to make their preparations for this unit similar to that for GGA6. The pivotal role of the teacher is to act as facilitator, offering advice and guidance but where onus and ownership of work is clearly the domain of the student.

### **Prior to the issue of the pre-release material.**

At an appropriate point in the delivery of the specification, candidates should experience fieldwork which relates clearly to the published topic. This should consider possible lines of enquiry, data to be collected, and methods of collection, presentation, analysis, conclusions, and evaluation. Thus, this should replicate a standard coursework item as far as possible. An alternative time for such fieldwork would be following the issue of the pre release material. However, the time scale is relatively short and clearly familiarisation with the content of the pre-release will then become paramount.

Necessary skills – investigative, basic, cartographic, graphical, ICT and statistical should be taught throughout the course. In terms of preparation for GGA7 it would be advisable to emphasise likely skills relating to a specific topic.

### **Following the issue of the pre-release material.**

At this point, the focus then becomes clear and the specific purpose and data is known. Teachers should not see the pre-release as their resource for teaching, but rather as the student resource, where the teacher can offer advice/guidance, but where the student should be the instigator. Some general advice on how to use the pre-release might be useful.

- Know/understand purpose of enquiry
- What is relevant theoretical background?
- What/where is study area/why might it have been selected?
- What data is available – how was it collected?

What are advantages, problems with data collection, what alternative methods are there? What are advantages/problems with these?

What fieldwork have they done? How does it fit with aims/objectives of GGA7 topic? Methods of data collection?

How could information in pre-release be processed/presented?

What patterns emerge? Need to describe, analyse and explain findings with reference to aim/objectives.

What conclusions can be drawn? How certain might these conclusions be? What will affect the reliability? How can reliability be improved? How can the enquiry be extended?

All the above are generic features, common to all GGA7 topics. Following this general instruction, teachers should allow students time to familiarise themselves with information contained in the pre-release. They should stress how important it is for students to know the content of the pre-release. It is acceptable for teachers to suggest a time scale for working through different sections, have brainstorming sessions, class, groups, individual discussion, but as with GGA6, the student should have an active not a passive role. Advice/guidance should be given when asked, as would happen with GGA6. Whilst it is clearly not intended that the pre-release is teacher led and taught (and this would clearly be an unacceptable approach), neither is it intended that students are simply handed the booklet and told to get on with it! This too would be counter-productive. The teacher should have a more informal rather than formal role where the structure is provided. Individuals will work at different speeds/have different ideas, rather than this being a class taught activity.

Being aware of and practising past papers would clearly be a useful activity so that candidates are aware of what to expect. Question spotting is inappropriate, so too is giving candidates questions based on topics. Far too many candidates answer questions that they had expected, rather than what appears, or what appeared last year. Advice on exam technique is clearly also important at this stage.