

# Contents

**WJEC GCSE in GEOGRAPHY (A)**  
**For Teaching from 2009**  
**For Award from 2011**

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**GEOGRAPHY****SUMMARY OF ASSESSMENT  
GEOGRAPHY (A)****SUMMARY OF ASSESSMENT**

<b>Unit 1: Core Geography (40%)</b> <b>Written Paper: 1 hour 45 minutes (F/H)</b> <b>90 marks (80 UMS)</b>
Six short compulsory structured data response questions, one question from each of the core themes. These questions will each have an element of extended prose.
<b>Unit 2: Options Geography (35%)</b> <b>Written Paper: 1 hour 15 minutes (F/H)</b> <b>60 marks (70 UMS)</b>
Three in depth structured data response questions with extended writing – one physical, one human and one other selected from the three physical and three human optional themes.
<b>Unit 3: Geographical Enquiry: (25%)</b> <b>Controlled Assessment</b> <b>100 marks (50 UMS)</b>
An enquiry based on fieldwork (10%) and a problem solving decision-making exercise (15%)

**AVAILABILITY OF ASSESSMENT AND CERTIFICATION**

	Entry Code		June 2010	June 2011 and each year thereafter
	Subject	Option*		
<b>Unit 1</b>	4231	01 or W1 (F)	✓	✓
	4231	02 or W2 (H)	✓	✓
<b>Unit 2</b>	4232	01 or W1 (F)		✓
	4232	02 or W2 (H)		✓
<b>Unit 3</b>	4233	01 or W1		✓
<b>Subject Award</b>	4230	SA or GU		✓

**\* Option Codes**

English Medium 01, Welsh Medium W1 - for units  
English Medium SA, Welsh Medium GU - for subject award

**Qualification Accreditation Number: 500/4596/9**

# GEOGRAPHY (A)

## 1 INTRODUCTION

### 1.1 Rationale

This specification builds upon the approaches and strategies of the current GCSE Geography (A Mainstream) specification administered by WJEC but with significant changes to its structure and content. It is consistent with the general and subject specific GCSE criteria (QCA October 2007).

In conforming to these criteria, the specification builds on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales and will facilitate progression into the post-16 phase of education. By the age of 14+ students will have already explored a variety of issues in a geographical context and, in doing so, will have acquired a variety of geographical skills and competences. Students will have developed their understanding of key geographical concepts including:

- Place
- Space
- Scale
- Interdependence
- Environmental interaction
- Physical and human processes
- Cultural understanding and diversity

They will have developed their geographical skills, knowledge and understanding through investigating and learning about places, environments and issues at a range of scales. They will have been given the opportunities to develop opinions, assess the reliability of evidence and communicate ideas and information in a variety of formats.

The specification builds upon this foundation by ensuring that learning outcomes:

- reinforce these key concepts at increasing levels of depth and complexity;
- provide opportunities for the study of a rich variety of places at a range of scales and for developing a framework of spatial awareness from the local scale through to the global scale;
- ensure that students appreciate the relevance of the subject, to their own world and to the fast changing world around them;
- develop a personal interest in why geography matters;
- develop their responsibilities as global citizens and recognise how they can play an important part in sustainable development;
- include a wide range of opportunities to learn about the world around them through fieldwork;
- allow for increasing independence in the learning process through the further development of geographical skills, new technologies and the enquiry process;
- give students in Wales an opportunity to develop their learning as part of the Intermediate Welsh Baccalaureate qualification.

Within the framework of the statutory criteria and the requirements for progression and cross-curricular opportunities (Section 7), the distinctive rationale for this specification is:

- a clear balance between physical and human themes and also between the more traditional themes of geography and the more contemporary themes;
- a focus on environmental interaction that explores the consequences of human actions on the physical environment and the need for careful management of physical systems;
- a desire to challenge students to consider their role in society and their part in creating positive geographical futures;
- a sound framework of locational and conceptual knowledge that will enable young informed citizens to deepen and apply their geographical understanding to complex issues of concern affecting the world and their own lives, both currently and in the future;
- a thematic framework that will allow flexibility for teachers to select **specific** content and learning experiences and develop a curriculum that can enable pupils to achieve the specified learning outcomes;
- the incorporation of a variety of approaches to geography through enquiry into contemporary issues of local, national and global importance associated with core and optional themes and place specific contexts in different parts of the world and types of environment;
- the importance of fieldwork and out of classroom learning as an essential element of an integrated enquiry approach to the teaching and learning process;
- the use of varied resources, including maps, visual media and GIS to investigate issues.

## 1.2 Aims and Learning Outcomes

### Aims

Following a course in GCSE Geography (A) should encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

### Learning Outcomes

The specification should enable learners to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global;

- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- understand the significance of values and attitudes to the development and resolution of issues;
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- develop and apply their learning to the real world through fieldwork and other out of classroom learning;
- use geographical skills, appropriate technologies, enquiry and analysis.

### 1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the revised National Curriculum Programmes of Study for Geography at Foundation and Key Stages 2 and 3. It builds on the skills framework for geographical enquiry, places and themes in the Welsh NC Geography and the conceptual framework in the English NC.

Candidates who have followed a course in GCSE Geography may progress to AS and A Geography, other A level subjects and advanced vocational courses.

Any candidate, irrespective of gender, ethnic, religious or cultural background, may follow this specification. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

### 1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Requirements for fieldwork are sufficiently flexible for all candidates to participate. However, candidates with visual impairments may have difficulty in demonstrating skills related to interpretation of geographical information including for example maps, satellite imagery, 3-D and colour maps.

This review of criteria did not reveal any potential barriers to disabled candidates, and this specification has not added any potential barriers.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

## **1.5 Classification Codes**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3910.

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

# 2

## CONTENT

The content of the specification is divided into two units; each has a balanced content of physical and human themes. The core unit is divided into three physical and three human themes with an underpinning knowledge of key processes and patterns that form the basis of an understanding of environmental interactions and an appreciation of the importance of sustainability in those interactions. The option units offer a choice of three physical and three human themes, each extending the knowledge and understanding of key concepts. Candidates choose one physical option, one human option and one other.

The **themes** chosen for study involve students working at different scales, in different parts of the world including the United Kingdom and Wales, LDCs and MDCs, and different environments.

A variety of **places** are required to be studied at a range of scales in different parts of the world and in different types of environment.

The contribution of physical and human **processes** to the development of geographical **patterns**, the geographical characteristics of particular places and environments, and their interdependence is illustrated in both units.

Throughout the specification there is a focus on the interrelationship between people and the environment. Considerations of **sustainable development** affecting the planning and management of environments and resources pervade the whole specification. The issue of sustainability at different scales and in different contexts is explicit throughout.

The specification picks up the geographical aspects of a number of **contemporary** social, economic, political and environmental **issues**. The specification ensures the illustrations for study remain contemporary by allowing choice of case study illustration.

The correct and appropriate use of **geographical vocabulary** is rewarded in both external and internal assessment.

The nature of the specification and the assessment encourage the development of a range of **skills** used in geographical study and enquiry. The expectation that enquiry skills pervade the learning programme is reflected by the nature of the external assessment where enquiry skills are incorporated into the data response questions. The controlled assessment involves a decision-making and/or problem solving task and a fieldwork task. The table below identifies the skills required for enquiry and may be a useful reference tool in ensuring candidates are engaged in a range of activities in their work.

Enquiry skills	Related techniques
<p><b>1.</b> Identification of geographical questions and issues</p> <p>Establishing appropriate sequences of investigation</p>	<p>mind map</p> <p>flow diagram of appropriate sequence of investigation</p> <p>sampling</p>
<p><b>2.</b> Identification and collection of evidence from</p> <p>primary sources</p> <p>secondary sources</p> <p>ICT based sources</p> <p>Recording data</p> <p>Presenting data</p>	<p>collection of data through fieldwork</p> <p>maps (sketch, choropleth, isopleth, O.S. - at scales 1:50,000, 1:25,000) and other weather, media, route and publicity maps;</p> <p>photographs (vertical and oblique) and satellite images</p> <p>statistical data</p> <p>other data sources e.g. newspaper</p> <p>data derived from ICT</p> <p>GIS</p> <p>choose and use appropriate recording techniques</p> <p>transformation of data into:</p> <p>maps (sketch, choropleth, isopleth)</p> <p>graphs (line, histogram, pie, scatter, x-sections)</p>
<p><b>3.</b> Description</p> <p>Analysis [using statistics]</p> <p>Interpretation of evidence</p>	<p>written description of patterns seen on data itemised above using geographical terms e.g. north, cluster</p> <p>analysis of data using average and range</p> <p>explanation of patterns seen:</p> <ul style="list-style-type: none"> <li>• on maps to include weather maps, graphs, photographs (vertical air, oblique, ground level) satellite image;</li> <li>• in text, diagrams, numerical data.</li> </ul>
<p><b>4.</b> Making decisions</p> <p>Drawing and justifying conclusions</p> <p>Evaluating the</p> <ul style="list-style-type: none"> <li>• methods of collecting, presenting and analysing evidence,</li> <li>• validity and limitations of evidence and conclusions.</li> </ul>	<p><i>Role play exercises/games.[teaching suggestion only]</i></p> <p>Problem solving/decision making exercises</p> <p>Application of geographical knowledge and understanding</p>
<p><b>5.</b> Communicating findings in ways appropriate to the task and audience</p>	

The descriptions of the themes in the specification are divided into three columns.

**ONLY THE FIRST TWO COLUMNS FORM THE EXAMINATION SPECIFICATION**

Key Question	Enquiry Questions	Exemplification
<p>The question that provides the focus of the enquiry.</p> <p><b>Teachers can be confident that the examination papers will be based upon these Key Questions and their associated Enquiry Questions</b></p>	<p>These break down the Key Questions into an organisational framework and present an enquiry route that details the coverage required in developing the Key Questions.</p>	<p><i>These give <b>either</b> a possible teaching approach or, by e.g., cite examples of places or topics that would fulfil the specification requirements for this Key Idea. <b>This column is NOT mandatory since the teaching approach is the prerogative of the teacher.</b></i></p>

The specification gives the teacher the opportunity to select appropriate examples of places or topics that support the enquiry questions in the range of spatial contexts and at a variety of scales.

**It is essential that the areas to be studied should be carefully chosen so that examples are not considered in isolation, but are placed in a context of wider spatial awareness.**

By the end of the course, candidates will have been given the opportunity to synthesise the ideas and examples studied to provide a synoptic view of the geographical world in which they live.

One of the ways this can be achieved is through the controlled assessment. Centres are encouraged to select two linked tasks from the same theme to develop greater synoptic understanding through the application of specific questions to the wider field of geography.

**Unit 1 - The Core**

**Study all 6 themes**

**A. The Physical World**

1. Water
  - River processes and landforms
  - Managing rivers
2. Climate Change
  - Causes and effects
  - Reducing its impact
3. Living in an Active Zone
  - Hazards at plate margins
  - Reducing the risk

**B. A Global World**

4. Changing Populations
  - World population distribution
  - Future changes in distribution and structure
5. Interdependence
  - Trends in globalisation
  - Impacts of globalisation
6. Development
  - Measuring patterns of development
  - Achieving the Millennium Development Goals

**Unit 2 - Options**

**Choose 3 themes - one physical, one human and one other**

**A. Physical Options**

<p>7. Our Changing Coast line</p> <ul style="list-style-type: none"><li>➤ Coastal processes and landforms</li><li>➤ Managing coasts</li><li>➤ Future coastlines</li></ul>
<p>8. Weather and Climate</p> <ul style="list-style-type: none"><li>➤ Climate patterns in the UK</li><li>➤ Weather hazards</li><li>➤ Reducing the risks</li></ul>
<p>9. Living Things</p> <ul style="list-style-type: none"><li>➤ The living planet</li><li>➤ Management</li><li>➤ Alternative futures</li></ul>

**B. Human Options**

<p>10. Tourism</p> <ul style="list-style-type: none"><li>➤ The changing nature of tourism</li><li>➤ The impact of tourism</li><li>➤ Sustainable growth of tourism</li></ul>
<p>11. Retail and Urban Change</p> <ul style="list-style-type: none"><li>➤ The changing city centre</li><li>➤ Changing patterns of retailing</li><li>➤ Alternative futures</li></ul>
<p>12. Economic Change and Wales</p> <ul style="list-style-type: none"><li>➤ Current patterns of work and employment</li><li>➤ Future employment</li><li>➤ Future for energy in Wales</li></ul>

**UNIT 1 – The Core  
A – The Physical World**

Key questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 1 Water</b></p> <p>1. 1. What are river processes and what landforms do they create?</p> <p>2. How should rivers be managed?</p>	<p>1.1 What processes are associated with rivers?</p> <p>1.2 What landforms result from these processes?</p> <p>1.3 How do these landforms and processes affect the lives of people living along rivers?</p> <p>2.1 How successful are different management approaches to the problem of flooding?</p> <p>2.2 Should we change our approach to river and floodplain management in the future?</p>	<p>1.1 <i>Explanation of river processes associated with erosion, transport and deposition.</i></p> <p>1.2 <i>Field work and sketching, photographic interpretation, OS mapwork. Description and explanation of the relative importance of erosion and deposition in the formation of waterfalls and gorges; meanders and oxbow lakes; floodplains and levees.</i></p> <p>1.3 <i>Case studies of development of tourism at major waterfalls and a major flood event.</i></p> <p>2.1 <i>Comparison of hard and soft engineering. Investigate the physical and social impacts of a major river management scheme.</i></p> <p>2.2 <i>Decision making exercise on flood management of Thames Gateway development taking into account possible consequences of climate change.</i></p>

Key questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 2 Climate Change</b></p> <p>1. What are the causes and evidence for climate change?</p> <p>2. What are the alternative futures?</p>	<p>1.1 What is the greenhouse effect and how have people's actions affected this process?</p> <p>1.2 How conclusive is the range of evidence for climate change?</p> <p>2.1 What would the possible effects of climate change be in MEDCs and LEDCs?</p> <p>2.2 How can technology be used and people's lifestyles changed to reduce the impact of climate change?</p>	<p>1.1 <i>The roles of industry, transport, farming and deforestation in creating greenhouse gases.</i></p> <p>1.2 <i>Consider the validity of a range of evidence including: ice core evidence; CO2 emissions; freak weather events; melting ice; changes to ecosystems or migrations of wildlife.</i></p> <p>2.1 <i>Short term effects such as increased incidence of storms, droughts and flood, changing business opportunities including for agriculture. Long term effects such as rising sea levels, changing patterns of insect borne disease, and migration of environmental refugees. Students should weigh the positive effects against the negative ones.</i></p> <p>2.2 <i>Energy saving in the home, efficient public transport, solar furnaces, Kyoto, carbon trading, restricted aviation.</i></p>
<p><b>Theme 3 Living in an Active Zone</b></p> <p>1. Why are plate margins hazardous?</p> <p>2. How can the risks associated with volcanic and earthquake zones be reduced?</p>	<p>1.1 What are plate margins and how does plate movement generate a variety of landforms?</p> <p>1.2 What are the primary and secondary hazards associated with volcanoes and earthquake zones?</p> <p>1.3 Why do people continue to live in hazard zones?</p> <p>2.1 How are volcanoes monitored and what does this tell us about their state?</p> <p>2.2 How might the effects of volcanic eruptions and earthquakes be reduced in MEDCs and LEDCs?</p>	<p>1.1 <i>Landforms associated with constructive and destructive plate margins such as volcanoes, ocean trenches, rift valleys.</i></p> <p>1.2 <i>Case study of one major tectonic event e.g. earthquakes: Boxing Day Tsunami (2004), Pakistan/Kashmir (2005); volcanic eruptions: Etna (Sicily), Grimsvotn (Iceland).</i></p> <p>1.3 <i>Study of Iceland or Etna: tourism, geo-thermal power, mineral exploitation, highly fertile soils.</i></p> <p>2.1 <i>Use of technology to monitor volcanic activity such as seismometers, tilt meters and gas readings e.g. Soufriere Hills, Montserrat.</i></p> <p>2.2 <i>Shorter term - evacuation of people, channelling lava flows, aerial bombing. Longer term - hazard mapping, new building technology, improved emergency planning, e.g. Japan and California.</i></p>

**UNIT 1 – The Core  
B – A Global World**

Key Questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 4 Changing Populations</b></p> <p>1. Where do people live?</p> <p>2. What will happen to the world population?</p>	<p>1.1 Where do people live in the world and why do they live there?</p> <p>1.2 What are the push / pull factors that produce rural – urban migration in LEDCs and urban-rural migration in many MEDCs?</p> <p>2.1 What are the factors that influence birth and death rates?</p> <p>2.2 How do differences in birth and death rates affect population numbers and structures in South Asia, sub-Saharan Africa and Western Europe?</p> <p>2.3 How may these differences change in the future?</p>	<p>1.1 <i>Examine factors influencing world distribution of population such as climate, relief soils and minerals. Examine global patterns of urban population to find out which continents are the most urbanised and why the urban population in some regions is so large.</i></p> <p>1.2 <i>Inequalities of wealth and opportunity in LEDCs. Case study of an LEDC city. Perceived better quality of life in MEDCs' rural areas. Case study of a MEDC to illustrate this.</i></p> <p>2.1 <i>Identification and explanation of how different factors influence birth rates and death rates.</i></p> <p>2.2 <i>Understand how population pyramids reflect population structure in different parts of the world.</i></p> <p>2.3 <i>Impact of HIV especially in sub-Saharan Africa, increased access to family planning, better education and increasing wealth in South Asia, pro-natal policies in Germany or Italy, effects of large scale migrations.</i></p>

Key Questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 5 Globalisation</b></p> <p>1. What is globalisation?</p> <p>2. What are the impacts of globalisation on countries at different levels of development?</p>	<p>1.1 How have changes in business and technology allowed increased interdependence between MEDCs and LEDCs?</p> <p>1.2 What are the benefits of globalisation and why do some see it as a threat?</p> <p>2.1 What have been the social and economic impacts of the enlargement of the EU?</p> <p>2.2 How have newly industrialised countries such as India and China benefited from globalisation?</p> <p>2.3 How have patterns of trade hindered economic progress in the least developed LEDCs?</p>	<p>1.1 Consider the role of TNCs and technology in creating closer interdependence: technology, including the internet; growth of air travel; growth in global media and sharing of culture. Use of Eurostat to collect secondary data on growth of internet, mobile phone use.</p> <p>1.2 Consider opposing attitudes on issues such as: dominance of US media and culture; global security; loss of national identity. Compare the positive and negative impacts of TNCs.</p> <p>2.1 Map migrant flows from Poland and other Accession countries into western Europe.</p> <p>2.3 Protectionist policies including tariffs, subsidies and quotas. Case study of EU tomato and chicken dumping in West Africa.</p>
<p><b>Theme 6 Development</b></p> <p>1. How are global patterns of development identified?</p> <p>2. What progress is being made towards achieving the Millennium Development goals?</p>	<p>1.1 How is economic and social development measured and what are the global patterns?</p> <p>1.2 What are the regional patterns of economic and/or social development in <b>one</b> LEDC?</p> <p>2.1 What are the Millennium Development Goals (MDGs) and how are governments and non-governmental organisations addressing them?</p> <p>2.2 What progress is being made by South Asian countries towards the MDGs?</p> <p>2.3 What progress is being made by sub-Saharan African countries towards the MDGs?</p>	<p>1.1 Compare the effectiveness of four different measures such as GNP, \$ per day, life expectancy and HDI. Use <a href="http://hdr.undp.org/en/statistics/">http://hdr.undp.org/en/statistics/</a> to map HDI</p> <p>1.2 Use <a href="http://www.statssa.gov.za/census01/html/default.asp">www</a>. To investigate regional inequalities in South Africa. <a href="http://www.statssa.gov.za/census01/html/default.asp">http://www.statssa.gov.za/census01/html/default.asp</a></p> <p>2.1 Use <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a> to focus on MDGs for reduction of poverty, improving access to water, achieving universal primary education, reducing gender inequality.</p> <p>2.2 Use the animated graphics on <a href="http://hdr.undp.org/en/statistics/data">http://hdr.undp.org/en/statistics/data</a> to measure the relative progress of India or Bangladesh compared to Ghana or Kenya.</p> <p>2.3 Use the animated graphics on <a href="http://hdr.undp.org/en/statistics/">http://hdr.undp.org/en/statistics/</a> to measure the relative progress of India or Bangladesh compared to Ghana or Kenya</p>

**Unit 2 - The Options**  
**Choose one physical, one human and one other**

**Unit 2**  
**A – Physical Options**

Key Questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 7 Our Changing Coastline</b></p> <p>1. What are coastal processes and what landforms do they create?</p> <p>2. How are coasts managed?</p> <p>3. How should coastal environments be managed in the future?</p>	<p>1.1 What processes are associated with the sea?</p> <p>1.2 What landforms result from these processes?</p> <p>1.3 How do these landforms and processes affect the lives of people living along the coast?</p> <p>2.1 What are the advantages and disadvantages of hard and soft engineering strategies used to manage our coasts?</p> <p>3.1 Why are sea levels changing and how will these changes affect people?</p> <p>3.2 What is the most sustainable way to manage our coastline in the face of rising sea levels?</p>	<p>1.1 <i>Explanation of marine processes associated with erosion, transport and deposition.</i></p> <p>1.2 <i>Fieldwork, field sketching, photographic interpretation, OS mapwork, DVD analysis to show effects of processes on landforms such as headlands, bays, cliffs, beaches, spits.</i></p> <p>1.3 <i>Case studies of tourist/fishing developments.</i></p> <p>2.1 <i>Internet/newspaper research. Examples of hard engineering - sea walls, gabions, rip rap - expensive but warranted? Soft engineering e.g. managed retreat in Essex. Conflicting opinions about the loss of low value agricultural land that occurs when coastlines are allowed to retreat in order to create mud flat buffers.</i></p> <p>3. <i>Comparative studies of sea level rise in SE England and Bangladesh. Decision making exercise: When might it be appropriate to 'retreat the line' or 'do nothing' rather than 'hold the line' when managing coasts?</i></p>

Key Questions	Enquiry questions	Exemplification (Refer to page 9)
<p><b>Theme 8 Weather and Climate</b></p> <p>1. What are the differences in climate within the UK?</p> <p>2. How does the weather create hazards for people?</p> <p>3. Can we manage weather hazards?</p>	<p>1.1 What factors create the variations in weather and climate experienced within and around the British Isles?</p> <p>2.1 What are these weather hazards associated with high and low air pressure systems over the British Isles and with tropical storms?</p> <p>2.2 How do weather hazards affect people, the economy and the environment?</p> <p>3.1 How can technology be used to (i) forecast extreme weather and (ii) to reduce the impact of its effects?</p>	<p>1. <i>Description and explanation of the influence of altitude, aspect, air masses and air pressure in creating temperature and precipitation patterns. Contrast climate and weather patterns between upland Wales and Eastern England</i></p> <p>2. <i>Description of the impact of gales, floods, droughts in the UK and the impact of tropical storms in an LEDC and an MEDC. Internet and DVD research e.g. Katrina. Comparison of storms between USA and Jamaica or Japan and Bangladesh.</i></p> <p>3. <i>Evaluate using examples from MEDCs and LEDCs strategies for managing the effects of floods and storms in UK, tropical storms i.e. weather forecasting including satellite technology, building storm shelters, and using natural buffers (such as mangroves or mudflats). Note variation in effectiveness of technology between MEDCs and LEDCs.</i></p>
<p><b>Theme 9 Living Things</b></p> <p>1. What are biomes and how do they differ?</p> <p>2. How are ecosystems managed?</p> <p>3. What are the likely consequences if ecosystems continue to be damaged?</p>	<p>1.1 How does the physical environment interact with living things to produce different large scale ecosystems?</p> <p>1.2 How is the global distribution of large scale ecosystems influenced by climate?</p> <p>2.1 In what ways do people use ecosystems?</p> <p>2.2 How can ecosystems be managed sustainably?</p> <p>3.1 What is the evidence that ecosystems are being used unsustainably?</p> <p>3.2 What are the local and global consequences of unsustainable ecosystem use on people and the environment?</p>	<p>1.1 <i>Identify the links between living and non-living parts of an ecosystem. Appreciate that ecosystems exist at different scales.</i></p> <p>1.2 <i>Investigate the influence of temperature, rainfall (both amount and incidence) on large scale ecosystems such as tundra, monsoon rainforest and xerophytic biomes.</i></p> <p>2.1 <i>Identification and analysis of human impact on <b>one</b> located ecosystem to demonstrate the various ways in which it is being used such as: logging, agriculture, fishing.</i></p> <p>2.2 <i>Evaluate strategies such as ecotourism, selected logging, national parks, cycle ways and fishing quotas.</i></p> <p>3. <i>An outline of the main findings of the Millennium Ecosystem Assessment <a href="http://www.millenniumassessment.org/">www.millenniumassessment.org/</a> with an evaluation of the negative impacts of ecosystem degradation on economic activity, water quality, and possible extinctions.</i></p>

**Unit 2  
B – Human Options**

Key Questions	Enquiry Questions	Exemplification (Refer to page 9)
<b>Theme 10 Tourism</b>		
1. Why does the nature of tourism differ between one place and another?	1.1 What are the factors both physical and human, that affect the nature of tourism?  1.2 In what ways and why is tourism changing?	1.1 <i>Landscape, climate, distinctive flora and fauna, availability of hotels, camp sites, entertainment, theme parks, accessibility.</i>  1.2 <i>How is tourism changing: type of holidays taken e.g. activity, cruise, self-catering, long-haul, decline in beach holidays, more destinations with long-haul flights, more short breaks. Reasons for growth such as: increased leisure time, greater affluence, cheaper flights, internet booking, increased advertising.</i>
2. What are the impacts of tourism?	2.1 What are the impacts of the development of tourism on: • people and the economy? • the environment? in one MEDC region and one LEDC region?	2.1 <i>Cost-benefit analysis of the impact of tourism on an LEDC and on an MEDC. New buildings, roads, effects on local agriculture, increased employment, greater demand for water, loss of local culture, traffic jams (pollution), increasing carbon footprint, problem of second homes.</i>
3. How can tourism be developed in a sustainable fashion?	3.1 How may tourism be developed in a sustainable way?	3. <i>Extension of holiday season, eco-tourism in rainforest; clean up of damage done in the past, UK National Parks or industrial heritage sites.</i>
<b>Theme 11 Retail and Urban Change</b>		
1. In what different ways are European city centres being renewed?	1.1 How are European city centres changing?  1.2 What are the effects of city centre changes on their day time and night time geographies?	1.1 <i>Briefly outline different types of city centre changes such as waterfront development or gentrification.</i>  1.2 <i>Examine the social and economic advantages and disadvantages of regeneration of city centres and/or inner urban areas. This might include patterns of gentrification or the rise in anti-social behaviour / crime in the evening in depopulated city centres. Examples might include Cardiff, Manchester, Bilbao, Barcelona (Olympics and waterfront development).</i>
2. What are the current patterns of retailing in European cities?	2.1 Where does retailing occur in the city?  2.2 How is retailing changing and what effects does this have upon people and the environment?	2.1 <i>Urban fieldwork, use of internet and or GIS to map retail land use in CBD, local shopping centres and urban fringe retail parks.</i>  2.2 <i>Questionnaire analysis: impacts of Internet shopping on high street (e.g. book and cd stores). Impacts of pedestrianisation schemes.</i>
3. How do changes in European consumer choice have a global impact?	3.1 What are the impacts of increasing consumer choice on people in developing countries, and on the global environment?	3. <i>Investigate trends in organic, Fair trade and ethical consumerism e.g. impact of Fair Trade cocoa in Ghana. Investigate consumer attitudes towards food miles.</i>

Key Questions	Enquiry Questions	Exemplification (Refer to page 9)
<p><b>Theme 12 Economic Change and Wales</b></p> <p>1. What are the current types of employment in Wales?</p> <p>2. What is the future of employment in Wales?</p> <p>3. What changes are likely to take place in energy supply and demand in Wales?</p>	<p>1.1 How do we classify work and employment?</p> <p>1.2 Is there an areal pattern to this classification of work?</p> <p>2.1 How and why are these patterns of work changing?</p> <p>2.2 What may be the impacts of these changes?</p> <p>3.1 How does Wales supply its current energy needs?</p> <p>3.2 What future changes may take place in energy sources and in demand?</p> <p>3.3 What conflicts of opinion are these changes to supply likely to introduce?</p>	<p>1.1 <i>Classification using primary, secondary, tertiary, public/private sectors, knowledge based etc. Analysis of census data using <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> and news reports from internet and the media.</i></p> <p>1.2 <i>Primary (farming and forestry) significant only in upland areas. Secondary - significant along and adjacent to M4 and N.E. Wales. Tertiary - significant along coast (tourism) and in towns and cities.</i></p> <p>2.1 <i>Consider likely changes in primary and tertiary industries such as Diversification to continue, organic GM crops. Effects of E.U. policies and WAG implementations.</i></p> <p>2.2 <i>Consider environmental, social and economic impacts such as possible population decline in remote rural areas or increased population in coastal regions..</i></p> <p>3.1 <i>Mostly using fossil fuels. Imported coal and gas. Electricity from National grid mainly from coal, oil and gas fired power stations and some nuclear. Limited amounts of energy from renewables.</i></p> <p>3.2 <i>Increase in wind power generation; possibility of Severn barrage tidal scheme; renewed interest in nuclear expansion; bio fuel Port Talbot, continued use of coal, oil initiatives, technological changes.</i></p> <p>3.3 <i>Debate re. effects of wind farms on wild life and scenic beauty, Severn barrage on estuarine environment; nuclear dangers and waste disposal, etc.</i></p>

# 3 ASSESSMENT

## 3.1 Scheme of Assessment

Assessment for GCSE Geography (A) is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A\*-D (Higher Tier) and C-G (Foundation Tier), while controlled assessments cater for the full range of ability. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only at any particular examination sitting:

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

This is a unitised specification that allows for an element of staged assessment. Unit 1 may be taken as staged assessment; Units 2 and 3 must be taken at the end of the course to meet the requirement for at least 40% terminal assessment. All units may be taken at the end of the course if wished.

The scheme of assessment will consist of:

75% external assessment through two written papers, and an internal controlled assessment component of 25%.

- The papers are divided on a basis of content.

Unit 1	assesses the Core themes in the Specification.
Unit 2	assesses the Optional themes in the Specification.

- Each paper has two tiers.

Unit 1 (40%)

Higher Tier targeting grades A\* - D. 1 hour 45 minutes

Foundation Tier targeting grades C - G. 1 hour 45 minutes

Unit 2 (35%)

Higher Tier targeting grades A\* - D. 1 hour 15 minutes

Foundation Tier targeting grades C - G. 1 hour 15 minutes

- Candidates enter for a single tier and take both Units 1 and 2 for that tier.

- **Controlled Assessment**

The WJEC GCSE Geography (A) specification meets all the regulations for controlled assessment as laid down by the regulatory authorities.

**The controlled assessment task is worth 25% of the total marks** available for the specification.

**The controlled assessment is a compulsory component of GCSE Geography.** It complements the external examination by offering a distinct means of assessing the ability of candidates to:

- identify, analyse and evaluate relevant geographical questions and issues;
- establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills;
- extract and interpret information from a range of different sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables;
- describe, analyse and interpret evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task audience;
- evaluate methods of collecting, presenting and analysing evidence, and the value and limitations of evidence and conclusions.

Controlled assessment provides candidates with the opportunity to demonstrate their knowledge and application of geographical principles within the context of a rich learning experience. A requirement of the regulatory criteria is that **fieldwork is an integral part of controlled assessment**. The investigation for Task 1 **must** contain a fieldwork element involving the collection of primary data within the research phase. Fieldwork, where appropriate, may also form part of the research for Task 2.

**Candidates must complete two separate tasks:**

1. A fieldwork enquiry worth 10%. This is a narrowly focused task based on fieldwork and supportive secondary data and presented as a short report with illustrative data.
2. A problem-solving/decision-making research exercise worth 15%. This task will be based on classroom teaching and individual research which may include fieldwork. It requires candidates to explore a relevant question from one of the core or optional themes and use the data to communicate ideas and make and justify decisions. The candidate may choose the mode of presentation. For example, it could be a newspaper article, a PowerPoint presentation, a Photo Story, essay or oral presentation.

### 3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

Assessment Objectives		% weighting
<b>AO1</b>	Recall, select, and communicate their knowledge and understanding of places, environments and concepts	<b>35%</b>
<b>AO2</b>	Apply their knowledge and understanding in familiar and unfamiliar contexts	<b>30%</b>
<b>AO3</b>	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues	<b>35%</b>

The weighting of assessment objectives across examination components is as follows:

Unit	AO1	AO2	AO3	Total
<b>01 Paper 1 (F)</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>40%</b>
<b>02 Paper 1 (H)</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>40%</b>
<b>03 Paper2 (F)</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>35%</b>
<b>04 Paper 2 (H)</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>35%</b>
<b>05 Controlled Assessment</b>	<b>2%</b>	<b>3%</b>	<b>5%</b>	<b>25%</b>
	<b>3%</b>	<b>7%</b>	<b>5%</b>	
<b>Total Weighting</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

### 3.3 Quality of Written Communication

For components involving extended writing (in all three components) candidates will be assessed on the quality of their written communication within the overall assessment of that component.

Mark schemes for these components include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

## 4

**AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified), and they do not receive a certificate.

This is a unitised specification that allows for an element of staged assessment. Units which may be taken in this way are identified clearly in the Scheme of Assessment and may be re-taken once only (with the better result counting) before aggregation for this subject award. Results for a unit have a shelf life limited only by the shelf life of the specification.

Individual unit results for the overall subject award will be expressed as a uniform mark on a scale common to all GCSE qualifications (see table below). The grade equivalence will be reported as a lower case letter (a\*) to (g) on results slips but not on certificate.

	MAX UMS	A*	A	B	C	D	E	F	G
UNIT 1 (weighting 40%)	80	72	64	56	48	40	32	24	16
UNIT 2 (weighting 35%)	70	63	56	49	42	35	28	21	14
UNIT 3 (weighting 25%)	50	45	40	35	30	25	20	15	10
GCSE Qualification	200	180	160	140	120	100	80	60	40

# 5

## ADMINISTRATION OF CONTROLLED ASSESSMENT

Candidates must complete two tasks selected from those provided by WJEC and contextualised to best suit their centre specific circumstances including location and availability and access to resources.

**All documentation (CAA 1, 2, 3) relating to the marking of the controlled assessment will be available on the WJEC website and included in the Teachers' Guide. The submission date for the sample moderation will also be given.**

Each task should be marked separately but with an aggregate total out of 100 (50 UMS).

Each task will be teacher assessed and subject to external moderation.

The controlled assessment tests all the assessment objectives for GCSE Geography (A) within the weightings stipulated by the regulatory authorities.

<b>AO1</b>	Recall, select, and communicate their knowledge and understanding of places, environments and concepts	<b>Task 1 - 2%</b> <b>Task 2 - 3%</b> <b>5%</b>
<b>AO2</b>	Apply their knowledge and understanding in familiar and unfamiliar contexts	<b>Task 1 - 3%</b> <b>Task 2 - 7%</b> <b>10%</b>
<b>AO3</b>	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues	<b>Task 1 - 5%</b> <b>Task 2 - 5%</b> <b>10%</b>

### LEVELS OF CONTROL

The criteria and terminology for controlled assessment, as stipulated by the regulatory authorities, are common across **all** awarding bodies and **all** new GCSE specifications in Geography. Controlled assessment in GCSE Geography (A) is split into three stages:

- task setting
- task taking
- task marking

For each stage, the regulatory authorities have specified a certain level of control to ensure that the conditions under which the tasks are set, carried out and marked are robust and consistent between centres and Awarding Bodies. These controls will ensure that the assessment is valid, reliable and authenticated with a high degree of confidence.

## TASK SETTING

### *A high level of control is specified for both tasks*

- For both the fieldwork and decision-making enquiries, the WJEC will provide a choice of comparable tasks from which centres can select the one(s) that they wish to use with their candidates. It is permissible for the teacher to set all candidates the same task or alternatively candidates, with teacher guidance, can choose one from the list available.
- WJEC will publish the list of tasks annually, prior to each two year cycle, on WJEC website. These tasks will be generic and may be repeated in future cycles. Centres will be required to contextualise tasks in different ways in any successive year.
- Alternative tasks will be available for both enquiries and centres select one from each. WJEC will publish a 'Teachers' Guide' to exemplify how to develop the fieldwork and the problem solving/decision-making enquiries into appropriate tasks. This will be enhanced through the INSET programme delivered annually.
- An Adviser, appointed by WJEC, will provide support, where needed, on the development of the chosen tasks within the parameters stated in the specification.
- The tasks will be developed to ensure that centres contextualise each one to best suit their centre-specific circumstances, for example, location, staff expertise and resource provision.
- **Centres are encouraged to develop the tasks for controlled assessment as an integral part of the delivery of the core and/or optional themes. Controlled assessment is seen as the natural outcome of the teaching and learning process and not necessarily additional to content delivery.**
- **Centres should recognise that controlled assessment tasks must be manageable in terms of the time allocation and can be presented in a range of different modes (page 29).**

### The Tasks

- For the controlled assessment, candidates are required to complete two tasks:
  1. The fieldwork enquiry;
  2. The problem solving/decision making research exercise.

Centres will choose from the list of generic topics provided and develop both tasks to best suit the candidates within the centre. The lists provided will provide a choice from each of the themes and enable centres, if they wish, to develop both tasks based on the same theme but at different scales and locations. This approach is encouraged by WJEC because it is seen as a way in which candidates may apply their fieldwork enquiry questions to the wider field of geography and develop a synoptic view of the world in which they live.

For example:

### **Task 1**

Carry out an investigation into **one** of the following:

*Theme 1 Water*

Variations in the characteristics of a chosen stretch of river.

*Theme 4: Changing Populations*

Population change in your local area.

*Theme 12: Economic Change and Wales*

Patterns of employment in a specified area.

Centres must select a question(s) for enquiry. Centres will be able to revisit the topic in successive years provided that it is contextualised in different ways through different enquiry questions.

### **Task 2**

Design a research enquiry into **one** of the following:

*Theme 1 Water*

How can the problem of flooding be controlled effectively in a specified area?

*Theme 4: Changing Populations*

Can population change be managed effectively in a specified area?

*Theme 12: Economic Change and Wales*

Can impacts of employment change be managed effectively in a specified area?

Centres must develop a task for enquiry and provide initial data. Centres will be able to revisit the question in successive years provided that it is developed in a different locational context.

The Teachers' Guide gives examples of different tasks and how these can be developed to enable candidates to access all of the assessment criteria set out in the mark schemes on pages 30 and 35.

## TASK TAKING

There are two phases of **Task Taking**.

### (A) Research/data collection

*A limited level of control is specified for both tasks.*

### (B) Analysis and Evaluation

*A high level of control is specified for both tasks.*

### (A) Research/data collection

Research is carried out under limited control.

- *Authenticity control.*

The research work/data collection must be supervised by the teacher and guidance given regarding the appropriate sources of research that are applicable for the investigation chosen.

Teachers must keep a detailed log of any general advice given to all candidates (Forms CAA2 and CAA3). The nature of any additional advice, both oral and written, given to individual candidates should be dated and logged. Centres will be required to authenticate when and where candidates carry out and complete their research work under supervision.

It is sometimes necessary for the teacher to provide some research material to all pupils. This is because gaining access to such material may be problematic for students and/or organisations do not wish to be inundated with multiple requests for the same information. In these instances the teacher must record and keep examples of any pieces of research material that are given to all pupils.

- *Feedback control*

Teachers can comment on the research work being undertaken by candidates e.g. on the nature and suitability of the research methodology a candidate has chosen to adopt or the suitability of a questionnaire for primary research.

Any support, both oral and written, given to candidates should be dated and logged. It should indicate clearly the exact nature of the advice. In some cases it may be minimal and merely give candidates a steer in the right direction in other cases it may be detailed and need to be borne in mind when making the final assessment.

- *Time control*

The total time allocated to this element of the controlled assessment is specified below in relation to the two tasks. This time span is designed to accommodate the needs of those candidates who need extra time due to, for example, learning difficulties.

- *Collaboration control*

The work of the individual may be informed by working with others e.g. in constructing a questionnaire and gathering evidence but candidates must provide an individual response.

- *Resources control*

Candidates' access to resources is determined by those available to the centre and can include secondary research methods such as use of the internet, journals, books, material from relevant organisations and by means of primary fieldwork.

**(B) Analysis and evaluation**

Overall this aspect has a **high** level of control.

- *Authenticity control*

Candidates complete all work under direct formal supervision and bring research material as specified for the tasks below. This material must be included with the final piece of work.

Candidates can complete the work in hand-written form or by using ICT. If the work is word-processed the spell checker must be switched off.

- *Feedback control*

During the completion of the controlled assessment, teachers are allowed to communicate with candidates to clarify issues, but not to offer suggestions or solutions. Teachers can give help regarding technical issues.

- *Time control*

The evaluation and communication of findings are specified below for the two tasks.

Candidates with specific learning difficulties can be given extra time as defined in '*Access Arrangements, Reasonable Adjustments and Special Consideration – General and Vocational Qualifications*'.

- *Collaboration control*

Candidates must complete all work independently.

- *Resource control*

Research material is limited to that outlined in Authenticity Control.

## TASK MARKING

***A medium level of control is specified for both tasks.***

- The completed task can be presented in a range of different modes e.g. Power Point, video/photo sequence, oral, GIS etc. or as a more traditional written report. This should only be a few pages long, or about 6 – 8 slides with notes, as determined by the time allocation. The teacher marks the work using the mark criteria on pages 30 and 35.
- The awarding body externally moderates the marks using a random sample, consistent with *Code of Practice* requirements.
- The date for submission of the sample and the documentation (CAA 1, 2, 3) will be available on the WJEC website and in the Teachers' Guide.

## Guidelines for Controlled Assessment

### Task 1 - Fieldwork Enquiry

- Teachers discuss the assessment objectives and the assessment criteria with the candidates. WJEC will appoint an Adviser to provide support, where needed, on how to carry out the task (including choice of field location, marks carried out to obtain primary data, secondary data to be used and a proportionate amount of time to be spent on the research phase).
- To ensure that tasks are comparable in nature, a '**Route for Enquiry**' should be followed. This will also ensure that candidates use and apply the skills outlined in '*GCSE controlled assessment regulations for Geography*' (January 2008).
- The fieldwork task will be couched in the form of a generic topic. Candidates will need to follow the route for enquiry to ensure access to all parts of the mark scheme.
- Fieldwork can be carried out at any time during the two-year cycle. Candidates follow the teacher's instructions and may work in groups to collect data and may discuss findings with the teacher. The time taken for fieldwork is at the centre's discretion and will depend on the context but will probably be carried out in no more than one day. Fieldwork may be teacher led or may be field centre based and delivered by a provider. A field centre may provide the opportunity to do the controlled assessment task over a compact period of time.
- During the research/data collection phase candidates need not all be in the same area at the same time. They will be able to research and represent their primary and secondary data using any of the resources available at the centre, but must attach a full list of resources used including websites. Centres will be required to authenticate that candidates complete their research work under supervision and that all materials gathered and collated are monitored and stored securely. The teacher decides what materials can be carried through to the next phase.
- The analysis and evaluation phase should take no more than 5 hours to complete and the teacher will ensure that a high level of control is maintained through supervision with no collaboration between candidates.
- Work can be hand written and hand produced and cartographic skills are encouraged. However, where opportunities exist to use ICT and new technology to access GIS, collate group work findings and present results, these should be promoted.
- A common mark scheme will be used for assessment purposes. This will ensure that the task meets all of the assessment objectives relating to Knowledge and Understanding, Application and Skills.

## The Route for Enquiry

The work produced by candidates should reflect the route of enquiry below.

### Suggested steps in geographical enquiry are:

#### Task Setting

An externally set task for investigation, selected from a choice each year, is contextualised and developed by the teacher in terms of a question/questions to be addressed or a problem to be solved or an issue to be investigated. The objectives of the investigation are defined in specific terms. Assessment criteria are discussed.



#### Task Taking (Planning/Pre-fieldwork Phase)

Decisions are made concerning the data. What evidence is relevant? How can the evidence be collected? What sampling pattern should be used? Students should be encouraged to assist in the planning and design of the fieldwork and to access supporting data.



#### Task Taking (Fieldwork Phase) Up to one day

Evidence is collected and recorded.



#### Task Taking (Research Phase) Up to 5 hours

Evidence is presented.



Evidence is processed and presented statistically and graphically.



#### Task Taking (Analysis and Evaluation Phase) Up to 5 hours

Evidence is further selected and refined, analysed and interpreted.



Conclusions are drawn relating to the original objectives.



The investigation is evaluated in relation to the limitations of the evidence and validity of the conclusions. Improvements or further investigation are suggested.



In preparing candidates for the analysis and evaluation phase, teachers should provide guidance on how the mark scheme will be applied. In advance of undertaking the enquiry, candidates should recognise that they:

- need to show their **knowledge and understanding (AO 1)** of the place and the key ideas that underpin the enquiry. They should be able to select, recall and communicate knowledge relating to linked geographical concepts and theories, using specialised geographical terms.
- need to **apply (AO 2)** their knowledge and understanding of the place and question being studied to their wider geographical studies, particularly with reference to other places. Moreover, they should be able to ask relevant geographical questions relating to the enquiry statement and consider future developments.
- should be able to show a range of geographical **skills (AO 3)**: such as:
  - selecting and processing data using a range of techniques which may include utilising graphical skills, annotating photographs and / or sketches, utilising illustrations, mapping, refining material gained from ICT sources
  - being able to describe, analyse and interpret evidence before reaching conclusions related to the central enquiry question and to the wider geographical questions being considered
  - evaluating the methods of collecting, presenting and analysing evidence, and the validity and limitations of the evidence and conclusions
  - presenting the enquiry in a logical sequence and using effective communication skills.

#### Mark Scheme for the fieldwork enquiry:

Level	Mark	Descriptor
<b>Knowledge and Understanding (AO 1)</b>		
4	7 – 8	The candidate is able to recall, select and communicate detailed knowledge and thorough understanding relating to the enquiry question or hypothesis and is able to draw detailed conclusions that are fully consistent with the evidence presented. Geographical terminology is used accurately and appropriately.
3	5 - 6	The candidate is able to recall, select and communicate knowledge and understanding relating to the enquiry question or hypothesis and is able to reach sound conclusions which are consistent with the evidence presented. Geographical terminology is used appropriately.
2	3 - 4	The candidate is able to recall and communicate some knowledge and understanding relating to the enquiry question or hypothesis and is able to reach simple conclusions supported by the evidence presented. Ideas are communicated using some geographical terminology.
1	1 – 2	The candidate is able to recall and communicate some facts relating to the enquiry question or hypothesis with limited understanding. The candidate presents a mainly descriptive account where conclusions are missing or rarely presented
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1

**Application (AO 2)**





4	10 - 12	The candidate is able, independently, to apply detailed knowledge and understanding of the enquiry to their wider geographical study in relation to geographical ideas, concepts and theories and to other locations. They are able to contextualise the findings of the enquiry in relation to wider geographical questions and make perceptive and informed conclusions.
3	7 - 9	The candidate is able, independently, to apply knowledge and understanding of the enquiry to some aspects of their wider geographical study, perhaps in relation to geographical ideas and concepts. They may be able to contextualise the findings of the enquiry and ask wider geographical questions and draw appropriate conclusions.
2	4 - 6	The candidate is able to apply some knowledge and understanding of the enquiry to their wider geographical study draw some conclusions.
1	1 – 3	The candidate is able to apply limited knowledge and understanding of the enquiry to their wider geographical study and draw limited conclusions.
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.

**Skills (AO 3)**

4	16 – 20	The candidate identifies relevant questions and issues and identifies appropriate sequences to undertake an investigation independently. He/she selects, evaluates and accurately uses a wide range of relevant skills and appropriate techniques and technologies to collect, record, select, process, refine and present primary and secondary data. He/she analyses and interprets information from a range of different sources (including maps at different scales, ground aerial and satellite imagery, GIS, diagrams and tables) in a logical sequence and reflects on the validity and limitations of the evidence and conclusions. Communication skills are highly developed, the text is legible and meaningful and the candidates can spell, punctuate and use the rules of grammar with almost faultless accuracy.
3	11 – 15	The candidate identifies questions and issues and identifies appropriate sequences to undertake an investigation independently. He/she candidate selects and uses, with reasonable accuracy, a range of relevant skills and appropriate techniques and technologies to collect, record, select, process, refine and present primary and secondary data. He/she analyses and interprets evidence logically from different sources (including maps at different scales, ground aerial and satellite imagery, diagrams and tables) and is able to comment on some of the limitations of the evidence and conclusions. Communication skills are well developed, the text is legible and conveys meaning and the candidate can spell, punctuate and use the rules of grammar with accuracy.

2	6 – 10	The candidate selects and uses some skills, techniques and technologies with some accuracy to undertake an investigation and to collect, record, select, process, refine and present primary and secondary data in a fairly logical sequence and is able to draw some simple conclusions and comment on the work undertaken. He/she is able to show competence in spelling, punctuation and grammar.
1	1 – 5	The candidate selects and uses with limited accuracy some skills, techniques and technologies to undertake an investigation. He/she is able to collect, record, process, refine and present some primary or secondary data but the information may be presented without a logical sequence or structure. Limited evidence is used to attempt basic conclusions. There are significant weaknesses in spelling, punctuation and grammar.
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1.

## Summary

<p>Task setting (High Level of Control)</p> 	<p>WJEC</p> <ul style="list-style-type: none"> <li>• sets criteria, levels of response and timing for the extended task</li> <li>• sets guidelines for research work – collection of primary data (through fieldwork) and secondary data</li> <li>• provides guidance approval from an Adviser where required by centres.</li> </ul> <p>The Teacher</p> <ul style="list-style-type: none"> <li>• selects the task/tasks from the options available</li> <li>• shares objectives, assessment criteria and route for enquiry with the candidates</li> <li>• customises the task with regard to location; resources and techniques used in primary data collection (fieldwork); secondary resources available; defining organising questions</li> <li>• may send ideas / refinements to the Adviser.</li> </ul>
<p>Research phase (Limited Level of Control)</p> 	<p>Preliminary research and fieldwork is carried out. Candidates research and represent their primary and secondary data using any of the resources available at the centre, but must attach a full list of resources used including websites. (5 hours maximum).</p> <p>Centres will be required to authenticate where and when candidates carry out and complete their research work under supervision and that all materials gathered and collated are monitored and stored securely (Form CAA2).</p> <p>The teacher decides what materials can be carried forward to the next phase.</p>
<p>Analysis and Evaluation Phase (High Level of Control)</p> 	<p>The candidates begin the write-up (5 hours maximum) under controlled conditions. No teacher input, beyond guidance over the use of time, is allowed.</p> <p>Differentiation is facilitated by candidates shaping their write-up around the route for enquiry and selected organising questions.</p> <p>Candidates use primary data / consolidated data and secondary resources to complete the task.</p>
<p>Marking and Moderation (Medium Level of Control)</p> 	<p>The teacher marks the work using the prescribed mark scheme. Internal moderation takes place where more than one teacher is assessing the cohort.</p> <p>A sample of work is submitted with the appropriate coversheets to a moderator as designated by WJEC (see page 41). Computerised marksheets are to be completed and returned to WJEC by mid-May.</p>

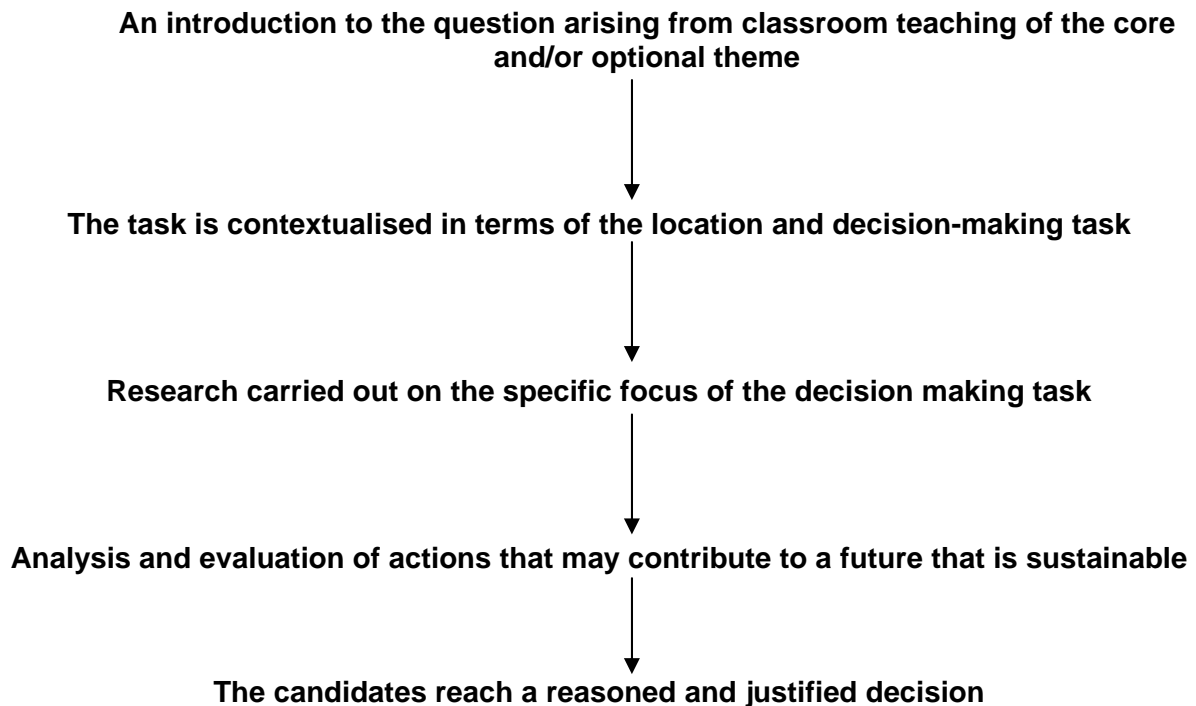
## Task 2 - Problem-solving/decision making (15% of the controlled assessment)

- Centres may discuss with the Adviser how the task may be contextualised to best suit the candidates in the centre. This includes the options for the mode of presentation to be used by candidates, the appropriateness of the resources to be used and the time requirement for the research/data collection phase. This should take up to 5 hours
- The task will be based around an issue where differing opinions and / or geographical perspectives are held and where there may be alternative strategies. To ensure that tasks are comparable in nature, the '**Guidelines for Research**' for approaching the task should be followed to ensure access to all parts of the mark scheme and use and apply the skills outlined in '*GCSE controlled assessment regulations for Geography*' (January 2008).
- Work can be hand written and hand produced. However, where opportunities exist to use ICT and new technology, access GIS and present results e.g. podcasts, video etc., these should be promoted.
- A common mark scheme will be used for assessment purposes. This will ensure that the task meets all of the assessment objectives relating to Knowledge and Understanding, Application and Skills.
- The analysis and evaluation phase should take no more than 8 hours to complete and the teacher will ensure that a high level of control is maintained through supervision.

In preparing candidates for the analysis and evaluation phase, teachers should provide guidance to candidates on how the mark scheme will be applied. In advance of undertaking the enquiry, candidates should recognise that they:

- need to show their **knowledge and understanding (AO1)** of geographical concepts and theories related to the question, using specialised geographical terms
- need to **apply (AO 2)** their knowledge and understanding of concepts and theories related to the question. The candidate makes a decision based on alternative strategies or suggests a resolution to the different alternatives and justifies the conclusions
- should be able to show a range of geographical **skills (AO 3)**: such as:
  - researching and processing source material using a range of techniques which may include utilising graphical skills, annotating photographs, utilising illustrations, mapping, refining material gained from ICT sources
  - weighing up the relative merits of differing options before justifying their own
  - using effective communication skills to present the ideas.

### Guidelines for Research



### Mark Scheme for Task 2

Level	Mark	Descriptor
<b>Knowledge and Understanding (AO 1)</b>		
4	10 – 12	The candidate is able to recall, select and communicate detailed knowledge and thorough understanding relating to the question and to the location. Geographical terminology is used accurately and appropriately.
3	7 - 9	The candidate is able to recall, select and communicate knowledge and understanding relating to the question and to the location. Geographical terminology is used appropriately.
2	4 - 6	The candidate is able to recall and communicate some knowledge and understanding relating to the question and to the location. Ideas are communicated using some geographical terminology.
1	1 – 3	The candidate is able to recall and communicate some facts relating to the question and the location with limited understanding.
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1





**Application (AO 2)**

4	22 - 28	The candidate is able, independently, to apply knowledge and understanding of the relevant concepts and ideas to the decision making context. He/she is able to understand and explain complex relationships between people and the environment evaluate the problem or issue and make perceptive and informed decisions based on a clear understanding of how these can contribute to a future that is sustainable.
3	15 - 21	The candidate is able, independently, to apply knowledge and understanding of the relevant concepts and ideas to the decision making context and is able to understand relationships between people and the environment, explain the problem or issue and makes reasoned decisions that show an understanding of sustainable approaches.
2	8 - 14	The candidate is able to apply some knowledge and understanding of the relevant concepts and ideas to the decision making context and is able to show some understanding of relationships between people and the environment. He/she identifies the problem or issue in basic terms and makes decisions giving some reasons and evidence.
1	1 – 7	The candidate is able to apply limited knowledge and understanding of some ideas to the decision making context and is able to recognise simple relationships between people and the environment. He/she identifies the problem or issue in very basic terms and makes decisions based on simple reasons and evidence.
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1

**Skills (AO 3)**

4	16 – 20	The candidate independently selects, evaluates and uses, accurately, a wide range of relevant skills and appropriate techniques and technologies to research and record accurately a range of appropriate evidence. He/she analyses and interprets information and reflects on the limitations of the evidence and recognises bias in making informed opinions and a reasoned decision. Communication skills are highly developed and the candidate is able to weigh up the evidence available and present a very logical argument. The mode of presentation is entirely appropriate.
3	11 – 15	The candidate independently selects and uses, with reasonable accuracy, a range of relevant skills and appropriate techniques and technologies to research and record appropriate evidence. He/she analyses and interprets evidence from different sources and recognises some of its limitations to reach a sensible decision. Communication skills are well developed and the candidate is able to present ideas logically. The mode of presentation is appropriate.
2	6 – 10	The candidate selects and uses, with some accuracy, some skills, techniques and technologies to research and record evidence that is relevant to the question. He/she interprets evidence from some sources to reach a decision with some structure and linkage. Communication skills are competent.
1	1 – 5	The candidate selects and uses, with limited accuracy, some skills, techniques and technologies to research and record some relevant evidence. He/she interprets evidence to reach a basic decision, although there may be limited structure to the work. Communication skills are weak.
	0	No evidence is submitted or the response is insufficient to meet the descriptor for Level 1

Summary

<p>Task setting (High Level of Control)</p> 	<p>WJEC</p> <ul style="list-style-type: none"> <li>• sets criteria, levels of response and timing for the extended task</li> <li>• sets guidelines for research work</li> <li>• provides guidance approval where required by centres</li> </ul> <hr/> <p>The Teacher</p> <ul style="list-style-type: none"> <li>• selects the task/tasks from the optional themes</li> <li>• shares objectives, assessment criteria and guidelines with the candidates</li> <li>• contextualises the task with regard to location; resources available; defining organising questions</li> <li>• may send ideas / refinements to the WJEC Adviser.</li> </ul>
<p>Research phase (Limited Level of Control)</p> 	<p>Research is undertaken (5 hours maximum). Candidates select and process data using any of the resources available at the centre, but must attach a full list of resources used including websites.</p> <p>Centres will be required to authenticate where and when candidates carry out and complete their research work under supervision and that all materials gathered and collated are monitored and stored securely (Form CAA2). The teacher decides what materials can be carried forward to the next phase.</p>
<p>Analysis and Evaluation Phase (High Level of Control)</p> 	<p>The candidates begin to refine their presentation (8 hours maximum) under controlled conditions. No teacher input, beyond guidance over the use of time, is allowed.</p> <p>Differentiation is facilitated by candidates shaping their write-up around the guidelines and selected organising questions, their selection of data and mode of presentation.</p> <p>Candidates analyse and interpret the data to reach a decision.</p>
<p>Marking and Moderation (Medium Level of Control)</p> 	<p>The teacher marks the work using the prescribed mark scheme. Internal moderation takes place where more than one teacher is assessing the cohort.</p> <p>A sample of work is submitted with the appropriate coversheets to a moderator as designated by WJEC (see page 41). Computerised marksheets are to be completed and returned to WJEC by mid-May.</p>

## Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the controlled assessment cover sheets (CAA 2 and 3);
- (ii) annotation of the candidates' controlled assessment tasks i.e. in the margin or in the text. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

## Internal Moderation of Controlled Assessment

Centres must ensure that careful moderation is carried out where more than one teacher is responsible for the marking of the controlled assessment. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator.

## External Moderation of Controlled Assessment

The moderation of teacher assessment will be provided by inspection of the controlled assessment by WJEC. Centres will be informed of the submission date for the controlled tasks in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to accreditation.

WJEC's *Internal Assessment Manual* <http://www.wjec.co.uk/uploads/publications/2019.pdf> gives instructions about selecting and despatching samples of work to the moderator.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the controlled assessments will be posted to the moderator.

It assists the moderation process considerably if the final marks of all the candidates are submitted to the moderator in rank order. It is only if this is done that the moderator can be fully aware of the full impact of any scaling. It is not necessary to write out all the names on the BS1 form, an internally devised spreadsheet can fulfil this purpose.

In the event of concern over the awarding procedures, the normal appeals process will apply.

### ***Authentication***

Candidates will be required to confirm in writing, with any exceptions stated, that the work has been completed unaided. This will be achieved by signing the controlled assessment cover sheet (CAA 2/3).

Teachers will be required to confirm in writing that, to the best of their knowledge, all the work submitted for moderation, with any exceptions stated, is the candidate's own unaided work. This will be achieved by signing the composite mark sheet (CA1) and the controlled assessment cover sheets (CAA 2/3).

Full details of any assistance given to particular candidates which is beyond that given to the teaching group as a whole should be indicated on CAA 2/3 and this should be taken into account when assessing the controlled assessment.

### **Recording of Controlled Assessment Marks**

- (1) Form CAA1 will be used for recording marks to be sent to the moderator. Candidates should be listed in rank order.

The tasks collectively must be marked out of 100.

- (2) Marks will also be recorded on "C forms" distributed to centres. The maximum mark to be recorded is 100

### ***Submission of Controlled Assessment***

The following should be submitted:

- copies of the tasks;
- general notes of guidance given to candidates;
- a list of resource materials given to candidates;
- the composite mark sheets (CAA1);
- the controlled assessment in soft covered binders or folders with the coversheets (CAA 2/3) placed at the front;

Material that candidates may have acquired in their research such as multiple copies of questionnaires and pre-printed material from organisations should not be submitted.

***Return of Controlled Assessment***

The moderator will return work to centres when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use at Awarding or INSET or as exemplar material.

***Retention of Controlled Assessment***

Centres need to retain the controlled assessments until the end of November following the Summer Examination.

# 6

## GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the 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 overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### **Grade A**

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

### **Grade C**

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

## **Grade F**

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

## **7 THE WIDER CURRICULUM**

### **Key Skills**

Key Skills are integral to the study of GCSE [SUBJECT] and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Geography (A)', available on WJEC website

### **Opportunities for use of technology**

This specification provides opportunities for candidates to use ICT to gain access to additional information sources, and assist in handling, presenting and analysing geographical evidence. The opportunities range from the classroom, where candidates can access electronic archives, search for and use appropriate websites for libraries, museum government agencies, to the examination context where the controlled assessment tasks can be based upon, utilise and be presented through ICT.

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

Geography is a subject that requires candidates to examine the actions of people and thereby poses issues about their perspectives, motivation and reactions. Through the study of contemporary societies candidates will have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues.

Accordingly, the specification provides a framework and includes specific content through which individuals may address these issues. The controlled assessment may serve to extend understanding of the issues in order that a balanced appreciation of the conflicts and dilemmas involved may be encouraged. For example each of the optional units in Unit 2 and the decision making task allows students to address issues of sustainable futures, the ethical issues of individual and group responsibility and to express their personal views.

## Citizenship

The specification offers a range of opportunities for students to develop citizenship knowledge, skills and understanding. These opportunities are especially evident in the content of this specification with its emphasis upon inter-dependence at a range of scales, including the global, planning issues, quality of life, and the delicate inter-relationship between people and their environment. For example, evidence of achievement will be generated by class work, which looks at local or regional differences in development and, in the process, considers the challenge of **sustainability** and the concept of **inter-dependence**.

## Environmental Issues

The issues of *sustainable and inter-dependent development*, which are at the heart of the specification, are major foundations on which environmental education is built. Actions in one place have ramifications (often unpredictable) in others, and candidates need to be aware of the breadth and depth of unintended consequences of actions, as well as the implications of drawing too narrow a boundary around notions of costs and benefits.

## Health and Safety Consideration

Health issues form a significant aspect of Core Theme 6 in terms of both measures of development and progress towards achieving the Millennium Development Goals. These may provide an important focus for case studies and perhaps, for controlled assessment.

## The European Dimension

Through their study of geography, candidates will strengthen and broaden their awareness of the factors that bring together the peoples and countries of Europe.

The above approach conforms to the aspirations expressed in the 1998 Resolutions of the Council of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.