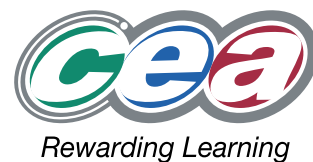Amended April 2012 to take account of the assessment of spelling, punctuation and the accurate use of grammar

CEA
Rewarding Learning

NOTE
CCEA will NOT be accepting entries from English centres for GCSE courses that begin in or after September 2012

CCEA GCSE Specification in Geography

For first teaching from September 2012

For first assessment from Summer 2013
For first award in Summer 2014

Subject Code: 3910

geography

Version 6   25 July 2012

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Geography Specification for first teaching from September 2012. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Geography;
- Criteria for GCSE Qualifications;
- General Conditions of Recognition;
- GCSE Controlled Assessment Regulations for Geography; and
- Regulations for Assessment of the Quality of Written Communication.

We will make the first full award based on this specification in summer 2014.

We are offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following units will be available in summer 2013:

- Unit 1: Understanding Our Natural World; and
- Unit 2: Living in Our World.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Centres in England

CCEA will not be accepting entries from English centres for GCSE courses starting September 2012 onwards.

Centres in Northern Ireland and Wales

Centres in Northern Ireland and Wales commencing a two year course of study in September 2012 must follow this version of the specification.

Contents

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1   Introduction

This specification sets out the content and assessment details for our GCSE Geography course. First teaching begins from September 2012, and we will make the first award for this specification in 2014. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum.

This specification has been designed to build on the knowledge, understanding and skills acquired through the Geography Area of Learning at Key Stage 3. Throughout the specification there is a diverse range of learning opportunities for students to continue to develop as individuals and as contributors to society, as well as to the economy and environment.

This specification aims to encourage students to:

- follow a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors;
- gain confidence in making informed decisions about further learning opportunities and career choices;
- actively engage in the process of geography to develop as effective and independent learners and as critical thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate how these concepts affect our changing world;
- develop a framework of spatial awareness that they can use 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 learning outside the classroom; and
- use geographical skills, appropriate technologies, and enquiry and analysis skills.

1.2   Key features

The key features of the specification appear below:

- This is a unitised specification. This means that students have the opportunity to sit Unit 1 or Unit 2 in the first year of teaching.
- There are six geographical themes, set out as key geographical terms, content and learning outcomes.
- Controlled assessment is outlined in the form of a geographical investigation supported by fieldwork.
- There are two tiers of entry: Foundation and Higher.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- A course of study based on this specification should help students progress to the study of geography at a more advanced level, for example courses in Advanced Subsidiary (AS) and GCE Geography.

1.3   Prior attainment

The specification builds on the knowledge, understanding and skills developed in the minimum entitlement for Geography at Key Stage 3 in the Northern Ireland Curriculum. The student does not need a prior qualification or experience of Geography to follow this course, however he or she should be competent in literacy, numeracy and ICT.

1.4   Classification codes and subject combinations

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

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: **Understanding Our Natural World** **This unit covers the following themes:** **Theme A: The Dynamic Landscape (50%)** **Theme B: Our Changing Weather and Climate (25%)** **Theme C: The Restless Earth (25%)**	**External written exam** **1 hour 30 minutes** Three multi-part questions are set with one on each theme. Candidates answer all three questions. Each question includes: • resource material which may take a variety of forms, for example statistical, pictorial and written text; and • some parts that require extended writing.	37.5%	Every Summer
Unit 2: **Living in Our World** **This unit covers the following themes:** **Theme A: People and Where They Live (50%)** **Theme B: Contrasts in World Development (25%)** **Theme C: Managing Our Resources (25%)**	**External written exam** **1 hour 30 minutes** Three multi-part questions are set with one on each theme. Candidates answer all three questions. Each question includes: • resource material which may take a variety of forms, for example statistical, pictorial and written text; and • some parts that require extended writing.	37.5%	Every Summer
Unit 3: **Fieldwork Report**	**Controlled Assessment** Candidates must complete a report of no more than **2000 words** based on primary data collection.	25%	Summer Terminal

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3   Subject Content

Geography has a distinctive contribution to make to the development of an understanding of the world and its peoples.

Our specification enables students to develop an appreciation of the relationships between the physical and human processes that give rise to the distinctive character of places and environments and their interdependence.

GCSE Geography provides opportunities for students to develop an understanding of and respect for the cultures and ways of life of other peoples. This will inspire students to become global citizens, aware of their place in the world, their values and their responsibilities to other people and to the environment.

The study of the interrelationships between people and the environment allows consideration of how sustainable development affects the planning and management of environments and resources including river basins, coastal areas, tourism and solutions to deal with problems of unequal development.

Our specification focuses on current issues designed to inspire and motivate students to study GCSE Geography. The specification covers contemporary concepts and debates such as climate change, globalization, reducing the development gap, the impact of international migration, urban regeneration and management of resources.

We have divided the content into two units; each unit comprises three themes. The content of each theme and its respective learning outcomes appears below.

Geographical concepts
We expect students to understand and apply the following concepts:

- sustainable development;
- interrelationships between people and the natural environment;
- the need to manage both physical and human resources;
- interdependence between countries; and
- international cooperation to tackle global issues.

Integration of skills and techniques
The following skills and techniques should be integrated within the study of the themes. Students should have the opportunity to:

- read plans and maps to be able to recognise the plan view of objects and use letter and number coordinates, four- and six-figure grid references, latitude and longitude and the eight points of the compass;
- identify features on a plan or map by using symbols and a key, and draw simple sketch maps which are not to scale;
- explore the ways in which relief is represented on Ordnance Survey (OS) maps (1:50,000), identify major relief features on maps and relate cross-sectional drawings to relief features;
- understand scale by drawing plans of objects, measuring straight and curved line distances, using a variety of scale representations and examining features on maps of different scales;

- identify, describe, analyse and interpret patterns on maps, including geological maps and topographical maps, synoptic charts, satellite images, and aerial photographs;
- analyse and interpret a wide range of secondary sources, including census data;
- identify geographical questions and issues and establish appropriate sequences of investigation;
- use a variety of methods of presenting geographical information, including bar graphs, pictographs, line graphs, frequency diagrams, pie charts, scattergraphs, composite maps, annotated field sketches and sketch maps;
- identify and collect evidence from primary and secondary sources, including ICT-based resources such as the internet and Geographic Information Systems (GIS);
- evaluate methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions;
- analyse and interpret a wide range of evidence, make decisions, draw and justify conclusions and communicate findings in ways appropriate to the task and audience;
- construct and interpret maps and diagrams to show distributions, densities and flows;
- analyse the interrelationship between physical and human factors on maps;
- establish associations between observed patterns on thematic maps;
- prepare and present findings, incorporating tables, graphs, diagrams, maps and text, using ICT where appropriate (for example GIS); and
- investigate patterns and relationships between variables, using ICT where appropriate, for example using data handling packages such as spreadsheets and databases, and using GIS packages to link a range of digital data and map patterns.

Use of Case Studies / Places for Illustration Purposes Only

This specification gives teachers the opportunity to select appropriate **case study** material to exemplify the learning outcomes. Where an example of a case study is given in the learning outcomes, students **are not** expected to have been taught the particular example given. They should be able to illustrate their answer with detailed facts and figures for an appropriate case study of their choice.

In some instances, a detailed case study is not required; however, the learning outcomes will be enhanced by **reference to places for illustration purposes only**.   For example, in Unit 2 Theme B candidates are required to:

- know and understand the factors that hinder development in LEDCs (with reference to places for illustration purposes only).

Thus, when considering historical factors, students should be aware of the impact of colonisation on LEDCs in general but would not be expected to know specific details about colonising powers or colonised countries.

3.1 Unit 1: Understanding Our Natural World

Theme A: The Dynamic Landscape (50%)

This theme introduces students to river and coastal features and the processes leading to their formation. It also gives students the opportunity to investigate the causes of flooding and to evaluate a river management strategy with reference to the principles of sustainable development. Students gain an insight into the increasing, and often conflicting, demands placed by human activity on coastal zones. Students will have an opportunity to consider the need for coastal defences and to evaluate coastal management strategies.

Key Geographical Terms

Water cycle, drainage basin, watershed, source, tributary, confluence, mouth, discharge, interception, groundwater, surface runoff/overland flow, infiltration, throughflow, percolation and groundwater flow; erosion, attrition, abrasion/corrasion, hydraulic action and solution/corrosion; transportation, solution, suspension, saltation and traction; deposition; flooding, hard engineering (dams, levees, embankments and flood walls); soft engineering (washlands, land-use zoning and afforestation); wave (constructive, destructive); longshore drift; cliff, wave cut platform, cave, arch, stack; beach, spit, hooked spit.

Content	Learning Outcomes
1 The Drainage Basin: A Component of the Water Cycle	Students should be able to: (i) demonstrate knowledge and understanding of the components of the drainage basin cycle and their interrelationships: – inputs: precipitation; – stores: interception by vegetation; – transfers: surface runoff/overland flow, infiltration, throughflow, percolation and groundwater flow; and – outputs: river discharge; (ii) identify and define characteristics of a drainage basin (watershed, source, tributary, confluence and river mouth);
2 River Processes and Features	(i) understand how gradient, depth, width, discharge and load change along the long profile of a river and its valley; and (ii) demonstrate knowledge and understanding of the following processes: – erosion (attrition, abrasion/corrasion, hydraulic action and solution/corrosion); – transportation (solution, suspension, saltation and traction); and – deposition.

Content	Learning Outcomes
2 River Processes and Features (cont.)	Students should be able to: (iii) explain (with reference to places for illustration purposes only) the formation of the following river landforms using annotated cross-sectional diagrams of features: – waterfall; – meander; and – floodplain; (iv) interpret aerial photographs and OS maps to identify river features and land uses;
3 Coastal Processes and Features	(i) understand that the dynamic nature of the coast is due to the action of constructive and destructive waves; (ii) demonstrate knowledge and understanding of the following processes: – erosion (corrasion/abrasion, attrition, corrosion/solution and hydraulic pressure); – transportation (longshore drift); and – deposition; (iii) explain the formation of the following landforms (with reference to places for illustration purposes only): – erosional landforms (cliff, wave cut platform, cave, arch and stack); and – depositional landforms (beach and spit including hooked spits); (iv) interpret aerial photographs and OS maps to identify coastal features and land uses;
4 Sustainable Management of Rivers	(i) understand the causes of flooding (physical and human) in the context of **one case study from the British Isles (for example River Derwent (1999))**; (ii) recognise the impacts of flooding upon: – people: loss of life, property and insurance cover; and – environment: pollution and wildlife; and (iii) demonstrate knowledge of river management strategies: – hard engineering strategies: dams, levees/embankments, flood walls, straightening and deepening the river, and storage areas; and – soft engineering strategies: washlands, land-use zoning and afforestation.

Content	Learning Outcomes
4 Sustainable Management of Rivers (cont.)	Students should be able to: (iv) investigate **one case study of a river from outside the British Isles (for example Mississippi),** and evaluate river management strategies used;
5 Sustainable Management of Coasts	(i) identify human activity in the coastal zone and understand the conflicting nature of this activity (with reference to places for illustration purposes only): − residential; − tourism; − transport; and − industry; (ii) recognise the need for coastal defences; (iii) describe and explain the coastal management strategies used to: − keep the sea out (sea walls); and − retain cliffs and beaches (groynes, gabions and beach nourishment); and (iv) investigate **one case study from the British Isles (for example Lyme Regis in Dorset),** and evaluate the coastal management strategy used with reference to the principles of sustainable development.

Theme B: Our Changing Weather and Climate (25%)

This theme explores the causes of weather in the British Isles and how people deal with its impacts. Students have an opportunity to explore the development of depressions and anticyclones and to investigate the typical weather associated with both weather systems. This theme also gives students the chance to consider the causes and effects of climate change on a global scale.

Key Geographical Terms

Climate; weather, temperature, range of temperature, maximum thermometer, minimum thermometer, precipitation, rain gauge, wind, wind speed, wind direction, wind vane, anemometer, atmospheric pressure, barometer, millibar, cloud cover, okta and cloud types (stratus, cumulus, nimbus, cumulonimbus, cirrus); air mass (tropical maritime, tropical continental, polar maritime, polar continental); synoptic chart and satellite image; depression, front, cold front and warm front; anticyclone; global warming; greenhouse effect and fossil fuel.

Content	Learning Outcomes

1 Measuring the Elements of the Weather	Students should be able to:
	
	(i) distinguish between weather and climate;
	
	(ii) demonstrate knowledge and understanding of the measurement of elements of the weather:
	  − temperature (°C): minimum and maximum thermometers;
	  − precipitation (mm): rain gauge;
	  − wind direction (8 compass points): wind vane;
	  − wind speed (knots): anemometer;
	  − air pressure (mb): barometer;
	  − cloud types: stratus, cumulus, nimbus, cumulonimbus and cirrus; and
	  − cloud cover: oktas;
	
	(iii) know and understand the factors that need to be considered when locating the following instruments: thermometers, rain gauge, wind vane and anemometer; and
	
	(iv) identify sources of data used to create a weather forecast:
	  − land-based stations;
	  − balloons;
	  − buoys;
	  − weather ships; and
	  − geostationary and polar satellites.

Content	Learning Outcomes
2 Weather Systems Affecting the British Isles	Students should be able to: (i) know and understand the temperature and moisture characteristics of the following air masses affecting the British Isles and their seasonal variation: – tropical maritime; – tropical continental; – polar maritime; and – polar continental; (ii) demonstrate (with reference to places for illustration purposes only) knowledge and understanding of: – the weather patterns and sequence of change associated with a frontal depression as it moves across the British Isles (weather at the warm front, in the warm sector and at the cold front); and – the weather patterns associated with anticyclones in the British Isles during winter and summer. (iii) interpret synoptic charts and satellite images and understand the limitations of forecasting (range and accuracy); (iv) evaluate the effects (positive and negative) of depressions and anticyclones on the economy and people (with reference to places for illustration purposes only);
3 The Causes and Consequences of Climate Change	(i) distinguish between the greenhouse effect and global warming; (ii) understand the causes of climate change: – natural climatic cycles; – volcanic activity; and – human activity, including motor vehicle pollutants and the burning of fossil fuels; and (iii) evaluate the effects (actual and potential) of climate change on the environment, society and economy using **one case study from either**: – **a Less Economically Developed Country** (LEDC)**; or** – **a More Economically Developed Country** (MEDC)**.**

Content	Learning Outcomes

3 The Causes and Consequences of Climate Change (cont.)	Students should be able to:
	
	(iv) evaluate the sustainability of strategies to deal with climate change (with reference to places for illustration purposes only):
	  − international agreements, for example the Kyoto Protocol;
	  − the use of alternative sources of energy (wind power, solar power and biofuels);
	  − strategies to cut the use of private cars (investing in public transport, and congestion charging); and
	  − strategies to slow the rate of deforestation in tropical rainforest areas by encouraging sustainable practices; and
	
	(v) identify the issues and analyse the challenges associated with securing international co-operation to deal with climate change.

Theme C: The Restless Earth (25%)

The theory of plate tectonics was developed in the 1960s and has revolutionised our understanding of planet Earth. This theme investigates the structure of the Earth and how tectonic activity has shaped the landscape including that of the British Isles. Students have the opportunity to study the impact of earthquakes and to examine different responses in MEDCs and LEDCs.

Key Geographical Terms

Core, mantle, crust and convection current; rock type (igneous, sedimentary, metamorphic); plate, plate margin/boundary (constructive, destructive, conservative, collision), mid-ocean ridge, ocean trench, subduction zone and fault line; volcano, volcanic plug and lava plateau; and earthquake, Richter scale, seismograph, epicentre, focus, liquefaction and tsunami.

Content	Learning Outcomes

1 Basic Rock Types	Students should be able to:
	
	(i) understand the formation of the basic rock types and recognise their characteristics:
	  − igneous: basalt and granite;
	  − sedimentary: limestone and sandstone; and
	  − metamorphic: slate and marble;

2 Plate Tectonics Theory	(i) describe the structure of the Earth (core, mantle and crust);
	
	(ii) know that the Earth's crust is made up of a number of plates and understand how convection currents cause plate movement;
	
	(iii) demonstrate knowledge and understanding of the processes and landforms associated with plate margins:
	  − constructive plate margins: mid-ocean ridges;
	  − destructive plate margins: subduction zone and ocean trench;
	  − collision zones: fold mountains; and
	  − conservative plate margins: fault lines;

3 Tectonic Activity in the British Isles	(i) identify landscape features created by tectonic activity and explain their formation (with reference to places for illustration purposes only):
	  − lava plateau, for example Antrim Plateau;
	  − basalt columns, for example Giant's Causeway; and
	  − volcanic plugs, for example Slemish Mountain; and
	
	(ii) describe and explain the causes and impact of an earthquake in the British Isles, **using one case study (for example Market Rasen, Lincolnshire (2008)).**

Content	Learning Outcomes
4 Earthquakes: Can They Be Managed?	Students should be able to: (i) understand the global distribution and causes of earthquakes in relation to plate boundaries; (ii) know and understand that there may be physical consequences of earthquakes: – liquefaction; and – tsunami; and (iii) know and understand the causes and impacts of earthquakes and evaluate the management responses, **using two case studies (one in an MEDC and one in an LEDC)**: – identify the plates involved; – describe the short and long-term impacts on people and the environment; and – evaluate the management response to earthquakes, including prediction and/or precautions before the event and immediate and long-term strategies implemented after the event.

3.2   Unit 2: Living In Our World

Theme A: People and Where They Live (50%)

The world's population reached 7 billion in October 2011. This theme explores issues relating to people and where they live. Students have the opportunity to investigate topical issues (such as migration flows within Europe) using technology such as Geographic Information Systems (GIS). They also have an opportunity to reflect on the consequences of population change and urban growth in both LEDCs and MEDCs.

Key Geographical Terms

Birth rate, death rate and natural increase; Geographic Information Systems (GIS); migration (immigration and emigration) and push and pull factors; population structure, population pyramid, dependency (youth and aged); settlement, settlement hierarchy, sphere of influence, high and low order functions, range and threshold; site (wet point, bridging point and defensive); function, central business district (CBD), inner city, suburbs, rural-urban fringe and urban sprawl; urbanisation and counterurbanisation; and shanty town.

Content	Learning Outcomes
1 Population Growth, Change and Structure	Students should be able to: (i) demonstrate knowledge and understanding of world population growth and its causes since 1700 (including reasons for the changes in birth rates and death rates); (ii) use an appropriate GIS to investigate the scale and origins of in-migration to a region within an MEDC, for example Northern Ireland: − obtain migration data (country of origin and numbers migrating) for an area of in-migration in an MEDC; − select and use appropriate digital graphing and mapping techniques to present the data; and − analyse and interpret the data presented and evaluate the GIS technique(s); (iii) evaluate the positive and negative impacts of international migration using **one case study of a country within the European Union**: − numbers migrating, their origins and destination; and − impacts on services and the economy; (iv) compare and contrast the population structure of an MEDC with an LEDC: − a population pyramid for an MEDC showing an aged-dependent population; and − a population pyramid for an LEDC showing a youth-dependent population; and

Content	Learning Outcomes
	(v) assess the social and economic implications of aged and youth dependency.
2 Settlement Site, Function and Hierarchy	Students should be able to: (i) distinguish between the site (defensive site, wet point site and bridging site) and location of a settlement; (ii) demonstrate knowledge and understanding of settlement hierarchy (with reference to places for illustration purposes only): − population size; − function, high and low order; − range; and − threshold; (iii) demonstrate knowledge and understanding of the characteristics and location of land-use zones in MEDC cities (with reference to places for illustration purposes only): − central business district (CBD); − inner city; − surburban residential; − industrial zones; and − the rural-urban fringe; (iv) interpret aerial photographs and maps, including OS maps, to identify: − site characteristics; − general function(s); − position in hierarchy; and − land-use zones for a range of settlements;
3 Urbanisation in LEDCs and MEDCs	(i) know and understand the causes of urbanisation (with reference to places in LEDCs and MEDCs for illustration purposes only): − push and pull factors; and − natural increase; and (ii) describe and explain the growth, location and characteristics of shanty town areas, **using one case study of an LEDC city**.

Content	Learning Outcomes
3 Urbanisation in LEDCs and MEDCs (cont.)	Students should be able to: (iii) **use one case study of an MEDC city** to demonstrate knowledge and understanding of one urban planning scheme that aims to regenerate and improve the inner city zone in terms of: – housing; – employment opportunities; and – the environment; and (iv) assess the extent to which this urban planning scheme is sustainable.

Theme B: Contrasts in World Development (25%)

This theme enables students to reflect on differences in development between MEDCs and LEDCs and the issues involved in measuring such differences. Students investigate strategies that aim to reduce the development gap, such as the Make Poverty History campaign. The study of this theme also gives students an opportunity to explore topical issues (such as globalisation, trade patterns and aid) and to evaluate the role of appropriate technology and Fair Trade as sustainable solutions to development issues.

Key Geographical Terms

Development; development gap; social indicators; economic indicators; quality of life; Human Development Index (HDI); primary, secondary, tertiary and quaternary activities; globalisation; MEDC; LEDC; Newly Industrialised Country (NIC); trade; appropriate technology; Fairtrade; and aid (bilateral, multilateral, voluntary and tied).

Content	Learning Outcomes
1 The Development Gap	Students should be able to: (i) identify and describe differences in development between MEDCs and LEDCs using social and economic indicators (with general reference to places for illustration purposes only); (ii) assess the effectiveness of social and economic indicators of development and demonstrate an awareness of the advantages of using the Human Development Index (HDI); (iii) know and understand the factors that hinder development in LEDCs (with reference to places for illustration purposes only): − historical factors; − environmental factors; − dependence on primary activities; − debt; and − politics; and (iv) describe **one** named strategy that is attempting to reduce the global development gap. Select the strategy from the following list: Millennium Development Goals, Make Poverty History, Jubilee 2000 or the ONE organisation. Explain how the chosen strategy attempts to reduce the development gap identifying: − the country and/or organisations; − the core aims of the strategy; and − the action(s) taken.

Content	Learning Outcomes
2 Factors Contributing to Unequal Development	Students should be able to: (i) know and understand how globalisation both helps and hinders development **with reference to one case study from an LEDC or NIC**; (ii) understand how the pattern of world trade can create problems for LEDCs (with reference to places for illustration purposes only);
3 Sustainable Solutions to Deal with the Problems of Unequal Development	(i) investigate **one case study from an LEDC** of a sustainable project that uses appropriate technology, and describe and explain how it aims to use technology to progress economic, environmental and social improvements; (ii) evaluate the success of this appropriate technology project; (iii) understand Fairtrade and the advantages it brings to LEDCs (with reference to places for illustration purposes only); and (iv) demonstrate knowledge and understanding of aid (both long and short-term) and evaluate how aid (bilateral, multilateral, voluntary and tied) brings both benefits and problems to LEDCs (with reference to places for illustration purposes only).

Theme C: Managing Our Resources (25%)

Population growth and increasing levels of economic development lead to increased demands for resources. By studying this theme, students have the opportunity to explore the impact of increasing use of resources on the environment. They also gain an insight into the need to adopt strategies and solutions to manage resources. Finally, students have the opportunity to consider sustainable solutions to deal with the problems caused by increased demands for energy, transport, waste disposal and tourism.

Key Geographical Terms
Resource (renewable and non-renewable/finite), resource depletion, carbon footprint, renewable energy (solar, wind, biofuels), waste hierarchy, landfill site, ecotourism and green tourism.

Content	Learning Outcomes
1 The Impact of Our Increasing Use of Resources on the Environment	Students should be able to: (i) demonstrate an understanding of the human impact on the environment in terms of carbon footprints; (ii) identify and evaluate measures to manage traffic in a sustainable manner, **using one case study of a city within the European Union (excluding the British Isles);**
2 Increasing Demand for Resources in LEDCs and MEDCs	(i) know and understand how population growth and economic development in LEDCs increase the demand for resources and put pressure on people and the environment, with reference to places for illustration purposes only; (ii) evaluate the benefits and problems of **one** renewable energy source (wind **or** solar **or** biofuels) as a sustainable solution, **using one MEDC case study;**
3 Managing Waste to Protect Our Environment	(i) know and understand why waste has become a major issue in the UK: – shortage of landfill sites; – environmental and health concerns; and – the need to meet government targets; (ii) describe the waste hierarchy and the concept of 'reduce, reuse and recycle'; and (iii) know and understand why a range of sustainable waste management approaches is required, **using one case study of a local government area**.

Content	Learning Outcomes
4 Sustainable Tourism to Preserve the Environment	Students should be able to: (i) know and understand the reasons why tourism has grown globally since the 1960s: – increased leisure time; – increased disposable income; – cheaper travel; and – increased health and wealth of pensioners; (ii) evaluate the positive and negative impacts of tourism (with reference to places for illustration purposes only): – cultural; – economic; and – environmental; and (iii) assess the impact of one sustainable tourism project on the local community and the environment, **using one case study from either an LEDC or an MEDC.**

4   Scheme of Assessment

4.1   Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

Candidates may enter different units at different tiers.

Candidates can choose to re-sit individual assessment units once. A tiered unit may be re-sat once at either tier (it is not permissible to make two attempts at each tier of a tiered unit). The better result counts towards the final grade; however, if a unit forms part of the terminal requirement then the most recent result must be used.

Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2   Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

4.3   Assessment objective weightings

The table below sets out the assessment objective weightings for each examination unit and the overall GCSE qualification:

Assessment Objective	Component Weighting			Overall Weighting
	Unit 1	Unit 2	Unit 3	
AO1	15%	15%	5%	35%
AO2	15%	15%	5%	35%
AO3	7.5%	7.5%	15%	30%
Total	37.5%	37.5%	25%	100%

4.4   Quality of written communication

In GCSE Geography, candidates must demonstrate their quality of written communication. In particular, candidates must:

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

Examiners assess the quality of candidates' written communication in questions or tasks requiring extended writing. The examiners assess the quality of written communication in all assessment objectives in this specification. The Quality of Written Communication will only be applied to adjust marks within a level, it cannot be used to move a candidate from one level to another.

Assessment of spelling, punctuation and the accurate use of grammar

The subject criteria require marks to be allocated for accuracy in spelling, punctuation and the use of grammar. In assessing spelling, punctuation and the use of grammar the following rules will apply:

- marks for spelling, punctuation and the accurate use of grammar will be allocated to written and externally assessed units where there is a requirement for sufficient extended writing to enable the accurate application of the Performance descriptions (see below). The marks allocated will equal a total weighting of 5% of the total marks for the qualification;
- marks for spelling, punctuation and the accurate use of grammar will be allocated to individual questions. These marks will be identified to candidates on the question papers; and
- no fewer than three marks for spelling, punctuation and grammar will be allocated to any single question.

Performance descriptions

Threshold performance
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

4.5   Reporting and grading

Foundation tier units are targeted at grades C – G. Higher tier units are targeted at grades A*– D. We provide an allowed grade E as a 'safety net' for Higher Tier candidates just failing to secure a grade D.

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units. In a Foundation tier unit, targeted at Grades C – G, the maximum uniform mark available will be 104, equivalent to a top grade C.

For each unit, the uniform mark corresponds to a grade as follows.

Unit 1: Understanding Our Natural World
(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135 – 150
A	120 – 134
B	105 – 119
C	90 – 104
D	75 – 89
E	60 – 74
F	45 – 59
G	30 – 44

Unit 2: Living in Our Natural World
(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135 – 150
A	120 – 134
B	105 – 119
C	90 – 104
D	75 – 89
E	60 – 74
F	45 – 59
G	30 – 44

Unit 3: Controlled Assessment
(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90 – 100
A	80 – 89
B	70 – 79
C	60 – 69
D	50 – 59
E	40 – 49
F	30 – 39
G	20 – 29

Qualification Level
(maximum uniform mark = 400)

Grade	Uniform Mark Range
A*	360 – 400
A	320 – 359
B	280 – 319
C	240 – 279
D	200 – 239
E	160 – 199
F	120 – 159
G	80 – 119

We award GCSE qualifications on an eight grade scale from A* – G, with A* being the highest. If candidates fail to attain a grade G, we report their results as unclassified.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5   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 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 overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
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	Description
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.
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.

6   Guidance on Controlled Assessment

6.1   Controlled assessment review

This controlled assessment requires candidates to complete a report based on primary data collection. Candidates are required to submit an extended piece of work produced under controlled conditions. Centres will be required to choose one task from 6 options provided by us that will change each year.

We replace our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. Each task is only available for one assessment opportunity. The tasks will be released two years before the date of submission, e.g. tasks issued in 2012 can be submitted only for the 2014 examination.

6.2   Skills assessed by controlled assessment

The following skills are assessed through controlled assessment in the context of fieldwork:

- identifying, analysing and evaluating geographical questions and issues;
- establishing appropriate sequences of investigation incorporating geographical skills, including enquiry skills;
- extracting and interpreting information from a range of different sources, including field observations, maps (including an OS map of the study area obtained from a digital source) drawings, photographs (ground, aerial and satellite imagery), diagrams and tables; and
- evaluating methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

In addition, elements of these skills may be assessed externally.

Candidates should be given opportunity to:

- contribute to the planning of the investigation;
- obtain appropriate information by collecting primary and secondary data;
- process and present their findings; and
- discuss their results in a form that relates to the original topic.

6.3   Level of control

Rules for controlled assessment in GCSE Geography are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4   Task setting

The level of control for task setting is **high**. This means that we set the task.

The single controlled assessment unit for this specification is made up of **one** task. We provide a list of tasks, and centres must choose one.

The controlled assessment task provides opportunities for centres to contextualise the task to better suit their specific circumstances. This includes the availability of and access to resources.

Controlled assessment takes the form of an investigative study. The investigation must be a hypothesis-testing task. Candidates can carry out the investigation as a group exercise, but each individual candidate must complete a separate report.

There is a word guidance of **2000** words. Whilst word limits are recommended for separate parts of the report, these are flexible so long as the final report is completed within the specified time.

We release new tasks each year via our website at www.ccea.org.uk

6.5   Task taking

(a)   Research and data collection
The level of control for this part of task taking is **limited**.

Areas of Control	Detail of Control
Authenticity	Candidates can carry out all work under limited supervision. Teachers must be able to authenticate the work. Teachers must ensure that candidates acknowledge and reference any sources they use.
Feedback	Teachers can provide guidance to candidates on the following aspects: • the focus of the investigation; • the relevance of materials and/or concepts; • the structure of the report (section titles and content); • techniques of data collection; • techniques of data presentation; and • skills of analysis and evaluation; • health and safety issues. Teachers must guide and supervise candidates in relation to the following: • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; • ensuring work is completed in accordance with the specification requirements; and • ensuring work can be assessed in accordance with the

Areas of Control	Detail of Control
	procedures and marking criteria. Candidates should reach their own conclusions.
Time Limit	The task is likely to take approximately **25%** of the teaching time for GCSE Geography. Candidates must collect primary data for the purpose of the task. They may spend **up to 6 hours** on this stage. They may use **up to 12 hours** to prepare and write up their: • introduction and methodology; and • data processing and presentation. There is a word guidance of **800** words for this part of the investigation.
Collaboration	The work of individual candidates may be informed by working with others, but each candidate must provide an individual response. Where work is undertaken within a group, or is teacher-directed, candidates must indicate their individual contribution.
Resources	Candidates should have access to relevant primary and secondary sources and may make use of any further resources available in the centre, including the internet, to inform their research. They must keep a detailed record of all the primary and secondary sources (including websites) they use.

(b)   Analysis and evaluation of findings

The level of control for this part of task taking is **high**.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their final report under formal supervision. Teachers must be able to authenticate the work. Teachers must ensure that candidates acknowledge and reference any sources used. At the end of the controlled assessment the teacher or invigilator must collect in all work, including the final piece of work for assessment.
Feedback	Teachers must guide and supervise candidates in relation to the following: • ensuring work is completed in accordance with the specification requirements; and • ensuring work can be assessed in accordance with the procedures and marking criteria. Candidates should reach their own conclusions. Teachers must not advise candidates in the analysis and evaluation of their findings or during the writing of the final report.
Time Limit	Candidates must write up the final four sections of their report within a **6 hour** time frame under a high level of control: • analysis of the results; • interpretation of the results; • conclusions; and • evaluation. There is a recommended word guidance of **1200** words for this phase of the investigation.
Collaboration	While writing up their response, candidates must work independently and complete all work under the formal supervision of a teacher or invigilator. Candidates must not communicate with each other during this phase. Any assistance they receive during this phase must be recorded on the Candidate Record Sheet.

Resources	Candidates are not permitted to introduce pre-prepared materials into this phase of the assessment.
	Candidates will have access to their introduction, methodology, raw data, data presentation and research. Written guidance on the completion of analysis, interpretation, conclusions and evaluation sections is not allowed.
	The teacher or invigilator must collect all materials at the end of each session and return them to candidates at the beginning of the next session, ensuring that they bring no new materials into the classroom once this phase has started.
	Candidates must not have access to secondary sources or the internet while they are writing up the final four sections of their report.
	Their work may be hand-written or prepared using ICT. Candidates using laptops or PCs to write the final four sections of their report cannot have access to the internet, email or removeable storage devices. If the analysis and evaluation stage is divided into a number of shorter sessions, centres must ensure that work is saved securely to ensure that candidates cannot amend or add to the saved material between sessions. Candidates may use the spell check and grammar facility on a computer.

6.6   Task marking

The level of control for task marking is **medium**. Teachers mark the controlled assessment task using the mark scheme we provide.

The Quality of Written Communication (QWC) is assessed within the interpretation section of the assessment criteria and will only be applied to adjust marks within a level. QWC cannot be used to move a candidate from one level to another.

Teachers must ensure that the work they mark is the candidate's own. They must sign a declaration certifying that, to the best of their knowledge, all the work the candidate has submitted for assessment is their own and they have not received any help other than that permitted in 6.5.

For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

For an overview of the assessment criteria, see Appendix 1.

6.7   Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

6.8   Moderation

Centres must submit their marks and samples to us usually by 1 May. This should be checked each year as it may vary.

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

See Appendix 2 for a glossary of terms for controlled assessment regulations.

7   Links

7.1   Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website; and
- specimen papers, controlled assessment tasks and mark schemes.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers and mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work including resource lists;
- exemplar fieldwork investigations;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- exemplification of examination performance.

You can find our Annual Support Programme of events and materials for Geography on our website at www.ccea.org.uk

7.2   Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment, through the study of:
  - contrasts in world development;
  - strategies and solutions regarding the management of resources;
  - the causes and consequences of climate change; and
  - sustainable management of coastal and river environments;
- enhance the skills and knowledge gained from the Key Stage 3 Curriculum, building upon the following key content themes:
  - how people in different places interact with their environment;
  - how physical processes operate to create distinct and diverse environments;
  - the impact of conflict between social, economic and environmental needs, both locally and globally; and
  - how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally;
- enhance the key areas of Thinking Skills and Personal Capabilities:
  - Managing Information gathered in the field;
  - Thinking, Problem-Solving and Decision-Making, through the study of the subject content; and
  - Working with Others, through the collection of data in the field;
- further develop the following cross-curricular skills:
  - Communication;
  - Using Mathematics; and
  - Using ICT;
- address spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues through the study of:
  - issues and challenges associated with securing international co-operation to deal with climate change;
  - strategies which attempt to reduce the global development gap; and
  - the impact of our increasing uses of resources on the environment;
- gain an awareness of sustainable development through the study of:
  - river and coastal management strategies;
  - sustainable solutions to deal with the problems of unequal development; and
  - the need to develop tourism sustainably to preserve the environment;
- gain an awareness of health and safety considerations through the collection of data in the field;
- gain an awareness of European developments through the study of the impact of migration in Europe;
- develop skills for greater employability, including working with others and leadership skills, through working in the field; and
- learn about the effective use of technology, including GIS.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3   Key Skills

This specification gives students the chance to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number;
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the Ofqual website at www.ofqual.gov.uk

7.4   Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5   Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

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

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. 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 and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. Requirements for fieldwork are sufficiently flexible for all candidates to participate. However, candidates with visual impairments will have difficulty in demonstrating skills related to interpretation of geographical information including, for example maps, satellite imagery, 3D and colour maps.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the document *Regulations and Guidance – Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.***

7.6   Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
  (telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)

- Officer with Subject Responsibility: Margaret McMullan
  (telephone: (028) 9026 1200, email: mmcmullan@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution (past papers and support materials)
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (appeals)
  (telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1
Criteria for the Controlled Assessment Task

Report Development	Maximum marks per task

Candidates should be assessed on their ability to complete a written report following the sequence outlined below:
 	
(a) Introduction:
• the overall aim of the investigation and its theoretical context based on the learning outcomes stated in the specification;
• spatial context, to include:
  − one regional map showing the location of the investigation in context; and
  − an OS map of the location of the data collection using GIS;
• a list of objectives or hypotheses to be tested; and
• methods of data collection described;
	10

(b) Data presentation: • appropriate tables, graphs, annotated maps, photographs, overlays etc;	10
(c) Data analysis: • a description of the patterns and/or relationships in the data presented;	10
(d) Interpretation: • concise and valid explanations of the information collected in the fieldwork, supported by evidence and theory;	15
(e) Conclusions: • summary statements about the outcomes of testing the hypotheses;	15
(f) Evaluation: • advantages and disadvantages of the methods used to carry out the investigation; and • further improvements to the investigation; • evaluation of the conclusions.	10
Total marks	**70**

For each of the above criteria, there are three levels of response. If the candidate has not demonstrated any success for a particular criterion, the teacher should award [0] marks for that criterion.

We have provided the following guidelines for teachers to identify levels of response for each assessment criterion.

(a) Introduction

Band 1 (1–3 marks)
The candidate provides a simple statement of the aim and hypotheses of the investigation. The candidate provides a brief, general description of the work in the field. Spatial context is limited. Basic theoretical context present.

Band 2 (4–7 marks)
The candidate outlines the aim and hypotheses of the investigation and provides a spatial context for the study. The candidate describes the methods they use in the field with a fair degree of accuracy. Spatial context is evident using GIS. Adequate theoretical context present.

Band 3 (8–10 marks)
The candidate states the aim and hypotheses clearly and concisely. The candidate clearly provides the spatial context of the investigation. The candidate describes the methodology used precisely. The candidate demonstrates a clear understanding of the methodology. Spatial context is detailed with a regional and local map present using GIS. Detailed theoretical context present.

(b) Data presentation

Band 1 (1–3 marks)
The candidate makes some effort to present the data collected using simple graphical and mapping techniques.

Band 2 (4–7 marks)
The candidate demonstrates some ability to sort the data collected and identify it for inclusion in each presentation technique. The candidate's techniques of presentation are generally appropriate and some use is made of ICT.

Band 3 (8–10 marks)
The candidate demonstrates the ability to sort the data collected and to use presentation techniques to illustrate relevant sets of data. The candidate demonstrates a high level of competence using ICT in the construction of the appropriate presentation techniques.

(c) Data analysis

Band 1 (1–3 marks)
The candidate provides a simple, straightforward analysis of the patterns apparent in the presented data.

Band 2 (4–7 marks)
The candidate provides a reasonable analysis of the patterns and relationships apparent in the presented data.

Band 3 (8–10 marks)
The candidate demonstrates the ability to analyse clearly and concisely the patterns and relationships apparent in the presented data.

(d) Interpretation (including QWC)

Band 1 (1–5 marks)
The candidate demonstrates their application of knowledge and understanding through simple, straightforward explanations of the patterns they have identified. There is limited use of evidence to support these explanations, and there are limited links to theory.
Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Band 2 (6–10 marks)
The candidate demonstrates their application of knowledge and understanding through reasonable explanations of the patterns they have identified. The candidate supports these explanations through the use of evidence. There are reasonable links to relevant theory.
Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Band 3 (11–15 marks)
The candidate demonstrates their application of knowledge and understanding through concise and valid explanations. They support these explanations through detailed use of evidence and clear links to theory where appropriate.
Candidates present and organize effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are use with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

(e) Conclusions

Band 1 (1–5 marks)
The candidate gives some limited statements relating to the stated hypotheses.

Band 2 (6–10 marks)
The candidate's conclusions are generally logical and relate to the evidence collected for the hypotheses.

Band 3 (11–15 marks)
The candidate demonstrates the ability to state clearly logical conclusions in relation to their hypotheses, which they support using evidence they have collected.

(f) Evaluation

> **Band 1 (1–3 marks)**
> The candidate is able to identify a few of the strengths of the methods used or conclusions drawn in the investigation.
>
> **Band 2 (4–6 marks)**
> The candidate offers some evaluation of the methods and conclusions and suggests some improvements.
>
> **Band 3 (7–10 marks)**
> The candidate offers a thorough evaluation of the methods and conclusions and suggests improvements to the investigation.

The teacher should award 0 for a response not worthy of credit.

Appendix 2

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding body
Task setting	The specification of the assessment requirements Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported and can be separately certificated May comprise separately assessed components

Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	12 June 2009	5	Addition of percentages under Units 1 and 2
Version 2	12 June 2009	8	Addition of (50%) to Theme A title
Version 2	12 June 2009	11	Addition of (25%) to Theme B title
Version 2	12 June 2009	12	The word at replaced the word as in (ii)
Version 2	12 June 2009	14	Addition of (25%) to Theme C title
Version 2	12 June 2009	16	Addition of (50%) to Theme A title and a changed to an MEDC
Version 2	12 June 2009	19	Addition of (25%) to Theme B title
Version 2	12 June 2009	21	Addition of (25%) to Theme C title
Version 2	12 June 2009	27	Amendments to bullet points in 6.2
Version 2	12 June 2009	28	Authenticity: all work under replaced research with
Version 3	9 October 2009	19	Amendment to point (ii) under **Learning Outcomes**
Version 4	15 April 2011	Contents page, 28	Text removed
Version 4	15 April 2011	5	Removed text (beginning to 2010)

Version 4	15 April 2011	8, 9, 11, 16	Text added
Version 4	15 April 2011	30	Text added to Resources section
Version 4	15 April 2011	31	Text added to moderation. Text altered.
Version 4	15 April 2011	36, 37	Appendix 1 removed Appendix 2 changed.
Version 4	15 April 2011	38	Text removed and altered.
Version 4	15 April 2011	40	Text added to introduction and Data Presentation
Version 4	15 April 2011	43	Appendix 3 changed
Version 5	18 July 2012	24	Text added: Assessment of spelling, punctuation and the accurate use of grammar.
Version 5	18 July 2012	36	Text amended, QCA replaced by CCEA.
Version 5	18 July 2012	35	Title of document amended.
Version 5	18 July 2012	23	Table amended.
Version 5	18 July 2012	Contents Page	Contents Page amended.
Version 5	18 July 2012	25	Changes made to Unit 1: Understanding Our Natural World table.

Version 6	25 July 2012	19	Learning Outcomes part (iv): text added to clarify appropriate named strategies attempting to reduce the development gap.
Version 6	25 July 2012	21	2. Increasing Demand for Resources in LEDCs and MEDCs part (i) the requirement to use one LEDC case study has been replaced with 'reference to places for illustration purposes only'.
Version 6	25 July 2012	29	Section 6.1 Controlled Assessment Review: text added to clarify the release and submission of controlled assessment tasks.
Version 6	25 July 2012	30	Section 6.4 Task Setting: text added to clarify word guidance.
Version 6	25 July 2012	31	Time Limit: text added to provide word guidance for the introduction, methodology, data processing and data presentation.

Version 6	25 July 2012	32	Time Limit: text added to provide word guidance for analysis and evaluation of findings
Version 6	25 July 2012	33	Section 6.6 Task Marking: text added in relation to assessment of quality of written communication.
Version 6	25 July 2012	39-42	Appendix 1 criteria for the controlled assessment task amended: Stage 1 Planning and Stage 2 Data Collection are no longer included in the assessment criteria. Consequently the controlled assessment is now marked out of 70 and not 100 as previously.
Version 6	25 July 2012	Foreword	Statement added in relation to entries from Northern Ireland and Wales courses starting September 2012.