

AS LEVEL
Specification

GEOGRAPHY

H081
For first assessment in 2017



YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark ocr.org.uk/alevelgeography for all the latest resources, information and news on AS Level Geography
 - Be among the first to hear about support materials and resources as they become available – register for Geography updates at ocr.org.uk/updates
 - Find out about our professional development at cpdhub.ocr.org.uk
 - View our range of skills guides for use across subjects and qualifications at ocr.org.uk/skillsguides
 - Discover our new online past paper service at ocr.org.uk/examcreator
 - Learn more about Active Results at ocr.org.uk/activeresults
 - Join our Geography social network community for teachers at social.ocr.org.uk
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Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Specialists

OCR Subject Specialists provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Geography Subject Specialists for specialist advice, guidance and support:

01223 553998

Geography@ocr.org.uk

[@OCR_Geography](https://www.instagram.com/OCR_Geography)

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that

will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: cpdhub.ocr.org.uk

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: ocr.org.uk/updates

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that

focus on skills development, professional guidance for teachers and results data analysis.





1 Why choose an OCR AS Level in Geography?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new AS Level in Geography course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for

their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
 - Delivery Guides
 - Transition Guides
 - Topic Exploration Packs
 - Lesson Elements
 - . . . and much more.
- Access to subject specialists to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's AS Level in Geography is QN 601/8665/3.

1b. Why choose an OCR AS Level in Geography?

This AS Level in Geography aims to encourage learners to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century. Through exciting topics learners will understand the nature of physical and human geography whilst unpicking the debates surrounding one of the contemporary challenges facing the world today.

OCR will have a comprehensive support package in place for the delivery of AS Level Geography, including a range of free resources available on the website, CPD opportunities and Geography Subject Specialists who are available to support teachers. This support will continuously evolve to suit the requirements of teaching and learning throughout the lifetime of the specification, based on continued feedback from teachers.

Aims and learning outcomes

OCR's AS Level in Geography will enable learners to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

1c. What are the key features of this specification?

The key features of OCR's AS Level in Geography for you and your learners are:

- exciting content studied through a choice of topics to give rich learning opportunities
- choice of geographical debates to study giving learners a deep understanding of one of the contemporary challenges of the 21st century
- opportunities for learners to gain vital geographical, fieldwork and life skills
- fieldwork and geographical skills embedded within assessment
- a simple assessment structure with clear and progressive study pathways
- co-teachability with OCR's A Level in Geography to give flexibility in teaching and learning
- a glossary to explain key terms and clarify definitions (see Section 5e).

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask Subject Specialist:

Email: Geography@ocr.org.uk

Teacher support: www.ocr.org.uk/qualifications/by-subject/geography/

Telephone: 01223 553998

Twitter: [@OCR_Geography](https://twitter.com/OCR_Geography)

2 The specification overview

2a. OCR's AS Level in Geography (H081)

Learners take both components: 01 and 02 to be awarded the OCR AS Level in Geography.

Content Overview

- Landscape Systems
- Changing Spaces; Making Places
- Fieldwork
- Geographical Skills

Optionality – study 1 of 5

- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth
- Geographical Skills

Assessment Overview

Landscape and place
(01)
82 marks
1 hour 45 minute
written paper

55%
of total
AS level

Geographical debates
(02)*
68 marks
1 hour 30 minute
written paper

45%
of total
AS level

* Indicates inclusion of synoptic assessment.

2b. Content of AS Level in Geography (H081)

“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about the planet — how we use it and how we abuse it.” – Michael Palin

The OCR AS Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, learners can understand and interact with issues which affect people and places at a range of scales from local to global – and all that is in between.

Study within the OCR AS Level in Geography will consist of:

- Landscape and place (01)
- Geographical debates (02).

Through the study of Landscape and place (01), learners will develop an appreciation of key concepts within physical and human geography. The study of Landscapes Systems, contextualised through either coastal landscapes, dryland landscapes or glaciated landscapes, will give learners an understanding of the core processes which drive change on the Earth’s surface. Learners will explore contemporary content within Changing Spaces; Making Places to give learners an insight into the nature of places and the fluidity of their meanings and representations.

The Geographical debates (02) component allows teachers and learners the opportunity to study in depth one of the most contentious and fascinating

challenges of their lifetimes. With choices between such wide-ranging topic areas as climate change, disease, food security, oceans and tectonic hazards, there are debates to appeal to all, with the implications on people and the environment being at the heart of this component.

Geographical skills and fieldwork are embedded throughout the content ensuring learners become both adaptable and resilient no matter their future pathway. The skills gained within this AS level will complement desires to further their education in Higher Education or within the world of employment. Where there are skills specific to a topic, they are listed at the end of that topic. Skills which can be applied across multiple areas of content are stated within Section 2d Geographical and fieldwork skills.

The content has a simple structure with enquiry questions broken down into key ideas and content columns. The content column indicates what will be assessed. The content is studied, as appropriate, at a variety of scales from local to global.

The content should be contextualised through case studies and exemplars where appropriate. Learners should have contextual knowledge of any countries from which case studies and exemplars are chosen. Case studies should be chosen from the 21st century.

Geography education should encourage learners to develop a sense of wonder about the world. Geography is potentially the most relevant subject for any learner in the 21st century and the OCR AS Level in Geography aims to drive a passion and love of this dynamic subject through its exciting and engaging content.

2c. Content of Landscape and place (H081/01)

The understanding of core physical and human geography processes and theory is key to unlocking a number of fundamental concepts within geographical study. The Landscape and place (01) component is built around two main topics, Landscape Systems and Changing Spaces; Making Places to give learners an appreciation of core physical and human geography ideas, concepts and processes.

Within the topic of Landscape Systems learners will explore **one** chosen landscape from three options, coastal landscapes, glaciated landscapes and dryland landscapes. Within the topic of Changing Spaces; Making Places learners will build a picture of how the world around them is shaped by humans, starting from the local and moving out to different scales. The study of Landscape Systems and Changing Spaces; Making Places allows a smooth transition from GCSE (9–1) Geography qualifications, whilst

building on aspects of content which should feel familiar to learners to enhance their knowledge and understanding of these important geographical topics.

Learners will investigate a range of examples and case studies at a range of scales to understand the dynamic nature of landscapes and places. Quantitative and qualitative fieldwork opportunities present themselves within this component, helping learners to generate new knowledge about the real world.

There are fantastic fieldwork opportunities within both topic areas, studying the physical processes which drive change in Landscape Systems and Changing Spaces; Making Places allowing learners to look through a local lens to understand global issues of social inequality and placemaking.

Topic 1.1 Landscape Systems

“Life is like a landscape. You live in the midst of it but can describe it only from the vantage point of distance.” – Charles Lindbergh

This topic introduces learners to the integrated study of earth surface processes, landforms and resultant landscapes within the conceptual framework of a systems approach. An understanding of earth surface processes, together with their associated transfers of energy and movements of materials underpins the landscape systems topic.

Choosing **one** of either **Option A** – coastal, **Option B** – glaciated or **Option C** – dryland landscapes, learners will explore how the landscape can be viewed as system, how landforms developed within their chosen landscape and the influences of both climate and human activity on this.

For all options within this topic, study **must** include at least **two** case studies from landscapes beyond the UK and at least **one** landscape from the UK.

1.1.1 Option A – Coastal Landscapes

| 1. How can coastal landscapes be viewed as systems? | |
|---|---|
| Key Ideas | Content |
| 1.a. Coastal landscapes can be viewed as systems. | <ul style="list-style-type: none"> • A conceptual overview of: <ul style="list-style-type: none"> ○ the components of coastal landscape systems, including inputs, processes and outputs ○ the flows of energy and material through coastal systems ○ sediment cells. |
| 1.b. Coastal landscape systems are influenced by a range of physical factors. | <ul style="list-style-type: none"> • Potential influences on coastal landscape systems of: <ul style="list-style-type: none"> ○ winds, including speed, direction and frequency ○ waves, including wave formation, development and breaking ○ tides, including tidal cycles and range ○ geology, including lithology and structure ○ global pattern of ocean currents. |
| 1.c. Coastal sediment is supplied from a variety of sources. | <ul style="list-style-type: none"> • The various sources of coastal sediment: <ul style="list-style-type: none"> ○ terrestrial, including fluvial deposition, weathering and mass movement, marine erosion, aeolian deposition and longshore drift ○ offshore, including marine deposition ○ human, including beach nourishment. |

2. How are coastal landforms developed?

| Key Ideas | Content |
|--|---|
| 2.a. Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes. | <ul style="list-style-type: none"> • The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, wave, fluvial and aeolian erosion, transportation and deposition. • The formation of distinctive landforms, predominantly influenced by erosion, including bays, headlands, cliffs, shore platforms, geos, blow holes, caves, arches, stacks, stumps. • The formation of distinctive landforms, predominantly influenced by deposition, including beaches, spits, on-shore bars, tombolos and salt marshes. |
| 2.b. Coastal landforms are inter-related and together make up characteristic landscapes. | <ul style="list-style-type: none"> • Case studies of one high energy coastline (such as rocky) and one low energy coastline, such as estuarine, to illustrate: <ul style="list-style-type: none"> ○ the physical factors which influence the formation of landforms within the landscape system ○ the inter-relationship of a range of landforms within the characteristic landscape system ○ how and why the landscape system changes over time from millennia to seconds, such as cliff collapse in seconds, seasonal changes in beach profile and spit growth over millennia. <p>At least one of the case studies must be from beyond the UK.</p> |

3. How do coastal landforms evolve over time as climate changes?

| Key Ideas | Content |
|---|---|
| 3.a. Emergent coastal landscapes form as sea level falls. | <ul style="list-style-type: none"> • How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a previous time period and the resultant sea level fall ○ the influence of sea level fall and geomorphic processes in shaping landforms, including raised beaches, marine terraces and abandoned cliffs ○ the modification of these landforms by processes associated with present and future climate and sea level changes. |
| 3.b. Submergent coastal landscapes form as sea level rises. | <ul style="list-style-type: none"> • How landforms in submergent landscapes are influenced by rising sea level due to a warming climate, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a previous time period and the resultant sea level rise ○ the influence of sea level rise and geomorphic processes in shaping landforms, including rias, fjords and shingle beaches ○ the modification of these landforms by processes associated with present and future climate and sea level changes. |

4. How does human activity cause change within coastal landscape systems?

| Key Ideas | Content |
|---|--|
| 4.a. Human activity intentionally causes change within coastal landscape systems. | <ul style="list-style-type: none"> • Case study of one coastal landscape that is being managed, including: <ul style="list-style-type: none"> ○ the management strategy being implemented and the reason for its implementation, such as groyne construction or off-shore dredging ○ their intentional impacts on processes and flows of material and/or energy through the coastal system, such as their effect on the sediment budget ○ the effect of these impacts in changing coastal landforms, such as changes in beach profile ○ the consequence of these changes on the landscape, such as extension of the coastal landscape seawards. |
| 4.b. Economic development unintentionally causes change within coastal landscape systems. | <ul style="list-style-type: none"> • Case study of one coastal landscape that is being used by people to illustrate: <ul style="list-style-type: none"> ○ the economic development taking place and the reasons for it taking place, such as trade routes, port or tourist resort development ○ their unintentional impacts on processes and flows of material and/or energy through the coastal system, such as disturbance to the sediment cell balance ○ the effect of these impacts in changing coastal landforms, such as beach profiles ○ the consequence of these changes on the landscape, such as coastal retreat or protection. |

5. Topic-specific skills:

- observation skills
- measurement and geo-spatial mapping skills
- data manipulation and statistical skills applied to field measurements
- sediment budget calculations
- mass balance calculations.

1.1.2 Option B – Glaciated Landscapes

1. How can glaciated landscapes be viewed as systems?

| Key Ideas | Content |
|--|---|
| 1.a. Glaciated landscapes can be viewed as systems. | <ul style="list-style-type: none"> • A conceptual overview of: <ul style="list-style-type: none"> ○ the components of glaciated landscape systems, including inputs, processes and outputs ○ the flows of energy and material through glaciated systems ○ glacier mass balance. |
| 1.b. Glaciated landscapes are influenced by a range of physical factors. | <ul style="list-style-type: none"> • Potential influences on glaciated landscape systems of: <ul style="list-style-type: none"> ○ climate, including precipitation totals and patterns ○ geology, including lithology and structure ○ latitude and altitude ○ relief and aspect on microclimate and glacier movement. |
| 1.c. There are different types of glacier and glacier movement. | <ul style="list-style-type: none"> • The characteristics of different types of glacier and their movement, including: <ul style="list-style-type: none"> ○ the formation of glacier ice ○ valley glaciers and ice sheets ○ warm-based and cold-based glaciers ○ basal sliding and internal deformation. |

2. How are glacial landforms developed?

| Key Ideas | Content |
|--|---|
| 2.a. Glacial landforms develop due to a variety of interconnected climatic and geomorphic processes. | <ul style="list-style-type: none"> • The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, glacial erosion, nivation, transportation and deposition. • The formation of distinctive landforms, predominantly influenced by erosion, including corries, arêtes, pyramidal peaks, troughs, roche moutonnée, striations and ellipsoidal basins. • The formation of distinctive landforms, predominantly influenced by deposition, including terminal, lateral and recessional moraines, erratics, drumlins and till sheets. |
| 2.b. Glacial landforms are inter-related and together make up characteristic landscapes. | <ul style="list-style-type: none"> • Case studies of one landscape associated with the action of valley glaciers and one associated with the action of ice sheets to illustrate: <ul style="list-style-type: none"> ○ the physical factors which influence the formation of landforms within the landscape system ○ the inter-relationship of a range of landforms within the characteristic landscape system ○ how and why the landscape system changes over time from millennia to seconds, such as rock fall in seconds, seasonal changes in deposition rates and erosion of basins over millennia. <p>At least one of the case studies must be from beyond the UK.</p> |

3. How do glacial landforms evolve over time as climate changes?

| Key Ideas | Content |
|---|---|
| 3.a. Glacio-fluvial landforms exist as a result of climate change at the end of glacial periods. | <ul style="list-style-type: none"> • How landforms in glaciated landscapes are influenced in post-glacial periods, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a post-glacial period and the effect on resultant geomorphic processes ○ the influence of these processes in forming landforms, including kames, eskers and outwash plains ○ the subsequent modification of these landforms by processes associated with present and future climate changes. |
| 3.b. Periglacial landforms exist as a result of climate change before and/or after glacial periods. | <ul style="list-style-type: none"> • How landforms in periglacial landscapes are influenced by climate change, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a previous time period and the effect on resultant geomorphic processes ○ the influence of these processes in forming landforms, including patterned ground and pingos ○ the subsequent modification of these landforms by processes associated with present and future climate changes. |

4. How does human activity cause change within glaciated and periglacial landscape systems?

| Key Ideas | Content |
|---|--|
| 4.a. Human activity causes change within periglacial landscape systems. | <ul style="list-style-type: none"> • Case study of one periglacial landscape that is being used by people, to illustrate: <ul style="list-style-type: none"> ○ the human activity taking place and the reasons for it taking place, such as resource extraction ○ the impacts on processes and flows of material and/or energy through the periglacial system, such as increased heat produced by buildings ○ the effect of these impacts in changing periglacial landforms, such as thawing of permafrost ○ the consequence of these changes on the landscape, such as development of thermokarst. |
| 4.b. Human activity causes change within glaciated landscape systems. | <ul style="list-style-type: none"> • Case study of one glaciated landscape that is being used by people, to illustrate: <ul style="list-style-type: none"> ○ the human activity taking place and the reasons for it taking place, such as dam construction ○ the impacts on processes and flows of material and/or energy through the glacial system, such as trapping of sediment ○ the effect of these impacts in changing glacial landforms, such as increased channel scour below dams ○ the consequence of these changes on the landscape, such as changes to valley floor. |

5. Topic-specific skills:

- observation skills
- measurement and geo-spatial mapping skills
- data manipulation and statistical skills applied to field measurements
- sediment budget calculations
- mass balance calculations.

1.1.3 Option C – Dryland Landscapes

2

| 1. How can dryland landscapes be viewed as systems? | |
|--|---|
| Key Ideas | Content |
| 1.a. Dryland landscapes can be viewed as systems. | <ul style="list-style-type: none"> • A conceptual overview of: <ul style="list-style-type: none"> ○ the components of dryland landscape systems, including inputs, processes and outputs ○ the flows of energy and material through dryland systems ○ aridity index, including UNEP. |
| 1.b. Dryland landscapes are influenced by a range of physical factors. | <ul style="list-style-type: none"> • Potential influence on dryland systems of: <ul style="list-style-type: none"> ○ climate, including precipitation totals and patterns ○ geology, including lithology and structure ○ latitude and altitude ○ relief and aspect on microclimate ○ the availability of sediment. |
| 1.c. There are different types of dryland landscapes. | <ul style="list-style-type: none"> • The characteristics of different types of dryland landscapes: <ul style="list-style-type: none"> ○ polar drylands ○ mid- and low-latitude deserts ○ semi-arid environments. |

| 2. How are landforms of mid and low latitude deserts developed? | |
|---|---|
| Key Ideas | Content |
| 2.a. Dryland landscapes develop due to a variety of interconnected climatic and geomorphological processes. | <ul style="list-style-type: none"> • The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, fluvial and aeolian erosion, transportation and deposition. • The formation of distinctive landforms, predominantly influenced by erosion, including wadis, canyons, pedestal rocks, ventifacts and desert pavements. • The formation of distinctive landforms, predominantly influenced by deposition, including barchans, linear dunes, star dunes, alluvial fans and bajadas. |
| 2.b. Dryland landforms are inter-related and together make up characteristic landscapes. | <ul style="list-style-type: none"> • Case studies of one mid-latitude desert and one low-latitude desert to illustrate: <ul style="list-style-type: none"> ○ the physical factors which influence the formation of landforms within the landscape system ○ the inter-relationship of a range of landforms within the characteristic landscape system ○ how and why the landscape system changes over time from millennia to seconds, such as the impact of flash floods on alluvial fans in seconds, seasonal and ephemeral streams on canyons and pediment development over the millennia. |

3. How do dryland landforms evolve over time as climate changes?

| Key Ideas | Content |
|---|---|
| 3.a. Fluvial landforms can exist in dryland landscapes as a result of earlier pluvial periods. | <ul style="list-style-type: none"> • How dryland landforms have been influenced by previous pluvial conditions, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a previous time period and the resultant pluvial conditions ○ the influence of pluvial conditions and geomorphic processes in shaping landforms, including inselbergs and pediments ○ the modification of these landforms by processes associated with present and future climate changes. |
| 3.b. Periglacial landforms can exist in dryland landscapes as a result of earlier colder periods. | <ul style="list-style-type: none"> • How dryland landscapes have been influenced by colder climatic conditions, including: <ul style="list-style-type: none"> ○ climate changes that occurred during a previous time period and the resultant colder conditions ○ the influence of colder climatic conditions and geomorphic processes in shaping landforms, including frost shattered debris, nivation hollows and solifluction deposits ○ the modification of these landforms by processes associated with present and future climate changes. |

4. How does human activity cause change within dryland landscape systems?

| Key Ideas | Content |
|---|---|
| 4.a. Water supply issues can cause change within dryland landscape systems. | <ul style="list-style-type: none"> • Case study of one dryland landscape that is being used by people, to illustrate: <ul style="list-style-type: none"> ○ the water supply issue taking place and the reasons for it taking place, such as water shortage due to drought ○ its impacts on processes and flows of material and/or energy through the dryland landscape system, such as high rates of sediment trapping behind dams or modifying rivers to distribute and store water ○ the effect of these impacts in changing dryland landforms, such as decreased growth of wadis ○ the consequence of these changes on the landscape, such as reducing depositional landforms such as alluvial fans or slowing pediment development. |

4. How does human activity cause change within dryland landscape systems?

| Key Ideas | Content |
|---|---|
| 4.b. Economic activity can cause change within dryland landscape systems. | <ul style="list-style-type: none"> • Case study of one dryland landscape that is being used by people, to illustrate: <ul style="list-style-type: none"> ○ the economic activity taking place and the reasons for it taking place, such as tourism ○ its impacts on processes and flows of material and/or energy through the dryland landscape system, such as vegetation and cryptobiotic crust damage by dune buggy use ○ the effect of these impacts in changing dryland landforms, such as higher erosion rates on dunes ○ the consequence of these changes on the landscape, such as increased loess accumulation in marginal areas. |

5. Topic-specific skills:

- observation skills
- measurement and geo-spatial mapping skills
- data manipulation and statistical skills applied to field measurements
- sediment budget calculations
- mass balance calculations.

Topic 1.2 Changing Spaces; Making Places

“Our lack of thinking about place and space risks turning challenges into crises.” – Royal Town Planning Institute, UK

People are at the heart of places, living their lives, forming attachments and making connections. Places are dynamic, multi-layered and the history and culture of a nation can be found in its buildings, public spaces and towns and cities. Our environment includes a wide variety of places, from rural to urban, small streets to megacities and diversity exists not only between but also within all of these places.

Places are connected to other places and there are few left untouched from the forces of globalisation. Changing Spaces; Making Places allows learners to look through a local lens to understand global issues.

Starting from the local place in which learners live and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Investigating how shifting flows of people, money and resources are shaping places, whilst economic changes are contributing to a landscape of haves and have nots.

Exploration of the relationships and connections between people, the economy, and society and how these contribute to creating places. Placemaking projects are explored, considering the meanings and representations created and attached to places. Placemaking projects can happen at a variety of levels from individual project, street level, cultural quarter or whole city level.

| 1. What's in a place? | |
|---|--|
| Key Ideas | Content |
| 1.a. Places are multi-faceted, shaped by shifting flows and connections which change over time. | <ul style="list-style-type: none"> • Case studies of two contrasting place profiles at a local scale, including: <ul style="list-style-type: none"> ○ their demographic, socioeconomic, cultural, political, built and natural characteristics that shape their place identity. ○ their past and present connections that shape the place identity and embed them in regional, national, international and global scales ○ how shifting flows of people (such as commuter, migration), resources (such as natural, technology), money and investment (such as EU funding, TNCs) and ideas (such as knowledge economy) have helped shape the demographic, socio-economic and cultural profile of these places over time. |

2. How do we understand place?

| Key Ideas | Content |
|---|---|
| 2.a. People see, experience and understand place in different ways, this can also change over time. | <ul style="list-style-type: none"> • The complexities that exist when trying to define place including the concept of space versus place. • How and why people perceive places in different ways based on their identity, including age, gender, sexuality, religion and role. • How level of emotional attachment to place can influence people's behaviour and activities in a place. • How the processes of globalisation and time-space compression can influence our sense of place. |
| 2.b. Places are represented through a variety of contrasting formal and informal agencies. | <ul style="list-style-type: none"> • How informal representations of a place differ through contrasting media such as TV, film, music, art, photography, literature, graffiti and blogs. • Identify how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations. |

3. How does economic change influence patterns of social inequality in places?

| Key Ideas | Content |
|---|---|
| 3.a. The distribution of resources, wealth and opportunities are not evenly spread within and between places. | <ul style="list-style-type: none"> • The concept of social inequality and how this can be measured through indices such as housing, healthcare, education, employment and access to services. • How and why spatial patterns of social inequalities vary both within and between places. |
| 3.b. Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others. | <ul style="list-style-type: none"> • The influence of global connections and globalisation in driving structural economic change in places, such as de-industrialisation and the rise of the service industry. • How structural economic change impacts patterns of social opportunities and inequality for people and places. • How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality. • The role of government in reducing, reinforcing and creating patterns of social inequality in places through spending or cuts in key services such as availability and accessibility of education, healthcare, infrastructure and community services. |
| 3.c. Social inequality impacts people and places in different ways. | <ul style="list-style-type: none"> • Case studies of two contrasting places to illustrate: <ul style="list-style-type: none"> ○ the types of evidence of social inequality that can be found there such as housing, environmental quality, crime rates, digital divide ○ the range of factors that influence people's social inequality such as income, gender, age, health, personal mobility, ethnicity, and education ○ how social inequality impacts upon people's daily lives in different ways. |

4. Who are the players that influence economic change in places?

| Key Ideas | Content |
|---|--|
| 4.a. Places are influenced by a range of players operating at different scales. | <ul style="list-style-type: none"> • The role of players in driving economic change, including at least one of local and national government, MNCs or international institutions. • Case study of one country or region that has been impacted by structural economic change, including: <ul style="list-style-type: none"> ○ socio-economic, demographic, cultural and environmental characteristics of the place before the economic change ○ the economic change/changes that took place and the role of players involved in driving the change ○ socio-economic, demographic, cultural and environmental impacts on people and place. |

5. How are places created through placemaking processes?

| Key Ideas | Content |
|---|--|
| 5.a. Place is produced in a variety of ways at different scales. | <ul style="list-style-type: none"> • The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration. • How architects and planners attempt to create meaningful and authentic places through design, such as places that encourage mixed community use or the 24 hour city. • How local community groups shape the place they live, for such as residents associations, heritage associations and social media. |
| 5.b. The placemaking process of rebranding constructs a different place meaning through reimagining and regeneration. | <ul style="list-style-type: none"> • Why places rebrand through reimagining and regeneration to construct a different place meaning. • How a range of strategies can be used to rebrand places, such as sport, art, heritage, retail, architecture and food. These can be used singularly or in conjunction to change a place meaning. • A range of players and their role in placemaking, including government/EU funding, corporate bodies, not for profit organisations and community groups. • How and why some groups of people contest efforts to rebrand a place. |
| 5.c. Making a successful place requires planning and design. | <ul style="list-style-type: none"> • Case study of one place that has undergone rebranding, including: <ul style="list-style-type: none"> ○ why the place needed to rebrand ○ strategy/strategies involved in the rebranding of the place ○ the role and influence of a range of players involved in the placemaking ○ how the rebranding has altered people's perception of that place ○ the relative success of the rebranding. |

6. Topic-specific skills:

- appreciate how qualitative approaches actively create particular place representations
- analysing the impacts of different media on place meanings and perceptions
- the use of geospatial data to present place characteristics
- how quantitative data is used to present place characteristics.

2c. Content of Geographical debates (H081/02)

Geographical debates (02) component takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their **one** chosen topic, exploring the interactions between people and the environment.

Each topic engages learners through an enquiry approach which enables them to articulate opinions

and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical debates component.

There are five topic options for learners to choose from in the Geographical debates component. Learners must choose **one** option out of the five.

2

Topic 2.1 – Climate Change

“We often don’t fully appreciate that climate change is a problem. We think it is a problem waiting to happen.” – Kofi Annan

Climate change is considered by many to be the planet’s greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. By the middle of the twenty-first century it is predicted that 200 million people may be permanently displaced due to rising sea levels, floods and drought.

The climate change topic explores variations in the Earth’s climate and how both human and natural factors have influenced this. Learners are encouraged to explore why debates around this issue exist before considering its impact on people and the planet.

The future is uncertain and mitigation and adaptation strategies’ to cope with climate change are evolving. Learners will consider a range of strategies’ before asking ‘can an international response to climate change ever work?’

1. How and why has climate changed in the geological past?

| Key Ideas | Content |
|--------------------------------------|--|
| 1.a. The Earth’s climate is dynamic. | <ul style="list-style-type: none"> • Methods used to reconstruct past climate, including marine and lake sediments, ice cores, tree rings and fossils. • Past climate to reveal periods of greenhouse and icehouse Earth, including: <ul style="list-style-type: none"> ○ long-term, 100-million-year transition to colder global climate conditions ○ glaciation of Antarctica around 35 million years ago ○ quaternary glaciation ○ our present interglacial, the Holocene. • How natural forcing has driven climate change in the geological past, including: <ul style="list-style-type: none"> ○ plate tectonics, including volcanic activity and continental drift ○ Milankovitch cycles ○ solar output ○ the role of natural atmospheric greenhouse gases. |

2. How and why has the era of industrialisation affected global climate?

| Key Ideas | Content |
|---|---|
| 2.a. Humans have influenced the climate system, leading to a new epoch, the Anthropocene. | <ul style="list-style-type: none"> • Evidence the world has warmed since the late-nineteenth century, including: <ul style="list-style-type: none"> ○ increases in surface, atmospheric and oceanic temperatures ○ shrinking of valley glaciers and ice sheets ○ rising sea level ○ increasing atmospheric water vapour ○ decreasing snow cover and sea ice. • Reasons why anthropogenic greenhouse gas emissions have increased since the pre-industrial era. • The balance of anthropogenic emissions around the world and how this has changed in recent history. • How additional greenhouse gases being added to the atmosphere will enhance the natural greenhouse effect. • How humans influence the global-mean energy balance. • Case studies of one AC and one EDC to illustrate their contribution to anthropogenic greenhouse gas emissions over time. |

3. Why is there a debate over climate change?

| Key Ideas | Content |
|--|---|
| 3.a. Debates of climate change are shaped by a variety of agendas. | <ul style="list-style-type: none"> • How humans have played a part in shaping the climate change debate, including: <ul style="list-style-type: none"> ○ historical background of the global warming debate and how it has evolved over time ○ the role of governments and international organisations, such as the EU or UN ○ role and possible bias of the media, and different interest groups in shaping the public image of climate change. |

4. In what ways can humans respond to climate change?

| Key Ideas | Content |
|--|---|
| 4.a. An effective human response relies on knowing what the future will hold. | <ul style="list-style-type: none"> • Overview of climate modelling to illustrate: <ul style="list-style-type: none"> ○ importance of the carbon cycle ○ influence of positive and negative feedback ○ future emission scenarios, the resulting impacts on global temperatures and sea levels. |
| 4.b. The impacts of climate change are global and dynamic. | <ul style="list-style-type: none"> • Implications of climate change currently being experienced for people and the environment, such as from changes to ecosystems, health and extreme weather, and how these are projected to change in the future. • The vulnerability of people and the environment to the impacts of climate change. |
| 4.c. Mitigation and adaptation are complementary strategies for reducing and managing the risks of climate change. | <ul style="list-style-type: none"> • Mitigation strategies to cut global emissions of greenhouse gases, including: <ul style="list-style-type: none"> ○ energy efficiency and conservation ○ fuel shifts and low-carbon energy sources ○ carbon capture and storage ○ forestry strategies ○ geoengineering. • Adaptation strategies to reduce the vulnerability of human populations at risk, including: <ul style="list-style-type: none"> ○ framework of adaptation (retreat, accommodate, protect) and its implementation in response to possible future implications of climate change in a range of communities across the development continuum ○ what future homes, offices, cities, transport and economies will look like following adaptation throughout the twenty-first century. • Case studies of two contrasting countries at different stages of economic development to illustrate: <ul style="list-style-type: none"> ○ current socio-economic and environmental impacts and the opportunities and threats they present ○ technological, socio-economic and political challenges associated with effective mitigation and adaptation. |

5. Can an international response to climate change ever work?

| Key Ideas | Content |
|---|---|
| 5.a. Effective implementation depends on policies and co-operation at all scales. | <ul style="list-style-type: none">• Geopolitics associated with the human response to climate change, including:<ul style="list-style-type: none">○ role of the Intergovernmental Panel on Climate Change in shaping policy making○ success of international directives, such as the Kyoto Protocol○ significance of carbon trading and carbon credits○ evolution of national, and sub-national policy that extends beyond the vision of international directives. |

Topic 2.2 – Disease Dilemmas

“Infectious disease outbreaks, whether natural, intentional or accidental, are still among the foremost dangers to human health and the global economy. With patterns of global travel and trade, disease can spread nearly anywhere within 24 hours.” – Tom Frieden, Director of the Center for Disease Control and Prevention

Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility

to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them.

The causes of disease are often complex and the impacts even more so, especially when dealing with these at epidemic and pandemic levels. Continued research into diseases and developments in pharmaceuticals and 'our' understanding of diseases offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.

1. What are the global patterns of disease and can factors be identified that determine these?

| Key Ideas | Content |
|---|--|
| 1.a. Diseases can be classified and their patterns mapped. The spread of diseases is complex and influenced by a number of factors. | <ul style="list-style-type: none"> How diseases can be classified, including infectious and non-infectious, communicable and noncommunicable, contagious and non-contagious, epidemic, endemic and pandemic. Patterns of disease, including global distributions of malaria, HIV, tuberculosis, diabetes and cardio-vascular disease. Disease diffusion and spread to new areas (Hägerstrand model), including the phases of diffusion, physical and socioeconomic barriers. |
| 1.b. There is a relationship between physical factors and the prevalence of disease which can change over time. | <ul style="list-style-type: none"> Global patterns of temperature, precipitation, relief and water sources and how they affect patterns of disease. Physical factors can influence vectors of disease such as the prevalence of mosquitoes in warm, humid areas close to water sources. How seasonal variations influence disease outbreaks such as periods of drought or monsoon rains. Climate change provides the conditions for emerging infectious diseases to spread to new places and new hosts such as West Nile virus, tsetse fly and tick seasons. The conditions for zoonotic infectious diseases such as bird flu or rabies to establish and spread from animals to humans. |
| 1.c. Natural hazards can influence the outbreak and spread of disease. | <ul style="list-style-type: none"> Case study of one country which has experienced a natural hazard, such as an earthquake, drought or monsoon rains, and the implications this has on a named disease, such as cholera or typhoid: <ul style="list-style-type: none"> geographical area covered by the hazard and its influence on the risk and outbreak of disease environmental factors affecting the spread of disease such as climate, sanitation, water supply and food human factors affecting the spread of the disease such as population density, access to clean water, immunisation programmes impacts of the disease on resident populations strategies used to minimise the impacts of the disease at national and international scales. |

2. Is there a link between disease and levels of economic development?

| Key Ideas | Content |
|--|---|
| 2.a. As countries develop economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises. | <ul style="list-style-type: none"> • How rising standards of living, including access to food, clean water and sanitation, impact upon susceptibility to disease and influence a country's epidemiological transition. • The reasons why LIDCs have a higher prevalence for communicable diseases (diseases of poverty) and ACs have a higher prevalence for noncommunicable diseases (diseases of affluence). • Case study of one country experiencing air pollution and the impact this has on incidences of cancers (such as lung or bladder). The global and national solutions in dealing with this. |

3. How effectively are communicable and noncommunicable diseases dealt with?

| Key Ideas | Content |
|---|--|
| 3.a. Communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success. | <ul style="list-style-type: none"> • Case study of one communicable disease, such as malaria or tuberculosis, at a country scale, either an LIDC or EDC, including: <ul style="list-style-type: none"> ○ environmental and human causes of the disease ○ prevalence, incidence and patterns of the disease ○ socio-economic impacts of the disease ○ direct and indirect strategies used by government and international agencies to mitigate against the disease and respond to outbreaks. |
| 3.b. Noncommunicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success. | <ul style="list-style-type: none"> • Case study of one noncommunicable disease, such as cardio-vascular disease or diabetes, at a country scale, either an AC or EDC, including: <ul style="list-style-type: none"> ○ social, economic and cultural causes of the disease ○ prevalence, incidence and patterns of the disease ○ socio-economic impacts of the disease ○ direct and indirect strategies used by government and international agencies to mitigate against the disease. |

4. How far can diseases be predicted and mitigated against?

| Key Ideas | Content |
|--|---|
| 4.a. Increasing global mobility impacts the diffusion of disease and the ability to respond to it, at a variety of scales. | <ul style="list-style-type: none"> The role of international organisations, such as the World Health Organization, in providing international strategies to combat disease, including predicting diseases, gathering data, research, support programmes and their work with agencies and governments. Identify a disease outbreak at a global scale, such as H1N1 or SARs, including its rate of spread and patterns of outbreak distribution. Case study of the role that one NGO has played in dealing with a disease outbreak within one country at national and local level. |
| 4.b. Mitigation strategies to combat global pandemics and overcome physical barriers. | <ul style="list-style-type: none"> Physical barriers, such as relief, natural hazards, excess water, remoteness of communities, have positive and negative effects on mitigation strategies and response efforts in dealing with disease. Mitigation strategies used by government and international agencies to combat global pandemics, such as HIV / AIDS, including screening, availability and funding of treatment and education programmes. |

5. Can diseases ever be fully eradicated?

| Key Ideas | Content |
|---|---|
| 5.a. Nature has provided medicines to treat disease for thousands of years. | <ul style="list-style-type: none"> Medicines from nature, their habitats and conditions for growth including the influence of soil type and climate. Case study of one medicinal plant, such as rosy periwinkle and opium poppy, including their growing conditions, international trade, medicinal importance for disease and sustainable use. Conservation issues relating to the international trade in medicinal plants such as endangering species survival, erosion of genetic diversity, threats to the survival of natural ecosystems. |
| 5.b. Top down and bottom up strategies that deal with disease risk and eradication. | <ul style="list-style-type: none"> Case study of the global impact of one pharmaceutical transnational, including scientific breakthroughs made, patents, drug manufacturing and their global flows for distribution. Strategies for disease eradication at a range of scales, including global and national campaigns. Impact of grassroots strategies in educating communities and the role of women in combating disease risk. |

Topic 2.3 – Exploring Oceans

“The sea, the great unifier, is man’s only hope. Now, as never before, the old phrase has literal meaning: we are all in the same boat.” – Jacques Yves Cousteau

Oceans hold about 96.5% of all Earth’s water and they are complex physical environments. Oceans have varying characteristics of relief, salinity, temperature and currents which impact upon the life supported there. Oceans and all that they contain provide valuable resources for a growing population, however use of these resources and impacts on them can have long-term consequences. The governance of oceans

is complex and sometimes contested making the management of these precious resource filled environments challenging. Evidence of climate change and the threat to oceans is becoming increasingly apparent and for those who live in island communities or low-lying coastlines, this requires an international effort to combat these threats.

There is a long history of oceans being used as global gateways for trade and the movement of people; this can provide both opportunities and challenges at national and international scales.

| 1. What are the main characteristics of oceans? | |
|--|--|
| Key Ideas | Content |
| 1.a. The world’s oceans are a distinctive feature of the Earth. | <ul style="list-style-type: none"> The global distribution of the world’s oceans, their areas and volumes. The relief of ocean basins, including continental shelf and slope, abyssal plain, ocean ridges and rifts, ocean trenches and guyots. |
| 1.b. Water in the world’s oceans varies horizontally and vertically. | <ul style="list-style-type: none"> Horizontal and vertical variations in salinity and temperature. The global distribution of warm and cold surface currents. The pattern of circulation in the North Atlantic, including both surface and deep currents. |
| 1.c. Changes in light, temperature and nutrient supply influence the biodiversity of oceans. | <ul style="list-style-type: none"> How and why ocean ecosystems are influenced by changes in light, temperature and nutrient supply, which vary with latitude and depth. A comparison of food chains, food webs and biodiversity in inter-tidal and deep-water ecosystems. |

2. What are the opportunities and threats arising from the use of ocean resources?

| Key Ideas | Content |
|---|--|
| 2.a. Biological resources within oceans can be used in sustainable or unsustainable ways. | <ul style="list-style-type: none"> • Case study of the management of one renewable biological resource within oceans, such as krill or whale, including: <ul style="list-style-type: none"> ○ the use and management of this resource ○ how the values, attitudes, socioeconomic status and political context of the stake holders influence the use and management of the resource ○ the resilience of the resource and key thresholds to initiate management. |
| 2.b. The use of ocean energy and mineral resources is a contested issue. | <ul style="list-style-type: none"> • The use and management of ocean energy resources, including: <ul style="list-style-type: none"> ○ oil and gas (non-renewable resources) ○ wave and tidal energy (flow resources - renewable resources). • The use of sea-bed minerals, including ferrous and non-ferrous minerals, as examples of non-renewable resource use. |
| 2.c. Governing the oceans poses issues for the management of resources. | <ul style="list-style-type: none"> • Oceans as part of the 'global commons', including the idea of the 'tragedy of the commons'. • There are a series of zones extending out from the land that aim to help manage the ocean, including territorial waters, contiguous zone, exclusive economic zone (EEZ), high seas. • Resource management through frameworks such as the United Nations Convention on the Law of the Sea (UNCLOS) and marine reserves. |

3. How and in what ways do human activities pollute oceans?

| Key Ideas | Content |
|---|---|
| 3.a. There are a variety of pollutants that affect the ocean system. | <ul style="list-style-type: none"> • The major sources of pollutants, including combustion of fossil fuels (such as carbon dioxide), and domestic and industrial pollutants (such as plastics, heavy metals or nuclear waste). |
| 3.b. Off-shore oil production and transport poses threats for people and the environment. | <ul style="list-style-type: none"> • Case study of one oil spill, including: <ul style="list-style-type: none"> ○ impacts on the physical environment and marine ecosystems ○ impacts on human activities such as fishing and tourism ○ management of the oil spill and its impacts. |
| 3.c. The pattern of global ocean currents can disperse and concentrate pollution. | <ul style="list-style-type: none"> • How pollution, such as plastic, can spread around the globe via oceanic circulation and its impact on marine ecosystems. • Case study of the accumulation of plastic in one ocean gyre such as in the North Pacific, including: <ul style="list-style-type: none"> ○ causes of the accumulation ○ the impacts on marine ecosystems. |

4. How is climate change impacting the ocean system?

| Key Ideas | Content |
|--|---|
| 4.a. Climate change is altering the nature of the ocean's water. | <ul style="list-style-type: none"> • How acidification of oceans contributes to depleting fish stocks and has resulting impacts for people. • The rising temperature of the oceans and its threat to coral ecosystems, such as coral bleaching, loss in biodiversity and threats to local communities. |
| 4.b. Climate change is altering sea levels. | <ul style="list-style-type: none"> • The causes of sea level change due to climate change, the thermal expansion of water and the transfer of water from the land to the oceans. • Case study of one island community in either the Indian Ocean, Pacific Ocean or the Caribbean Sea to illustrate: <ul style="list-style-type: none"> ○ the threats to island communities ○ the impact on communities ○ the adaptations by governments and communities in both the short- and long-term. |
| 4.c. Climate change is altering high latitude oceans. | <ul style="list-style-type: none"> • The impact of global warming on the extent of sea ice. The feedback between the extent of ice cover and the degree of warming. The concept of a threshold beyond which change becomes irreversible should be investigated in this context. • Case study of the Arctic region, including: <ul style="list-style-type: none"> ○ the geo-political implications of changes in ice-cover in the Arctic region ○ the impact on indigenous peoples ○ the threats and opportunities posed by the opening up of ocean route-ways and increasing access to ocean bed minerals ○ the management of the changing geography of the Arctic through international organisations. |

5. How have socio-economic and political factors influenced the use of the oceans?

| Key Ideas | Content |
|--|---|
| 5.a. Oceans have been and continue to be vital elements in the process of globalisation. | <ul style="list-style-type: none"> • The pattern of principal shipping routes across the oceans, including the influence of changes in the scale of ocean shipping. • The direction and type of trade across the oceans. |
| 5.b. Oceans are important spaces where countries challenge each other. | <ul style="list-style-type: none"> • The use of oceans by countries to exert their influence including: <ul style="list-style-type: none"> ○ the distribution of naval strongholds for one country, such as USA, Russia or China, including its home and overseas ports ○ a marine conflict zone where countries dispute ocean territory areas. |
| 5.c. Oceans present hazardous obstacles to human activities. | <ul style="list-style-type: none"> • The distribution of 21st century piracy and its management. • The use of oceans as escape routes for migrants such as South-east Asia to Australia or North Africa to Europe. |

Topic 2.4 – Future of Food

“In the past year, we have seen food riots on three continents, food inflation has rocketed and experts predict that by 2050, if things don’t change, we will see mass starvation across the world.” – BBC, ‘The Future of Food’

This topic explores the spatial patterns and complex causes of food security, from the physical influences on food systems and how humans create and exacerbate food security issues. Learners will investigate the impacts of food systems on people and the environment before considering management strategies at a range of scales including an in-depth case study of one country’s efforts to improve food security.

Food is both a celebrated and contested issue. It is predicted that 805 million people go to bed hungry each night, while others consume and waste far more than their fair share. Across the planet food security varies both within and between countries at all levels of the development spectrum.

1. What is food security and why is it of global significance?

| Key Ideas | Content |
|--|---|
| 1.a. The concept of food security is complex and varies spatially. | <ul style="list-style-type: none"> Defining what it means to be food secure and understanding that the concept of food security is built on three pillars of food access, food affordability and food use. Food security can be viewed as a spectrum from food-secure to famine. Current trends in global food security using data such as undernourishment and hunger statistics and the Global Food Security Index. How the pattern of food security is dynamic and varies both between and within countries. |
| 1.b. Food is a precious resource and global food production can be viewed as an interconnected system. | <ul style="list-style-type: none"> The physical conditions required for growing food including, air, climate, soil and water. How feeding the world is a complex system of growing, processing, transporting and disposing of consumer waste. How food production methods vary from intensive to extensive and subsistence to commercial. |
| 1.c. Globalisation is changing the food industry. | <ul style="list-style-type: none"> The influence of globalisation on the food industry such as increased demand and global tastes. Globalisation of the food industry creates a number of issues including food miles, inequality between TNCs and small suppliers, obesity and price crisis. Globalisation of the food industry creates a number of opportunities including technological innovation, short-term food relief and consumer choice. |

2. What are the causes of inequality in global food security?

| Key Ideas | Content |
|--|--|
| 2.a. A number of interrelated factors can influence food security. | <ul style="list-style-type: none"> • Understand the range of physical factors that affect food security across the globe such as geology, soil, length of growing season. • The social, economic and political factors affecting food security such as land ownership systems, competition and land grabbing and how these vary from place to place. • Theoretical positions on food security including Malthusian and Boserupian scenarios. • Case study of one place to illustrate how human and physical factors are/ have combined to cause issues with food security. |

3. What are the threats to global food security?

| Key Ideas | Content |
|---|---|
| 3.a. Risks to food security can be identified to highlight the most vulnerable societies. | <ul style="list-style-type: none"> • Regions, countries and people whose food security is most at risk across the development spectrum. • Why issues related to storage or distribution create geographical pinchpoints where food security is at risk, such as the Suez Canal. • The physical and human causes of desertification and how this changes ecosystems to increase risks to food security. • Case study of one dryland area, including: <ul style="list-style-type: none"> ○ food security risks and vulnerability are influenced by the specific ecosystem, climate and hydrology ○ worsening factors such as population change, landgrabbing and climate change. |
| 3.b The food system is vulnerable to shocks that can impact food security. | <ul style="list-style-type: none"> • How climate change is leading to increasing frequency of extreme weather events such as wild-fire, El-Niño, floods, and drought which can affect food production. • How water scarcity can exacerbate food production issues. • How tectonic hazards can influence food production and distribution. • Case study of one indigenous farming technique in an extreme environment, such as the Arctic, including: <ul style="list-style-type: none"> ○ the physical conditions of the environment including ecosystems, terrain and climate. ○ food production methods used by indigenous people in the environment ○ threats to the indigenous group's food security. |

4. How do food production and security issues impact people and the physical environment?

| Key Ideas | Content |
|--|--|
| 4.a. Imbalance in the global food system has physical and human impacts. | <ul style="list-style-type: none"> • How attempts to increase food production and security can impact the physical environment including: <ul style="list-style-type: none"> ○ irrigation and salinisation ○ deforestation and the impacts on biodiversity ○ changing landscapes ○ water quality from agrochemicals. • Case study of how one physical environment is/has been impacted by food production methods including the specific short- and long-term impacts on the environment. • How food security issues impacts people including: <ul style="list-style-type: none"> ○ health issues associated with food shortages ○ health issues associated with food surpluses and poor diet ○ harmful impacts on human health as a result of the increased use of chemicals and pesticides. • Case studies of two places at contrasting levels of economic development to illustrate the implications of poor food security on the lives of people. |

5. Is there hope for the future of food?

| Key Ideas | Content |
|---|--|
| 5.a. Food is a geopolitical commodity; a number of key players will continue to influence the global food system. | <ul style="list-style-type: none"> • The opportunities between countries to ensure food security including: <ul style="list-style-type: none"> ○ agricultural trading policies ○ the role of the World Trade Organization ○ appropriate aid. • Investigate the role and responsibilities of the following in influencing the global food system: <ul style="list-style-type: none"> ○ agribusiness ○ Trans-National Corporations such as Unilever ○ food retailers such as Tesco ○ fair trade organisations. |
| 5.b. There is a spectrum of strategies that exist to ensure and improve food security. | <ul style="list-style-type: none"> • Approaches to increasing food security can vary from short-term relief to capacity-building and long-term system redesign. • The effectiveness and sustainability of a range of techniques that exist to improve food security from large-scale technological techniques down to small-scale bottom up and appropriate approaches. • Case studies of two contrasting places at different levels of development and the strategies and techniques that have been used to ensure or improve food security. |

Topic 2.5 – Hazardous Earth

“Every year, natural disasters affect one in thirty people on Earth. Whether developing or industrialised, all nations are at risk, and the field of natural hazards is today one of the fastest growing areas of research in the Earth and Climate Sciences.” – University College London, Earth Sciences Department

Movement of the Earth’s land masses, from Pangaea to present-day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations.

As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. Risks from tectonic hazards varies spatially and over time, with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk.

Currently there are a number of strategies which help the international community, governments and individuals cope with the risks associated with tectonic hazards however there are varying global levels of resilience and ability to adapt to the risks presented.

| 1. What is the evidence for continental drift and plate tectonics? | |
|--|--|
| Key Ideas | Content |
| 1.a. There is a variety of evidence for the theories of continental drift and plate tectonics. | <ul style="list-style-type: none"> • Theories of continental drift and plate tectonics including: <ul style="list-style-type: none"> ○ the basic structure of the earth including the lithosphere, asthenosphere and the role of convection currents ○ evidence for sea-floor spreading; paleomagnetism; the age of sea floor rocks ○ evidence from ancient glaciations ○ fossil records. |
| 1.b. There are distinctive features and processes at plate boundaries. | <ul style="list-style-type: none"> • Earth’s crustal features and processes, including: <ul style="list-style-type: none"> ○ the global pattern of plates and plate boundaries ○ the features and processes associated with divergent (constructive) plate boundaries ○ the features and processes associated with convergent plate boundaries including oceanic-continental, oceanic-oceanic (destructive) and continental-continental (collision) boundaries ○ the features and processes associated with conservative plate boundaries. |

2. What are the main hazards generated by volcanic activity?

| Key Ideas | Content |
|--|--|
| 2.a. There is a variety of volcanic activity and resultant landforms and landscapes. | <ul style="list-style-type: none"> • Different types of volcanoes to investigate their causes and features including: <ul style="list-style-type: none"> ○ explosive eruptions (higher viscosity magma) located at convergent (destructive) plate boundaries ○ effusive eruptions (lower viscosity magma) and landforms located at divergent (constructive) plate boundaries ○ eruptions not at plate boundaries (hot spots) such as the Hawaiian chain and the East African Rift valley ○ size and shape of different types of volcanoes, including super-volcanoes ○ the volcanic explosive index (VEI) measure of assessing volcanic activity. |
| 2.b. Volcanic eruptions generate distinctive hazards. | <ul style="list-style-type: none"> • Different types of volcanic eruptions and the different types of hazards they generate including: <ul style="list-style-type: none"> ○ lava flows, pyroclastic flows, gas emissions, tephra and ash ○ lahars and flooding associated with the melting of ice ○ tsunamis associated with explosive eruption. |

3. What are the main hazards generated by seismic activity?

| Key Ideas | Content |
|--|---|
| 3.a. There is a variety of earthquake activity and resultant landforms and landscapes. | <ul style="list-style-type: none"> • Earthquake characteristics to investigate their causes and features including: <ul style="list-style-type: none"> ○ shallow-focus earthquakes ○ deep-focus earthquakes ○ the different measures of assessing earthquake magnitude (Richter, moment magnitude scale, modified Mercalli intensity scale) ○ the effects earthquakes have on landforms and landscapes including the development of escarpments and rift valleys. |
| 3.b. Earthquakes generate distinctive hazards. | <ul style="list-style-type: none"> • Hazards generated by earthquakes, including: <ul style="list-style-type: none"> ○ ground shaking and ground displacement ○ liquefaction ○ landslides and avalanches ○ tsunamis associated with sea-bed uplift and underwater landslides ○ flooding. |

4. What are the implications of living in tectonically active locations?

| Key Ideas | Content |
|---|--|
| 4.a. There are a range of impacts people experience as a result of volcanic eruptions. | <ul style="list-style-type: none"> • Case studies of two countries at contrasting levels of economic development to illustrate: <ul style="list-style-type: none"> ○ reasons why people choose to live in tectonically active locations ○ the impacts people experience as a result of volcanic eruptions ○ economic, environmental and political impacts on the country. |
| 4.b. There are a range of impacts people experience as a result of earthquake activity. | <ul style="list-style-type: none"> • Case studies of two countries at contrasting levels of economic development to illustrate: <ul style="list-style-type: none"> ○ reasons why people choose to live in tectonically active locations ○ the impacts people experience as a result of earthquake activity ○ economic, environmental and political impacts on the country. |

5. What measures are available to help people cope with living in tectonically active locations?

| Key Ideas | Content |
|---|--|
| 5.a. There are various strategies to manage hazards from volcanic activity. | <ul style="list-style-type: none"> • Case studies of two countries at contrasting levels of economic development to illustrate strategies used to cope with volcanic activity including: <ul style="list-style-type: none"> ○ attempts to mitigate against the event, such as lava diversion channels ○ attempts to mitigate against vulnerability, such as community preparedness ○ attempts to mitigate against losses, such as rescue and emergency relief. |
| 5.b. There are various strategies to manage hazards from earthquakes. | <ul style="list-style-type: none"> • Case studies of two countries at contrasting levels of economic development to illustrate strategies used to cope with hazards from earthquakes including: <ul style="list-style-type: none"> ○ attempts to mitigate against the event, such as land-use zoning ○ attempts to mitigate against vulnerability, such as building design ○ attempts to mitigate against losses, such as insurance. |
| 5.c. The exposure of people to risks and their ability to cope with tectonic hazards changes over time. | <ul style="list-style-type: none"> • How and why have the risks from tectonic hazards changed over time including: <ul style="list-style-type: none"> ○ changes in the frequency and impacts of tectonic hazards over time ○ the degree of risk posed by a hazard and the probability of the hazard event occurring (the disaster risk equation) ○ possible future strategies to cope with risks from tectonic hazards. • The relationship between disaster and response including the Park model. |

2d. Geographical and fieldwork skills

Geographical and fieldwork skills are fundamental to the study, practice and discipline of geography. They are integrated into all aspects of the subject. The skills listed on the following pages provide a basis for further study and research across a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the content within this AS level will stimulate learners to 'think geographically'. It will also provide them with opportunities to apply the skills in a wide range of curriculum or learning contexts.

Learners will be able to apply the skills listed in this section in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of Landscape and place (01) and Geographical debates (02).

Learners should use the skills to collect, analyse and interpret geographical information throughout their studies, whilst gaining the ability to understand and apply suitable analytical approaches for the differing geographical information types encountered within study of the specified content. Learners will acquire the geographical and fieldwork skills to be able to investigate geographical questions and issues, interpret, analyse and evaluate data and evidence and to construct arguments and draw conclusions.

Competence in using geographical and fieldwork skills should be developed during study of the content, not as a separate theme or topic. While the relative balance of quantitative and qualitative methods and skills will differ between components, learners must be introduced to a roughly equal balance of quantitative and qualitative across the specification as a whole.

3. Geographical skills

3.1 Geographical information:

With respect to geographical information, learners should:

- a) understand what makes data geographical
- b) understand the ethical and socio-political implications of collecting, studying and representing geographical data, especially with regard to human communities
- c) understand the nature of and use different types of geographical information, including:
 - qualitative and quantitative
 - primary and secondary
 - images, maps, diagrams and graphical representations
 - factual text and discursive/creative material
 - digital data
 - numerical and spatial data
 - innovative forms of data, including crowd-sourced and 'big data'.
- d) undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data
- e) communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.

3.2 Geo-located data:

With respect to geo-located data, learners should:

- a) understand the opportunities and approaches available to collect data through the use of geospatial technologies, such as smart phones and tablet devices
- b) understand the opportunities and benefits of presenting and analysing geographical data through the use of Geographical Information Systems (GIS).

3.3 Qualitative skills:

With respect to qualitative skills, learners should:

- a) use and understand a mixture of methodological approaches, including using interviews
- b) interpret, analyse and evaluate a range of source material including textual and visual sources
- c) understand the opportunities and limitations of qualitative techniques such as coding and sampling.

3.4 Quantitative skills:

With respect to quantitative skills, learners should understand the purposes and difference between the following and be able to use them in appropriate contexts:

- a) mean, median, mode, range, interquartile range and standard deviation
- b) lines of best fit and correlation on graphical representations
- c) measurement, measurement errors, and sampling.

4. Fieldwork skills

Fieldwork is essential to geography, with a defining characteristic of geographers being the ability to conduct field investigations in order to test ideas, build evidence, reflect on and create new geographical knowledge. The value of fieldwork goes beyond the aim of collecting primary data. The understanding generated from experiencing geographical concepts, processes and issues in

the real world can be illuminating for learners and help to contextualise content to enrich learning experiences.

The assessment of fieldwork skills will be within Landscape and place (01). There are specific elements of fieldwork which are required within AS Level in Geography.

With respect to fieldwork skills, AS Level Geography requires learners to:

- a) identify appropriate field research questions, based on their knowledge and understanding of relevant aspects of physical and human geography
- b) understand how to observe and record phenomena in the field and be able to devise and justify practical approaches taken in the field, (including frequency/timing of observation, sampling, and data collection approaches)
- c) demonstrate knowledge and understanding of how to undertake practical field methodologies appropriate to the investigation of core human and physical processes
- d) demonstrate knowledge and understanding of implementing chosen methodologies to collect data/information of good quality that is relevant to the topic under investigation
- e) apply existing knowledge and concepts to identify, order and understand field observations
- f) show the ability to write a coherent analysis of fieldwork findings and results in order to answer a specific geographical question and to justify conclusions
- g) evaluate and reflect on fieldwork investigations.

Fieldwork is required to be undertaken for at least **two** days throughout the AS Level course, including in relation to processes in **both** physical and human geography (some, but not all of this, may be within the context of people-environment questions and issues).

This allows learners to understand processes and contextualise aspects of the content through their experiences.

Fieldwork Written Statement

Centres must provide a written **fieldwork statement** to OCR detailing that at least **two** days of geographical fieldwork has been undertaken by all learners being submitted for entry within that year's set of assessments.

The fieldwork statement must confirm that geographical fieldwork has been undertaken in relation to processes in **both physical and human** geography subject matter.

Centres must provide the fieldwork statement by **15 May in the year of entry**. Any failure by a centre to provide a fieldwork statement to OCR in a timely manner will be treated as malpractice and/or maladministration (under General Condition A8 (*Malpractice and maladministration*)).

2e. Prior knowledge, learning and progression

There are no prior qualification requirements for this specification.

Learners in England who are beginning an AS level course are likely to have followed a Key Stage 4 programme of study. No prior knowledge of this subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE (9–1) Geography.

This qualification provides the ideal foundation for learners to progress to Higher Education for study in Geography or a number of other subjects due to the skills gained.

There are a number of Geography specifications at OCR. Find out more at www.ocr.org.uk

3 Assessment of AS Level in Geography

3a. Forms of assessment

For OCR's AS Level in Geography learners must take **all** components.

| AS Level in Geography (H081) | |
|---|--|
| Component 01 Landscape and place | |
| 55% of the AS Level 1 hour 45 minutes Written paper 82 marks | This question paper has three sections. <ul style="list-style-type: none"> Section A: Questions on Landscape Systems, answering questions on either Option A, B or C. Section B: Questions on Changing Spaces; Making Places Section C: Fieldwork. A separate Resource Booklet is provided with the question paper. The component is externally assessed. Marks associated with geographical skills will be assessed within this component. |
| Component 02 Geographical debates | |
| 45% of the AS Level 1 hour 30 minutes Written paper 68 marks | This question paper contains questions on all topics (Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food and Hazardous Earth). Learners answer questions on one topic. This question paper has three sections. <ul style="list-style-type: none"> Section A: Short answer and medium length questions on all topics. Section B: Synoptic questions on all topics. Section C: Extended reponse questions on all topics. A separate Resource Booklet is provided with the question paper. The component is externally assessed. Marks associated with geographical skills will be assessed within this component. |

Within the question paper for Landscape and place (01) there will be a combination of short answer questions which carry a low tariff, medium length questions between 6 and 12 marks and higher tariff extended response questions of 14 marks.

Within the question paper for the Geographical debates (02) component there will be a combination of short answer questions which carry a low tariff, medium length questions of 6–12 marks and extended response questions of 20 marks.

3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR AS Level Geography. These are detailed in the table below.

| Assessment Objective | |
|----------------------|--|
| AO1 | Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. |
| AO2 | Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. |
| AO3 | Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions. |

AO weightings in AS Level in Geography

The relationship between the assessment objectives and the components are shown in the following table:

| Component | % of OCR AS Level in Geography (H081) | | |
|--------------------------------|---------------------------------------|------------|-------------|
| | AO1 | AO2 | AO3 |
| Landscape and place (H081/01) | 19* | 16 | 20 |
| Geographical debates (H081/02) | 20* | 20 | 5* |
| Total | 39%* | 36% | 25%* |

* values rounded to the nearest whole %

3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses that are integrated into the marking criteria.

There is assessment of extended responses within components Landscape and place (01) and Geographical debates (02).

3f. Synoptic assessment

Synoptic assessment allows learners to demonstrate their understanding of the connections between different aspects of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the AS level course. The emphasis of synoptic assessment is to

encourage the understanding of Geography as a discipline.

Synoptic assessment is embedded within the AS Level, although particularly evident in the Geographical debates (02) component.

3g. Calculating qualification results

A learner's overall qualification grade for AS Level in Geography will be calculated by adding together their marks from the two components taken to give their total weighted mark. This mark will then be compared

to the qualification level grade boundaries for the qualification for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website:

www.ocr.org.uk

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules. Final entries

must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking AS Level in Geography must be entered for H081.

| Entry code | Title | Component code | Component title | Assessment type |
|------------|-----------|----------------|----------------------|---------------------|
| H081 | Geography | 01 | Landscape and place | External Assessment |
| | | 02 | Geographical debates | External Assessment |

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Learners are permitted to use a scientific or graphical calculator for components 01 and 02. Calculators are subject to the rules in the document *Instructions for Conducting Examinations* published annually by JCQ (www.jcq.org.uk).

Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

4d. Results and certificates

Grade Scale

AS level qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be

Unclassified (U). Only subjects in which grades A to E are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary GCE in Geography'.

4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner’s results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on

malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Overlap with other qualifications

There is overlap between the content of this specification and that of the OCR A Level Geography specification in order that these qualifications may be co-taught alongside one another, if necessary.

There is no significant overlap between the content of this specification and those for other Advanced Subsidiary GCE qualifications.

5b. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in

the JCQ *Access Arrangements and Reasonable Adjustments*.

The AS level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5c. Glossary of terms from the specification content

| | |
|--|---|
| Advanced countries (AC) | Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF. |
| Emerging and developing countries (EDC) | Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust. 'EDCs' are as classified by the IMF. |
| Low-income developing countries (LIDC) | Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF. |
| Geographical Information System (GIS) | A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships. |
| Local scale | A local scale can be either local to the learner or another small scale location. A local place may be a locality, neighbourhood or small community, either urban or rural. |
| Regional scale | A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape. |
| Primary data | Unmanipulated data, either collected in the field or an untouched dataset. |







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Resources and support for our AS Level Geography qualification, developed through collaboration between our Geography Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our Geography Subject Specialists who can give you specialist advice, guidance and support.

Meet the team at ocr.org.uk/geographyteam and contact them at:

01223 553998

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