



14-19 CHANGES  
A LEVEL

# *Support Materials*

## **GCE Geography H083/H483: Teacher Support Booklet**

**AS/A Level Geography**

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# 1 Introduction

## 1.1 Philosophy

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OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teacher Guide/Notes for Guidance is offered as guidance but will be subject to modifications by the individual teacher.

The OCR specification is based on the belief that Geography is about:

- exploring the principles, concepts and processes that describe and explain geographical phenomena and landscapes;
- spatial awareness, location and a sense of place;
- developing knowledge and understanding of both physical and human geography;
- achieving an understanding of the complex inter-relationships between people and environment

in addition it attempts to:

- ensure topics have relevance to the modern world and the challenges and opportunities engaging young people today;
- ensure individual/group research/investigation (including fieldwork) retains a significant role in the subject
- maintain a link with previous OCR specifications so as to allow use of existing teaching and learning resources/approaches

## 1.2 So what's new?

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### 1) Content

Some are new to the specification e.g. Energy, Globalisation as these are considered key issues for the world in the 21<sup>st</sup> century.

Some have moved from A2 to AS e.g. Hot arid, Cold environments and Tourism as these are considered more suitable at this level and match the approach in the other AS units.

Some topics have moved from AS to A2 reflecting their complex nature e.g. Population and resources, ecosystems.

### 2) Assessment

No submission of coursework.

Essays at AS but fewer low mark questions.

Opportunities for extended writing at AS.

Fewer questions made up of many short sub-parts.

Issues questions as “warm up” questions at A2.

### 3) Way the specification is set out

Questions for investigation – ideal for research or investigation work.

Key ideas – source of essay questions at AS & A2.

Content – a range of suggested evidence to support the key ideas. Centres can, if they wish, choose alternative but equivalents of their own exemplification and go beyond this content.

## 1.3 Timeline

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DATE	ASSESSMENT AVAILABILITY
SEPT 08	New spec is first taught + old A2 units are taught
JAN 09	First offer of new F761 & F762 All old spec papers on offer (apart from 2686)
JUNE 09	F761 & F762 All old spec papers on offer
JAN 10	F761 & F762 & F764 2683 & 2684 as resits
JUNE 10	All new spec papers on offer Last chance to resit 2683, 2684, 2685, 2686
JAN 11	Only new spec papers available

## 2 Background

The A level specification was developed from the existing two GCE specifications and the existing GCSE specifications, which were seen as underpinning the approach. This GCE however, was always seen as a 'stand alone' in that it could be studied having not taken the subject at GCSE. There should be a progression from KS3 Geography through GCSE to A level in terms of approach, level of knowledge and understanding and skills rather than discretely different content. The notion of location as well as processes and factors are common to all. The table below outlines some of the areas of similarity as well as some of the progression.

	KS3	GCSE	A level
Knowledge and understanding	Location Patterns Features Role of change Sustainability	Location Patterns Processes Features Role of change Sustainability	Location Patterns Cause-effect Connections Management Sustainability
Content and approach	Processes and features Changing distribution Enquiry	Processes and features Changing distribution Enquiry	Questions and issues Investigation Interpretation Evaluation
Skills	Collect information Record and present Appreciate attitudes Use atlas and globes Draw maps/plans Decision making	Collect information Record and present Appreciate attitudes Use maps/images Decision making	Research Investigation Presentation Analytical Decision making

# 3 Unit overview

Unit	Content	Focus
F761	<p>River Environments</p> <p>Coastal Environments</p> <p>Cold Environments</p> <p>Hot arid and semi-arid Environments</p>	<ul style="list-style-type: none"> <li>• Characteristics and processes that shape them</li> <li>• Development and management</li> <li>• Sustainability</li> </ul>
F762	<p>Managing urban change</p> <p>Managing rural change</p> <p>The energy issue</p> <p>The growth of tourism</p>	<ul style="list-style-type: none"> <li>• Social, economic and environmental impacts</li> <li>• Development and management</li> <li>• Sustainability</li> </ul>
F763	<p><b>a)Environmental issues:</b></p> <ul style="list-style-type: none"> <li>– Earth hazards</li> <li>– Ecosystems and environments under threat</li> <li>– Climatic hazards</li> </ul> <p><b>b)Economic issues:</b></p> <ul style="list-style-type: none"> <li>– Population and resources</li> <li>– Globalisation</li> <li>– Development and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Synoptic – interaction of physical and human</li> <li>• Causes and impacts of issues</li> <li>• Large scale global issues but also with small scale, local implications</li> <li>• Management of these issues to reduce or modify impacts</li> </ul>
F764	<p>The six stages of an investigation:</p> <p>Identifying a suitable geographical question or hypothesis</p> <p>Developing a plan and strategy</p> <p>Collect and record</p> <p>Present data</p> <p>Analyse and interpret data</p> <p>Present a summary &amp; evaluation</p>	<ul style="list-style-type: none"> <li>• Recognition of appropriateness &amp; accuracy</li> <li>• Ability to analyse and interpret results</li> <li>• Evaluation of effectiveness</li> </ul>

# 4 Course planner

There are a number of possible programme structures. A sample one is suggested below. The key factors in the structure include:

- Has the department the expertise to teach Physical and Human in a linear or parallel way?
- Should we enter a module exam in January?
- When is the best time to undertake fieldwork or investigations?
- How do we teach for the skills paper?

AS TERM 1		A2 TERM 1	
2 TOPICS (PHY or HUM)	2 TOPICS (PHY or HUM)	1 TOPIC (ENV)	1 TOPIC (ECON) or SKILLS if skills exam is taken in Jan.
JAN EXAM?		JAN SKILLS EXAM?	
TERM 2		TERM 2	
2 TOPICS (PHY or HUM)	2 TOPICS (PHY or HUM)	1 TOPIC (ENV or ECON)	SKILLS (or 1 TOPIC ECON or ENV)
TERM 3		TERM 3	
REVISION		REVISION	
EXAMINATION		EXAMINATION	
FIELDWORK?			

In the example above fieldwork is seen as a coherent activity to bridge AS and A2 units. An alternative is to integrate it into the appropriate units and so support AS assessments with experienced field examples. The post AS time could be used to look at the role of GIS, start an investigation or research a topic from F763 as the bridging activity.

Many schools do not encourage January entries which would further modify this model. Does the skills unit need specific teaching or should students learn by writing up their fieldwork or investigation? Initially, it is probably best to do both.

A number of centres have commented that they have less time allocated on the timetable at AS than at A2. If time is tight, greater use of independent working may be used at AS, especially on the first two key ideas in each topic.

## 5 Assessment Structure

Paper	Time	Marks	Choice	% of A level
F761	1.5 hours	75	Section A: 2 from 4 short answer Qs Section B: 1 from 4 essays, choosing a topic not answered in Section A	25
F762	1.5 hours	75	Section A: 2 from 4 short answer Qs Section B: 1 from 4 essays, choosing a topic not answered in Section A	25
F763	2.5 hours	90	Section A: 3 from 6 short issues Qs Section B: 1 from 6 Environmental essays + 1 from 6 Economic essays	30
F764	1.5 hours	60	Section A: 1 from 3 short answer Qs Section B: 2 compulsory essays based on own investigation	20

# 6 Assessment approaches

## 6.1 Examination Preparation

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The specimen papers provide an idea of the type and range of assessment techniques used. This assessment is quite straight forward and so candidates can be prepared by using the specimen papers and other specimen questions provided in the various support materials.

### Types of question

Different preparation is needed for the differing assessment approaches:

- Data response. Candidates need time, guidance and experience in reading the various types of data and should be taught to describe patterns or trends, quoting information from the data.
- Short structured questions. These require concise and accurate English. There is no space for candidates to repeat the question. Usually these questions require two points developed in depth. Credit is given for appropriate geographical terminology and supporting examples. Most of these questions are of the Examine or Explain type. Candidates are better off thinking of two points drawn from contrasting areas e.g. Economic and Social.
- Extended sections (AS). These are mini essays without introductions and conclusions. They all require examples (but not detailed case studies) and are drawn from the key ideas set out in the specification. Most are compound questions requiring two distinct sections e.g. Describe and explain.
- Issues questions (F763). These look more daunting than they are. Each question has a page of data in a variety of forms, with two items of data per question. Candidates should look for at least one major issue, support this with material selected from the data and offer one or more appropriate (sensible, feasible, geographical) strategies to solve or reduce the issue. These answers should not be long (about the same length as an AS extended answer). A helpful approach is to suggest two contrasting solutions – one brings the issue down into line (negative) the other is to bring others up to it (positive).
- Essays. These are considered one of the best ways to differentiate candidates and offer the potential for stretch and challenge. Key to this is the requirement to structure the essay with a clear introduction, with one major aspect per paragraph and a conclusion. Many of these essays (all at A2) require some evaluation, so candidates should practice this, with the emphasis on suggesting that the viewpoint may vary over time, location and depending on who you are within the community. Again, these essays expect good exemplification from a number of case studies at different scales and/or locations.

## 6.2 Assessment Levels

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Questions are marked on a levels basis. If the candidate reaches the distinguishing characteristic(s) of that level they will get a mark from within that band. It is assumed that it is the mid mark of a level that is reached so stronger answers are above and weaker answers are below that middle value.

For example a 6 mark question has two levels and a 9 mark question has 3 levels.

<b>(c)</b>	<p><b>With reference to <u>one</u> named urban area, describe the problems associated with the area's urban growth.</b></p> <p><b>Indicative</b> :Problems could include: urban sprawl with environmental damage, housing – quality and quantity, traffic congestion, pollution, unemployment or shortage of labour, financial, social, infra-structure etc.</p> <p><b>Level 2:</b> Candidates describe in detail the problems associated with urban growth in a named urban area. Descriptions include relevant information specific to the named urban area and show a clear appreciation of how the problems interrelate to rapid urban growth.</p> <p><b>Level 1:</b> Candidates produce descriptions that are generalised and contain little relevant information specific to the named urban area and/or to rapid growth.</p> <p>Max 2 marks if no urban area is identified.</p>
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'Indicative' – **this is a guidance to the examiners as to the possible range of problems. It is not a definitive or inclusive list but merely indicates acceptable possibilities.**

**Levels** - The difference between level 1 (4-1 marks) and level 2 (6-5) is in the level of detail, relevancy to a named urban area, and clear linkage to rapid growth.

In a 4-or-more mark answer the higher levels are always distinguished by the level of detail, clarity and accuracy of exemplification, effective and logical arrangement of ideas, but above all by the clear relevancy to the question being asked. The key to effective answers is the ability to **read the question carefully.**

In F763 the two essays are marked using three levels by Attainment Objective. AO1 (knowledge and understanding) has a maximum of 9, AO2 (analysis and application) a maximum of 17 and AO3 (concluding and communicating) a maximum of 4. Clearly AO2 is crucial.

## 6.3 Stretch and Challenge

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The A\* grade will identify students with subject-specific skills, knowledge and expertise demonstrated through synoptic assessment. It is seen very much as identified in A2 assessments, especially F763. A\* candidates should be able to recognise connections inherent in a task and to function across a range of contexts. They should know how to deal with new and unfamiliar situations/material. They will appreciate the complex nature of any evaluation by offering a number of contrasting viewpoints.

# 7 Teaching and Learning Approaches

This course is designed to offer schools and colleges a number of alternative modes of delivery:

- Classroom taught and delivered
- Majority classroom taught but independent research and/or investigations
- Partial independent work – this specification lends itself to student research supported by teacher input via tutorial or seminar. This helps departments where staff numbers/time is limited or groups are small. Students should answer the questions for investigation by developing the key ideas. Teachers can then use tutorial time to check content has been covered and key ideas fully understood.
- Fully independent work. Much of the material is available on-line from OCR and other websites. Further support comes with the endorsed textbook from Harcourt and the wide variety of published materials available for A Level study. This mode of delivery might suit those students who find attending school difficult.

Within these modes of delivery there is every opportunity to develop teaching and learning styles that support the range of learning styles:

Learning Style	Teaching/Learning activity	Example of topic
Visual	Mapwork Photo interpretation Video report Interactive White Board Mind mapping	Patterns of settlement Landscape analysis Environmental quality Locational decisions Threats to the environment
Auditory	Debates Interviews (and role play) Presentations Archive broadcasts/talks	For/against the siting of a dam Flood experience Case for/against nuclear power stations Hurricane reports
Kinaesthetic	Fieldwork Mapwork Model making Heads and Tails Diamond ranking Photo or field sketch Making a game	River cross sections & speed Drawing sections Beach profile Any cause-effect links Reasons for globalisation Waterfall to indicate features To show reaction to a hazard
Inter-personal	Fieldwork Trials, debates	Surveys of views or opinions The causes of global warming

## 8 Frequently Asked Questions

These are some of the frequently asked questions at the recent 'Get ready' Inset meetings.

**Q. What does 'individual research' mean? Can we use group data?**

Ans. It means each student works independently on at least the data collection stage. Group data is counted as Secondary data and should be used accordingly.

**Q. Can I use two contrasting examples from the same area or case study?**

Ans. Yes you can but examples from different environments might be more effective and less confusing to the students.

**Q. Will there be questions at AS on our fieldwork?**

Ans. Not specifically but it could be used to exemplify answers if appropriate.

**Q. Does there have to be fieldwork as I find it impossible to get out of school?**

Ans. No, it could be an investigation or research using material such as census data. Do remember it should follow the 6 stages. Fieldwork is desirable to let students experience the benefits and limitations of in-the-field research.

**Q. Does it matter if 'one named country' is from the LEDC or MEDC?**

Ans. No it doesn't. There are no restrictions on coverage but to give a range of locational contrasts there should be good overall coverage of area types.

**Q. Can we use the same case study at A2 as we did at AS e.g. Tourism in Antarctica?**

Ans. In theory you can but this is narrowing down the A level experience. There is less pressure on time at A2 so why not get the students to select their case studies.

**Q. Do you want case studies or examples?**

Ans. The danger with excessively detailed case studies is that the candidates focus on factual recall rather than use them to illustrate the point they are making. Stress that case studies should be used as pertinent examples.

**Q. What happens in Section A of the skills paper if the questions don't fit the fieldwork my students have done?**

Ans. They should be quite generic rather than activity specific and there will always be one option that is an open topic, such as the use of maps or GIS.

**Q. What happens if an AS candidate answers an essay in Section B, on a topic area they answered in section A? Do they get no marks for this essay?**

Ans. This is a rubric infringement so it should be zero. Hopefully the way the paper will be set out will make it difficult to make such a mistake.

**Q. In F763 do they need to do the issues from the topics they have covered or can they choose any 3?**

Ans. They can do any three. They should be applying the knowledge and understanding they have gained over the course, so may well be able to answer topics outside of the ones studied at A2. It is likely that they will stick with those they have studied.

# 9 Glossary of Terms

These are examples of the command words used in questions with what they should mean to the candidates.

**Analyse** Separate information into components and identify their characteristics.

**Assess** Make an informed judgement. (A simpler form of Evaluate)

**Comment** Present an informed opinion. (Back up an opinion with examples, evidence etc)

**Compare\*** Identify similarities. (Can you quote figures?)

**Consider** Review and respond to given information.

**Contrast** Identify differences. (Can you quote figures?)

**Describe\*** Set out characteristics. (A sketch map or diagram may help)

**Discuss\*** Present salient points – for and against.

**Evaluate** Make a judgement from available evidence. Or **To what extent** (answer will rarely be 100% certain – think of exceptions)

**Examine\*** Investigate closely. (Describe, explain and comment on)

**Exemplify** Use examples. Or **With reference to a named area**

**Explain\*** Set out purposes, reasons or causes. (Think Physical v Economic v Social v Political)

**Identify\*** Name or otherwise characterise.

**Illustrate** Present clarifying examples.

**Justify** Present a reasoned case. (With supporting evidence for the decision and evidence against alternatives)

**Outline\*** Set out main characteristics. (Does not require lengthy answers)

**Relate** Demonstrate interconnections.

**Review** Survey information.

**State\*** Express in unequivocal terms. (Simple factual response expected)

**Summarise** Present principal points without detail.

\* = Commonly used at AS

# 10 Case Studies and Examples

The wording of the specification encourages a wide choice of examples at a variety of scales. There is no prescription. Centres should choose examples and case studies that enable them to meet the key ideas, as well as encourage diverse and interesting teaching. Centres should try to avoid being too UK or too MEDC orientated. The specification demands 'for one named country' in many sections so try to vary it to give a good geographical coverage. Generally AS tends to draw on local and regional examples whilst A2 adds in the global dimension.

For example:

## AS - F761 Rivers

### **Two contrasting river environments:**

It could be upper and lower sections of the same river e.g. Tees/Severn/Rhone/Rhine  
Or rivers in areas of contrasting levels of development e.g. Ganges v Thames, Amazon v Mississippi

### **Two contrasting river basins**

It could be in terms of development or type of dominating activity  
e.g. Danube v Niger, Ruhr v Murray-Darling  
Or in terms of size, land use, flood regime  
e.g. Lyn (north Devon) v Mississippi

But at the same time practical fieldwork in a small local or urban stream is encouraged.

## A2 - F763 Development and inequalities

### **Inequalities within one named country**

It could be the UK but contrasts are even more marked in NICs such as Brazil, Nigeria and India.

### **Inequalities within one named region or large city**

A region is flexible in size from the large e.g. Mediterranean/NW Europe to more localised e.g. NE England/NE Brazil.

'Large city' again is flexible in interpretation from a mega city such as Mexico City, Shanghai and London to smaller versions such as Birmingham or Rome. A useful approach is to compare the situation in cities at different levels of development e.g. Rio de Janeiro v New York.