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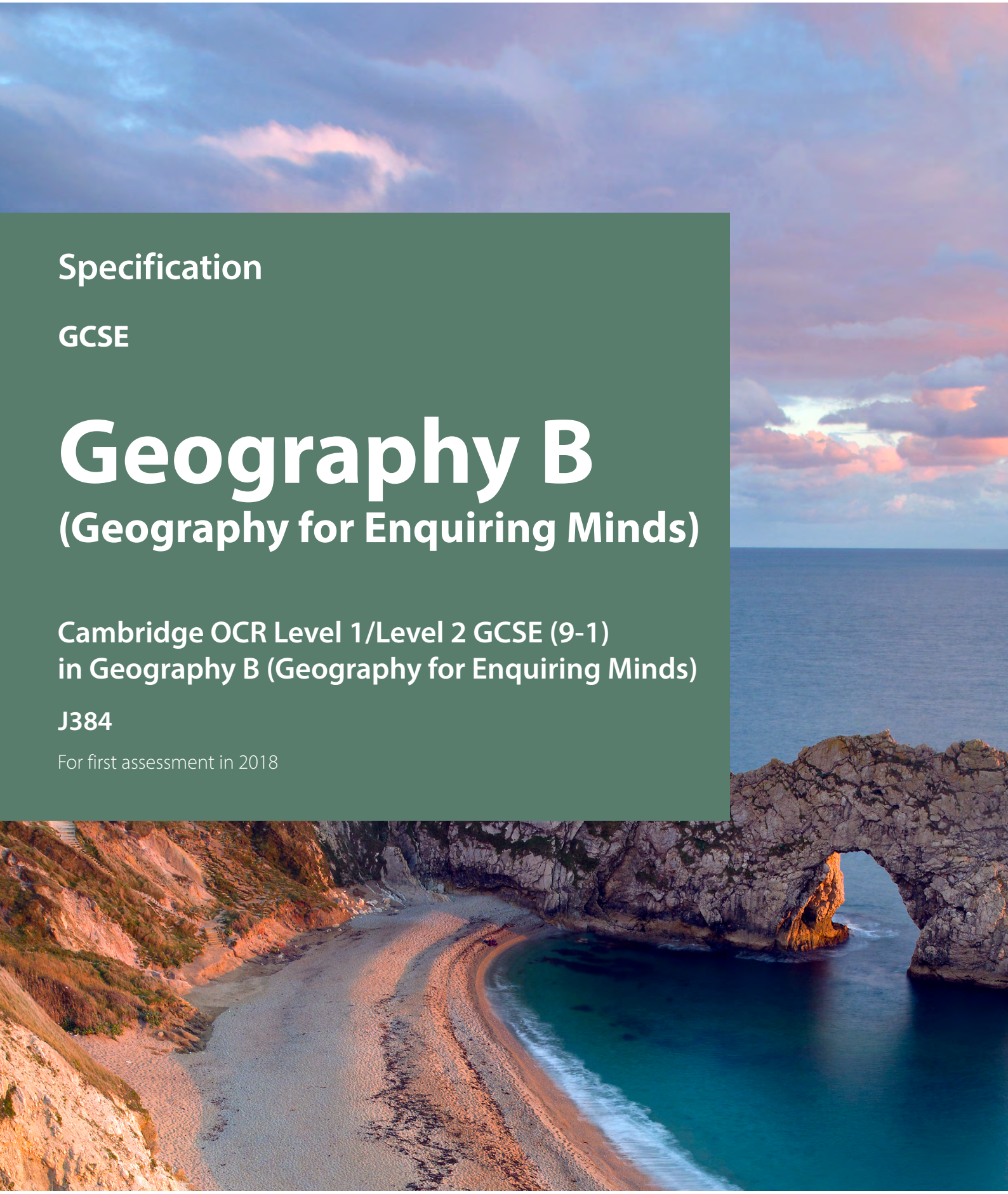

Specification

GCSE

Geography B
(Geography for Enquiring Minds)

Cambridge OCR Level 1/Level 2 GCSE (9-1) in Geography B (Geography for Enquiring Minds)

J384

For first assessment in 2018

Version 1.6a (September 2025)

ocr.org.uk/gcsegeographyenquiringminds

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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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 Advisors

OCR Subject Advisors 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 Advisors 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 Advisors for specialist advice, guidance and support:

01223 553998
Geography@ocr.org.uk
@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/resource-finder/publishing-partner

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 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.

ExamBuilder

Enabling you to build, mark and assess tests from OCR exam questions and produce a complete mock GCSE or A Level exam. Find out more at **ocr.org.uk/exambuilder**

Subject Advisors Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.

Practice Papers

Assess students' progress under formal examination conditions with question papers downloaded from a secure location, well-presented, easy-to-interpret mark schemes and commentary on marking and sample answers.

Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at **ocr.org.uk/skillsguides**

Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to **ocr.org.uk/activeresults**

1 Why choose an OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds)?

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 OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) course has been developed in consultation with teachers, employers and higher education to provide us 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 teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students 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 Advisors to support you through the transition and throughout the lifetimes 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.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) is QN601/8224/6.

1b. Why choose an OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds)?

1

Aims and learning outcomes

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

This GCSE (9–1) qualification aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them.

An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter.

The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This will ensure these skills are embedded within teaching and learning.

This GCSE (9–1) in Geography B (Geography for Enquiring Minds) will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.

OCR has a comprehensive support package in place for the delivery of GCSE (9–1) Geography B (Geography for Enquiring Minds), including a range of free resources available on the website, CPD opportunities and Geography Subject Advisors 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.

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

The key features of OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) for you and your learners are:

- exciting content studied in topics and brought to life by engaging enquiry questions
- opportunities to study in-depth contemporary case studies, across a range of scales
- study of the geography of the UK in the 21st century
- exploration of the interconnections of topics through synoptic assessment
- geographical skills, including fieldwork, being embedded within assessment
- a glossary to explain key terms and clarify definitions from the specification content (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 our Subject Advisor:
Email: Geography@ocr.org.uk

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

Twitter: https://twitter.com/ocr_geography

2 The specification overview

2a. Overview of GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)

Learners must complete all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds).

Content Overview	Assessment Overview	
• Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Fieldwork • Geographical Skills	**Our Natural World (01)** 70 Marks 1 hour 30 minutes written paper	**35%** of total GCSE
• Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Fieldwork • Geographical Skills	**People and Society (02)** 70 Marks 1 hour 30 minutes written paper	**35%** of total GCSE
• Geographical Skills • Decision Making Exercise	**Geographical Exploration (03)*** 60 Marks 1 hour 30 minutes written paper	**30%** of total GCSE

* Indicates inclusion of synoptic assessment.

2b. Content of GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)

Study within the OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) specification will consist of:

- Our Natural World (01)
- People and Society (02)
- Geographical Exploration (03).

The specification will engage learners through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in geography through an enquiring approach to the content.

The content has a simple structure with overall enquiry questions broken down into sub-questions, content and scale columns. The content column indicates what will be assessed. The content is studied at a variety of scales with global (G), national (N), regional (R) and local (L) scales indicated alongside the content rows. It is also indicated when content gives rise to a fieldwork opportunity (F). The fieldwork symbol (F) indicates opportunities and it is therefore not compulsory to undertake fieldwork in relation to all opportunities.

The content should be contextualised through case studies and exemplars where appropriate. It is required that case studies and exemplars relate to at least two countries other than the UK and that learners have contextual knowledge of any countries from which case studies and exemplars are chosen. Case studies should be chosen from the 21st century.

Through the study of Our Natural World 01, learners will gain an appreciation of the natural world around them including tectonic and weather hazards, climate change, the UK's distinctive landscapes and the global ecosystems which support life on the planet.

Learners will explore the complexities of People and Society 02 through studying why more than half of the world's population live in urban areas, the dynamic nature of development, the UK in the 21st century and human reliance on key resources for survival and economic gain.

Geographical and fieldwork skills are embedded throughout the content ensuring learners become both adaptable and resilient no matter their future pathway.

The links, connections and ideas within the eight topics of Our Natural World 01 and People and Society 02 will be brought together for a Geographical Exploration 03. Application of knowledge, understanding and skills will be important in learners questioning and developing arguments, and a decision making exercise will allow learners to become critical thinkers.

Geography education should encourage learners to develop a sense of wonder about the world. OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will excite and engage learners with contemporary topics covering the breadth of this dynamic subject. It will help create a lifelong love of geography by providing learners with an interest in different places, people and environments, whilst ensuring an appreciation of the geography of the UK in the 21st Century.

2c. Content of Our Natural World (J384/01)

The natural world contains a rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions. This component gives learners the opportunity to explore the natural world they live in, to understand why it looks the way it does and appreciate its value. It includes investigation of global hazards which humans face as well as an examination of how the climate is changing and what this means for the world today. Learners study the distinctive landscapes that surround them and the ecosystems that help sustain the life on Earth.

2

Topic 1 – Global Hazards

This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.

1.1. How can weather be hazardous?		**Scale**
a. Why do we have weather extremes?	• Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones.	G, R
	• How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. • The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.	G, R
	• The distribution and frequency of tropical storms and drought, and whether these have changed over time. • Outline the causes of the extreme weather conditions associated with tropical storms. • Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.	G, R
b. When does extreme weather become a hazard?	• **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below: ◦ flash flooding or tropical storms ◦ heat wave or drought. There must be **one** UK based and **one** non-UK based natural weather hazard event. • For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.	N, R, L, F

1.2. How do plate tectonics shape our world?		
a. What processes occur at plate boundaries?	• The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.	G
	• The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.	
	• How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.	
b. How can tectonic movement be hazardous?	• **A case study** of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.	N, R, L
c. How does technology have the potential to save lives in hazard zones?	• How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.	R, L

Topic 2 – Changing Climate

Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes.

Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.

2

2.1. What evidence is there to suggest climate change is a natural process?		**Scale**
a. What evidence is there for climate change?	• The pattern of climate change from the beginning of the Quaternary period to the present day.	G
	• The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.	G, R, N, L
b. Is climate change a natural process?	• Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.	G
	• Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.	G
c. Why is climate change a global issue?	• Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.	G, N, L
	• Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.	N, L, F

Topic 3 – Distinctive Landscapes

The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these.

3.1. What makes a landscape distinctive?		**Scale**
a. What is a landscape?	• How the concept of a landscape can be defined, including the differences between built and natural landscapes.	R, L, F
b. Where are the physical landscapes of the UK?	• Overview of the distribution of upland, lowland and glaciated landscapes in the UK.	N
	• Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.	
3.2. What influences the landscapes of the UK?		
a. What physical processes shape landscapes?	• The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. • The formation of coastal landforms including headlands, bays , cave, arch, stack, beach and spit. • The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.	L, F
b. What are the characteristics of your chosen landscapes?	• **Case study** of **two** landscapes in the UK, **one** coastal landscape and **one** river basin, to include the study of: ◦ its landforms created by geomorphic processes ◦ the geomorphic processes operating at different scales and how they are influenced by geology and climate ◦ how human activity, including management, works in combination with geomorphic processes to impact the landscape.	R, L, F

Topic 4: Sustaining Ecosystems

Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

4.1. Why are natural ecosystems important?		**Scale**
a. What are ecosystems?	• Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.	
	• Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts.	G
	• Overview of the climate, flora and fauna within these ecosystems.	G
4.2. Why should tropical rainforests matter to us?		
a. What biodiversity exists in tropical rainforests?	• The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle. • The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.	R, L
b. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?	• Explore the value of tropical rainforests through the study of their goods and services.	G, R, N, L
	• Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism.	R, L
	• **A case study** to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale.	R, L
4.3. Is there more to polar environments than ice?		
a. What is it like in Antarctica and the Arctic?	• Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna.	R, L
	• The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.	R, L
	• Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.	R, L
b. How are humans seeking a sustainable solution for polar environments?	• **A case study** to examine **one** small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling. • **A case study** to examine **one** global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty.	G, R, L

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2c. Content of People and Society (J384/02)

This component investigates patterns and processes that shape the human planet. It explores the connections between people and places, questioning how these may change over time and space. The component examines the social, cultural, political and economic forces that make places unique. It identifies urban trends, how people live in cities and what the future holds. This component provides the opportunity to study the causes of development inequalities, the UK's significance in the 21st century and one of the biggest threats to human society – our attempts to feed an ever-increasing global population.

Topic 5 – Urban Futures

Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.

5.1. Why do more than half the world's population live in urban areas?		**Scale**
a. How is the global pattern of urbanisation changing?	• How urban growth rates vary in parts of the world with contrasting levels of development.	G
	• Outline characteristics of world cities and megacities and their changing distribution since 1950.	G
b. What does rapid urbanisation mean for cities?	• Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth.	G, R, N, L
	• Investigate the consequences of rapid urban growth in LIDCs. • Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.	N, L

5.2. What are the challenges and opportunities for cities today? This enquiry question is studied through **case studies** of **one** city in an AC and **one** city in an LIDC or EDC to answer sub-questions a and b.		
a. What is life like for people in a city?	• The city's location and importance within its region, the country, and the wider world. • Patterns of national and international migration and how this is changing the growth and character of the city. • Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. • Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality. • Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.	G, R, N, L, F
b. How can cities become more sustainable?	• For **each city** investigate **one** initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.	L, F

We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.

6.1. Why are some countries richer than others?		**Scale**
a. What is development and how can it be measured?	• Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC.	
	• Global distribution of ACs, EDCs and LIDCs.	G
	• Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development.	
b. What has led to uneven development?	• Outline the human and physical factors influencing global uneven development.	G
	• Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest.	G, N
6.2. Are LIDCs likely to stay poor? This enquiry question is studied through **one case study** of an LIDC to answer sub-questions a, b and c.		
a. How has an LIDC developed so far?	• Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence.	N
	• Explore whether Rostow's model can help determine the country's path of economic development.	N
	• The extent to which the relevant Millennium Development Goals have been achieved for this LIDC.	N
	• Investigate how the LIDC's wider political, social and environmental context has affected its development.	G, R, N
b. What global connections influence its development?	• The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development.	G, N
	• The benefits and problems of trade and Trans National Company (TNC) investment for development.	G, N
	• The advantages and disadvantages of international aid or debt relief for its development.	G, N
c. What development strategy is most appropriate?	• Compare the advantages and disadvantages of **one** top-down and **one** bottom-up strategy in the country.	N, L

Topic 7 – UK in the 21st Century

A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.

2

7.1. How is the UK changing in the 21st century?		**Scale**
a. What does the UK look like in the 21st century?	• Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages.	N
b. How is the UK's population changing?	• Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.	N
	• An understanding of the causes, effects, spatial distribution and responses to an ageing population.	N, R
	• A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.	R, L
c. How is the UK's economy changing?	• Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours.	N, R, L
	• Investigate the pattern of core UK economic hubs.	N, F
	• Identify the changes in **one** economic hub and its significance to its region and the UK.	N, R, L, F
7.2 Is the UK losing its global significance?		
a. What is the UK's political role in the world?	• Examine the UK's political role in **one** global conflict through its participation in international organisations.	G, N
b. How is the UK's cultural influence changing?	• Explore the UK's media exports and their global influence including television programmes and film. • The contribution of ethnic groups to the cultural life of the UK through **one** of food, media or fashion.	G, N

Topic 8: Resource Reliance

Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?'. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.

8.1. Will we run out of natural resources?		**Scale**
a. How has increasing demand for resources affected our planet?	• Outline the factors leading to demand outstripping supply of food, energy and water.	G
	• Overview of how environments and ecosystems are used and modified by humans including: ○ mechanisation of farming and commercial fishing to provide food ○ deforestation and mining to provide energy ○ reservoirs and water transfer schemes to provide water.	G, N
8.2. Can we feed nine billion people by 2050?		
a. What does it mean to be food secure?	• Understand the term 'food security' and the human and physical factors which influence this.	
	• How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption.	G
	• Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply.	G
b. How can countries ensure their food security?	**Case study** of attempts to achieve food security in **one** country to include: • Investigation of statistics relating to food consumption and availability over time. • The success of **one** attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments. • The effectiveness of **one** past and **one** present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods.	G, R, N, L
c. How sustainable are these strategies?	Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to: • ethical consumerism, such as fairly traded goods and food waste • food production, such as organic methods and intensive farming • technological developments, such as GM crops and hydroponics • small scale 'bottom up' approaches, such as urban gardens and permaculture.	N, L

2c. Content of Geographical Exploration (J384/03)

The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World 01 and People and Society 02 components. Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World 01 and People and Society 02 components will be applied, as appropriate, in relation to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'.

2d. Geographical Skills including Fieldwork

Geographical skills are fundamental to the study and practice 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 specification covering the eight topics from components (01) and (02) 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 on the following page in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of Our Natural World (01) and People and Society (02).

9. Geographical Skills

9.1 With respect to **cartographic** skills, learners should be able to: **1.** Select and construct maps, using appropriate scales and annotations, to present information. **2.** Interpret cross sections and transects. **3.** Use and understand coordinates, scale and distance. **4.** Extract, interpret, analyse and evaluate information. **5.** Use and understand gradient, contour and spot height (on OS and other isoline maps). **6.** Describe, interpret and analyse geo-spatial data presented in a GIS framework.	**9.2** With respect to **graphical** skills, learners should be able to: **1.** Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. **2.** Effectively present and communicate data through graphs and charts. **3.** Extract, interpret, analyse and evaluate information.
Maps to be studied:	**Graphs and charts to be studied:**
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Desire-line maps	Climate graphs
Sphere of influence maps	Proportional symbols
Thematic maps	Pictograms
Route maps	Cross-sections
Sketch maps	Population pyramids
	Radial graphs
	Rose charts

2

9.3 With respect to **numerical** and **statistical** skills, learners should be able to:

1. Demonstrate an understanding of number, area and scale.
2. Demonstrate an understanding of the quantitative relationships between units.
3. Understand and correctly use proportion, ratio, magnitude and frequency.
4. Understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.
5. Calculate and understand percentages (increase and decrease) and percentiles.
6. Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
7. Interpret tables of data.
8. Describe relationships in bivariate data.
9. Sketch trend lines through scatter plots.
10. Draw estimated lines of best fit.
11. Make predictions; interpolate and extrapolate trends from data.
12. Be able to identify weaknesses in statistical presentations of data.
13. Draw and justify conclusions from numerical and statistical data.

9.4 With respect to **formulating enquiry and argument**, learners should be able to:

1. Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.
2. Analyse written articles from a variety of sources for understanding, interpretation and recognition of bias.
3. Suggest improvements to, issues with or reasons for using maps , graphs, statistical techniques and visual sources, such as photographs and diagrams.

Fieldwork skills

Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context. Fieldwork must be undertaken:

- outside the classroom and beyond the school grounds
- on **at least two** occasions
- in contrasting locations
- include both **physical** and **human** geographical contexts.

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. The investigative process goes beyond data collection, with other key aspects including the presentation and analysis of results, drawing conclusions and critically reflecting on the process.

The following areas of fieldwork will be assessed, through both learners' own experiences of fieldwork and unfamiliar contexts:

i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.

ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.

iii. Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.

iv. Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.

v. Drawing evidenced conclusions and summaries from fieldwork transcripts and data.

vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

The assessment of fieldwork will take place within both of the Our Natural World (01) and the People and Society (02) components, where there will be a section for the assessment of identified areas of fieldwork both in relation to the learners' own experiences of fieldwork and unfamiliar contexts as above.

Fieldwork Written Statement

Centres must provide a written statement to OCR detailing at least two occasions where learners have been given the opportunity to carry out fieldwork. These opportunities must include the exploration of both physical and human processes and the two opportunities should be for two contrasting environments.

Centres must provide fieldwork opportunities for their learners. This does not go so far as to oblige centres to ensure that all of their learners take part in the fieldwork. There is always a risk that an individual learner may miss the arranged fieldwork, for example because of illness. It could be costly for the school to run additional fieldwork opportunities for the learner. However, the opportunity to take part in fieldwork must be given to all learners. Learners who do not take up the opportunity may be disadvantaged, as there will be questions on fieldwork in the GCSE Geography B (Geography for Enquiring Minds) assessment.

The fieldwork statement must be submitted electronically to OCR using the form provided on our website at www.ocr.org.uk/administration/forms/. Alternatively, the form can be accessed via Teach Cambridge. On this form, provide the following information in respect of each of the fieldwork opportunities:

- the date on which it was provided
- the location at which it was provided
- the environment to which it related
- numbers of learners who participated
- the main issues/questions investigated during the fieldwork opportunities
- the relationship of the fieldwork opportunities to the specification content.

Centres must provide the fieldwork statement by **15 May in the year the learner certificates.** 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

Learners in England who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

There are no prior qualifications required in order for learners to enter for a GCSE (9–1) in Geography B (Geography for Enquiring Minds), nor is any prior knowledge or understanding required for entry onto this course.

GCSEs are qualifications that enable learners to progress to further qualifications either vocational or general.
This qualification provides the ideal foundation for learners to progress to OCR AS or A Level Geography.

Find out more at www.ocr.org.uk

3 Assessment of GCSE (9–1) in Geography B (Geography for Enquiring Minds)

3a. Forms of assessment

For OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) learners must take all components.

GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)	
(Component 01) Our Natural World	
35% of the GCSE (9–1) 1 hour 30 minutes Written paper 70 marks*	This question paper has **two** sections: • Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) • Section B: Physical Geography Fieldwork. There will be questions on **all** topics. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 02) People and Society	
35% of the GCSE (9–1) 1 hour 30 minutes Written paper 70 marks*	This question paper has **two** sections: • Section A: Questions on **all** individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance) • Section B: Human Geography Fieldwork. There will be questions on **all** topics. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 03) Geographical Exploration	
30% of the GCSE (9–1) 1 hour 30 minutes Written paper 60 marks*	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.

Within the question papers for each of the three components there will be a combination of short answer questions which carry a low tariff, medium length questions of 6 marks and higher tariff extended response questions (maximum of 12 marks plus SPaG).

The assessment of geographical skills will be integrated into all three assessments. Skills questions throughout the components will be based on geographical scenarios with unseen resources. The scenarios in which skills are set in may or may not be directly linked to at least one of the eight topics.

A minimum of 10% of the overall assessment marks across the three components are targeted at the use of mathematics and statistics in geography (please see section 5d).

There is no optionality within the content or assessment and so learners will be required to develop an understanding of the entire content across all components and their constituent topics.

3b. Assessment objectives (AO)

There are four assessment objectives in OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) and these are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: • Concepts and how they are used in relation to places, environments and processes. • The inter-relationship between places, environments and processes
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

AO weightings in OCR GCSE (9–1) Geography B (Geography for Enquiring Minds)

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

Component	% of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)			
	AO1	AO2	AO3	AO4
Our Natural World (J384/01)	7.5	7.5	11.5	9
People and Society (J384/02)	7.5	7.5	11.5	9
Geographical Exploration (J384/03)	0	10	12	7
Total	**15**	**25**	**35**	**25**

The remaining 5% of marks are associated to Spelling, Punctuation and Grammar and the use of specialist terminology (please see section 3f). There will be 3 marks associated to SPaG in each of the three components' assessments.

Within the assessments, 10% of the marks will be assessing AO3 applied in fieldwork context(s) and 5% of the marks will be associated with AO4 applied to responding to questions with fieldwork data and contexts.

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment. The total qualification time for GCSE Geography B is 140 hours. The total guided learning time is 120-140 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures/Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. 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 2018 examination series onwards.

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

3g. Retaking the qualification

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

3

3h. 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 are integrated into the marking criteria.

3i. Spelling, punctuation and grammar and the use of specialist terminology

In the specification as a whole, 5 per cent of the marks will be used to credit the accuracy of the learners' spelling, punctuation and grammar and their use of specialist terminology (SPaG).

SPaG will be assessed within a number of individual tasks rather than holistically.

There will be 3 marks available for SPaG within each component. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated on assessment materials.

The marking expectations for spelling, punctuation and grammar and the use of specialist terminology (SPaG) can be found at the back of the mark schemes for these assessment materials.

3j. Synoptic assessment

Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.

The emphasis of synoptic assessment is to encourage the understanding of Geography B (Geography for Enquiring Minds) as a discipline.

The assessment model has been designed so that opportunities for synoptic assessment are integrated into the Geographical Exploration (03) component.

As the content of the Geographical Exploration (03) component comes from components (01) and (02), this should allow learners a natural route to developing synoptic skills.

3k. Calculating qualification results

A learner's overall qualification grade for GCSE (9–1) Level in Geography B (Geography for Enquiring Minds) will be calculated by adding together their marks from the three components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries 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 the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at www.ocr.org.uk/administration.

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 a GCSE (9–1) in Geography B (Geography for Enquiring Minds) must be entered for J384.

Entry code	Title	Component code	Component title	Assessment type
J384	Geography B (Geography for Enquiring Minds)	01	Our Natural World	External Assessment
		02	People and Society	External Assessment
		03	Geographical Exploration	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/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 *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, 02 and 03. Calculators are subject to the rules in the document *Instructions for Conducting Examinations* published annually by JCQ (www.jcq.org.uk).

4

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.

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U). Only subjects in which grades 9 to 1 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.

4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of marking.
- **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 *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

5 Appendices

5a. Grade descriptors

Grade 8

To achieve Grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues
- demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena
- construct sustained and convincing arguments to draw well-evidenced conclusions
- use and evaluate a wide range of geographical skills and techniques effectively

Grade 5

To achieve Grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues
- demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena
- construct coherent arguments to draw conclusions supported by evidence
- use a range of geographical skills and techniques accurately, showing understanding of their purpose

Grade 2

To achieve Grade 2 candidates will be able to:

- demonstrate limited knowledge, understanding and application of geographical information and issues
- demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena
- make straightforward comments with some reference to evidence
- use some basic geographical skills and techniques with limited accuracy

5b. Overlap with other qualifications

There is a large degree of overlap between the content of this specification and that of GCSE (9–1) level Qualification in Geography A (Geographical Themes).

5c. 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 GCSE (9–1) 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.

5

5d Use of mathematics and statistics in geography requirement

The list below outlines the range and extent of mathematical and statistical techniques considered appropriate to GCSE (9–1) Geography B (Geography for Enquiring Minds). Examples in italics are to aid understanding and suggest range, and are not compulsory unless stated so within the specification content.

Cartographic skills

- Use and understand gradient, contour and spot height on OS maps and other isoline maps (*e.g. weather charts, ocean bathymetric charts*).
- Interpret cross sections and transects.
- Use and understand coordinates, scale and distance.
- Describe and interpret geo-spatial data presented in a GIS framework (*e.g. analysis of flood hazard using the interactive maps on the Environment Agency website*).

Graphical skills

- Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals.
- Interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (*e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols*).
- Interpret population pyramids, choropleth maps and flow-line maps.

Numerical skills

- Demonstrate an understanding of number, area and scale and the quantitative relationships between units.
- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
- Understand and correctly use proportion and ratio, magnitude and frequency (*e.g. 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude.*)
- Draw informed conclusions from numerical data.

Statistical skills

- Use appropriate measures of central tendency, spread and cumulative frequency (*e.g. median, mean, range, quartiles and inter-quartile range, mode and modal class*).
- Calculate percentage increase or decrease and understand the use of percentiles.
- Describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends.
- Be able to identify weaknesses in selective statistical presentation of data.

5e. 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.
Regional scale	A region is an area of land that has common features. These features can be artificial such as dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Economic Hub	A place that is considered to be a focal point for the economy of its area. This could be a particular part of a city (e.g. London's financial district), a town or city (e.g. Manchester) or a region (e.g. Silicon Fen, Cambridge).
Outline	A general description indicating the essential features.
Summary	An account of the key points.
Consider	Look attentively at.
Examine	Inspect thoroughly.
Investigate	Search or examination into the particulars of.
Explore	Detailed inquiry into.

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	i) Front Cover ii) 4d	i) Disclaimer ii) Results and Certificates: Results	i) Addition of Disclaimer ii) Amend to Certification Titling
January 2020	1.2	4e	Post-results services	Enquiries about results changed to Review of results
				Update to specification covers to meet digital accessibility standards
February 2023	1.3	3	Assessment of GCSE (9-1) in Geography B (Geography for Enquiring Minds)	Insertion of new section 3c. Total qualification time.
February 2024	1.4	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding language and availability Update to include resilience guidance Inclusion of Teach Cambridge
March 2025	1.5	2	Geographical skills including Fieldwork	Update to procedure regarding electronic submission of fieldwork statements
September 2025	1.6a	2 3 Covers, page footers, section 1a and 4d	Specification overview Assessment of GCSE in Geography B	Changed the exam length for Paper 01 and 02 to 1 hour 30 minutes Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a.

Contact the team at:
01223 553998
geography@ocr.org.uk
ocr.org.uk

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