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# Geography

## GCSE 2012 Geography B Short Course

Specification

J085

Version 1

July 2012



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# 1 Introduction to GCSE Geography Short Course

## 1.1 Overview of GCSE Geography Short Course

|                                             |                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit A771<br><i>Geographical Enquiry</i>    | Controlled assessment<br>60 marks<br>50% of the qualification<br>One task:<br>Fieldwork Focus                                                                                  |
| +                                           |                                                                                                                                                                                |
| Unit A772<br><i>Key Geographical Themes</i> | Written paper<br>1 hour 15 mins<br>66 marks<br>50% of the qualification<br><br>Question Paper:<br>2 sections, separate resource<br>booklet, candidates answer all<br>questions |

## 1.2 Guided learning hours

GCSE Geography Short Course requires 60-70 guided learning hours in total.

## 1.3 Aims and learning outcomes

GCSE specifications in geography should encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are for learners to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out of classroom learning
- use geographical skills, appropriate technologies, enquiry and analysis.

## 1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

## 2.1 Unit A771: *Geographical Enquiry*

This unit consists of a Fieldwork Focus task on a hypothesis or question.

There will be a task for rivers, coasts, economic development and population and settlement for the Fieldwork Focus.

Each candidate's submission should not exceed 2000 words in total.

Field notebooks, research notes, full sets of questionnaires etc should not be submitted for assessment.

### 2.1.1 Fieldwork Focus

The Fieldwork Focus task is based on the collection of primary and where relevant, some secondary data.

There are two possible ways that centres could approach the fieldwork controlled assessment task:

- a) Students can select a task to investigate from the four set by OCR. The individual student will formulate appropriate key questions that they will investigate and justify. Teachers would have to approve the key questions.
- b) A centre would select a task for investigation from the four set by OCR. In a class discussion or group setting, key questions would be formulated. Students would have to justify their selection individually.

The recommended timings for the Fieldwork Focus are:

Eight weeks or 16 hours of class work, not including fieldwork.

The pre-fieldwork phase includes:

- setting the scene
- method(s) of data collection

and should be carried out in the classroom under close teacher supervision.

Where there is a whole class or year fieldtrip, the level of supervision is determined by Health and Safety regulations, LEA and school policies.

A risk assessment will have to be undertaken by the student and teacher if the student is undertaking fieldwork on their own.

Work undertaken under supervision in the classroom should be collected in and placed in a secure location. This should prevent revision of work outside supervised times.

Access to resources, files and notes for the analysis, evaluation and conclusion phase should be closely monitored by teachers. This will allow teachers to make sure no prepared answers can be used and allow them to confirm authenticity.

The analysis, evaluation and conclusion phase should be completed under direct supervision and timing. This will meet the requirement for independent, individual work.

### 2.1.1.1 Controlled assessment tasks

OCR will set the tasks that will be changed on an annual basis. The tasks will be a set of questions or hypotheses and will allow candidates to follow a route to enquiry as detailed below.

### 2.1.1.2 The question or hypothesis

Each candidate chooses one task from the list published each year. It is the centre's responsibility to ensure that tasks are chosen from the list published for the year in which an entry is made for this unit and not from a list relating to a previous year.

### 2.1.1.3 The route to enquiry

The centre has to devise a sequence of activities which allows candidates to complete an enquiry route whilst following the four stages below. The enquiry will be based on the chosen task (selected from the list published by OCR each year). The centre devised programme will be tailored to fit the availability of local resources and it will allow candidates to achieve their potential by ensuring that all levels of the marking criteria (section 4.3.4) can be accessed.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Setting the scene              | <p>This involves:</p> <ul style="list-style-type: none"> <li>• the investigation question or hypothesis</li> <li>• the expected outcomes</li> <li>• an explanation of how the question or hypothesis/hypotheses link to the specification</li> <li>• relevant information about the place(s) chosen as the focus for the investigation.</li> </ul>                                                                                                                                                        |
| Method of data collection      | <p>This involves:</p> <ul style="list-style-type: none"> <li>• a description of the fieldwork techniques that could be carried out to collect primary data for the enquiry, for example questionnaire, interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually</li> <li>• an explanation of why these methods are used</li> <li>• an explanation of any problems that were encountered in the collection of data.</li> </ul> |
| Data presentation and analysis | <p>This involves:</p> <ul style="list-style-type: none"> <li>• presentation of data collected in an appropriate range of forms. This could include maps, graphs, photographs, drawings or a combination</li> <li>• a description of the key findings shown by the data</li> <li>• an explanation of the key findings.</li> </ul>                                                                                                                                                                          |

---

Evaluation and conclusion

This involves:

- revisiting the original question/hypothesis and drawing substantiated conclusions
  - commenting on the success and usefulness of the investigation
  - commenting on the limitations of the investigation
  - making reasoned suggestions for improving and extending the investigation.
-

## 2.2 Unit A772: Key Geographical Themes

There are two key themes within this specification.

- Theme 1: Rivers and Coasts
- Theme 2: Economic Development

Rivers and Coasts is one theme and should be studied in its entirety.

The detailed content of the themes is shown on pages 11 - 14. The full content of both themes should be studied as part of the course.

Teaching must focus on this content in such a way as to allow candidates to be assessed on their ability to recall, select, and communicate their knowledge and understanding of places, environments and concepts. In addition candidates need to be able to demonstrate their ability to apply their knowledge and understanding in familiar and unfamiliar contexts.

Where 'recent' case studies or examples are used in the classroom, 1990 onwards must be considered.

In preparation for this unit there are opportunities for teachers to deliver a varied, yet manageable, programme which can include modern resources (e.g. web based/GIS), innovative ideas and up-to-date teaching methods. Opportunities for use of GIS and new technologies are also identified in the Key Content but should be embedded throughout the teaching of the entire specification.

Sustainability must be defined within the two key themes with regards to development and management strategies.

### 2.2.1 Skills

Whilst investigating the key themes, candidates should use a variety of sources to develop a range of skills that includes reading, interpreting and analysing data by identifying patterns, trends and relationships in data such as:

- OS maps at scales of 1:25 000 and 1:50 000
- atlas maps, route maps and plans
- thematic maps, such as maps showing weather, geology, land use, population and economic data
- distribution maps
- choropleth maps
- ground and air photographs and satellite images
- graphs, for example bar, line, scatter and triangular, histograms, pie charts and pictograms
- data and information tables
- diagrams and sketches
- cartoons and posters
- written extracts such as websites or newspaper articles

Whilst investigating the key themes candidates should also appreciate the differences and similarities between people's views of the world and its environments, societies and cultures.

Candidates should also develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.

## 2.3 Content - Key Themes

The content may be studied at a variety of scales.

Examples may be taken from the UK or other countries, including both LEDCs and MEDCs.

Fieldwork could be an appropriate method of study.

### 2.3.1 Theme 1: Rivers and Coasts

| <i>Questions for Investigation</i>                                                                  | <i>Key Ideas</i>                                                                                                                                                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. How do systems ideas help us to understand physical processes that operate in a river basin?     | The study of water systems in the atmosphere and river basins.<br>The hydrological cycle.<br>The river basin as a local system.                                                           | The units and links in the hydrological cycle.<br><br>The storm hydrograph and how it responds to changes. The river basin as a system of inputs, flows, stores and outputs.                                                                                                                                                                                                          |
| b. How does river flooding illustrate the interaction between natural processes and human activity? | The different causes of river flooding.<br><br>The effects of river flooding vary between areas.<br><br>Some strategies for flood management are more sustainable than others.            | Physical causes of river flooding.<br>The activities of people that can cause river flooding.<br><br><b>Two case studies</b> , one from an LEDC and the other from an MEDC to illustrate the causes, effects and management of river flooding.<br><br>Use of GIS, aerial photographs and data in a variety of contexts to highlight flood management schemes and their effectiveness. |
| c. What processes and factors are responsible for distinctive landforms within a river basin?       | The main geomorphic processes – weathering, erosion, transport, deposition.<br>Fluvial landforms are also influenced by geology.<br><br>The development of distinctive fluvial landforms. | How weathering, erosion, transport and deposition operate in a river basin.<br><br>The formation of fluvial landforms, including meanders, interlocking spurs, floodplains, river cliffs, valleys and waterfalls, with appropriate examples.<br><br><b>A case study</b> of one river valley and its landforms.                                                                        |

| <i>Questions for Investigation</i>                                               | <i>Key Ideas</i>                                                                                                                                                                                     | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d. What processes and factors are responsible for distinctive coastal landforms? | <p>The main geomorphic processes – weathering, erosion, transport, deposition.</p> <p>Coastal landforms are also influenced by geology.</p> <p>The development of distinctive coastal landforms.</p> | <p>How weathering, erosion, transport and deposition operate along constructive and destructive coastlines.</p> <p>The formation of landforms along a stretch of coastline, including cliffs, headland, cave, arch stack, beach, spit – with appropriate examples.</p> <p>A <b>case study</b> of one coastal area and its landforms.</p>                                                                                               |
| e. Why is the management of coastlines important?                                | <p>There is a need to protect stretches of coastline.</p> <p>Coastlines can be protected in different ways.</p> <p>Some strategies for coastal management are more sustainable than others.</p>      | <p>Human and physical reasons why the protection of coastlines is necessary.</p> <p>Different methods of coastline protection and the sustainability of each including groyne, offshore breakwater, sea wall, rip-rap, revetment, gabion, beach replenishment and managed retreat.</p> <p>A <b>case study</b> of coastline management, including reasons for protection, measures taken, resulting effects and possible conflicts.</p> |

## 2.3.2 Theme 2: Economic Development

| <i>Questions for Investigation</i>                                                            | <i>Key Ideas</i>                                                                                                                                                                                                                                                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. What is meant by “development”?                                                            | <p>Is there more to development than wealth?<br/>Measuring economic well-being and quality of life.</p> <p>Identifying and explaining why countries are at different stages of development.<br/>How development can be affected by aid.<br/>Some aid is more sustainable than others.</p> | <p>How levels of economic well-being and quality of life are measured.</p> <p>The advantages and disadvantages of using economic and social indicators.</p> <p>How development has been described and mapped in the past and assessment of its validity.</p> <p>Sustainability of aid in terms of economic costs, impacts on the environment and effects on people.</p> <p>How might a more sustainable system of aid be created?</p> <p><b>A case study</b> of an aid project in an LEDC.</p> |
| b. How and why are there variations between the employment structures of different countries? | <p>How and why patterns of employment structure vary in contrasting locations.</p> <p>How and why these patterns change over time.</p>                                                                                                                                                    | <p>How employment structures vary between countries.</p> <p>How employment structures have changed over time and may change in the future.</p>                                                                                                                                                                                                                                                                                                                                                 |
| c. What determines the location of different economic activities?                             | <p>The factors that influence decisions about where economic activities are located.</p> <p>How and why the locations of different economic activities have changed.</p> <p>Who makes decisions about the present and future location of economic activities?</p>                         | <p>The types of industry (primary, secondary, tertiary and quaternary) and the economic and environmental locational factors for each.</p> <p>The environmental, social and economic reasons why the location of economic activity changes.</p> <p>Two <b>case studies</b>, one from an LEDC and the other from an MEDC, to illustrate the factors which affect the location of different types of economic activity.</p>                                                                      |

| <i>Questions for Investigation</i>                                                                    | <i>Key Ideas</i>                                                                                                                                                                                                                                                                                                                       | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d. How do multi-national companies (MNCs) affect development?                                         | <p>Defining an MNC and globalisation.</p> <p>How MNCs affect employment opportunities and economic development.</p> <p>The effects MNCs have in the areas where they choose to locate and in other places.</p> <p>MNCs have an increasing influence on employment opportunities and economic development.</p>                          | <p>What an MNC is and the reasons for globalisation.</p> <p>The positive and negative effects of MNC investment in an area.</p> <p>A <b>case study</b> of MNC investment in a specific area and in an international context.</p> <p>The possible future for globalisation and its effects on specific groups of people.</p>                                                                                                                                            |
| e. How can economic activity affect the physical environment at a variety of scales including global? | <p>How different economic activities affect the physical environment.</p> <p>The conflicts that develop between responsibilities for the physical environment and the need for development.</p> <p>Managing these conflicts sustainably.</p> <p>The causes, effects and responses to global climate change at a variety of scales.</p> | <p>A range of ways to show how economic activities affect the physical environment.</p> <p>Use of GIS, new technologies and satellite images to analyse economic activity and environmental conflict and areas where this is occurring.</p> <p>The need to balance environmental concerns and the need for economic development.</p> <p>A <b>case study</b> of a specific development where conflicts exist between economic development and environmental damage.</p> |

## 3 Assessment of GCSE Geography Short Course

### 3.1 Overview of the assessment in GCSE Geography Short Course

For GCSE Short Course Geography candidates must take both units.

#### GCSE Geography Short Course J085

##### Unit A771: *Geographical Enquiry*

50% of the total GCSE Short Course  
Controlled assessment  
60 marks

##### Fieldwork Focus

Fieldwork Focus uses the collection of primary data and the production of a report.

Candidates complete a **2000** word assessment under controlled conditions covering:

- Setting the scene
- Method(s) of data collection
- Data presentation and analysis
- Evaluation and conclusion

The assessment will be marked by the centre using a **marking criteria grid** provided by OCR.

This unit is internally assessed and externally moderated.

##### Unit A772: *Key Geographical Themes*

50% of the total GCSE Short Course  
1 hour 15 mins written paper  
66 marks

This question paper has **two** sections.

Candidates answer all questions.

There is a separate Resource Booklet.

This unit is externally assessed.

### 3.2 Tiers

The written paper is set in one of two tiers: Foundation Tier and Higher Tier. The Foundation Tier paper assesses grades g to c and the Higher Tier paper assesses grades d to a\*. An allowed grade e may be awarded on the Higher Tier paper.

In unit A772, candidates are entered for an option in either Foundation Tier or the Higher Tier. Unit A771 is not tiered.

### 3.3 Assessment objectives (AOs)

Candidates are expected to demonstrate the following in the context of the content described:

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

#### 3.3.1 AO weightings - GCSE Geography Short Course

| Unit                                      | % of GCSE Short Course |            |            | Total       |
|-------------------------------------------|------------------------|------------|------------|-------------|
|                                           | AO1                    | AO2        | AO3        |             |
| Unit A771: <i>Geographical Enquiry</i>    | 0                      | 20         | 30         | 50%         |
| Unit A772: <i>Key Geographical Themes</i> | 30                     | 15         | 5          | 50%         |
| <b>Total</b>                              | <b>30%</b>             | <b>35%</b> | <b>35%</b> | <b>100%</b> |

### 3.4 Grading and awarding grades

GCSE Short Course results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSE Short Courses are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 42/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

| (GCSE Short Course) Unit Weighting | Maximum Unit Uniform Mark | Unit Grade |    |    |    |    |    |    |    |   |
|------------------------------------|---------------------------|------------|----|----|----|----|----|----|----|---|
|                                    |                           | a*         | a  | b  | c  | d  | e  | f  | g  | u |
| 50% n/a                            | 60                        | 54         | 48 | 42 | 36 | 30 | 24 | 18 | 12 | 0 |
| 50% F                              | 41                        | -          | -  | -  | 36 | 30 | 24 | 18 | 12 | 0 |
| 50% H                              | 60                        | 54         | 48 | 42 | 36 | 30 | 27 | -  | -  | 0 |

Higher tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher tier candidates who miss the allowed grade 'e' will be graded as 'u'.

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

| Qualification     | Max Uniform Mark | Qualification Grade |    |    |    |    |    |    |    |   |
|-------------------|------------------|---------------------|----|----|----|----|----|----|----|---|
|                   |                  | A*                  | A  | B  | C  | D  | E  | F  | G  | U |
| GCSE Short Course | 120              | 108                 | 96 | 84 | 72 | 60 | 48 | 36 | 24 | 0 |

The written papers will have a total weighting of 50% and controlled assessment a weighting of 50%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

### 3.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

#### 3.5.1 Grade F

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

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

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

#### 3.5.2 Grade C

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

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

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

#### 3.5.3 Grade A

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

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

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

### **3.6 Quality of written communication and the assessment of spelling, punctuation and grammar**

*Quality of written communication* is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

In the external assessment for unit A772, questions marked with a pencil () will carry additional marks for spelling, punctuation and grammar.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the [OCR website](#).

## Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

### 4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year OCR will produce 4 Fieldwork Focus task titles.

Controlled assessment tasks will be available on Interchange from 1 June two years in advance of the assessment series. This is to enable effective management of fieldwork preparation and Health and Safety requirements. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Centres can choose one from the comparable task titles offered by OCR. While the wording must remain unchanged, these tasks can be contextualised so that they allow the use of local resources available to the centre. These tasks may also be set within overarching scenarios and briefs, specifically relevant to the centre's own environment and targeted at their particular cohort of candidates.

Controlled assessment tasks must be contextualised by centres in ways that will not put at risk the opportunity for candidates to meet the assessment criteria, including the chance to gain marks at the highest level.

Centres must ensure that candidates undertake a task applicable to the correct year of the submission by checking carefully the submission dates of the tasks on Interchange.

The same OCR controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance, if they wish to do so. The tasks will be changed each year. A previous year's task may NOT be re-submitted in the following examination session.

## 4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 16 hours in producing the work for this unit, not including one day collecting data in the field. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

### 4.2.1 Preparation and research time

#### Research and data collection (limited supervision)

All research and data collection, including fieldwork, will be carried out under limited control but centres must give due regard to Health and Safety issues. Collection of fieldwork data through group fieldwork is permissible. Where group data collection is carried out, candidates will be asked to reflect upon their contribution to the group task. All research must be carried out individually.

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task
- advise on how the task could be approached
- advise on resources
- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

- comment on or correct the work
- practise the task with the candidates
- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

- Candidates can research and present their data under limited supervision.
- Work completed under limited supervision must be submitted to the teacher before the first lesson of formal supervision.
- Teachers must check the work to ensure no analysis, conclusion or evaluation has been included.
- Teachers should also authenticate the work as being that of the candidate.

### 4.2.2 Producing the final piece of work

#### Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used.

No further access to the internet or other resource material is permitted at this stage. Candidates must complete their analysis, conclusion and evaluation under formal supervision in the classroom. If writing up is carried out over several sessions, work should be collected in and kept securely between lessons.

- The final piece of work should not exceed **2000 words** in total. Candidates should be encouraged to develop the skill of writing with precision and succinctness. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included. Use of tables with written content must be avoided as a method of exceeding the word limit.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

### 4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation must include:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - task titles
  - cover sheet, URS575(i).

Also included should be:

- coursework summary form GCW346(i)
- centre authentication form CCS160.

All forms can be found on the [OCR website](#).

Work submitted in digital format (CD or online) for moderation must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

### 4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

#### 4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment task* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

#### 4.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Teachers should use their professional judgement when considering the total word limit. Not exceeding the word limit is one of the descriptors within the AO3 marking criteria, and should be considered along with the other descriptors following the 'best fit' approach outlined above. If a candidate has gained additional marks, by exceeding the word limit, then this must be addressed in the mark awarded and noted on the cover sheet.

The controlled assessment unit is out of a total of 60.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

### 4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

## 4.3.4 Marking criteria for controlled assessment task: Fieldwork Focus

|                                                                                                                                                                                                 | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>AO2</b><br><b>Application of knowledge and understanding in familiar and unfamiliar contexts</b>                                                                                             | <ul style="list-style-type: none"> <li>Candidates have applied their knowledge and understanding of the question/hypothesis to describe the context of the enquiry in a limited range of contexts.</li> <li>They have applied their knowledge and understanding to suggest a basic outcome of their enquiry.</li> <li>They have used basic information to describe the place(s) chosen as a focus for the enquiry but it is not always relevant.</li> <li>They have used their knowledge and understanding to describe and explain their evidence simply.</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts.</li> <li>They have applied their knowledge and understanding to suggest some expected outcomes of their enquiry with some explanation.</li> <li>They have used sound information to describe the place(s) chosen as a focus for the enquiry.</li> <li>They have used their knowledge and understanding to describe and explain their evidence in a sound way.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts.</li> <li>They have applied their knowledge and understanding to suggest in detail a range of expected outcomes of their enquiry with justifications.</li> <li>They have used detailed and complex information to describe the place(s) chosen as a focus for the enquiry.</li> <li>They have used their knowledge and understanding to describe and explain their evidence in a consistently detailed way.</li> </ul>                                                                                                                                                           |           |
| <b>Marks</b>                                                                                                                                                                                    | <b>1-8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>9-16</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>17-24</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>24</b> |
| <b>AO3</b><br><b>Selection and use of a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues: selection, investigation and presentation</b> | <ul style="list-style-type: none"> <li>Candidates have suggested a limited number of techniques and technologies that are not always appropriate to undertake their enquiry.</li> <li>They have collected and recorded a limited selection of appropriate evidence from some sources, mainly fieldwork.</li> <li>They have presented their data in a few simple maps, graphs and diagrams.</li> <li>Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</li> <li>They have either written relatively little or it is of some length but the content is not focused on the tasks (see page 24 for further information).</li> </ul> | <ul style="list-style-type: none"> <li>They have suggested a variety of techniques and technologies that are usually appropriate to undertake their enquiry with some explanation of why these have been chosen.</li> <li>They have collected and recorded appropriate evidence from a range of different sources, mainly fieldwork.</li> <li>They have presented their data in a range of maps, graphs and diagrams.</li> <li>Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</li> <li>They have written with some precision and succinctness and have not exceeded the prescribed word limit (see page 24 for further information).</li> </ul> | <ul style="list-style-type: none"> <li>They have suggested a wide variety of techniques and technologies that are consistently appropriate to undertake their enquiry with detailed justification of why these have been chosen.</li> <li>They have collected and accurately recorded a range of appropriate evidence from a wide range of sources, mainly fieldwork.</li> <li>They have presented their data in a wide range of appropriate maps, graphs and diagrams.</li> <li>Their written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</li> <li>They have written with precision and succinctness, so that they do not exceed the prescribed word limit (see page 24 for further information).</li> </ul> |           |
| <b>Marks</b>                                                                                                                                                                                    | <b>1-6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>7-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>13-18</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>18</b> |

|                                                                                                                                                                                      | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>AO3</b><br><b>Selection and use of a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues: <i>analysis and evaluation</i></b> | <ul style="list-style-type: none"> <li>• Candidates have attempted to interpret their limited evidence.</li> <li>• They have reached a very simplistic conclusion, which may be linked to their interpretation.</li> <li>• They have attempted a basic evaluation of the success and usefulness of their enquiry.</li> <li>• They have included a brief reference to a possible limitation to their enquiry.</li> <li>• They have included a brief reference to either a possible solution or an extension to their enquiry.</li> </ul> | <ul style="list-style-type: none"> <li>• They have analysed and interpreted some of their evidence.</li> <li>• They have used this analysis and interpretation to make a plausible conclusion.</li> <li>• They have made an overall evaluation of the success and usefulness of their enquiry.</li> <li>• They have suggested some possible limitations to their enquiry.</li> <li>• They have suggested some plausible solutions and extensions to their enquiry.</li> </ul> | <ul style="list-style-type: none"> <li>• They have critically analysed and thoroughly interpreted their evidence.</li> <li>• They have used this analysis and interpretation to draw an appropriate and substantiated conclusion.</li> <li>• They have made a critical evaluation of the success and usefulness of their enquiry.</li> <li>• They have analysed thoroughly the range of limitations to their enquiry.</li> <li>• They have made reasoned suggestions for possible solutions and extensions to their enquiry.</li> </ul> |           |
| <b>Marks</b>                                                                                                                                                                         | <b>1-6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>7-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>13-18</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>18</b> |
| <b>Max Total</b>                                                                                                                                                                     | <b>20</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>40</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |

0 marks = no response or no response worthy of credit

### 4.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of the entire task. During data collection and planning the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work. Producing the final piece of work (analysis, conclusion and evaluation of findings), however, must be carried out under formal supervision conditions. See 4.2.2 for further guidance.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [OCR Interchange](#).

### 4.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the [OCR website](#) for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

#### 4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal submissions; for example multimedia or other interactive unit submissions.

The OCR GCSE Geography Short Course unit A771 can be submitted electronically to the OCR Repository via Interchange: please check section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on [OCR Interchange](#).

## 5 Support for GCSE Geography Short Course

### 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Geography Short Course Specification
- [specimen assessment materials for each unit](#)
- [guide to controlled assessment](#)
- [teacher's handbook](#)
- [sample schemes of work and lesson plans](#)

### 5.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

#### 5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



Heinemann is the publisher partner for OCR GCSE Geography Short Course.

Heinemann produces the following resources for OCR GCSE Geography:

- OCR GCSE Geography B – Student Book  
John Belfield, Ian Matthews, Alan Brown, Jane Ferretti, Paul Guinness, Andy Leeder, Sue Lomas, Fred Martin, Garrett Nagle, David Payne, Ruth Totterdell  
ISBN: 9780435353704  
Published: April 2009
- OCR GCSE Geography B – Revision Toolkit  
John Belfield, Andy Leeder, Garrett Nagle, Rob Clemens  
ISBN: 9780435341305  
Published: 2010

- OCR GCSE Geography B – Active Teach CD-ROM

John Belfield, Andy Leeder, Garrett Nagle, Sue Jenkinson, Ian Matthews

ISBN: 9780435353728

Published: April 2009

### 5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

### 5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification. Please see [Event Booker](#) for further information.

## 5.4 OCR Support services

### 5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Geography specifications.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

## 6.1 Equality Act information relating to GCSE Geography Short Course

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

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

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

|                          | Yes/No | Type of Assessment                |
|--------------------------|--------|-----------------------------------|
| Readers                  | Yes    | All written examinations          |
| Scribes                  | Yes    | All written examinations          |
| Practical assistants     | Yes    | Written and practical assessments |
| Word processors          | Yes    | All written examinations          |
| Transcripts              | Yes    | All written examinations          |
| Oral language modifiers  | Yes    | All written examinations          |
| BSL signers              | Yes    | All written examinations          |
| Modified question papers | Yes    | All written examinations          |
| Extra time               | Yes    | All written examinations          |

## 6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE \(Short Course\) in Geography \(February 2009\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

## 7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE (Short Course) Geography certification is available in June 2014 and each June thereafter.

|           | Unit A771 | Unit A772 | Certification availability |
|-----------|-----------|-----------|----------------------------|
| June 2014 | ✓         | ✓         | ✓                          |
| June 2015 | ✓         | ✓         | ✓                          |

## 7.2 Certification rules

For GCSE (Short Course) Geography, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

### 7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4.1).

### 7.4 Making entries

#### 7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For the externally assessed unit A772 candidates must be entered for either component 01 (Foundation Tier) or 02 (Higher Tier) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series; however, different units may be taken at different tiers.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

| Unit entry code | Component code | Assessment method               | Unit titles                                      |
|-----------------|----------------|---------------------------------|--------------------------------------------------|
| A772F           | 01             | Written Paper                   | <i>Key Geographical Themes (Foundation Tier)</i> |
| A772H           | 02             | Written Paper                   | <i>Key Geographical Themes (Higher Tier)</i>     |
| A771A           | 01             | Moderated via OCR Repository    | <i>Geographical Enquiry</i>                      |
| A771B           | 02             | Moderated via postal Repository | <i>Geographical Enquiry</i>                      |
| A771C           | 80             | Carried forward                 | <i>Geographical Enquiry</i>                      |

### 7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE (Short Course) certification code J085.

### 7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

### 7.6 Prohibited qualifications and classification code

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

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

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

### 8.1 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that for GCSE Geography A and Humanities. There is a large degree of overlap between the content of this specification and GCSE Geography B.

### 8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations and the GCSE subject criteria for Geography*. All documents are available on the [Ofqual website](#).

### 8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

### 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding. Through study of the content of the key themes there are many opportunities for candidates to experience a sense of awe and wonder of the natural world. Similar opportunities exist related to human achievements and there is also potential for candidates to experience, appreciate and relate to cultures other than their own.

Study of the content of the two key themes may provide opportunities to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. This may help candidates to understand their own worth and the value of individuals and communities.

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding through the study of the two key themes as well as the issues relating to the geographical enquiry.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes, related to economic development, trade and aid and some of the issues in the geographical enquiry.

### 8.7 Sustainable development, Health and Safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements.

Sustainable development is a topic specified in the content of the specification. It is related to a number of aspects of the key themes.

Unit A771 supports the development of Environmental Education with its focus on Fieldwork. The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the other two components.

The issues of health education are a significant focus in work in units A771 and A772 related to issue-based themes population, development and quality of life. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for fieldwork.

There are many opportunities to study themes, places and environments by choosing European examples. An appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

The issues of health education are a significant focus in work in the key themes. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

### 8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

| Unit | C |   | AoN |   | ICT |   | WwO |   | IoLP |   | PS |   |
|------|---|---|-----|---|-----|---|-----|---|------|---|----|---|
|      | 1 | 2 | 1   | 2 | 1   | 2 | 1   | 2 | 1    | 2 | 1  | 2 |
| A771 | ✓ | ✓ | ✓   | ✓ | ✓   | ✓ | ✓   | ✓ | ✓    | ✓ | ✓  | ✓ |
| A772 | ✓ | ✓ |     |   | ✓   | ✓ | ✓   | ✓ | ✓    | ✓ | ✓  | ✓ |

## 8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Geography.

The assessment of this course requires candidates to:

- use relevant and up-to-date information much of which is available from a variety of web based sources, many of which candidates need to access themselves.

| ICT Application/Development                                                                                                                                                                                                                                                                  | Opportunities for using ICT during the Course                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use of the internet, CD-ROMs, GIS, fax, email, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world wide. | The content of key geographical themes, e.g. Accessing news about tectonic activity and/or river flooding.<br><br>The geographical enquiry requires the use of secondary sources. |
| Use of data handling techniques to enhance the development of enquiry skills, e.g. use a spreadsheet to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.                                                                   | Researching the geographical enquiry.<br><br>Use of a spreadsheet to input and manipulate data collected by fieldwork.                                                            |
| Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.                                                                                                                                                                        | Content of the key themes will be enhanced by modelling of hydrological processes and by running industrial location simulation.                                                  |

## 8.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are indicated within the content, for example:

- knowledge and understanding of the concept of sustainability, Local Agenda 21 and the skills to act upon their understanding
- knowledge and understanding of the decision making processes which underpin changes in society and the environment at a range of scales
- the skills of enquiry and communication involved in personal decision making, problem solving and the investigation of environmental issues.

Geography has a considerable overlap with the requirements of KS4 citizenship knowledge and understanding of European and global links and the interdependence of people and places.

As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of key geographical themes gives the opportunity to include an insight into the world of work as does the issues section of the geographical enquiry.

## Appendix A: Guidance for the production of electronic controlled assessment

A

### Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A771, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

### Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



## YOUR CHECKLIST

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

- Bookmark [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)
- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our geography social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit [www.ocr.org.uk/centreapproval](http://www.ocr.org.uk/centreapproval) to become an approved OCR centre.

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

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