WJEC Eduqas GCSE (9-1) in GEOGRAPHY A

For teaching from 2016
For award from 2018

GCSE GEOGRAPHY A

SUMMARY OF ASSESSMENT

Component 1: Changing Physical and Human Landscapes
Written examination: 1 hour 30 minutes
35% of qualification

Section A: Core Themes
Two structured, data response questions assessing Core Theme 1 (Landscapes and Physical Processes) **and** Core Theme 2 (Rural-urban Links).

Section B: Options
One structured question (from a choice of two) assessing either Theme 3 (Tourism) **or** Theme 4 (Hazardous Landscapes). These themes provide additional depth and/or breadth of study for the content assessed in the core themes.

Component 2: Environmental and Development Issues
Written examination: 1 hour 30 minutes
35% of qualification

Section A: Core Themes
Two structured, data response questions assessing Core Theme 5 (Weather, Climate and Ecosystems) **and** Core Theme 6 (Economic Development Issues).

Section B: Options
One structured question (from a choice of two) assessing either Theme 7 (Social Development Issues) **or** Theme 8 (Environmental Challenges). These themes provide additional depth and/or breadth of study for the content assessed in the core themes.

Component 3: Applied Fieldwork Enquiry
Written examination: 1 hour 15 minutes
30% of qualification

A written examination in three parts.

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.

This linear qualification will be available in the summer series each year. It will be awarded for the first time in Summer 2018.

Qualification Accreditation Number: Click here to enter accreditation number.

GCSE GEOGRAPHY A

1 INTRODUCTION

1.1 Aims and objectives

WJEC Eduqas GCSE Geography A develops and extends learners knowledge of locations, places, environments and processes, at a range of different scales. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process.

Learners should be given the opportunity to think 'like a geographer' if they are given opportunities to:

- think creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change
- think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

WJEC Eduqas GCSE Geography A provides opportunities for learners to understand more about the world, the challenges it faces and their place within it. Following this GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop learners' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Overarching geographical concepts provide a framework for the study of WJEC Eduqas GCSE Geography A. These concepts should be illustrated at a variety of specified scales and in a variety of specified places and contexts. By posing enquiry questions, learners should relate these concepts to real world situations in order to make sense of spatial patterns. The content of WJEC Eduqas GCSE Geography A is organised into core themes and options. Core themes cover the required Subject Content at an appropriate level of rigour and challenge for a GCSE qualification whilst options allow learners to develop greater breadth and/or depth of study. Learners must choose to study one option in Component 1 and a second option in Component 2. This thematic approach allows some flexibility for teachers to select specific content and develop a bespoke curriculum that will still enable learners to achieve the specified learning outcomes as required by the Geography GCSE Subject Content, published by the Department for Education.

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and is designed in such a way as to ensure progression in the following ways:

- broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global
- a greater emphasis given to process studies that lead to an understanding of change
- a greater stress on the multivariate nature of 'human-physical' relationships and interactions
- a stronger focus on forming generalisations and/or abstractions, including some awareness of theoretical perspectives and of the subject's conceptual frameworks
- an increased involvement of learners in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions
- enhancing competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.

This specification provides a suitable foundation for the study of Geography at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

2 SUBJECT CONTENT

The content of WJEC Eduqas GCSE Geography A is organised into core and options. Within each theme, learners are encouraged to take an enquiry approach to a range of overarching geographical concepts. The content of each component is summarised below.

<table>
<tr><th colspan="3">Component 1: Changing Physical and Human Landscapes</th></tr>
<tr><td>Core themes</td><td>1 Landscapes and physical processes
2 Rural-urban links</td><td>Learners should study both core themes. It is recommended that learners spend a minimum of 20 guided learning hours on each core theme.</td></tr>
<tr><td>Options</td><td>3 Tourism
4 Hazardous landscapes</td><td>Learners should study one of these options themes. It is recommended that learners spend a minimum of 12 guided learning hours on the selected options theme.</td></tr>
<tr><th colspan="3">Component 2: Environmental and Development Issues</th></tr>
<tr><td>Core themes</td><td>5 Weather, climate and ecosystems
6 Economic development issues</td><td>Learners should study both core themes. It is recommended that learners spend a minimum of 20 guided learning hours on each core theme.</td></tr>
<tr><td>Options</td><td>7 Social development issues
8 Environmental challenges</td><td>Learners should study one of these options themes. It is recommended that learners spend a minimum of 12 guided learning hours on the selected options theme.</td></tr>
<tr><th colspan="3">Component 3: Applied Fieldwork Enquiry</th></tr>
<tr><td colspan="3">Learners should be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment:
In one environment the focus of the fieldwork will be on methodology*
The second fieldwork experience should take place in a contrasting environment. The focus of the fieldwork enquiry should be into geography's conceptual frameworks*
* In each cycle the methodology and conceptual framework will be selected by WJEC from those listed in Table A (page 21) and Table B (pages 22-23).</td></tr>
</table>

Learners should be given the opportunity to represent geographical data using a range of cartographical and graphical techniques. They should also be given the opportunity to analyse a variety of maps, graphs, photographs and data sets whilst exploring the content of **each** component. The range and extent of mathematical and statistical techniques required by WJEC Eduqas GCSE Geography A is outlined in Appendix A on pages 27-28 of the specification. These techniques will be assessed across **all three** components.

2.1 Component 1

Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes
35% of qualification
84 marks (plus 4 marks for spelling, punctuation and grammar)

Component 1 contains two core themes and two options. Learners should study **both** core themes and **one** of the options.

Learners should be given the opportunity to develop their knowledge and understanding of the content set out in the key ideas, key questions and depth of study detailed on pages 6-11. *Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.*

Learners should also develop their skills in using a range of mathematical and statistical techniques whilst preparing for this component. The depth of coverage required of these techniques is given in Appendix A on pages 27-28 of the specification.

Section A: Core Themes

Learners should study **both** of these themes.

Core Theme 1: LANDSCAPES AND PHYSICAL PROCESSES

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; inter-connectedness (between human and physical processes); place/uniqueness; process and change; and scale when exploring this theme.

Key Idea 1.1: Distinctive landscapes of the UK

Key questions	Depth of study
1.1.1 What makes landscapes distinctive in the UK?	Factors *(for example scale, location, cultural, geological and physical)* that make UK landscapes distinctive. A study of **one** located, distinctive UK landscape and its smaller scale features *(for example, the Giant's Causeway, County Antrim or the grit stone tors and dry stone walls of the Dark Peak District).*
1.1.2 How are physical landscapes affected by visitor pressure?	The attractions and distinctive features of **one** UK honeypot site. Positive and negative impacts of visitor pressure to include the process of footpath erosion. The concept of carrying capacity.
1.1.3 How can visitor pressure be managed?	Strategies to manage visitors and repair damage to landscapes or environments under pressure *(for example footpath maintenance).*

Key Idea 1.2: Landform process and change in UK landscapes

Key questions	Depth of study
1.2.1 How do processes work together to create landform features at different scales in the UK?	How and why river landforms (of different scales) change over time. Processes of fluvial erosion, transportation and deposition which result in the development of landforms (including waterfalls and meanders) with associated smaller scale features *(for example, slip-off slopes in meanders and plunge pools in waterfalls).* How and why coastal landforms (of different scales) change over time. Slope and coastal processes that result in cliff retreat. Links between sediment supply, transport (including longshore drift) and deposition that have created distinctive landforms in **one** located coastal environment in the UK. The development of distinctive coastal features to include headlands/bays, arches, stacks and spits.
1.2.2 What factors affect the rates of landform change in the UK?	How factors affect rates of landform change. • Geology: the local nature of rocks *(for example resistance to erosion, lines of weakness and the process of corrosion).* • Weather events *(for example catastrophic change during a specific winter storm)* and fetch. • Unintended consequences of human intervention *(e.g. accelerated erosion resulting from interrupting patterns of longshore drift).* Factors that contribute to contrasting rates of coastal erosion along **two** distinctive UK coastlines *(for example, the North Norfolk coastline could be contrasted with the Jurassic Coast).*

Key Idea 1.3: The drainage basin

Key questions	Depth of study
1.3.1 Why do rivers in the UK flood?	An overview of the causes and effects of flooding at the UK national scale and **one** in depth, located place study in the UK. Flows and stores of water in the drainage basin. The inter-relationships between drainage basin processes (to include interception, infiltration, overland flow) and physical factors *(for example, weather events, effects of vegetation and geology)* and human factors *(for example, changing land use)* that result in river flooding. The analysis of hydrographs. Strategies for river channel and drainage basin management in the UK. Coverage must include 'hard' and 'soft' engineering and land use zoning.
1.3.2 What are the current and future management approaches to the problem of flooding in the UK?	Conflicting views over river/floodplain management and floodplain development *(for example, the building of new homes)* which may lead to alternate geographical futures in the UK.

Key Idea 1.4: Distinctive landscapes beyond the UK

Key questions	Depth of study
1.4.1 In what ways are river landscapes both similar and different beyond the UK?	How typical UK rivers compare to rivers in the tropics *(for example, River Ganges or River Nile)* and sub-Arctic / Alpine regions *(for example, River Lena)* in terms of scale and seasonal discharge. How climate affects rates of erosion and patterns of deposition *(for example, formation of Ganges delta).*
1.4.2 How do tectonic processes work together to create landform features at different scales?	Large scale processes (convection, subduction and divergence) at constructive and destructive margins. Resulting large scale features to include rift valleys and ocean trenches. Processes which result in distinctive volcanic landscape features *(for example, volcanic vents, lava tubes or caldera).*

Core Theme 2: RURAL-URBAN LINKS

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; place/uniqueness; process and change; scale; spheres of influence; and sustainable communities when exploring this theme.

Key Idea 2.1: The urban-rural continuum

Key questions	Depth of study
2.1.1 How are rural and urban areas of the UK linked?	The location of significant areas of population in the UK. The concept of sphere of influence in relation to urban services *(for example, health care)* and retailing. The process of counter-urbanisation. The reasons for this process and its impact on rural settlements. Patterns of commuting and transport issues that arise from counter-urbanisation in the UK.
2.1.2 How are rural areas in the UK changing?	Impacts of urban spheres of influence and technological change on service provision in rural areas *(for example, the closure of village post offices and banks).* Causes and effects of rural poverty and deprivation and the process of depopulation of remote rural areas. Strategies for creating sustainable rural communities.

Key Idea 2.2: Population change and movement in the UK

Key questions	Depth of study
2.2.1 How do migrant flows affect the UK?	Political, cultural and economic reasons for contemporary migrant flows in and out of the UK. Cultural and economic impacts (positive and negative) of migrant flows into the UK.
2.2.2 What are the consequences of population change in the UK?	Factors that affect population change in the UK including changing birth rates, the ageing population, and migration within the UK. The economic, health and social challenges created by the ageing UK population. Political, social and economic factors that affect the need for future house building across the UK.

Key Idea 2.3: Process and change in UK towns and cities

Key questions	Depth of study
2.3.1 How and why is retailing changing in the UK?	Economic, cultural and technological factors that have led to changes in retailing. Costs and benefits of the development of out of town shopping and internet shopping. A study of **one** example of re-generation of the Central Business District.
2.3.2 What are some of the contemporary challenges facing UK towns and cities?	Challenges of creating urban sustainable communities. Coverage must include issues in **one** brownfield context *(for example, urban regeneration of a city waterfront such as Cardiff Bay)* **and one** greenfield context *(for example, the development of new communities in the Thames Gateway).*

Key Idea 2.4: Urban Issues in the economically developing world

Key questions	Depth of study
2.4.1 What factors cause migration?	Ways of measuring inequality between rural and urban areas. Push and pull factors for rural to urban migration at the national scale and historic or recent international migration. Study of **one** city located in **either** a Newly Industrialised Country (NIC) *(for example, Brazil, India, China, Indonesia)* **or** a low income country (LIC) *(for example, Ghana or Kenya)* to include the causes and effects of its growth, and the resulting social, economic and cultural patterns (including patterns of wealth).
2.4.2 What are the contemporary challenges facing cities in the developing world?	Features and development of informal settlements and the informal economy. Challenges facing developing cities. Coverage must include housing and health *(for example, water and sanitation)*. A study of attempts to solve these problems at a local scale in **one** city located in **either** an NIC **or** an LIC.
2.4.3 What opportunities arise from urbanisation?	Benefits of urbanisation in either NICs or LICs for economic growth, social development and globalisation.

Section B: Options

Learners should study **one** of these themes.

Theme 3: TOURISM

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; interconnectedness (between human and physical environments); interdependence (globalisation); process and change; scale; and sustainability when exploring this theme.

Key Idea 3.1: Changing patterns of tourism

Key questions	Depth of study
3.1.1 What factors cause the growth and decline of tourism?	Factors (human and physical) that attract tourists to different environments. Causes of growth and decline *(for example, political stability)* and Butler's model.
3.1.2 How is the tourist industry changing?	Concepts of mass tourism, rural tourism and ecotourism. Contemporary trends in short breaks and long haul flights. The growing economic and employment contribution of tourism to the globalised economy. Key drivers of a globalised tourist industry to include changing technology and communications. How and why **one** location has re-branded its image *(for example, Blackpool or Cancun).*

Key Idea 3.2: Tourism and contemporary challenges

Key questions	Depth of study
3.2.1 What are the challenges created by the rapid growth of tourism?	Local challenges: the positive and negative effects of tourism on employment, environment, culture and infrastructure. Coverage must include a comparison of the impacts of tourism on **two** tourist locations in contrasting environments. Global challenges: the potential impact of tourism's growth on employment structures *(for example, over dependence on tourism)* and climate change. The concept of enclave tourism. The positive and negative impact of multi-national companies (MNCs) on local communities and economies.
3.2.2 How should tourism be developed in the future?	Strategies *(for example, ecotourism, agro-tourism)* used in **one** place to reduce the negative impacts of tourism on the environment/ resources *(for example, impacts on coral reefs, water resources or issues of waste disposal)* and make the tourist industry more sustainable in the future.

Theme 4: HAZARDOUS LANDCAPES

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; interconnectedness (between human and physical environments); mitigating risk; process and change; scale; and sustainability when exploring this theme.

Key Idea 4.1: Tectonic activity and hazard reduction

Key Questions	Depth of study
4.1.1 What are the impacts of tectonic processes?	The varying magnitude of volcanic eruptions and earthquakes. The characteristics and scale of pyroclastic flows, lava flows, lahars and ash clouds. Impacts of earthquakes, tsunami and volcanic activity on health, infrastructure, and economy. Coverage must include **one** located example of a volcanic hazard and **one** earthquake event.
4.1.2 How might the risks associated with tectonic hazards be reduced?	How monitoring, hazard mapping, new building technology and improved emergency planning may be used to reduce risk. Coverage must include at least **one** located example.

Key Idea 4.2: Managing coastal hazards

Key Questions	Depth of study
4.2.1 How are coastlines managed?	How 'hard' and 'soft' engineering strategies may be used to reduce the risk of erosion **and** flooding at the local scale. The role of Shoreline Management Plans: the need to co-ordinate coastal management at a regional/national scale. How monitoring *(for example, forecasting by the Met Office),* hazard mapping and emergency planning may be used to reduce the risk of coastal floods.
4.2.2 What is the most sustainable way to manage coastlines in the face of rising sea levels?	The reasons for increased risk in the future and why some coastlines are at greater risk than others. Contrasting opinions about 'hold the line' and 'managed retreat' options in relation to **one** low lying coastline at risk of sea level rise *(for example, North Norfolk or Essex).*

2.2 Component 2

Environmental and Development Issues

Written examination: 1 hour 30 minutes
35% of qualification
84 marks (plus 4 marks for spelling, punctuation and grammar)

Component 2 contains two core themes and two options. Learners should study **both** core themes and **one** of the options.

Learners should be given the opportunity to develop their knowledge and understanding of the content set out in the key ideas, key questions and depth of study detailed on pages 12-17. *Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.*

Learners should also develop their skills in using a range of mathematical and statistical techniques whilst preparing for this component. The depth of coverage required of these techniques is given in Appendix A on pages 27-28 of the specification.

Section A: Core themes

Learners should study **both** of these themes.

Core Theme 5: WEATHER, CLIMATE AND ECOSYSTEMS

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; inequality; interconnectedness (between human and physical environments); place; process and change; and scale when exploring this theme.

Key Idea 5.1: Climate change during the Quaternary period

Key questions	Depth of study
5.1.1 What is the evidence for climate change?	An overview of climate change to include the cyclical nature of glacial and inter-glacial periods. The validity of a range of evidence for climate change *(for example, tree rings, historical accounts, temperature records)* which must include ice cores and CO^2 levels.
5.1.2 What are the causes of climate change?	Flows and stores in the carbon cycle and the processes that link these stores. The greenhouse effect. How human activity affects the carbon cycle. Global cooling due to volcanic activity as **one** natural cause of climate change during the Quaternary period.
5.1.3 What are the effects of climate change?	Short and long term effects of climate change on people, economy and environment. Coverage must include effects in the UK and in **one** contrasting environment *(for example, Arctic or Small Island States).* Alternate geographical futures for these locations *(for example, changes in the frequency of extreme weather events and changing seasonal patterns).*

Key Idea 5.2: Weather patterns and process

Key questions	Depth of study
5.2.1 What factors create variations in weather and climate at different scales?	An overview of global circulation of the atmosphere. Reasons for patterns of low and high pressure. The difference between weather and climate. The impact of latitude, altitude and ocean currents on temperatures and rainfall. The concepts of maritime and continental climates. Factors that influence micro-climate.
5.2.2 What weather hazards are associated with high air pressure?	The causes of hazards associated with anticyclones/prolonged high pressure. The consequences of heatwaves and droughts on people, economy and the environment.

Key Idea 5.3: Interactions within ecosystems

Key questions	Depth of study
5.3.1 What are the key features of ecosystems at different scales?	The distinctive features of the tropical rainforest ecosystem and its climate and **one** contrasting biome *(for example, savanna*, *tundra).* The key features of **one** small scale UK ecosystem *(for example, sand dune, urban park, hedgerow).*
5.3.2 How does the physical environment interact with living things to produce different ecosystems?	The relationship between global climate patterns and the distribution of large scale ecosystems (biomes). The relationships between living and non-living parts in **two** ecosystems (which may be the same as those studied in 5.3.1) to include water cycles, nutrient cycles and food webs.

Key Idea 5.4: Human activity and ecosystem processes

Key questions	Depth of study
5.4.1 How do people use ecosystems?	How people use **one** ecosystem *(for example, tropical rainforest or savanna)* for food production using different levels of technology *(for example, slash and burn farming compared to agri-business).*
5.4.2 How do these uses modify processes and interactions within ecosystems?	How human activity can have impacts, at a range of scales, on the environment by modifying cycles and flows within ecosystems *(for example, how deforestation may lead to localised soil erosion and more wide spread silting of rivers)*. A detailed study of **one** located ecosystem *(for example, sand dunes in Mid Wales or coral reef in Caribbean).* How human activity has affected local flows, cycles and processes within this ecosystem.

Core Theme 6: ECONOMIC DEVELOPMENT ISSUES

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; inequality; interdependence (globalisation); place/uniqueness; process and change; scale; spheres of influence; and sustainability when exploring this theme.

Key Idea 6.1: Measuring global inequalities

Key questions	**Depth of study**
6.1.1 How is economic development measured and what are contemporary global patterns?	How national wealth *(for example, GNI, GDP)* is used as a comparative measure of development and why this evidence of development has limitations. The concept of a continuum of economic development. The use of economic development evidence to consider the dynamic nature of the 'development gap'.

Key Idea 6.2: Globalisation

Key questions	**Depth of study**
6.2.1 What factors drive globalisation?	How technology *(for example, communications, media, transport)*, global systems *(for example, the United Nations, world trade)* and population movement lead to increasing economic and cultural interdependence. The reasons why multinational companies (MNCs) locate plants in multiple countries. The advantages and disadvantages of globalisation to include the impacts of MNCs on patterns of work and development in the UK **and one** NIC.
6.2.2 Why do patterns of trade hinder economic progress in some countries while other countries benefit?	The role of imports, exports and trade blocs in international trade. A comparison of patterns of trade for **one** Low Income Country *(for example, Ghana, Kenya, Solomon Islands)* and **one** High Income Country (HIC). The effect of protectionist policies including tariffs, subsidies and quotas. The concept of fair trade.

Key Idea 6.3: Economic growth and demands on resources

Key questions	Depth of study
6.3.1 How and why is the demand for water changing?	An overview of recent global trends in water consumption. The links between population, economic growth and increasing demands for water.
6.3.2 How are water resources developed?	Social, economic and environmental issues raised by the construction of reservoirs for water supply / irrigation **and** HEP projects. Water transfer and abstraction of ground-water.
6.3.3 Are water resources being used sustainably?	The competing social and political demands for water to include where rivers cross national boundaries. A study of water resource challenges in **one** location in a newly industrialised country (NIC) or low income country (LIC). Alternate geographical futures in **one** location where over-abstraction is an issue.

Key Idea 6.4: Regional economic development

Key questions	Depth of study
6.4.1 What are the regional patterns of economic development in one economically developing country?	The features of formal and informal economies. Patterns of regional social/economic inequality in **one** newly industrialised country (NIC) or low income country (LIC). Social, economic, cultural, political, and environmental factors that contribute to this pattern.
6.4.2 What are the regional patterns of economic development in the UK?	UK standard regions. The north-south divide. Patterns of wealth/poverty. Reasons for patterns of wealth/poverty to include economic, political, social factors.
6.4.3 How can regional inequalities be reduced?	How investment creates growth in deprived regions. The concept of positive and negative multipliers. How aid from government and non-government organisations (NGOs) can help reduce inequality in **one** economically developing country. How national policies may be used to reduce regional inequality in the UK.

Section B: Options

Learners should study **one** of these themes.

Theme 7: SOCIAL DEVELOPMENT

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; inequality; interdependence (globalisation); process and change when exploring this theme.

Key Idea 7.1: Social development Issues

Key Questions	Depth of study
7.1.1 How is social development measured?	The use of gender and health as comparative measures of social development. The concept that there is a continuum of social development. The use of social development evidence to consider the dynamic nature of the 'development gap'.
7.1.2 What challenges face social development in sub-Saharan Africa and Asia?	The reasons for child labour. The challenges relating to primary education and especially the education of girls in sub-Saharan Africa and South Asia. How these issues are tackled at the local scale in **one** country in sub-Saharan Africa/Asia and also at the global scale *(for example, the use of international targets set by the United Nations).* The reasons for international refugee movement and asylum seekers from sub-Saharan Africa/Asia. How this issue is being tackled by national governments and international agreements.

Key Idea 7.2: Population issues

Key Questions	Depth of study
7.2.1 What are the factors that influence birth and death rates?	Social, economic and political factors that influence changing birth rates and death rates in western Europe, Asia and sub-Saharan Africa. How population pyramids reflect population structure in these regions of the world.
7.2.2 What are the health care issues in sub-Saharan Africa?	Reasons for high rates of infant mortality. The challenges created by HIV and malaria in sub-Saharan Africa. How these issues are tackled at the local scale in **one** country in sub-Saharan Africa and at the global scale *(for example, the use of international targets set by the United Nations).* How progress is measured and what progress is being made.

Theme 8: ENVIRONMENTAL CHALLENGES

Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; interconnectedness (between human and physical environments); interdependence (globalisation); process and change; and sustainability when exploring this theme.

Key Idea 8.1: Climate change issues

Key questions	Depth of study
8.1.1 What are the impacts of increasing consumer choice on the global environment?	How consumerism has impacts on the environments through changes to agri-business and transport *(such as food miles, sale of out-of-season fruit and vegetables)* and the disposal of waste including the impact of e-waste on people and the environment.
8.1.2 How can technology be used and people's lifestyles changed to reduce the impact of climate change?	The role of individuals and government in adopting new technologies and new lifestyles to reduce greenhouse emissions. Differing values and attitudes about these changes. Local, national and international responses to climate change.

Key Idea 8.2: Ecosystems and biodiversity

Key questions	Depth of study
8.2.1 Why does it matter if ecosystems are damaged?	The links between growing global interdependence, consumerism and ecosystem destruction *(for example, demand for palm oil or bio-fuel and the impact of their development in tropical ecosystems).* Ways in which ecosystems provide people with key services *(for example, water cycle regulation and flood mitigation).*
8.2.2 How can damaged environments and natural habitats be managed and restored?	Environmental management strategies *(for example, wetland restoration; creation of wildlife corridors; debt-for-nature swaps*) in **two** contrasting ecosystems *(such as one tropical and one UK ecosystem **or** one woodland and one marine ecosystem).* Alternate geographical futures for people and the environment in **one** of these ecosystems.

2.3 Component 3

Applied Fieldwork Enquiry

Written examination: 1 hour 15 minutes
30% of qualification
72 marks (plus 4 marks for spelling, punctuation and grammar)

Component 3 is a written examination in three parts:

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.

In order to prepare for this Component, learners are expected to undertake **two** fieldwork enquiries outside the classroom and school grounds, each in a **contrasting** environment:

- In one environment the focus should be on fieldwork methodology. The approach will be selected by WJEC from those listed in Table A on page 21.
- The second fieldwork experience should take place in a **contrasting** environment. This fieldwork enquiry must be underpinned by geography's conceptual framework. The approach will be selected by WJEC from those listed in Table B on pages 22-23.

Teachers will be notified at least two years in advance which two approaches should be taken by all centres in any given year. These approaches have been designed to allow centres a wide range of choice of environment in which they can conduct fieldwork. They should also allow centres to use familiar fieldwork locations that are known by them to be safe. The sample assessment materials illustrate a cycle in which 'flows' is the methodology selected from Table A and 'inequalities' is the geographical concept selected from Table B.

Learners should have the opportunity to carry out all **six** of the stages of the enquiry process when conducting fieldwork. The stages of the enquiry process are described fully on page 19. It is recommended that learners spend about 18 guided learning hours preparing for and consolidating their understanding of their fieldwork experiences. Learners might prepare for their fieldwork enquiry by being given opportunities to:

- pose geographical questions
- research fieldwork methodologies
- consider sampling strategies
- design data collection sheets.

Learners might consolidate their understanding of fieldwork enquiry by being given opportunities to:

- process data
- present their findings
- analyse patterns and trends
- draw conclusions
- consider limitations of the evidence / evaluate their fieldwork.

Fieldwork enquiry skills that will be examined in Component 3
Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.

The enquiry process	**Individuals should learn how to**
1.1 What is the geographical enquiry process?	1.1 Pose questions about geographical processes/concepts that include questioning about spatial patterns and geographical processes/change. Test hypotheses.
1.2 How is evidence collected?	1.2 Design fieldwork data collection sheets. Select specific locations at which data can be collected. Establish control groups. Justify sample size and sampling technique, coverage to include sampling using random, systematic, opportunistic and/or stratified techniques. Use fieldwork equipment to obtain accurate and reliable results *(for example the use of clinometer or quadrats).* Collect data using quantitative and qualitative techniques. Quantitative techniques should include those that measure: • flow *(for example, discharge, infiltration, traffic)* • scale *(for example, river width, pebble size, gradient)* • spatial pattern *(for example, retail land use, sediment sorting)* • temporal change *(for example, temperature, rainfall, pressure).* Qualitative techniques should include use of questionnaires, bi-polar techniques and annotation of photos/sketches. Use secondary sources of evidence to include satellite images, aerial and oblique photographs, large databases *(for example, National Statistics)* and GIS *(for example, Environment Agency).*
1.3 How can evidence be processed and presented?	1.3 Process evidence to include calculation of percentages and mean. Present evidence to include maps, graphs and diagrams. Reference secondary data sources accurately. For details of numerical and statistical skills, including specific graphical and cartographic representation techniques, see **Appendix A** pages 27-28.
1.4 How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?	1.4 Identify, analyse and interpret trends and patterns. Apply knowledge and understanding of broad geographical concepts and processes to specific evidence collected during the enquiry.
1.5 What conclusions may be drawn from fieldwork enquiries?	1.5 Synthesise findings to reach evidenced conclusions that relate to the initial aim of the enquiry. Appreciate that geography can be 'messy' i.e. that fieldwork does not always match typical or predicted outcomes.
1.6 What evaluative techniques should be applied to the enquiry process?	1.6 Identify the limitations of geographical evidence: accuracy, reliability and bias. Reflect critically on the strengths and limitations of both primary and secondary data, methods used, conclusions drawn and knowledge gained. Appreciate that stakeholders may have vested interests *(for example, where primary or secondary sources of data rely on opinion).*

Approaches to fieldwork

Component 3 will assess different approaches to fieldwork in each examination series. In order to provide learners with a relevant fieldwork experience, WJEC will provide one methodological approach and a separate approach based on one conceptual framework for fieldwork at least two years in advance of each assessment. The full list of approaches is published in Table A on page 21 and Table B on pages 22-23 of the specification. Centres will be free to conduct each fieldwork enquiry in any environment but are reminded that learners should experience working in **contrasting** environments outside of the classroom and school grounds i.e. if a coastal environment is chosen from Table A then a contrasting environment should be chosen from Table B when conducting the second fieldwork enquiry.

Learners should be given the opportunity to explore physical and human processes and the interactions between them during their fieldwork experiences. They should be involved in the collection of primary physical and human data (but these requirements need not all be addressed in each piece of fieldwork).

Prior to each examination series, at least two years in advance of the assessment, WJEC will publish the **two** approaches that centres should take during fieldwork:

- **One** of the approaches in Table A will be selected. This approach to methodology will be assessed in Part A of the examination. Centres will be free to choose an appropriate example and environment for their fieldwork enquiry from the second column of Table A.

- **One** of the approaches in Table B will be selected. The learners' understanding of how this concept may be investigated during a fieldwork enquiry will be assessed in Part B of the examination.

The sample assessment materials illustrate a cycle in which 'flows' is the methodology selected from Table A and 'inequalities' is the geographical concept selected from Table B.

Each centre must provide a fieldwork statement to WJEC that details the fieldwork carried out by learners from the centre in each assessment cycle. Failure to provide a fieldwork statement will be treated as malpractice and/or maladministration by WJEC. Centres will be able to make their fieldwork statement by completing a form that will be available to download from the GCSE Geography subject page of the Eduqas website. Further details of fieldwork arrangements may be found in Section 3.2 on page 25.

Table A: Fieldwork methodologies

WJEC will select **one** methodological approach each year from the table below. The second column, in the table below, suggests a range of examples of fieldwork enquiries set in contrasting environments which may be used by centres and are for illustration only.

Methodological approach	**Possible examples of fieldwork enquiries in contrasting environments**
Use of transects	***Use of a transect across a feature to:***
	Assess quality of life or environmental quality across an urban area
	Analyse micro-climate across a large town or up a slope
	Determine patterns of flow and deposition across a river channel
	Analyse patterns of vegetation across a sand dune system or through woodland
	Analyse slope profiles and sediment sorting up a beach profile
Change over time	***Comparing primary data with secondary sources to analyse:***
	Changing patterns of retailing – comparing current retail patterns to historical data from a previous year
	Changing weather - comparing data collected over several days with data collected for the same period in a previous year
	Changing river/coastal landforms based on comparison of current evidence to historical evidence from maps/photos
	Changing land use over time in an urban/rural environment
Qualitative surveys	***Analysing perception of:***
	The value of distinctive river or coastal landscapes
	Environmental quality of urban/rural environments
	Perception studies, for example about flood risk or climate change
	Comparing visitor/local perceptions of a honeypot site
Geographical flows	***Analysing flows and patterns of movement:***
	Infiltration rates in various soils or interception rates in various vegetation types
	Analysis of commuter movements
	Discharge rates compared to rainfall or Longitudinal survey of downstream changes in a river
	Traffic or pedestrian flows, for example relating pedestrian flows in a retail environment to parking provision in an urban area or identifying best route for a cycle path
	Analyse sediment size/shape as a result of longshore drift along a coastline

Table B: Approaches to fieldwork enquiry using conceptual frameworks

WJEC will select **one** conceptual framework each year from the table below. The second column, in the table below, suggests a range of examples of fieldwork enquiries set in contrasting environments which may be used by centres and are for illustration only.

Conceptual framework	**Possible examples of fieldwork enquiries in contrasting environments**
Place Applying understanding of uniqueness / identity.	Comparing and contrasting the features of two distinctive locations to identify the uniqueness of place: • the characteristics of coastal features in two locations • the characteristics of river features in two locations • the characteristics of an ecosystem in two locations • two villages or two urban environments • quality of life in two neighbourhoods.
Sphere of influence Applying understanding of sphere of influence / catchment and how it impacts on places.	Identifying the extent of sphere of influence / catchment area and analysing the positive or negative impacts of this on place(s): • sphere of influence of larger urban areas and their impacts on their hinterland. • positive and negative externalities of a major event (for example, County Show / cultural festival) or sporting venue. • sphere of influence of a honeypot site and its impact(s) for example, analysing visitor pressure along a footpath • sphere of influence of a distinctive landscape feature and its impact(s) • river catchment and its impact on potential flood risk.
Cycles and flows Applying understanding of change and movement in relation to place.	Identifying patterns of movement (in either a human or physical context) and the reasons for, or effects of, these movements: • migration survey which focuses on push-pull factors and their impacts in either an urban or rural locations • diurnal flows within urban environments and the effects for example, on transport systems • study of commuter flows between an urban and neighbouring rural location • comparing river flows in contrasting river stages and/or over time • identifying seasonal change in a local ecosystem.
Mitigating risk Applying understanding of hazard perception / risk and analysing management strategies / future actions.	Identifying the nature of risk and human responses to it in one location: • coastal erosion/flood risk and management strategies • flood risk and river management strategies • urban/rural land use and its impact on infiltration/interception/flood risk • perceptions of climate change and possible local responses • environmental risk and its management for example, location of a new wind farm or an investigation of air quality in an urban area.

Conceptual framework	**Possible examples of fieldwork enquiries in contrasting environments**
Sustainability Applying understanding of sustainable communities.	Assessing the extent to which a community can be made more sustainable: • impacts of a pedestrianisation scheme or park and ride scheme • the effectiveness of an existing or planned community (urban or rural) to meet requirements of Egan's wheel • choosing more sustainable ways to manage the journey to school for example, the best route for a new cycle route to school • evaluating sustainable coastal or flood management strategies • evaluating possible sustainable uses of a brownfield site.
Inequality Applying understanding of inequality and associated concepts such as deprivation or equality of access to services.	Analysing patterns of inequality: • how positive and negative externalities impact on standard of living in urban or rural environments • comparing access to services in rural and urban communities within the hinterland of one large urban area • evaluating quality of life for a named socio-economic group (for example, young families) in one community • assessing quality of the urban environment and its impact on house prices across an urban transect • evaluating the success of an urban regeneration scheme in reducing deprivation.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1
Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2
Demonstrate geographical understanding of:

- concepts and how they are used in relation to places, environments and processes
- the inter-relationships between places, environments and processes.

AO3
Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

AO4
Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Overall
Component 1	7.5%	10%	10%	7.5%	35%
Component 2	7.5%	10%	10%	7.5%	35%
Component 3	0	5%	15% *(10%)*	10% *(5%)*	30% *(15%)*
Overall weighting	**15%**	**25%**	**35% *(10%)***	**25% *(5%)***	**100%**

Figures in *italics* indicate the weighting that is reserved for the assessment of fieldwork.

For each series:

- the weighting for the assessment of mathematical and statistical techniques will be at least 10%
- the learners' spelling, punctuation and grammar and their use of specialist terminology will be assessed in specified questions that require extended writing. The total weighting for spelling, punctuation and grammar will be 5% of the sum of all marks available for assessment objectives AO1 to AO4 i.e. 12 marks overall.

The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation and grammar (SPaG) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

3.2 The fieldwork statement

Each centre must provide a fieldwork statement to WJEC that details the fieldwork carried out by learners from the centre in each assessment cycle. Failure to provide a fieldwork statement will be treated as malpractice and/or maladministration by WJEC.

Centres will be able to make their fieldwork statement by completing a form that will be available to download from the GCSE Geography subject page of the Eduqas website. Centres will be able to use the form to:

(a) confirm that each learner has been provided with opportunities to undertake geographical fieldwork on **at least two occasions** and with respect to **at least two contrasting environments**, and

(b) in respect of each of those opportunities:

i. the date on which it was provided
ii. the location at which it was provided
iii. the environment to which it related
iv. the number of learners who participated, and
v. a description of how the tasks undertaken by learners met the requirements for geographical fieldwork detailed on pages 18-23 of the specification.

Further details of fieldwork arrangements may be found in Section 2.3 on pages 18-23.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, **all** components must be re-taken.

The entry code appears below.

WJEC Eduqas GCSE Geography A: C111QSL

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

APPENDIX A

Use of mathematics and statistics in geography

The list below outlines the range and extent of mathematical and statistical techniques required by WJEC Eduqas GCSE Geography A. *Examples (in italics) are to aid understanding and suggest range, and these are not compulsory.*

Depth of coverage	Specific techniques required
Numerical and statistical skills	
1 Numerical skills 1.1 Demonstrate an understanding of number, area and scale and the quantitative relationships between units.	*Calculate distance from maps using the scale line and estimate area. Use quantitative and qualitative statements when describing relationships revealed by tables of data or graphs.*
1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.	Sample using random, systematic, opportunistic and/or stratified techniques. Use fieldwork equipment to obtain accurate and reliable results *(for example the use of clinometer or quadrats).*
1.3 Understand and correctly use proportion and ratio, magnitude and frequency.	*For example, 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude*.
1.4 Draw informed conclusions from numerical data.	*Use tables of data to draw evidenced conclusions about spatial or temporal patterns (for example, from Office of National Statistics).*
2 Statistical skills 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.	Median, mean, range, quartiles and inter-quartile range, mode and modal class.
2.2 Calculate percentage increase or decrease and understand the use of percentiles.	*For example, calculate percentage increase/decrease in population from a line graph or table of data.*
2.3 Describe relationships in bivariate data.	Sketch trend lines through scatter plots; draw estimated lines of best fit. Interpret evidence to make predictions. Interpolate and extrapolate trends on a line graph.
2.4 Identify weaknesses in selective statistical presentation of data.	Identify limitations *(for example in the interpretation of a scatter graph).*

Depth of coverage	Specific techniques required
Presentation and processing skills **3.1 Cartographic skills** 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.	Sketch maps, atlas maps at different scales, topological maps, OS maps at 1:50,000 and 1:25,000 scales, isoline maps (*for example, weather charts, ocean bathymetric charts*), maps with proportional symbols, weather (synoptic) charts.
3.2 Interpret cross sections and transects.	Draw cross sections *(for example to show relief) and transects (for example, through the zones of a sand dune or across an eroded footpath).*
3.3 Use and understand coordinates, scale and distance.	Give 4 and 6 figure grid references. Measure distance accurately and estimate area from maps (including from O.S maps at a scale of 1:50,000 and 1:25,000).
3.4 Describe and interpret geo-spatial data presented in a GIS framework.	Describe location, distribution and other spatial patterns as shown on a screen shot from a GIS *(for example Office of National Statistics or analysis of flood hazard using the interactive maps on the Environment Agency website).*
4 Graphical skills 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.	Bar and line charts (to include climate charts and hydrographs), pie charts, pictograms, histograms with equal class intervals, star and radial graphs, kite diagrams, triangular graphs and scatter graphs.
4.2 Extract information from different types of graphs. Interpret different graphs to identify patterns and trends.	*See the techniques listed above for 4.1.*
4.3 Interpret population pyramids, choropleth maps and flow-line maps.	Choropleth maps *(for example, those showing variations in economic development)* and flow-line maps *(for example, showing migration, tourism or traffic flows).*