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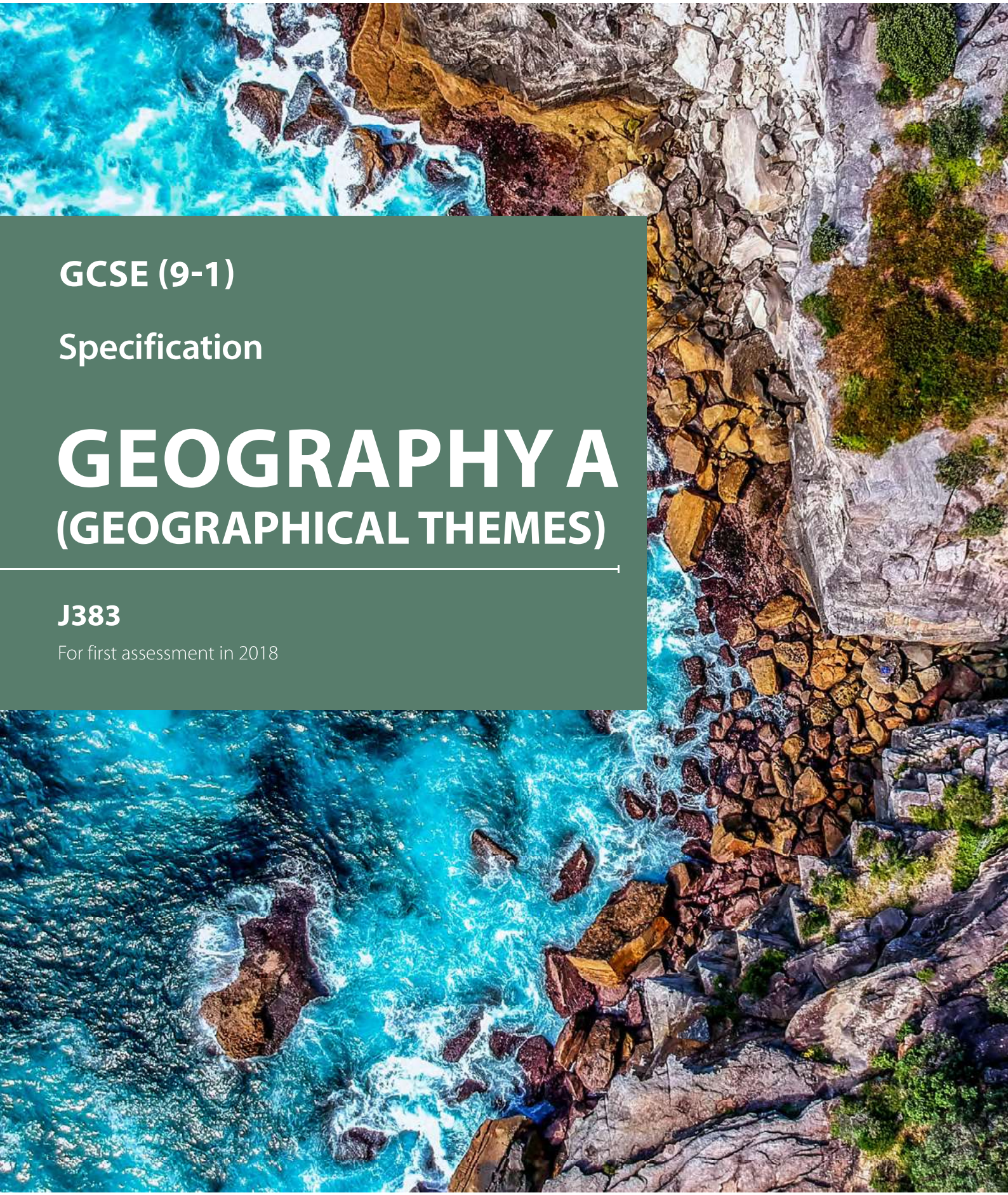

GCSE (9-1)

Specification

GEOGRAPHY A
(GEOGRAPHICAL THEMES)

J383

For first assessment in 2018

Version 1.3 (February 2023)

ocr.org.uk/gcsegeographygeographicalthemes

2c. Content of Living in the UK Today (J383/01)

This component investigates the dynamic and diverse geography of the UK. It draws on a range of themes to explore the changing but distinctive physical and human environments, the processes which drive them and the challenges they create. The content is divided into three themes exploring landscapes of the UK, the UK's economic development and the people who live in the UK, and some of the environmental challenges that the country faces.

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1.1 Landscapes of the UK

The UK has a very distinct natural landscape which has been shaped over millions of years by a core set of geomorphic processes. This theme gives learners an understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Case studies will be used to contextualise how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK.

Section	Key Ideas	Content	Scale
1.1.1	The physical landscapes of the UK have distinctive characteristics.	• Overview of the distribution of areas of upland, lowland and glaciated landscapes. • Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity.	N
1.1.2	There are a number of geomorphic processes which create distinctive landscapes.	• The definitions of the main geomorphic processes including types of weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution) and deposition.	
1.1.3	Rivers create a range of landforms which change with distance from their source within a river basin.	• The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, ox-bow lake).	R, L, F
1.1.4	There are a range of landforms within the coastal landscape.	• The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit).	R, L, F
1.1.5	Landscapes are dynamic and differ depending on their geology, climate and human activity.	• **Two case studies**, **one** UK river basin and **one** UK coastal landscape, to cover: ○ the geomorphic processes operating at different scales and how they are influenced by geology and climate ○ landforms and features associated with your case study ○ how human activity, including management, works in combination with geomorphic processes to impact the landscape.	R, L, F

1.2 People of the UK

The UK has a unique position within the world, with complex global interconnections. The history of the UK has influenced its current political and economic power on a global scale and has produced a rich culture, contributed to by a number of ethnicities. This theme should develop an appreciation of the changes within UK society, its population and development. Case studies will be used to investigate the growth and/or decline of a place or region and to examine the character of a city in the UK, including the ways of life of the people who live in it.

Section	Key Ideas	Content	Scale
1.2.1	The UK is connected to many other countries and places.	• Overview of the UK's current major trading partners to include principal exports and imports.	G,R,N
1.2.2	The UK is a diverse and unequal society which has geographical patterns.	• An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband.	N
1.2.3	There are different causes and consequences of development within the UK.	• The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy. • **Case study** of the consequences of economic growth and/or decline for **one** place or region in the UK.	N, L, F
1.2.4	The UK's population is changing.	• Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model. • An understanding of the causes and the effects of, and responses to an ageing population. • Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK.	N, L, F
1.2.5	There are causes for and consequences of urban trends in the UK.	• Overview of the causes for contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation. • Outline of the social, economic and environmental consequences of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.	R, N, L, F
1.2.6	Cities have distinct challenges and ways of life, influenced by its people, culture and geography.	• **Case study** of **one** major city in the UK including the influences of: ○ the city within its region, the country and the wider world ○ migration (national and international) and its impact on the city's growth and character ○ the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ○ contemporary challenges that affect urban change, including housing availability, transport provision and waste management ○ sustainable strategies to overcome one of the city's challenges.	G, N, L, F

1.3 UK Environmental Challenges

The UK faces many challenges through people's interaction with the physical environment and the use of resources. This theme investigates some of the environmental challenges faced by the UK. Learners will look at extreme weather events in the UK, in particular the links between extreme weather conditions and flooding. Learners will develop an understanding of the factors affecting the UK's energy use and security, the decision makers involved, as well as sustainability and management.

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Section	Key Ideas	Content	Scale
1.3.1	The UK has a unique climate for its latitude which can create extreme weather conditions.	• How air masses, the North Atlantic Drift and continentality influence the weather in the UK. • How air masses cause extreme weather conditions in the UK, including extremes of wind, temperature and precipitation.	G, N
1.3.2	Extreme flood hazard events are becoming more commonplace in the UK.	• **Case study** of **one** UK flood event caused by extreme weather conditions including: ○ causes of the flood event, including the extreme weather conditions which led to the event ○ effects of the flood event on people and the environment ○ the management of the flood event at a variety of scales.	N, R, L, F
1.3.3	Humans use, modify and change ecosystems and environments to obtain food, energy and water.	• Overview of how environments and ecosystems in the UK are used and modified by humans, including: ○ mechanisation of farming and commercial fishing to provide food ○ wind farms and fracking to provide energy ○ reservoirs and water transfer schemes to provide water.	N
1.3.4	There are a range of energy sources available to the UK.	• Identification of renewable and non-renewable energy sources. • The contribution of renewable and non-renewable sources to energy supply in the UK.	N, R, L
1.3.5	Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies.	• Changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations. • Strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies. • The development of renewable energy in the UK and the impacts on people and the environment. • The extent to which non-renewable energy could and should contribute to the UK's future energy supply. • Economic, political and environmental factors affecting UK energy supply in the future.	G, N, R, L, F

2c. Content of The World Around Us (J383/02)

This component explores the complexities of the planet and the interconnections that take place. It draws on a range of themes to examine the changing, dynamic nature of physical and human environments, the role of decision makers and the sustainable nature and management of these environments. The content is divided into three themes exploring ecosystems of the planet, global development and the people who live on the planet, and some of the environmental challenges that the world faces.

2.1 Ecosystems of the Planet

A variety of ecosystems are spread across the world and these have a number of interacting components and characteristics. This theme develops an appreciation of a number of these ecosystems, before focusing study on coral reefs and tropical rainforests. Both ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. Learners explore the sustainable use and management of these bio-diverse ecosystems.

Section	Key Ideas	Content	Scale
2.1.1	Ecosystems consist of interdependent components.	• Ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, humans) components which are interdependent.	R, L
2.1.2	Ecosystems have distinct distributions and characteristics.	• Overview of the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical rainforests, and hot deserts. • Overview of the climate, plants and animals within these ecosystems.	G
2.1.3	There are major tropical rainforests in the world.	• The location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australasian.	G
2.1.4	There are major coral reefs in the world.	• The location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef.	G
2.1.5	Bio-diverse ecosystems are under threat from human activity.	• The processes that operate within tropical rainforests, including nutrient and water cycles. • The process of nutrient cycling that operates within coral reefs. • **Two case studies**, including **one** tropical rainforest and **one** coral reef, to cover: ○ the interdependence of climate, soil, water, plants, animals and humans ○ their value to humans and to the planet ○ threats to biodiversity and attempts to mitigate these through sustainable use and management.	G, R, N, L

2.2 People of the Planet

Historically, the world has developed unevenly. This theme explores the causes of this uneven development and the differences between countries. A country case study focuses on a number of interrelated factors affecting its economic development. Learners need to understand the causes and consequences of growth in urban areas, particularly related to the process of rapid urbanisation. Learners investigate a city in a low-income developing country (LIDC) or emerging and developing country (EDC) to examine its people and culture, and consider the influence they have on shaping the cities distinct ways of life and challenges.

Section	Key Ideas	Content	Scale
2.2.1	The world is developing unevenly.	• Social, economic and environmental definitions of development, including the concept of sustainable development. • Different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. • How development indicators illustrate the consequences of uneven development. • Current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs).	G
2.2.2	There are many causes of uneven development.	• Outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources. • Different types of aid and their role in both promoting and hindering development.	G, R
2.2.3	Many factors contribute to a country's economic development.	• **Case study** of **one** LIDC or EDC. This should illustrate its changing economic development, including the influence of and interrelationships between: ○ the country's geographical location, and environmental context (landscape, climate, ecosystems, availability and type of natural resources) ○ the country's political development and relationships with other states ○ principal imports and exports and the relative importance of trade ○ the role of international investment ○ population and employment structure changes over time ○ social factors, including access to education and healthcare provision ○ technological developments, such as communications technology ○ one aid project. • Using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of economic development.	G, R, N, L

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Section	Key Ideas	Content	Scale
2.2.4	The majority of the world's population now live in urban areas.	• Definition of city, megacity and world city. • The distribution of megacities and how this has changed over time. • How urban growth rates vary in parts of the world with contrasting levels of development.	G, R
2.2.5	There are causes and consequences of rapid urbanisation in LIDCs.	• Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth. • Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs.	R,N,L
2.2.6	Cities have distinct challenges and ways of life, influenced by its people and culture.	• **Case study** of **one** major city in an LIDC or EDC including the influences of: ○ the city within its region, the country, and the wider world ○ migration (national and international) and its impact on the city's growth and character ○ the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ○ contemporary challenges that affect urban change, including housing availability, transport provision and waste management ○ sustainable strategies to overcome one of the city's challenges.	G, N, L

2.3 Environmental threats to our Planet

Climate change and extreme weather conditions cause many threats to both people and the environment. This theme develops understanding of these key environmental threats affecting countries and the world as a whole. Learners will explore the changing climate, including possible causes, and the current consequences. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent drought which can impact both people and the environment at a range of scales.

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Section	Key Idea	Content	Scale
2.3.1	The climate has changed from the start of the Quaternary period.	• Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages. • Key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming. • Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries.	G
2.3.2	There are a number of possible causes of climate change.	• Theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity. • How human activity is responsible for the enhanced greenhouse effect which contributes to global warming.	G
2.3.3	Climate change has consequences.	• Summary of a range of consequences of climate change currently being experienced across the planet.	G, R, N, L
2.3.4	The global circulation of the atmosphere controls weather and climate.	• Distribution of the main climatic regions of the world. • Outline how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator. • How the global circulation of the atmosphere leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world.	G, R
2.3.5	Extreme weather conditions cause different natural weather hazards.	• Outline the causes of the extreme weather conditions that are associated with the hazards of tropical storms and drought. • The distribution and frequency of tropical storms and drought, and whether these have changed over time.	G
2.3.6	Drought can be devastating for people and the environment.	• **Case study** of **one** drought event caused by El Niño/La Niña: ○ how the extreme weather conditions of El Niño/La Niña develop and can lead to drought ○ effects of the drought event on people and the environment ○ ways in which people have adapted to drought in the case study area.	G, R, N, L

2c. Content of Geographical Skills (J383/03)

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. The skills listed on the following pages provide a basis for further study and research across a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the specification covering the six themes from components (01) and (02) will stimulate learners to 'think geographically'. It will also provide them with opportunities to apply the skills in a wide range of curriculum or learning contexts.

Learners will be able to apply the skills listed below and overleaf in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of Living in the UK Today (01) and The World Around Us (02).

3. Geographical Skills

3.1 With respect to **cartographic** skills, learners should be able to: **1.** select, adapt and construct maps, using appropriate scales and annotations, to present information **2.** interpret cross-sections and transects **3.** use and understand coordinates, scale and distance **4.** extract, interpret, analyse and evaluate information **5.** use and understand gradient, contour and spot height (on OS and other isoline maps) **6.** describe, interpret and analyse geo-spatial data presented in a GIS framework.	**3.2** With respect to **graphical** skills, learners should be able to: **1.** select, adapt and construct appropriate graphs and charts, using appropriate scales and annotations to present information **2.** effectively present and communicate data through graphs and charts **3.** extract, interpret, analyse and evaluate information.
Maps to be studied:	**Graphs and charts to be studied:**
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Desire-line maps	Climate graphs
Sphere of influence maps	Proportional symbols
Thematic maps	Pictograms
Route maps	Cross-sections
Sketch maps	Population pyramids
	Radial graphs
	Rose charts

Geographical Skills

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

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

3.4 Learners should also be able to:

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

Fieldwork skills

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

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

The assessment of fieldwork will take place within Geographical Skills (03).

The value of fieldwork goes beyond the aim of collecting primary data. The understanding generated from experiencing geographical concepts, processes and issues in the real world can be illuminating for learners. The investigative process goes beyond data collection, with other key aspects including the presentation and analysis of results, drawing conclusions and critically reflecting on the process.

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

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

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

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

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

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

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

Fieldwork skills may be assessed in relation to either physical or human geography contexts or for both in any set of assessments.

5 Appendices

5a. Grade descriptors

Grade 8

To achieve Grade 8 candidates will be able to:

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

Grade 5

To achieve Grade 5 candidates will be able to:

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

Grade 2

To achieve Grade 2 candidates will be able to:

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

5d. Use of mathematics and statistics in geography requirement

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

Cartographic skills

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

Graphical skills

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

Numerical skills

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

Statistical skills

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

5e. Glossary of terms from the specification content

Advanced countries (AC)	Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF.
Emerging and developing countries (EDC)	Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust. 'EDCs;' are as classified by the IMF.
Low-income developing countries (LIDC)	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
Geographical Information System (GIS)	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
Local scale	A local scale can be either local to the learner or another small-scale location.
Regional scale	A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Outline	A general description indicating the essential features.
Summary	An account of the key ideas.
Overview	A holistic review.
Investigate	Search or examination into the particulars of.
Explore	Detailed inquiry into.