

INTERNATIONAL GCSE

Geography (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Geography (4GE1)

For first teaching September 2017

First examination June 2019



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1. Introduction

This getting started guide provides an overview to our new International GCSE Geography specification, to help you prepare and understand the changes in content and assessment. It will help you to ensure that your students get the most from the qualification.

Key features of the qualification

The qualification is built on feedback gained from a wide Geographical community and has the following key features:

- A familiar theme-based approach with a clear and coherent structure with separate physical, human and skills-based components.
- Clear question papers, command words and mark schemes that are accessible to all abilities. There are two externally examined papers that provide gradual progression in demand.
- Extended writing opportunities, allowing students to demonstrate what they know.
- Engaging and manageable fieldwork. Contexts for fieldwork are aligned with the core content of the course. Fieldwork tasks will remain for the lifetime of the specification, so there is less time spent on planning and administration and more time to bring geography to life in the field.
- A specification with continuous progression and clear detailed content that tells you what to teach.
- Integrated and signposted geographical skills. Geographical skills are integrated throughout all parts of the course so that students use them in context.
- The appropriate balance between breadth and depth. Content is written with a clear distinction between geographical overview (larger scale) and geographical depth (smaller scale).
- International GCSEs enable successful progression to Level 3 qualifications (including Edexcel's International A Level in Geography) and beyond, in Geography and other subjects.

We will be providing a package of support to help you plan and implement the new specification including:

- To help with planning there will be an editable course planner and scheme of work that you can adapt to suit your school, department and students.
- Additional specimen papers so that you and your students can understand the new format of the papers and the level of demand that is required as quickly as possible. These materials will also help students prepare for their final exams.
- A booklet of examiner marked student exemplar answers with accompanying examiner commentaries.
- Personal, local support: Our subject adviser, Jon Wolton, is always on hand to help you; he can be contacted at TeachingGeography@pearson.com. You can sign up to receive emails from Jon and be kept up to date about training events, course news, administration deadlines and much more.

2. What's changed?

2.1 How has International GCSE Geography changed?

Changes to International GCSE Geography

- From September 2017, International GCSE Geography will be a linear qualification. This means that all examinations must be sat at the end of the course.
- The qualification is only available in the summer series, with the first examination in June 2019.
- There will no longer be higher and foundation tiers, so all students will take the same exam paper.
- There is a new grading scale, 9–1, with 9 being the top level.

Changes to International GCSE Geography subject content requirements

- The content requirements for International GCSE Geography have been revised but a large amount of the content will still be familiar.
- The content and assessment objectives are split across two papers (Physical and Human).
- Paper 1 covers Physical Geography and is split into two sections, the first part of the paper looks at specific topic based content whilst the second part of the paper looks at fieldwork activities relating to these topics.
- Paper 2 covers Human Geography and is split into three sections, the first part of the paper covers topic based content, the second assesses fieldwork techniques and the third part explores global issues.
- The content for each paper is divided into key topic areas.
- Paper 1
 - River environments
 - Coastal environments
 - Hazardous environments
- Paper 2
 - Economic activity and energy
 - Rural environments
 - Urban environments
- For both papers, fieldwork is assessed in section B and the requirements have undergone some revisions.
- Fieldwork must be carried out in two contrasting environments.
- In Paper 2, there is a third section which explores global issues around the following topics: fragile environments and climate change, globalisation and migration, development and human welfare.
- There continues to be a strong emphasis on locational and place knowledge.
- More emphasis will be placed on geographical skills (cartographic, numerical and statistical).

Changes to International GCSE Geography Assessment Objectives

The International GCSE Geography assessment objectives have been revised. There are now four assessment objectives compared with three in the current specification.

AO1 30–40%	Recall, select and communicate their knowledge and understanding of places, environments and concepts.
AO2 30–40%	Apply their knowledge and understanding in familiar and unfamiliar contexts.
AO3 30–40%	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.

Current assessment objectives (last assessment 2018)

		% in International GCSE
AO1	Demonstrate knowledge of locations, places, processes, environments and different scale.	15–16%
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> ■ concepts and how they are used in relation to places, environments and processes ■ the interrelationships between places, environments and processes. 	25–26%
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	34–35 (approx. 13% applied to fieldwork context(s))%
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	24–25 (approx. 10% used to respond to fieldwork data and context(s))

New assessment objectives (first assessment 2019)

2.2 Changes to International GCSE Geography Specification

The table below provides a brief overview of the subject content

Paper 1: Physical geography	*Paper code 4GE1/01
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: June ■ First assessment: June 2019 	40% of the total International GCSE
<p>Content summary</p> <ul style="list-style-type: none"> ■ River environments ■ Coastal environments ■ Hazardous environments <p>including fieldwork from one of these topics</p>	
<p>Assessment</p> <p>Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.</p> <p>Section A</p> <p>Candidates choose two out of three questions on: river environments, coastal environments, hazardous environments.</p> <p>Section B</p> <p>Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.</p>	
Paper 2: Human geography	*Paper code 4GE1/02
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: June ■ First assessment: June 2019 	60% of the total International GCSE
<p>Content summary</p> <ul style="list-style-type: none"> ■ Economic activity and energy ■ Rural environments ■ Urban environments <p>including fieldwork from one of these topics</p> <ul style="list-style-type: none"> ■ Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare) 	
<p>Assessment</p> <p>Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.</p> <p>Section A</p> <p>Candidates choose two out of three questions on: economic activity and energy, rural environments, urban environments.</p> <p>Section B</p> <p>Candidates choose one out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.</p> <p>Section C</p> <p>Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.</p>	

Assessment Overview

Below is a summary of the key changes

- There are now four assessment objectives for International GCSE Geography; these are tested across both papers.
- On Paper 1, there are two sections; Section A represents 50 marks with candidates answering two out of three questions. Section B represents 20 marks with candidates answering one out of three fieldwork related questions on aspects of physical Geography.
- On paper 2, there are three sections; Section A represents 50 marks with candidates answering two out of three questions. Section B represents 20 marks with candidates answering one out of three fieldwork related questions on human aspects of Geography. Section C represents 35 marks with candidates answering one out of three questions. This part of the paper requires candidates to use their geographical knowledge and understanding to investigate a global issue.
- Each section will consist of a variety of different question types, including multiple-choice, short-answer, data-response and open-ended questions.

International GCSE Geography assessment model	
<p>Component 1 – Physical Geography</p> <p>Total Marks: 70</p> <p>Weighting: 40%</p> <p>Optionality: Section A and Section B</p> <p>Exam duration: 1hour 10 Mins</p>	<p>Section A: Students choose two out of three questions on: River environments, Coastal environments, Hazardous environments.</p> <p>Section B: Students choose one out of three questions on fieldwork-related questions on: River environments, Coastal environments, Hazardous environments.</p>
<p>Component 2 – Human Geography</p> <p>Total Marks: 105</p> <p>Weighting: 60%</p> <p>Optionality: Section A, B, C</p> <p>Exam duration: 1 hour 45 mins</p>	<p>Section A: Students choose two out of three questions on: Economic activity and energy, Rural environments, Urban environments.</p> <p>Section B: Students choose one out of three questions on fieldwork-related questions on: Economic activity and energy, Rural environments, Urban environments.</p> <p>Section C: Students answer one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.</p>

2.3 What has stayed the same?

- Similar content organised in a more accessible way.
- The aims and objectives of the qualification have remained consistent.
- The qualification still focuses on an international dimension to geographic studies.
- There is still a requirement within the qualification to enable learners to demonstrate understanding on a local, regional, national, international and global scale.

3. Planning

3.1 Planning and delivering a linear course

The International GCSE in Geography is linear, with all assessments at the end of the course. The specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours, over a two-year or three-year period.

There is a range of possible ways of planning the delivery of the specification, and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. A course planner is available to support the planning of a two-year course. The planner includes opportunities for:

- the integration and development of geographical, quantitative and enquiry skills
- the integration of fieldwork
- the opportunity to use and refine transferable skills
- regular summative assessment to track the progress of students
- time at the end of the course for revision and further exam preparation.

3.2 Suggested resources and support

Below is a list of free support for the qualification

- Editable two-year course planners
- Editable schemes of work for a 2 year course with integrated transferable skills
- Additional specimen papers
- Marked student exemplars with accompanying examiner commentary
- A teacher guide to planning high-quality fieldwork
- Practical guidance on planning high-quality fieldwork at our Getting Ready to teach events.

We aim for our qualifications to be supported by resources produced by a range of publishers and we are working with publishers that are looking towards getting their resources endorsed. Endorsed resources from other publishers will be available at

www.edexcel.com/resources. You do not need to purchase resources to deliver our qualifications.

4. Geographical, quantitative and enquiry skills

The course provides a number of opportunities for candidates to develop a range of skills that will support progression to A level qualifications.

We signpost where skills can be integrated into the teaching of subject content.

We provide guidance in the specification on how integrated skills can be developed in the classroom. For example, for each learning objective (where appropriate) there will be a number tag suggesting which of the skills (listed below the main content tables) could be integrated, these will also be referenced in the scheme of work. The lists are by no means exhaustive but will give a clear view of the opportunities available.

Section from specification with integrated skills identified. For example, for objective 1.3 (b) there is a clear opportunity to use maps to investigate human intervention.

1.3 River environments are of great importance to people and need to be sustainably managed	<p>a) Uses of water, including agriculture, industry, human hygiene and leisure, and the rising demand for and supply of water: areas of water shortage and water surplus.</p> <p>b) Reasons for variations in water quality, including pollution (sewage, industrial waste, agriculture) and the storage and supply of clean water (dams and reservoirs, pipelines, treatment works). (4)</p> <p>c) Causes of river flooding, including rainfall intensity, seasonal variations in discharge due to monsoons or snowmelt, relief, urbanisation, and the prediction and prevention of flooding. (5)</p>
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Integrated skills	
(1)	Draw and interpret storm hydrographs using rainfall and discharge data.
(2)	Use geology maps (paper or online) to link river long profiles to geology.
(3)	Use GIS to map river systems.
(4)	Use different maps (paper or online) to investigate the impact of human intervention.
(5)	Use weather and climate data.

Below is a brief outline of the skills which should be developed through the teaching of this specification. A full list of the geographical skills can be found in Appendix 4 of the Specification (pages 43 to 45).

Atlas, map and cartographic skills

- Recognise and describe distributions and patterns using a variety of maps, including GIS.
- Draw, label, annotate and interpret sketch maps and diagrams.
- Use and interpret aerial, oblique, ground and satellite photographs.
- Use maps in association with photographs and sketches.
- Use and understand symbols, coordinates, scale and contours.

Numerical, Statistical and Graphical Skills

- Understand a range of numerical skills including magnitude, ratio, proportion and frequency.
- Demonstrate an understanding of number, area, scale and the quantitative relationships between units.
- Select and construct appropriate graphs, including line, bar and pie charts.
- Interpret and extract information from different charts and graphs, including bivariate data, leading to the construction of data informed conclusions.
- Use measures of central tendency, spread and cumulative frequency (including the mean, range and quartiles).
- Calculate percentage increases and decreases.

Investigative and practical enquiry skills

- Identify questions and propose hypotheses for an investigation.
- Use of primary field skills, including sampling and data collection.
- Application of presentation, ICT and literacy skills to articulate findings in an appropriate way.
- Development of evaluative skills.

5. Content guidance

The specification content for each topic is divided into the following sections, this is to provide centres with a clear view of what is required.

Key ideas

Each topic is divided into a number of key ideas that give a focus to the content.

Detailed content


Each key idea is broken down into detailed content that specifies what must be studied. Examination questions will be based on this content.


Case studies and located examples

All students must study four in-depth case studies.

- Paper 1, Section A: a case study of a developed country* and a developing* or an emerging country*.
- Paper 2, Section A: a case study of a developed country* and a developing* or an emerging country*.

In addition to the four in-depth case studies, throughout the course there is a requirement to draw on located examples from developing, emerging and developed countries.

In order to make it clear where a located example should be developed a  symbol has been used. This can be seen in the specification excerpt below. In the detailed content for 1.2 (b) there is a requirement for students to study the physical changes which occur along a named river.

Key ideas	Detailed content
1.1 The world's water supply is contained in a closed system – the hydrological cycle	a) The hydrological cycle: characteristics, stores and transfers. b) Features of a drainage basin: source, watershed, channel network, mouth. c) Factors affecting river regimes: precipitation, including storm hydrographs, temperature, vegetation, land use, water abstraction, dams. (1)
1.2 Physical processes give rise to characteristic river landforms	a) Fluvial processes involved in river valley and river channel formation: erosion (vertical and lateral), weathering and mass movement, transportation and deposition, and factors affecting these processes (climate, slope, geology, altitude and aspect). b) How channel shape (width, depth), valley profile (long and cross profiles), gradient, velocity, discharge, and sediment size and shape change along the course of a named river  . (2) c) How river landscapes change over the course of a river, with distinctive upland and lowland landforms, including the formation of valleys, interlocking spurs, waterfalls, meanders, oxbow lakes, flood plains and levees. (3)

A Getting started for teachers

Throughout the specification several key abbreviations will be used as detailed below:

GDP – gross domestic product

GIS – geographic information system

IGO – intergovernmental organisation

NGO – non-governmental organisation

TNC – transnational corporation

It is vital that candidates have a shared understanding of key terms and definitions in relation to case study requirements:

Term	Use of code
Developing country	Country with low human development* (LHD), a poor country
Emerging country	Country with high or medium human development* (HMHD)
Developed country	Country with very high human development* (VHHD)
Megacity	City with population of at least 10 million inhabitants

5.1 Paper 1 Physical geography

This paper brings together physical geography and people-environment processes and interactions. The paper consists of two sections.

Section A – This consists of three key topic areas from which candidates must study two.

- River environments – this topic will explore the hydrological cycle and the physical processes which create distinctive river landforms. Detailed case studies will be used to help candidates gain a deeper understanding of how river environments are managed in a developed and a developing/emerging country.
- Coastal environments – this topic will explore the characteristics and causes of coastal landforms. Candidates will investigate threats to, and the management of, coastal ecosystems in a developed and a developing/emerging country.
- Hazardous environments – the characteristics and distribution of different types of natural hazard, including tropical storms, earthquakes and volcanoes. Candidates will explore through detailed case studies the hazard management of an earthquake in a developed and a developing/emerging country.

Section B – students are required to undertake a geographical investigation involving fieldwork and research, in one natural environment. In this paper, students choose one out of three fieldwork-related questions from: River environments, Coastal environments or Hazardous environments.

Topic 1 Overview – This topic is introduced through a series of lessons that act as an overview of the processes that affect river environments. This is followed by two detailed studies of specific river landscapes.

1.1 – The world's water supply is contained in a closed system – the hydrological cycle.

1.2 – Physical processes give rise to characteristic landforms.

1.3 – River environments are of great importance to people and need to be sustainably managed.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including geological maps and GIS. Students should learn how to interpret storm hydrographs and climatic data.

Topic 2 Overview – This topic is introduced through a series of lessons that act as an overview of the processes that affect coastal environments. This is followed by two detailed studies of specific coastal landscapes.

2.1 – Physical process and human intervention give rise to characteristic landforms.

2.2 – Distinctive ecosystems develop along particular stretches of coastline.

2.3 – Coastal environments are of great importance to people and need to be sustainably managed.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including geological maps and GIS. Students should learn how to interpret nutrient cycle and foodweb diagrams.

Topic 3 Overview – This topic is introduced through a series of lessons that act as an overview to hazardous environments. This is followed by two detailed studies of specific hazardous environments.

3.1 – Some places are more hazardous than others.

3.2 – Hazards have an impact on people and the environment.

3.3 – Earthquakes present a hazard to many people and need to be managed carefully.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including satellite images and world maps. Students should learn how to use world maps to show the distribution of different hazards.

Assessment of fieldwork skills section B – applicable to both component 1 and 2

Fieldwork is assessed in section B of the examination papers. Candidates are required to complete two enquiries involving fieldwork and research. One investigation should be related to Paper 1 and the other to Paper 2.

Practical skills

As part of – and in addition to – undertaking the geographical enquiry, students should acquire, and be able to apply, the following skills:

- graphical skills – compiling graphs and flow lines, using proportional symbols, annotating maps, diagrams and photographs.
- map skills (including use of digital maps) – using grid references, understanding scales, recognising symbols, identifying landforms and human features of the landscape.
- photo-interpretation skills – reading vertical and oblique aerial photographs and satellite images, including GIS.
- sketching skills – communicating ideas through simple sketch maps and field sketches.
- spatial awareness – identifying the relative locations and relationships between features.

Cognitive enquiry skills

- analysis of findings – reviewing and interpreting quantitative and qualitative information using appropriate media.
- use of statistical skills – simple descriptive statistics, such as lines of best fit, means, medians, modes, etc.
- conflict resolution skills – identifying the views of interested people (stakeholders), recognising that stakeholders may have strongly different attitudes and feelings towards a particular issue.
- evaluation of findings – appraisal and review of data and information to assess if they are accurate/suitable for the purpose, or misleading and unreliable.

Suggested fieldwork opportunities Paper 1: Physical geography			
Section A topic	Geographical enquiry	Suggested methods of primary data collection (this must include at least one quantitative and one qualitative method)	
River environments	Investigation of change in a river channel through primary and secondary fieldwork evidence	Quantitative	e.g. sediment size/shape survey, discharge (velocity, width and depth) measurements
		Qualitative	e.g. annotated field sketches of the river channel and its valley, photographs to show how the channel changes downstream
Coastal environments	Investigation of coastal processes and form through primary and secondary fieldwork evidence	Quantitative	e.g. sediment size/shape measurements, beach profile survey
		Qualitative	e.g. annotated field sketches of cliff geology and structure, coastal protection survey
Hazardous environments	Investigation of physical processes involved in an extreme weather event through the recording of primary and secondary fieldwork evidence	Quantitative	e.g. recording wind, rain and temperature measurements in a weather diary, hazard mapping
		Qualitative	e.g. annotated field sketches to show key features and/or impacts of an extreme weather event, photographs taken before, during and after the extreme weather event
Secondary sources	The use of at least two different secondary data sources for your chosen environment.		

5.2 Paper 2 Human geography

This paper brings together human geography and people-environment processes and interactions. The paper is divided into three sections.

Section A – students choose two out of three topics from:

Topic 4: Economic activity and energy – Students will study the variations in economic activity which have occurred spatially and over time. They will consider the relationship between population and resources and complete two detailed case studies focusing on energy resource management in a developed and a developing/emerging country.

Topic 5: Rural environments – Students will study the distribution, characteristics and human activities which take place in rural environments. They will complete two detailed case studies investigating contrasting rural environments in a developed and a developing/emerging country.

Topic 6: Urban environments – Students will study the trends, characteristics and problems associated with urban environments. They will complete two detailed case studies investigating the contrasting challenges faced by urban environments in a developed and a developing/emerging country.

Section B – Students are required to undertake a geographical investigation, involving fieldwork and research, in one human environment. In this paper, students choose one out of three fieldwork-related questions from: Economic activity and energy, Rural environments and Urban environments.

Section C – Students are required to apply their knowledge and understanding of human and physical geography to investigate a global issue. Students choose one out of three questions from: Fragile environments and climate change, Globalisation and migration, and Development and human welfare.

Topic 7: Fragile environments and climate change – Students will study the distribution, characteristics and threats (including climate change) facing the world's fragile environments. They will evaluate different approaches to managing fragile environments in a more sustainable way.

Topic 8: Globalisation and migration – Students will study the characteristics and growth in globalisation, including the role of global institutions, transnational corporations, migration and tourism. They will evaluate different approaches to managing migration and tourism in a more sustainable way.

Topic 9: Development and human welfare – Students will study the different definitions and ways of measuring development and human welfare. They will investigate global patterns of development and the consequences of variations in wealth; as well as evaluating a range of different strategies being used to address uneven levels of development.

Overview of key ideas and potential integrated skills opportunities

Topic 4 Overview – Economic activity and energy

4.1 – Investigates the relevant importance of different economic sectors and the location of economic activities varies from place to place.

4.2 – The growth and decline of different economic sectors and the impacts this has had.

4.3 – Countries increasingly experience an energy gap and so seek energy security by developing a balance of energy use types.

In section 4.3 students are required to complete case studies of energy resource management in a developed and a developing/emerging country.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including photographs and newspaper articles. Students should learn how to interpret triangular graphs and how to calculate carbon and ecological footprints.

Topic 5 – Rural environments

5.1 – Rural environments are natural ecosystems that are exploited by human activity.

5.2 – Rural environments have contrasting characteristics and are experiencing different changes.

5.3 – Rural environments need to adapt to be sustainable.

In section 5.3 students are required to complete case studies on how rural environments are being managed sustainably in a developed and a developing/emerging country.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including photographs, marketing materials and social media. Students should learn how to interpret population pyramids and how to use flow diagrams.

Topic 6 – Urban environments

6.1 – A growing percentage of the world's population lives in urban areas.

6.2 – Cities face a range of challenges as a direct result of rapid growth and demand for resources.

6.3 – Different strategies can be used to manage environmental challenges in a sustainable manner.

In section 6.3 students are required to complete case studies on how urban environments are being managed sustainably in a developed and a developing/emerging country.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including photographs, satellite images and GIS maps. Students should learn how to use quantitative and qualitative information to judge the environmental impacts of urbanisation.

Section B again assesses the fieldwork skills of candidates. The table below demonstrates the types of enquiry that are relevant to particular topics.

Suggested fieldwork opportunities Paper 2: Human geography			
Section B topic	Geographical enquiry	Suggested methods of primary data collection (this must include at least one quantitative and one qualitative method)	
Economic activity and energy	Investigating changing energy use through primary and secondary evidence	Quantitative	e.g. environmental quality survey, use of questionnaire to collect quantitative data from different interest groups
		Qualitative	e.g. judgement survey to collect the attitudes and opinions from different groups of people, environmental impact assessment
Rural environments	Investigating the changing use of rural environments through primary and secondary evidence	Quantitative	e.g. environmental quality survey, building (height, age and materials) survey
		Qualitative	e.g. interviews with residents in the rural environment, annotated land use mapping
Urban environments	Investigating the changing use of central/inner urban environments through primary and secondary evidence	Quantitative	e.g. environmental quality survey, land use survey
		Qualitative	e.g. interviews with residents in the urban environment, urban transect survey
Secondary sources	The use of at least two different secondary data sources for your chosen environment.		

Section C Global issues

This section investigates wider global issues.

Topic 7 – Fragile environments and climate change

7.1 – Fragile environments are under threat from desertification, deforestation and global climate change.

7.2 – There are various impacts of desertification and deforestation and climate change on fragile environments.

7.3 – The responses to desertification, deforestation and climate change vary depending on a country's level of development.

In section 7.3 students are required to investigate two named locations to develop their understanding of the different responses being used to tackle climate change. Students are also required to study the management techniques being used to protect the rainforest in a named region.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including maps and GIS. Students should learn how to use and interpret line and bar graphs to understand how our climate is changing.

Topic 8 – Globalisation and migration

8.1 – Globalisation is creating a more connected world with increased movement of goods and people worldwide.

8.2 – The impacts of globalisation vary on a global scale.

8.3 – The responses to increased migration and tourism vary depending on a country's level of development.

In section 8.3 students are required to investigate two named locations to develop their understanding of the different approaches being used to make tourism more sustainable. Students are also required to study the strategies being used to manage long-term migration in a named country.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including line/bar charts, photographs and newspaper articles. Students should learn how to use and interpret socio-economic data.

Topic 9 – Development and human welfare

9.1- Definitions of development and human welfare vary as do the ways in which these are measured.

9.2 – The level of development and human welfare varies globally and this has a range of consequences.

9.3 – A range of sustainable strategies are required to address uneven levels of development and welfare.

In section 9.2 students are required to explore the impacts resulting from uneven development in a named country. Whilst in section 9.3 students are required to investigate two named locations to develop their understanding of the top-down and bottom-up projects.

Integrated skills

A number of opportunities exist to collect, develop and interpret data from a wide range of sources, including composite development measures. Students should learn how to interpret population pyramids and socio-economic data.

6. Assessment guidance

6.1 Assessment objectives and weightings

		% in International GCSE
AO1	Demonstrate knowledge of locations, places, processes, environments and different scale.	15–16%
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> ■ concepts and how they are used in relation to places, environments and processes ■ the interrelationships between places, environments and processes. 	25–26%
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	34–35 (approx. 13% applied to fieldwork context(s))%
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	24–25 (approx. 10% used to respond to fieldwork data and context(s))

Breakdown of assessment objectives

Unit number	Assessment objective			
	AO1	AO2	AO3	AO4
Paper 1	7.1%	12.9%	17.9%	12.1%
Paper 2	8.5%	12.9%	16.2%	12.4%
Total for International GCSE	15–16%	25–26%	34–35%	24–25%

6.2 Command words

The table below lists the 17 command words, and their definitions, that be used in examinations for this qualification.

Command word	Definition
Identify/state/name	Recall or select one or more pieces of information.
Define	State the meaning of a term.
Calculate	Produce a numerical answer, showing relevant working.
Label	Add a label/labels to a given resource, graphic or image.
Draw/plot	Create a graphical representation of geographical information.
Compare	Find the similarities and differences of two elements given in a question. Each response must relate to both elements and must include a statement of their similarity/difference.
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support the explanation.
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.
Examine	Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.
Assess	Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.
Analyse	Investigate an issue by breaking it down into individual components and making logical, evidence-based connections about the causes and effects or interrelationships between the components.
Evaluate	Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
Discuss	Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.

6.3 Command words and mark tariffs

The table below shows how different command words are associated with different mark weightings

Command words	1	2	3	4	6	8	12
Define	*						
Identify/state/name	*	*					
Calculate	*	*					
Label	*	*	*				
Draw/plot	*	*	*				
Compare		*	*				
Describe		*	*	*			
Explain		*	*	*			
Suggest		*	*	*			
Assess					*		
Evaluate						*	
Analyse						*	
Examine						*	
Discuss							*

Key Points

- Define will only be used to target AO1 (knowledge recall). Identify, State and Name can be used to target AO1 (knowledge), AO2 (understanding) or AO3 (application).
- Calculate, Draw/plot and compare all target AO4 (skills).
- Label often targets AO3 (application) but could also target AO4 (skills).
- Describe and Explain questions often target AO2 (understanding). These items are capped at 4 marks because there is no analysis or evaluation expected. When a Describe question is linked to fieldwork it can be used to assess AO4. When an Explain question is linked to either a resource or fieldwork it can be used to assess AO3.
- Examine, Analyse, Assess and Evaluate are used to target AO3 and AO4. When an Evaluate question has no linked resource(s) then AO2 and AO3 will be targeted instead.
- The 12 mark Discuss question targets AO2, AO3 and AO4 with 4 marks available for each AO.

6.4 Question types

A range of different question types will be used within all examinations in order to assess a variety of requirements and facilitate differentiation.

The different questions types that are used are as follows:

- Multiple-choice questions (MCQ): Students are required to select the correct answer from a choice of four (A, B, C and D). A variation of this that might be used is where students are required to select two correct answers from a choice of five.
- Short open response: These low scoring items (1 to 3 marks) require short structured answers; usually responses will vary from a single word, up to a couple of sentences.
- Open response: Usually a few sentences or a focused paragraph for 4 marks.
- Calculation: Produce a numerical answer, showing relevant workings.
- Extended open response: These items are generally reserved for exploration of an issue and/or the construction of an argument. As these items are more open-ended, they are marked using levels-based mark schemes.
- In the case of both papers, demand is scaled throughout the paper with the final element of each question presenting the greatest challenge.

Component	Extended open response section
Paper 1 – Physical Geography	<p>In each topic on this paper there is an extended response question worth 8 marks.</p> <p>In Section A there is an extended response item for each question which will require students to either make links between concepts within a topic or apply their understanding to a geographical context and/or a resource.</p> <p>In section B there is an extended response item for each question that will require students to apply their fieldwork understanding to analyse, evaluate, make judgements, and to communicate their findings from fieldwork investigations.</p> <p>For paper 1 there is no specific marks for SPaG.</p>
Paper 2 – Human Geography	<p>In this paper there are three sections. In section A and B there is an extended response item for each question worth 8 marks. In section C there is an extended response item for each question worth 12 marks.</p> <p>In Section A there is an extended response item for each question which will require students to either make links between concepts within a topic or apply their understanding to a geographical context and/or a resource.</p> <p>In section B there is an extended response item for each question that will require students to apply their fieldwork understanding to analyse, evaluate, make judgements, and to communicate their findings from fieldwork investigations.</p> <p>In section C there is an extended writing item for each question which is worth 12 marks. This question requires students to use information from the Resource Booklet and knowledge and understanding from the rest of their geography course of study to explore different sides of a global issues.</p>

6.5 Extended response questions, command words and level based mark schemes

This table shows the different command words that can be used for extended writing questions (using levels-based mark schemes) with the weightings of marks by assessment objective. These will remain the same for the lifetime of the specification to ensure consistency year-on-year when meeting the assessment objectives. This means you can also see the proportion of the different skills required of students in extended responses so they can be clear what is required of them for each command word.

Component		Total	AO2	AO3	AO4
Paper 1 Section A Physical Geography	Examine/Analyse (resource based)	8		4	4
Paper 1 Section B Fieldwork	Analyse/Evaluate	8		4	4
Paper 2 Section A Human Geography	Evaluate/Analyse (resource based)	8		4	4
	Evaluate (no resource)	8	4	4	
Paper 2 Section B fieldwork	Analyse/Evaluate	8		4	4
Paper 2 Section C Global issues	Discuss	12	4	4	4
	Assess	6		3	3

Extended response questions

In Section A of Paper 1 and Paper 2:

The 8-mark questions will assess the students ability to apply understanding to a geographical context and/or a resource. In Paper 1 these questions will use the command words Analyse or Examine and in Paper 2 these questions will use the command words Analyse or Evaluate. There will be 4 marks available for AO3 (application of understanding) and 4 marks available for AO4 (skills) because students are being tested in their ability to select, adapt and use a variety of techniques to investigate questions, issues and communicate findings. If a question using the command word Evaluate has no resource material then there will be 4 marks available for AO2 (understanding) and AO3 (application of understanding).

In Section B of Paper 1 and Paper 2:

The 8-mark extended response fieldwork questions will assess student's ability to apply their fieldwork skills and understanding in order to analyse, evaluate and make judgements (AO3), and to communicate their findings from their fieldwork investigations (AO4). These questions will use the command words Analyse or Evaluate.

In Section C of Paper 2

The final 12-mark extended response question in section C of Paper 2 will be linked to a global issue and will use the command word Discuss. Students will be required to use information from the Resource Booklet and their knowledge and understanding from the rest of the course to support their answer. 12 mark Discuss questions place an equal emphasis on AO2, AO3 and AO4. Students are assessed on their ability to demonstrate an understanding of the issue (AO2), to provide a balanced, well-developed argument, leading to supported judgements (AO3), and to use geographical skills to obtain accurate information that supports their argument (AO4).

6.6 Assessment objectives and mark schemes

This section gives examples of how all four assessment objectives will be interpreted within the mark grids. These examples have been taken from the Sample Assessment Materials (SAMs), which can be found on the Pearson website:

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Geography/2017/specification-and-sample-assessments/9781446942796-int-gcse-sam.pdf>

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

In this AO, knowledge means recall of information. This AO is often targeted by short open response questions, but will also feature in the extended open response questions that use a levels-based mark scheme. Below is an example of how AO1 is rewarded in a short open response question.

The mark scheme is from paper 1 question 2(b) (ii)

(ii) State one type of mass movement that affects coastal landscapes. (1)

Question number	Answer	Mark
2(b)(ii)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Award 1 mark for any of the following.</p> <ul style="list-style-type: none"> • Sliding (1). • Slumping (1). • Rotational slip (1). • Rock fall (1). • Mud flow (1). <p>Accept any other appropriate response.</p>	(1)

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.

This AO has two strands. The first strand of AO2 concerns students understanding of how geographical concepts relate to, and can be used in relation to, places environments and processes. The application of these is addressed by AO3. The second strand of AO2 is testing the students understanding of the interrelationship between places, environments and processes.

AO2 is targeted in both open and extended open response questions. In the question paper some questions may be geared more towards one strand than the other.

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

The emphasis of this AO is on application and will usually relate primarily to:

- Unseen geographical information presented in resources,
- Making links between different parts of a topic.

For example:

(c) Study Figure 2a in the Resource Booklet.

Suggest **two** factors that have led to the differences in coastal retreat shown in Figure 2a.

(4)

In this example, the AO2 part of the question is asking candidates to identify the two factors whilst the AO3 element is identifying the impact of that factor on the coastline.

Question number	Answer	Mark
2(c)	<p style="text-align: center;">AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark (AO2) for a factor that could affect the rate of retreat and a further mark (AO3) for its impact on the coastline, shown on Figure 2a, up to a maximum of 2 marks each.</p> <ul style="list-style-type: none"> • Coastal retreat is generally higher in the south because waves could be stronger there (1), possibly because areas in the north are protected by Flamborough Head (1). • Coastal retreat is generally higher in the south because the geology/rocks might be less resistant than those further north (1), which means that they will be eroded more quickly by the waves (1). • Variations in coastal retreat are possibly the result of different amounts of coastal management (1), which could increase or decrease coastal processes/longshore drift (1). <p>Accept any other appropriate response.</p>	(4)

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

The emphasis of this AO is on the use of skills, so this AO can be used on lower mark questions (4) or on extended questions. In the example below AO4 is used in section B of paper one to assess skills in coastal fieldwork.

Question 5c from SAMs

You have studied coastal processes as part of your own geographical enquiry.

(c) Evaluate the accuracy of your conclusions.

(8)

Enquiry question

Question number	Answer
5(c)	<p style="text-align: center;">A03 (4 marks)/A04 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following.</p> <p>A03</p> <ul style="list-style-type: none"> • Accuracy is about making judgements about how close conclusions are to the actual changes occurring in the coastal environment where the fieldwork was carried out. • Accuracy of conclusions will be most likely linked to evaluation of the data collection methods. • Recognition of the extent to which there were equipment errors, e.g. faulty or uncalibrated equipment, and/or operator errors, e.g. misinterpreting the data being recorded, and how this might have affected the accuracy of the results. • Recognition of whether there were issues with the design of the data collection and/or sampling methodologies, which may be flawed in terms of the location/number of sites (spatial), the time of year (temporal), or the equipment chosen. • A supported judgement is reached about the accuracy of conclusions, drawing on evidence such as strengths, weaknesses, alternatives and relevant data. <p>Do not credit responses that make reference to how far the conclusions can be trusted (validity of conclusions) or the extent to which the investigation can be repeated to obtain the same results/conclusions (reliability).</p> <p>A04</p> <ul style="list-style-type: none"> • There is evidence of using different skills and techniques to measure coastal processes and form. • There is evidence of using different skills and techniques to analyse data and reach conclusions about coastal processes and form. • There is evidence of using different skills and techniques to evaluate conclusions about coastal processes and form. • There is evidence of own fieldwork conclusions, i.e. reference to the field data collected by the student.

See over-page for level descriptors

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited, relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

In addition to the 8 mark extended questions in Sections A and B of Papers 1 and 2; in section C of Paper 2 there is the opportunity for candidates to respond to a 12 mark extended response question. This question will usually have the command term ‘discuss’ which has an equal balance between AO2(4), AO3(4) and AO4(4) marks.

(f) Discuss the view that it is possible to manage the threats of climate change in a sustainable way.

Use Figures 7a, 7b and 7c from the Resource Booklet, and your own knowledge and understanding to support your answer.

(12)

Clearly the question is reliant on candidates making appropriate use of the resources provided.

Question number	Indicative content
7(f)	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following.</p> <p>AO2</p> <ul style="list-style-type: none"> • The term climate change can be defined in a range of ways, often to suit different arguments. • Climate change will have an impact on soil, temperature, rainfall and weather events. • Climate change could threaten fragile environments, e.g. tropical rainforests or coral reefs, in terms of structure, function and biodiversity. • Fragile environments may be threatened by rising sea levels caused by climate change; ecosystem biodiversity could be threatened by animals migrating because they cannot adapt to the changing climate of their current habitat. • Responses may be either based around adaptation or mitigation.

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	<p>AO3</p> <ul style="list-style-type: none">• Attempts to mitigate against climate change threats, e.g. through sustainable management, can vary significantly for different fragile environments (judgements will depend on case studies).• A specific ecosystem's natural ability to adapt to climate change can vary, which means impacts of climate change will be 'threats' only to ecosystems that cannot adapt.• A main cause of climate change is greenhouse gas emissions – and the challenge is to reduce these emissions. This can be done by reducing fossil fuel consumption, finding alternative energy sources, reducing deforestation, e.g. in tropical rainforests, and developing carbon capture technologies. However, different groups of people have different opinions about which strategy is the best/most effective.• The challenge of climate change crosses international boundaries and, therefore, international cooperation is crucial, e.g. Kyoto, 1997. However, arriving at agreement is never a straightforward process.• The development of alternative energy sources, such as wind farms, nuclear power, HEP and solar panels will reduce fossil fuel consumption, but the development of each type of source has its own advantages and disadvantages. <p>AO4</p> <ul style="list-style-type: none">• Figure 7a shows rapid increases in temperature and CO₂.• Figure 7c shows an overall increase in all types of climate disasters during the period 1980–2011.• Figure 7c shows that the most significant rises have been in storms and floods: up to 100 storms and around 50–200 floods per year.• Droughts and extreme temperatures show some variability per year but storms and floods show much higher variability.• Figure 7c indicates that there is only a moderate increase in both droughts and floods over the 1908–2011 period.
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Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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