

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE GEOGRAPHY

(9230)

Teaching guidance

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For teaching from September 2018 onwards

For GCSE exams June 2020 onwards

Version 2.2

Our specification is published on our website [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk). We will let centres know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website; this may differ from printed versions.

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## Introduction

Oxford AQA International GCSE Geography offers a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, developing an awareness of tectonic and weather hazards, the issue of climate change and deforestation of tropical rainforest as well as an appreciation of physical landscapes of coasts and hot deserts or rivers in a natural environment context. The human environment will offer a similar global dimension exploring urban and economic growth, the contrasts in levels of development, as well as issues of water and energy resource provision and management or population change and the development of communications. Integrated into the content will be a study of diverse locations, appropriate to students studying the specification. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Fieldwork and enquiry skills will be assessed via a written exam.

## Aims and learning outcomes

The course based on this specification should encourage students to:

- be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study
- develop their curiosity about the living world, enable students to engage with Geography in their everyday lives in order to make informed choices about further study in Geography and related disciplines
- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographic information system (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

## Assessment Objectives (AOs)

There are four Assessment Objectives for the International GCSE Geography:

|     |   |
|-----|---|
| AO1 | Demonstrate knowledge of locations, places, processes, environments and different scales (15%).   |
| AO2 | Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). |
| AO3 | Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%).  |
| AO4 | Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%).  |

## Weighting of Assessment Objectives

The table below shows the approximate weighting of each of the Assessment Objectives in the International GCSE Geography components:

| Assessment Objectives (AOs) | Designed AO weightings approx % (marks per AO in brackets by paper) |         |         |           |
|-----------------------------|---|---------|---------|-----------|
|                             | Paper 1   | Paper 2 | Paper 3 |           |
| AO1                         | 8 (18)  | 8 (18)  | 0 (0)   | 16 (36)   |
| AO2                         | 11 (24)   | 11 (24) | 2 (4)   | 24 (52)   |
| AO3                         | 10 (22)   | 9 (20)  | 16 (34) | 35 (76)   |
| AO4                         | 7 (16)  | 8 (18)  | 10 (22) | 25 (56)   |
| Overall weighting (%)       | 36 (80)   | 36 (80) | 28 (60) | 100 (220) |

## Specification at a glance

### Paper 1 - Written paper

#### Paper 1: Living with the physical environment

##### Assessed

- 1 hour 30 minutes
- 80 marks
- 36% of qualification.

##### Questions

**Section A:** The challenge of natural hazards.

**Section B:** The living world.

**Section C:** Physical landscapes (Coastal landscapes).

**Section D:** Physical landscapes (Hot desert landscapes or River landscapes).

### Paper 2 - Written paper

#### Paper 2: Challenges in the human environment

##### Assessed

- 1 hour 30 minutes
- 80 marks
- 36% of qualification.

##### Questions

**Section A:** Urban issues and challenges.

**Section B:** The changing economic world.

**Section C:** Global issues.

### Paper 3 - Written paper

#### Paper 3: Geographical and Fieldwork skills

##### Assessed

- 1 hour 15 minutes
- 60 marks
- 28% of qualification.

##### Questions

**Section A:** Geographical skills.

**Section B:** Fieldwork skills (unfamiliar contexts).

**Section C:** Individual fieldwork enquiry.

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## Assessment in closer detail

### Paper 1 - Living with the physical environment

#### Section A

Students answer all questions on the challenge of natural hazards.

#### Section B

Students answer all questions on the living world.

#### Section C

Students answer all questions on the coasts section of physical landscapes.

#### Section D

Students answer either the hot deserts or the river landscapes question in this section of physical landscapes.

In all sections, there will be varied resources provided linked to those given in the geographical skills section and including photographs, images, maps, diagrams, tables and text. A variety of question types will be used with multiple choice, short answer, levels of response and extended prose.

### Paper 2 - Challenge in the human environment

#### Section A

Students answer all questions on urban issues and challenges.

#### Section B

Students answer all questions on the changing economic world.

#### Section C

Students answer either water and energy resources question or the population and communication question in this global issues section.

In all sections, there will be varied resources provided linked to those given in the geographical skills section and including photographs, images, maps, diagrams, tables and text. A variety of question types will be used with multiple choice, short answer, levels of response and extended prose.

### Paper 3 - Geographical and Fieldwork skills

#### Section A

This section will assess students' geographical skills. There will be varied resources provided linked to those skills outlined in the geographical skills list in the specification document.

Note that geographical skills can be tested across all three exams.

#### Section B

This will assess students' understanding of the enquiry process based on fieldwork in unfamiliar contexts.

#### Section C

Students will be assessed on their individual fieldwork enquiry; for these questions' students will have to identify the title of their individual enquiry.

In these papers' students can expect a variety of question types to be used such as multiple choice, short answer, levels of response and extended prose.

## Course planning

Course planning should facilitate the enquiry process and ensure tasks are appropriate to enable students to fulfil the assessment criteria. These can be seen below. Thus, teachers should ensure titles are narrow and focused on one limited part of the specification, that data is accessible and able to be collected. Titles should allow students to achieve at the very top end of the mark range but be accessible to all students. Work produced should be of a higher standard than that produced under exam conditions, given the extra time for planning and writing up.

Some possible examples of appropriate titles might include:

- an investigation of a small scale ecosystem
- biodiversity in tropical rainforest
- transportation and deposition along a beach
- changes in sand dunes in a hot desert
- changes downstream in a river
- housing conditions in an urban area
- development of an industrial estate/business park
- investigation into how people conserve energy at home and/or at work
- investigation of a tourist area.

### What does the Oxford AQA International GCSE Geography specification offer?

**Challenge for all abilities:** In all written papers, there is a variety of stimulating resources and questions designed to allow students to show what they can achieve and to facilitate access at all ability levels.

**Skills-based learning:** A range of geographical skills are integrated into the content which actively involve and engage learners and develop competence throughout the course.

**Up-to-date international content and issues:** The topics are current for 21st century considering such topics as volcanoes, earthquakes and hurricanes – their impact and management, climate change, challenges posed by urban growth, contrasts in levels of development, the attempts to achieve sustainability. The evolution of natural landscapes and ecosystems is considered. All of these have an international, and often, a global perspective.

**Progression:** The content, issues and skills, including those related to fieldwork and coursework will prepare students for A-level courses in the subject and offer cross curricular skills by developing literacy and numeracy as well as fostering research and investigative approaches supporting independent learning.



## GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at [oxfordaqaexams.org.uk](https://oxfordaqaexams.org.uk)

You can contact the geography team directly;

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