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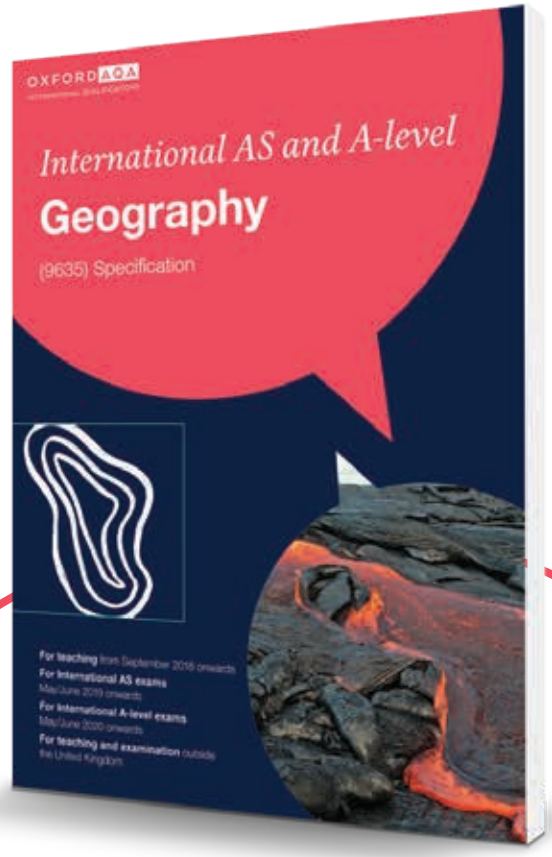
Switching Guide

International AS and A-level
Geography
(9635)



Switching from Pearson Edexcel or Cambridge International to OxfordAQA International Qualifications

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Switching to OxfordAQA International AS and A-level Geography (9635)

This **OxfordAQA International AS and A-level Geography** specification blends the best of the AQA specification, which is the most popular specification in England, with ideas, concepts and approaches to learning which make it more appropriate for international schools.

It has been put together following consultation with teachers who will see this as the ideal choice for students who want to study and excel in geography at A-level and beyond.

Key features:

- Emphasis on defining topics of the present era, including environmental sustainability, traffic management, urban pollution, waste management and global governance of carbon and water cycles.
- 'Changing places' unit allows students to investigate aspects of local geography and compare them with a contrasting place, to understand how lives are affected by continuity and change.
- Consistency in approach and format from GCSE to A-level with Physical, Human and Fieldwork papers, offering a smooth progression to university.

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Topic by topic comparison

Overall structure

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
Split into five units: • Physical geography 1 • Human geography 1 • Physical geography 2 • Human geography 2 • Fieldwork skills **Physical geography 1** consists of two units: • Hot desert systems and landscapes or Coastal systems and landscapes • Hazards **Human geography 1** consists of two units: • Global systems and global governance • Water and energy security. **Physical geography 2** consists of two units: • Water, carbon and life on Earth • Ecosystems under stress. **Human geography 2** consists of two units: • Changing place • Contemporary urban environments.	**Split into four units:** • Unit 1: Global challenges • Unit 2: Geographical investigations • Unit 3: Contested planet • Unit 4: Researching geography Unit 1 consists of two topics: • Topic 1: World at risk • Topic 2: Going global Unit 2 consists of two topics: • Topic 1: Crowded coasts • Topic 2: Urban problems, planning and regeneration Unit 3 consists of two compulsory topics and two optional topics: • Section A – compulsory topics: • Topic A1: Atmosphere and weather systems • Topic A2: Biodiversity under threat • Section B – optional topics: • Topic B1: Energy security or • Topic B2: Water conflicts • Section C – optional topics: • Topic C1: Superpower geographies or • Topic C2: Bridging the development gap.	**Split into four units:** • The physical core • The human core • Advanced physical options • Advanced human options The physical core is divided into three sections: • Hydrology and fluvial geomorphology • Atmosphere and weather • Rocks and weathering The human core is divided into three sections: • Population • Migration • Settlement dynamics There are four Advanced physical options, of which students study two. They are: • Tropical environments • Coastal environments • Hazardous environments • Arid and semi-arid environments. There are four Advanced human options, of which students study two. They are: • Production, location and change • Environmental management • Global interdependence • Economic transition.

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	Unit 4 consists of four options of which candidates must select one. The options are: • Option 1: Tectonic activity and hazards • Option 2: Feeding the world's people • Option 3: Cultural diversity: people and landscapes • Option 4: Human health and disease	
Fieldwork skills must be practiced during the course and will be tested on an exam paper, which tests all stages of the enquiry process.	**Fieldwork skills** must be practiced during the course and will be tested on the exam papers.	**Fieldwork skills** must be practiced during the course and may be tested on the exam papers.
There are five papers: Each 90 minutes in length, which are equally weighted. Unit 1 and Unit 2 are set at AS. Units 3–5 are set at A-level. They are: • Physical geography 1 • Human geography 1 • Physical geography 2 • Human geography 2 • Fieldwork skills	**There are four papers:** Unit 1 and Unit 2 are set at AS level. Unit 1 is 1 hour 45 minutes and tests: • The world at risk • Going global Unit 2 is 1 hour 30 minutes and tests: • Crowded coasts • Urban problems, planning and regeneration (It includes a fieldwork question, with a choice from either Crowded coasts or Urban problems, planning and regeneration.) Unit 3 and Unit 4 are set at A-level. Unit 3 is a 2 hour exam and tests: • Atmosphere and weather systems • Biodiversity under threat • Either Energy security or Water conflicts • Either Superpower geographies or Bridging the development gap	**There are three papers:** Paper 1 is 3 hours long and is set at AS level. Papers 2 and 3 are each 90 minutes long and are set at A-level. Paper 1 consists of: • The physical core • The human core Paper 2 consists of the Advanced physical options. Paper 3 consists of the Advanced human options.

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	Unit 4 is 1 hour and 30 minutes. Students will answer one question on one topic chosen from the following list: • Tectonic activity and hazards • Feeding the world's people • Cultural diversity: people and landscapes • Human health and disease	
Content	**Coverage**	**Coverage**
Hot desert systems and landscapes		
Deserts as natural systems • The concepts of landscapes and landforms. • The global distribution of hot deserts and their margins. • Characteristics of hot deserts – climate soils and vegetation. • Water balance and the aridity index. • The causes of aridity.	This topic is not covered.	Most of this topic is covered in Cambridge International spec **7.3 4** Arid and semi-arid environments section.
Systems and processes • Sources of energy – insolation, winds and run off. • Sediment sources, cells and budgets. • Geomorphological processes – weathering, mass movement, erosion, transportation and deposition. • The role of wind in desert processes. • Sources of water and the role of water in desert processes.	This topic is not covered.	The systems approach is not covered in **7.3 4** Arid and semi-arid environments.

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Arid landscape development in contrasting settings The relationships between process, time, landforms and landscapes in the development of: • Deflation hollows • Desert pavements • Ventifacts • Yardangs • Zeugen, • Barchans and sief dunes • Wadis • Bahadas • Pediments • Playas • Inselberg	This topic is not covered.	
Desertification The changing extent and distribution of hot deserts over the last 10,000 years. The causes of desertification – human and natural. Predicted climate change and its impacts. Alternative possible futures for local populations.	This part of the topic is not covered. Covered in 1.3.5: "Shifts in the location of climate belts represent risks to farmers in terms of precipitation levels, especially in rain-fed, low income locations" Covered in 1.3.6: "Farming adaptations ... require investment, which may not be available to subsistence producers". The whole topic of desertification is further developed in 4.4.2: "Drylands are especially challenging areas for food security."	

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Case Studies • A hot desert environment • A landscape of desertification • Quantitative and qualitative skills	Covered in 1.3.5, 1.3.6 and 4.4.2. Covered throughout the specification.	Case studies are not specified in **7.3 4** Arid and semi-arid environments section.
Coastal systems and landscapes		
Coasts as natural systems • Systems concepts and their application to the development of coastal landscapes. • Concepts of landform and landscape.	Most of the material in: • Coasts as systems • Systems and processes • Coastal landscape development is covered in 2.3.1 and 2.3.2.	Most of this topic is covered in the Cambridge International **7.3 2** Coastal environments.
Systems and processes Sources of energy in coastal environments: • Winds • Waves (constructive and destructive) • Currents and tides Low energy and high energy coasts. Sediment sources, cells and budgets. Geomorphological processes: • Weathering • Mass movement • Erosion • Transportation • Deposition Distinctively coastal processes: marine: erosion: • Hydraulic action • Wave quarrying • Corrasion/abrasion, cavitation, solution, attrition		The systems approach is not adopted in **7.3 2** Coastal environments.

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Transportation: • Traction • Suspension (longshore/littoral drift) Deposition: • Sub-aerial weathering, mass movement and run off.		
Coastal landscape development Origin and development of landforms and landscapes of coastal erosion: • Cliffs and wave cut platforms, • Cliff profile features including caves, arches and stacks Origin and development of landforms and landscapes of coastal deposition: • Beaches • Simple and compound spits • Tombolos • Offshore bars • Barrier beaches and islands • Sand dunes • Estuarine mudflat/saltmarsh environments and associated landscapes Eustatic, isostatic and tectonic sea level change. Coastlines of emergence and submergence.		
Origin and development of associated landforms: • Raised beaches • Marine platforms • Rias • Fjords • Dalmatian coasts Recent and predicted climatic change and potential impact on coasts.		

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Coastal management Hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: • Shoreline management/integrated coastal zone management.	Most of the material in Coastal management is covered in 2.3.4.	
Case studies Coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes and challenges represented in their sustainable management. A contrasting coastal landscape to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.	Case studies are referenced throughout the Edexcel unit on Crowded coasts.	Case studies are not specified in **7.3 2** Coastal environments.
Quantitative and qualitative skills	Skills are referenced throughout the Edexcel unit on Crowded coasts.	
Hazards		
The concept of hazard Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses. The Park model of human response to hazards. The Hazard management cycle.	Much of the material in: • The concept of hazard • Plate tectonics • Volcanic hazards • Seismic hazards • Storm hazards is covered in 1.3.1, 1.3.2 and 1.3.3.	The concepts of hazard and hazard perception are not studied in the Cambridge International specification.

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Plate tectonics Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: • Tectonic plates • Plate movement • Gravitational sliding • Ridge push, slab pull • Convection currents and seafloor spreading Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: • Young fold mountains • Rift valleys • Ocean ridges • Deep sea trenches and island arcs • Volcanoes • Magma plumes and their relationship to plate movement Magma plumes and plate movement.		Most of the material in Plate tectonics is covered in the Cambridge International spec **7.3 3.1** Hazardous environments resulting from crustal movement.
Volcanic hazards The nature of vulcanicity and its relation to plate tectonics. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management through preparedness, mitigation, prevention and adaptation.		Most of the material in Volcanic hazards section is covered in the Cambridge International **7.3 3.1** Hazardous environments resulting from crustal movement.

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
Seismic hazards The nature of seismicity and its relation to plate tectonics. Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management through preparedness, mitigation, prevention and adaptation.		Most of the material in Seismic hazards is covered in the Cambridge International spec **7.3 3.1** Hazardous environments resulting from crustal movement.
Storm hazards The nature of tropical storms and their underlying causes. Forms of storm hazard: • High winds • Storm surges • Coastal flooding • River flooding and landslides Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management through preparedness, mitigation, prevention and adaptation.		Most of the material in Storm hazards is covered in the Cambridge International spec **7.3 3.3** Hazards resulting from atmospheric disturbances.

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Fires in nature Nature of wildfires. Conditions favouring intense wild fires. Causes of fires. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management of the hazard through preparedness, mitigation, prevention and adaptation.	Fire hazards are not covered specifically in the Edexcel spec, but many of the basic concepts are the same as those studied in 1.3.1, 1.3.2 and 1.3.3.	Fire hazards are not covered specifically in the Cambridge International specification.
Case studies Case study of a multi-hazardous environment beyond the UK. Case study at a local scale of a specified place in a hazardous setting.	References to case studies are made throughout 1.3.1, 1.3.2 and 1.3.3.	Case studies are not specified in the Hazardous environments section.
Quantitative and qualitative skills	References to skills are made throughout the Edexcel specification.	
Global systems and global governance		
Globalisation Dimensions of globalisation: • Flows of capital, labour, products, services and information • Global marketing • Patterns of production, distribution and consumption. Factors in globalisation: the development of technologies, systems and relationships.	Globalisation, global systems and international trade and markets are largely covered in 1.4.1, 1.4.2 and 1.4.3. There are also references to these topics in 3.7.2 and 3.7.3. They are all referenced throughout parts of 3.8.1, 3.8.2 and 3.8.3.	Much of the material in: • Globalisation • Global Systems • International trade and access to markets is covered in the Cambridge International spec: • **7.4 3.1** Trade flows and trading patterns • **7.4 3.2** Debt and aid and their management

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Global systems Form and nature of economic, political, social and environmental interdependence. Issues associated with interdependence including how: • Unequal flows of people, money, ideas and technology can sometimes promote stability, growth and development but can also cause inequalities, conflicts and injustices • Unequal power relations enable some states to drive global systems, while others are only able to respond.	Some aspects of 'flows of people' are touched on in 1.4.5.	Case studies are not specified in the Hazardous environments section.
International trade and access to markets Global features and trends in the volume and pattern of international trade and investment. Trading relationships and patterns between large, highly developed economies, emerging major economies and smaller, less developed economies. Differential access to markets associated with levels of economic development and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs). Analysis and assessment of the geographical consequences of global systems.		
Global governance The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance.	There are some relevant references to global governance in 3.7.2.	Global governance is not covered in the Cambridge International specification.

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The 'global commons' The concept of the 'global commons'. The rights of all to the benefits of the global commons.		
The oceans as a global common An outline of the contemporary geography of the world's oceans to demonstrate their role as a global common and illustrate their vulnerability to global economic pressures and environmental change. Threats to the world's oceans arising from: • Climate change • Fishing and whaling • Pollution by oil and plastics • Shipping, trade and tourism Critical appraisal of the developing governance of the world's oceans by international government organisations. The role of NGOs in monitoring threats and enhancing protection of the oceans. Analysis and assessment of the geographical consequences of global governance.	The global commons is not covered in the Edexcel specification. There are many references to climate change in the Edexcel specification. Some of these are relevant to the aspects of climate change to be studied here.	Global governance is not covered in the Cambridge International specification.
Globalisation critique The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.		
Quantitative and qualitative skills	Skills are referenced throughout the Edexcel specification.	

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
Resource security		
Resource development Concept of a resource. Resource classifications. Stock resource evaluation: Natural resource development over time: exploration, exploitation, development. Concept of the resource frontier. Concept of resource peak. Sustainable resource development. Environmental impact assessment (EIA) in relation to resource development projects.	Edexcel Topic B1 covers Energy security. Topic B2 covers Water conflicts. Most of the material in those two sections is relevant to this OxfordAQA topic and covers most of the content of the topic.	Most topics in: • Resource development • Natural resource issues • Energy security are covered in Cambridge International spec: • **7.4 2.1** Sustainable energy supplies • **7.4 2.2** The management of energy supply
Natural resource issues Global patterns of production, consumption and trade/ movements of energy. Global patterns of water availability and demand. The geopolitics of energy and water resource distributions, trade and management.		

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Water security Sources of water; components of demand, water stress. Relationship of water supply to key aspects of physical geography. Strategies to increase water supply. Environmental impacts of a major water supply scheme. Strategies to manage water consumption. Sustainability issues associated with water management. Water conflicts at a variety of scales – local, national, international.		Some aspects of Water security are touched on in the Cambridge International spec **7.4 2.3** Environmental degradation.
Energy security Sources of energy, both primary and secondary. Components of demand and energy mixes in contrasting settings. Relationship of energy supply to key aspects of physical geography. Energy supplies in a globalising world. Competing national interests and the role of transnational corporations in energy production, processing and distribution. Environmental impacts of a major energy resource development. Strategies to increase energy supply. Strategies to manage energy consumption.		

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Sustainability issues associated with energy production, trade and consumption: • Acid rain • The enhanced greenhouse effect • Nuclear waste • Energy conservation		
Resource futures Alternative energy and water futures and their relationship with a range of technological, economic, environmental and political developments. The connections between energy supply and water supply as exemplified by the attempts to develop desalination on a significant scale at an economic price.		Resource futures are touched on in some aspects of the Cambridge International spec **7.4 2** Environmental management.
Case studies Case study of either water or energy resource issues in a global or specified regional setting. Case study of a specified place to illustrate and analyse how its physical environment affects the availability and cost of water or energy and ways water or energy is used.		
Quantitative and qualitative skills		
Water, carbon and life on Earth		
Water and carbon cycles as natural systems Systems in physical geography: systems concepts and their application to the water and carbon cycles.	Many aspects of water and carbon cycles as natural systems and the water cycle are covered in 3.3.1.	Much of the material on the water cycle that is covered in water and carbon cycles as natural systems is covered in parts of the Cambridge International specification – 1.1 The drainage basin system. However, applications to the carbon cycle are not clearly covered in the Cambridge International specification.

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The water cycle Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. Processes driving change in the magnitude of these stores over time and space. Drainage basins as open systems. Concept of water balance. Run off variation and the flood hydrograph. Changes in the water cycle over time, including: • Storm events • Seasonal changes • Farming practices • Land use change • Water abstraction	The water cycle is covered in 3.6.1 – Physical processes in water supply. These aspects of the water cycle are covered in 3.6.1 – Water supply can be affected by human and physical changes.	The water cycle is covered in the Cambridge International specification: **7.1 1.1** The drainage basin system **7.1 1.2** Rainfall – discharge relationships within drainage basins **7.1 1.4** The human impact
The carbon cycle Global distribution, and size of major stores of carbon. Factors driving change in the magnitude of these stores over time and space. Changes in the carbon cycle over time, to include natural variation and human impact. The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.	Many aspects of the carbon cycle and Water, carbon and life on Earth are covered in 1.3.4 and 1.3.5.	The carbon cycle is not covered in detail in the Cambridge International specification, although there are some references to the greenhouse effect in **7.1 2.4** The human impact.

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Water, carbon, climate and life on Earth The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.		This section of the OxfordAQA specification is not covered in a specific way in the Cambridge International specification, although there are passing references in **7.1 2** Atmosphere and weather.
Case studies Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.	Some of the case studies in 1.3.4, 1.3.5, 3.3.1 and 3.6.1 might be relevant here, depending on the choices made.	Some of the key themes that must be covered in the OxfordAQA case study are covered in the Cambridge International specification – **7.3 1.1**, **1.2** and **1.3**. Some aspects of this case study might be covered in the Cambridge International specification **7.3 1.1**, **1.2** and **1.3**.
Quantitative and qualitative skills	Skills are referenced throughout the Edexcel specification.	

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
Ecosystems under stress		
Ecosystems and sustainability The concept of biodiversity. Local and global trends in biodiversity. Causes, rates and potential impacts of declining biodiversity. Ecosystems and their importance for human populations. Human populations in ecosystem development and sustainability.	Most aspects of this topic are covered in 3.4 Topic A2: Biodiversity under threat.	Many aspects of: • Ecosystems and sustainability • Ecosystems and processes • Biomes • Local ecosystems • Case studies are considered specifically as they apply to rainforest and savanna environments in the Cambridge International specification **7.3 1.2** and **1.4** – Tropical ecosystems and Sustainable management of tropical environments.
Ecosystems and processes Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs. Application of systems concepts to ecosystems. Concepts of biomass and net primary production. Concepts of succession: seral stages, climatic climax, sub-climax and plagioclimax. Mineral nutrient cycling. Nature of terrestrial ecosystems and the inter-connections between climate, vegetation, soil and topography. Ecosystem responses to changes in their components or environmental controls. Factors influencing the changing of ecosystems, including climate change and human exploitation of the environment.		

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Biomes The concept of the biome. The global distribution of major terrestrial biomes. The nature of two contrasting biomes: tropical rainforest and savanna grassland to include: • Their main characteristics • Ecological responses to the climate, soil and soil moisture budget • Human activity and its impact on each biome • Typical development issues in each biome to include, implications for biodiversity and sustainability.		
Ecosystems over time Succession and climatic climax as illustrated by one of lithoseres, haloseres, psammoseres or hydroseres. The characteristics of the climatic climax that evolved from the succession studied above. The effects of human activity on succession – with reference to sub-climax and plagioclimax communities.		Most aspects of ecosystems over time are not included in the Cambridge International specification.
Marine ecosystems The distribution and main characteristics of coral reef ecosystems. Environmental conditions associated with reef development. Factors in the health and survival of reefs should be examined with reference to a named, located coral reef.	Marine ecosystems are not covered by the Edexcel specification.	Marine ecosystems is covered in the Cambridge International specification under **7.3 2.3** – Coral reefs.

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Local ecosystems The main characteristics of a distinctive local ecosystem. Ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna. Local factors in ecological development and change. The impacts of change and measures to manage these impacts. Conservation strategies and their implementation in specific settings.		
Case studies Case study of a specified region experiencing ecological change to illustrate and analyse the nature of the change and the reasons for it. Case study of a specified ecosystem at a local scale to illustrate and analyse key themes set out above.		
Quantitative and qualitative skills	Skills are covered throughout the Edexcel specification.	
Changing places		
The nature and importance of places The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place. Categories of place: • Near places and far places • Directly experienced places and places experienced only through the media. Factors contributing to the character of places: • Endogenous factors • Exogenous factors	This topic is not well covered by the Edexcel specification, although some aspects are touched on in 2.4.4 – Urban regeneration – and in 4.5.1 – Cultures, landscapes and values.	This topic is not well covered in the Cambridge International specification although some aspects are touched on in **7.3** – Settlement dynamics.

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Changing places – relationships, connections, meaning and representation In relation to the local place within which students live or study and at least one further contrasting place: • The ways in which relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place. • The ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.		
Meaning and representation The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. • How humans perceive, engage with and form attachments to places. • How they present and represent the world to others. • How external agencies make attempts to influence or create specific place-meanings and shape the actions and behaviours of individuals, groups, businesses and institutions. • How places may be represented in a variety of different forms in diverse media that often give contrasting images to that presented formally or statistically. • How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.		

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Place studies **Local place study** exploring the developing character of a place local to the home or study centre. **Contrasting place study** exploring the developing character of a contrasting and distant place. Both place studies must focus on: • People's lived experience of the place in the past and at present • Changing demographic, cultural and economic characteristics.		
Contemporary urban environments		
Urbanisation Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. The emergence of megacities and world cities and their role in global and regional economies. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. Urban change in the more developed world: • Deindustrialisation, decentralisation, rise of service economy. • Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. Urban change in the developing world: • Rural to urban migration • The development of modern, high tech core areas • The contrast between formal and informal sectors of the urban space and the urban economies.	Some aspects of urbanisation are covered in 1.4.4 – Global population trends. This then leads on to 1.4.5 – World urbanisation, which covers many aspects of this topic.	Most aspects of: • Urbanisation • Urban forms • Social and economic issues associated with urbanisation are covered in Cambridge International specification: • **7.2 3.1** Urban trends and issues • **7.2 3.3** The changing structure of urban settlements • **7.2 3.4** The management of urban settlements.

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Urban forms The development and characteristics of mega cities and world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern city.	Urban forms and social and economic issues associated with urbanisation are covered in detail in 1.4.6.	
Social and economic issues associated with urbanisation Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues.	Social and economic issues associated with urbanisation are covered in detail in 2.4.1.	
Urban climate The impact of urban forms and processes on local climate and weather. Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution. Pollution reduction policies.	Urban climate is not covered in the Edexcel specification.	Urban climate is not covered in the Cambridge International specification.

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Urban waste and its disposal Urban physical waste generation. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of waste disposal. Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.	Urban waste is not covered in any detail in the Edexcel specification.	Urban waste and its disposal are not covered as a specific topic in the Cambridge International specification.
Urban environments, health and wellbeing Spatial patterns of health, mortality and morbidity in cities in contrasting areas of the world. The relationship between environment variables and incidence of disease. Air quality and health. Water quality and health. The stresses of urban living and health. The changing prevalence, distribution and seasonal incidence of malaria. Impact on health and well-being. Management and mitigation strategies. The distribution of one specified non-communicable disease within urban areas. Management and mitigation strategies.	Urban environments, health and wellbeing and other contemporary urban environmental issues are covered in 2.4.1, 2.4.2 and 2.4.3.	Urban health and wellbeing is not considered as a separate topic in the Cambridge International specification but there are some passing references, such as in **7.4 4.4** – The management of development.
Other contemporary urban environmental issues Environmental problems in contrasting urban areas: atmospheric pollution, water pollution, urban drainage and dereliction. Strategies to manage these environmental problems.		This topic is covered in Cambridge International specification **7.1 3.4** – The management of urban settlements.

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
Sustainable urban development Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities.	Sustainable urban development is covered in 2.4.4.	This topic is covered in Cambridge International spec **7.1 3.4** – The management of urban settlements.
Case studies Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.	Case studies are referenced through the Edexcel specification. Many of these would apply well to the OxfordAQA specification.	Case studies are used throughout the Cambridge International specification.
Quantitative and qualitative skills	Skills are referenced throughout the Edexcel specification.	
Fieldwork		
Content	**Coverage**	**Coverage**
Unit 5 tests geographical skills and fieldwork. For this unit all students must engage in personal geographical fieldwork on one or more aspects of the specification content. Students must go through all the stages of planning and carrying out an enquiry, including: • Drawing up their aims and objectives • Planning their fieldtrip • Carrying out the collection of primary and secondary data	For Unit 2 students must carry out investigations into: • Crowded coasts or • Urban problems, planning and regeneration This must include research in the field and from secondary sources. At least two days fieldwork must be undertaken (except in the rare cases where local conditions make this impractical. In such cases alternative arrangements must be made, which allow students to work with raw data collected by other people).	There is no specific reference to fieldwork in this syllabus; However students will be rewarded if they make relevant reference to fieldwork in their exam answers.

OxfordAQA specification (9635)	Pearson Edexcel specification (XGE01 and YGE01)	Cambridge International specification (9696)
• Presenting that data, using a variety of appropriate mapping and graphic techniques • Analysing that data, using statistical techniques where relevant • Drawing conclusions from their analysis • Critically reviewing the whole fieldwork process. (Note that in the rare cases where local conditions make individual work in the field impractical alternative arrangements must be made, which allow students to work with raw data collected by other people). In the exam questions can be set on any part of the fieldwork process. The paper will include questions on: • The general principles that underpin all fieldwork • The students' own fieldwork experiences • Applying skills of presentation and analysis to fieldwork data presented in the exam paper. There is no requirement to produce a completed fieldwork enquiry for assessment. Instead all aspects of fieldwork will be tested through the exam paper.	There is no requirement to produce a completed fieldwork enquiry for assessment. Instead questions relating to fieldwork will be set on the exam paper.	

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