

International GCSE **Geography**

(9230) Specification



For teaching from September 2018 onwards

For exams May/June 2020 onwards

For teaching and examination outside
the United Kingdom

Contents

1	Introduction	5
1.1	Why choose OxfordAQA International GCSEs?	5
1.2	Why choose our International GCSE Geography?	5
1.3	Recognition	5
1.4	The Oxford International Programme learner attributes	6
1.5	Support and resources to help you teach	7
2	Specification at a glance	8
2.1	Subject content	8
2.2	Assessments	9
3	Subject content	10
3.1	Living with the physical environment	11
3.2	Challenges in the human environment	18
3.3	Geographical and Fieldwork skills	24
4	Scheme of assessment	29
4.1	Aims and learning outcomes	29
4.2	Assessment Objectives	30
4.3	Assessment weightings	30
5	General administration	31
5.1	Entries and codes	31
5.2	Overlaps with other qualifications	31
5.3	Awarding grades and reporting results	31
5.4	Resits	31
5.5	Previous learning and prerequisites	32
5.6	Access to assessment: equality and inclusion	32
5.7	Working with OxfordAQA for the first time	32
5.8	Private candidates	32

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **oxfordaqa.com/9230**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follows an English curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They have been independently validated as being to the same standard as the qualifications accredited by the UK examinations regulator, Ofqual. They reflect the latest changes to the English system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE Geography?

Our specification enables 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 in a physical 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 population change, resource provision and management and the development of infrastructure. 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.

Upon completion of this two year course, students will have the skills and experience to progress on to A-level and beyond.

You can find out about all our International GCSE Geography qualifications at oxfordaqa.com/geography

1.3 Recognition

OxfordAQA meet the needs of international students. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK. Our qualifications have been independently benchmarked by UK ENIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training courses to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- engaging worksheets and activities developed by teachers, for teachers
- command words with descriptors.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years' and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at **oxfordaqa.com/9230**

You can contact the subject team directly at **info@oxfordaqa.com** or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Geography.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120 – 140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

1 Living with the physical environment

Section A: The challenge of natural hazards (page 11)

Section B: The living world (page 13)

Section C: Physical landscapes – Coastal landscapes (page 15)

Section D: Physical landscapes – Hot desert or River landscapes (page 16)

2 Challenges in the human environment

Section A: Urban issues and challenges (page 18)

Section B: The changing economic world (page 20)

Section C: Global issues – Water and energy resources or Population and communication (page 21)

3 Geographical and Fieldwork skills

Section A: Geographical skills (page 24)

Section B: Fieldwork skills (unfamiliar contexts) (page 27)

Section C: Individual fieldwork enquiry (page 27)

2.2 Assessments

Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical and Fieldwork skills
What's assessed The challenge of natural hazards. The living world. Physical landscapes.		What's assessed Urban issues and challenges. The changing economic world. Global issues.		What's assessed Geographical skills, fieldwork skills in unfamiliar contexts and the individual fieldwork enquiry.
How it's assessed Written exam: 1 hour 30 minutes.		How it's assessed Written exam: 1 hour 30 minutes.		How it's assessed Written exam: 1 hour 15 minutes.
Questions Section A: answer all questions (30 marks). Section B: answer all questions (20 marks). Section C: answer all questions (15 marks). Section D: answer one question from a choice of two (15 marks).		Questions Section A: answer all questions (30 marks). Section B: answer all questions (20 marks). Section C: answer one question from a choice of two (30 marks).		Questions Section A: answer all questions (20 marks). Section B: answer all questions (20 marks). Section C: answer all questions (20 marks).

Graded 9 to 1

Linear: students sit all exams at the end of the course.

- Paper 1: Living with the physical environment. 1 hour 30 minutes. 80 marks. 36%.
- Paper 2: Challenges in the human environment. 1 hour 30 minutes. 80 marks. 36%.
- Paper 3: Geographical and Fieldwork skills: 1 hour 15 minutes. 60 marks. 28%.

3 Subject content

The subject content is split into three units:

3.1 Unit 1: Living with the physical environment

3.2 Unit 2: Challenges in the human environment

3.3 Unit 3: Geographical and Fieldwork skills

In Units 1 and 2 the content is split into sections, with each section focusing on a particular geographical theme.

Unit 3 assess students on fieldwork enquiry skills, including unfamiliar fieldwork and the individual fieldwork enquiry.

Geographical skills (pages 24 – 26) can be tested on all three written exams.

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

3.1 Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

3.1.1 Section A: The challenge of natural hazards

In this section, students are required to study all the themes.

3.1.1.1 Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard; types of natural hazard; factors affecting hazard risk.

3.1.1.2 Tectonic hazards

Key idea	Specification content
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
The effects of, and responses to, earthquakes and volcanoes vary between areas of contrasting levels of wealth.	Primary and secondary effects of earthquakes and volcanoes. Immediate and long-term responses to hazards resulting from earthquakes and volcanoes. Use named examples to show how the effects and responses to tectonic hazards vary between two areas of contrasting levels of wealth.
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from earthquakes and volcanoes. How monitoring, prediction, protection and planning can reduce the risks from earthquakes and volcanoes.

3.1.1.3 Weather hazards

Key idea	Specification content
Global atmospheric circulation helps to determine patterns of weather and climate.	General atmospheric circulation model: pressure belts and surface winds.
Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm; how climate change might affect the distribution, frequency and intensity of tropical storms.
Tropical storms have significant effects on people and the environment.	Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use a named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.

3.1.1.4 Climate change

Key idea	Specification content
Climate change is the result of natural and human factors, and has a range of effects.	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment.
Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.

3.1.2 Section B: The living world

In this section students are required to study all the themes.

3.1.2.1 Ecosystems

Key idea	Specification content
Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	An example of a small-scale ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large-scale natural global ecosystems.

3.1.2.2 Tropical rainforests

Key idea	Specification content
Tropical rainforest ecosystems have a range of distinctive characteristics.	The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.
Deforestation has economic and environmental impacts.	Changing rates of deforestation. A case study of a tropical rainforest to illustrate: - causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth - impacts of deforestation – economic development, soil erosion, loss of biodiversity, contribution to climate change.
Tropical rainforests need to be managed to be sustainable.	Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.

3.1.2.3 Hot deserts

Key idea	Specification content
Hot desert ecosystems have a range of distinctive characteristics.	The physical characteristics of a hot desert; the interdependence of climate, water, soils, plants, animals and people; how plants and animals adapt to the physical conditions. Issues related to biodiversity.
Areas on the fringe of hot deserts are at risk of desertification.	Use examples to illustrate: • Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. • Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.

3.1.3 Section C: Physical Landscapes – Coastal Landscapes

In this section, students are required to study all of the themes.

3.1.3.1 Physical landscapes in Middle and Far East

Key idea	Specification content
The Middle and Far East have a range of diverse landscapes.	An overview of the location of major upland/lowland areas and river systems.

3.1.3.2 Coastal landscapes

Key idea	Specification content
The coast is shaped by a number of physical processes.	Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas.
Distinctive coastal landforms are the result of rock type, structure and physical processes.	How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. Examples should be used from the region and integrated into the teaching of the content.
Different management strategies can be used to protect coastlines from the effects of physical processes.	The costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and re-profiling, dune regeneration, mangroves • managed retreat – coastal realignment. An example of a coastal management scheme in the region to show: • the reasons for management • the management strategy/strategies • the resulting effects and conflicts.

3.1.4 Section D: Physical Landscapes – Hot Deserts or River Landscapes

In this section, students are required to study either Hot desert landscapes or River landscapes.

3.1.4.1 Hot desert landscapes

Key idea	Specification content
Hot deserts are shaped by a number of physical processes.	Aeolian (wind) processes: - erosion – abrasion and deflation - transportation – surface creep, saltation and suspension - deposition – why wind deposits sediment. Water processes: - erosion – abrasion and hydraulic power - transportation – traction, saltation and suspension - deposition – why water deposits sediment.
Distinctive landforms result from different physical processes in hot deserts.	Characteristics and formation of landforms resulting from the effects of the wind – yardangs, zeugen and dunes. Characteristics and formation of landforms resulting from water– badlands, wadis, alluvial fans and salt lakes. Examples should be used from the region and integrated into the teaching of the content.
Development of hot desert environments creates opportunities and challenges.	Use example(s) in hot deserts to illustrate: - development opportunities in hot desert environments: oil and mineral extraction, energy, farming, tourism - challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.

3.1.4.2 River landscapes

Key idea	Specification content
The shape of river valleys changes as rivers flow downstream.	The long profile and changing cross profile of a river and its valley. Fluvial processes: - erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion - transportation – traction, saltation, suspension and solution - deposition – why rivers deposit sediment.
Distinctive fluvial landforms result from different physical processes.	Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. Examples should be used from the region and integrated into the teaching of the content.
Different management strategies can be used to protect river landscapes from the effects of flooding.	How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: - hard engineering – dams and reservoirs, straightening, embankments, flood relief channels - soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. An example of a river flood management scheme in the region to show: - why the scheme was required - the management strategy/strategies - the social, economic and environmental issues.

3.2 Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher-income countries (HICs), lower-income countries (LICs) and newly-emerging economies (NEEs).

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

3.2.1 Section A: Urban issues and challenges

In this section, students are required to study all the themes.

3.2.1.1 Urban growth and challenges

Key idea	Specification content
A growing percentage of the world's population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world including Higher income countries (HICs) and Lower income countries (LICs). Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.
Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A case study of a major city in an LIC or NEE to illustrate: - the location and importance of the city, regionally, nationally and internationally - causes of growth: natural increase and migration - how urban growth has created opportunities: - social: access to services – shops, leisure, health and education; access to resources – water supply, energy - economic: how urban industrial areas can be a stimulus for economic development - how urban growth has created challenges: - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - seeking sustainability in providing water and energy – water and energy conservation - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, waste recycling, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor.

3.2.1.2 World cities – London and New York

Key idea	Specification content
World cities have global importance as centres for finance, business and trade, as well as culture and politics. These, like others, face a variety of social, economic and environmental opportunities and challenges.	Overview of the distribution of population of world cities. London or New York as examples of world cities to illustrate: - the location of the city nationally and globally - impacts of national and international migration on the growth and character of the multinational world city - the importance of the city nationally and globally in terms of finance, business, trade, culture and politics - economic, social and environmental opportunities offered by the world city – employment, recreation and entertainment and urban greening Economic, social and environmental challenges in the world city: - urban deprivation, inequalities in housing, education, health and employment, dereliction, building on brownfield and greenfield sites and the impact of urban sprawl, supplying food - keeping the city moving – dealing with traffic congestion, dealing with waste via disposal, reducing and recycling, water and energy conservation. An example of a flagship urban regeneration project to show: - reasons why the area needed regeneration - the main features of the project - the social, economic and environmental impact of the project.

3.2.2 Section B: The changing economic world

In this section, students are required to study all the themes.

3.2.2.1 Global variations in levels of economic development

Key idea	Specification content
There are global variations in economic development and quality of life.	Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.
Various strategies exist for reducing the global development gap.	An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.

3.2.2.2 Challenges of rapid economic development

Key idea	Specification content
Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	A case study of a LIC or NEE to illustrate: - the location and importance of the country, regionally and globally - the wider political, social, cultural and environmental context within which the country is placed - the changing industrial structure; the balance between different sectors of the economy; how manufacturing industry can stimulate economic development - the role of transnational corporations (TNCs) in relation to industrial development; advantages and disadvantages of TNC(s) to the host country - the changing political and trading relationships with the wider world - international aid: types of aid, impacts of aid on the receiving country - the environmental impacts of economic development - the effects of economic development on quality of life for the population.

3.2.3 Section C: Global issues

In this section, students are required to study either Water and energy resources **or** Population and communication.

3.2.3.1 Water and energy

Key idea	Specification content
Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global inequalities in the supply and consumption of water • global patterns of water surplus and deficit. Reasons for increasing water consumption: economic development, rising population. Factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. Impacts of water insecurity: waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.
Different strategies can be used to increase water supply.	Overview of strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination • an example of a large-scale water transfer scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future: • water conservation, groundwater management, recycling, 'grey' water • an example of a local scheme in an LIC or NEE to increase sustainable supplies of water.

Key idea	Specification content
Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global inequalities in the supply and consumption of energy • global distribution of energy consumption and supply Reasons for increasing energy consumption: economic development, rising population, technology. Factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. Impacts of energy insecurity: exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.
Different strategies can be used to increase energy supply.	Overview of strategies to increase energy supply: • renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy • an example to show how the extraction of a fossil fuel has both advantages and disadvantages. Moving towards a sustainable resource future: • individual energy use and carbon footprints • energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels • an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.

3.2.3.2 Population and communication

Key idea	Specification content
Global population is increasing for a variety of reasons with significant impacts ; strategies are in place to manage this.	The change in world population over time. Location and causes of the global increase in population – improved medical care, improved sanitation, role of aid, religion, status of women, role of children, age-structure education. Examples from one or more areas of the world to illustrate: • economic, environmental and social impacts of population change – population and resource balance, economic development, age structure, food supply, environmental degradation • strategies to manage population growth – contrasting approaches to reducing the birth rate.
There are a number of reasons for international migration and significant impacts result from the process.	Major international migrations in twenty-first century – examples should be used to illustrate the following: • causes of different types of international migration – refugees, asylum seekers and economic migrants • demographic, economic, social and political impacts of international migration.
Developments in ocean ports and airports offer many opportunities for growth and development, as well as presenting many challenges.	The development of ocean shipping and ports and airports. Global patterns of movement by sea and air. Advantages of increasing international links for manufacturing industry, trade and tourism. Challenges presented by increasing airport development; a case study of airport expansion should be used to illustrate this.
The development of ICT has led to many worldwide opportunities for development.	Developments in ICT, increasing access to the internet and international phone links – cause and pattern. Examples should be used to illustrate the following: • the role of ICT in leading to economic growth in NEEs with regard to call centres, investment by TNCs, development of trade and tourism.

3.3 Geographical and Fieldwork skills

This unit is concerned with the development, interpretation and demonstration of a range of geographical and fieldwork skills.

The aims of the unit are for students to be able to develop and demonstrate the use of a range of geographical and fieldwork skills.

3.3.1 Section A: Geographical skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.

Skills will be assessed in all three written exams. Map extracts may be used in any of the three exams.

3.3.1.1 Cartographic skills

Cartographic skills relating to a variety of maps at different scales.

Atlas maps:

- use and understand coordinates – latitude and longitude
- recognise and describe distributions and patterns of both human and physical features
- global and other scales may be used, students may be asked to identify and describe significant features of the physical and human landscape, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Large scale maps:

- use and interpret maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic
- use and understand coordinates – four and six figure grid references
- use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
- use and understand gradient and differences in height by means of contours
- give numerical and statistical information
- identify basic landscape features and describe their characteristics from map evidence
- identify major relief features on maps and relate cross-sectional drawings to relief features
- draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use
- interpret cross sections and transects of physical and human landscapes
- describe the physical features of coastal landscapes and one of river landscapes or hot desert landscapes as shown on large-scale maps
- infer human activity from map evidence.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret
- photographs: use and interpret ground, aerial and satellite photographs
- describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs.

3.3.1.2 Graphical skills

Graphical skills to:

- select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, distance lines, proportional symbols and flow lines
- use and understand gradient, contour and value on isoline maps
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

3.3.1.3 Numerical skills

Numerical skills to:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

3.3.1.4 Statistical skills

Statistical skills to:

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

Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

Examples of types of data:

- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information.

Formulate enquiry and argument

Students should demonstrate the ability to:

- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

3.3.2 Section B: Fieldwork skills and Section C: Individual fieldwork enquiry

All students completing these qualifications must engage in an individual fieldwork enquiry. Ideally this would be a practical exercise but where this is not possible teachers and students should focus on alternative methods of data collection. Practical experience of fieldwork may be required for entry on to further or higher-level study. It should also be noted that students will be assessed on their individual fieldwork enquiry through examination. Experience of 'real world' fieldwork enquiry is recommended to enable students to access the full range of marks available.

Alternative methods of data collection are acceptable for students completing their individual fieldwork enquiry for these qualifications. These methods must go beyond the students being presented with pre-processed data that is ready for analysis. There must be some element of planning and selecting in the data collection process. Such methods of acquiring data could include:

- searching for and selecting data from sources on the internet
- working with data provided by the teacher in a raw and unprocessed form
- collecting data through interviewing people in school or in the student's home
- selecting data from a variety of photographic, diagrammatic, cartographic sources, etc.

In the examination questions will be set on aspects of enquiry including:

- planning the enquiry, defining the aims, deciding on a location for study, setting up a hypothesis or enquiry question and considering the most appropriate methods of data collection
- researching the background to the enquiry from secondary sources, including the internet, before embarking on any data collection
- considering health and safety aspects of the enquiry
- collecting data, (from both primary and secondary sources) which must include some element of individual or group research beyond the use of data provided by the teacher
- presenting data, using maps, graphs, photographs, field sketches, tables, quotations from interviews, etc as appropriate to the enquiry
- analysing the data, using statistical techniques where appropriate
- drawing conclusions, with reference to the aims of the enquiry, and showing how the student has developed an increased understanding of the place studied and of the geographical ideas forming the basis of the study
- presenting a bibliography, listing sources consulted at the beginning of the enquiry and all sources of data used to supplement the data collected by the student
- evaluating all stages of the enquiry process and suggesting how the enquiry could have been improved
- considering how the enquiry could be used and/or taken forward in the future.

Students understanding of the enquiry process will be assessed in the following way in Paper 3:

- 1 Section B will assess students' understanding of the enquiry process based on fieldwork in unfamiliar contexts
- 2 Section C will assess students' individual fieldwork enquiry; for these questions' students will have to identify the title of their individual enquiry.

Students will be expected to:

- 1 apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry
- 2 select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

Geographical enquiry strand	Application of knowledge and understanding, and skills
1 Suitable question for geographical enquiry.	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.
2 Selecting, measuring and recording data appropriate to the chosen enquiry.	Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.
3 Selecting appropriate ways of processing and presenting fieldwork data.	Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods.
4 Describing, analysing and explaining fieldwork data.	Description, analysis and explanation of the results of fieldwork data. Establishment of links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.
5 Reaching conclusions.	Draw evidenced conclusions in relation to original aims of the enquiry.
6 Evaluation of geographical enquiry.	Identification of problems of data collection methods. Identification of limitations of data collected; suggestions for other data that might be useful; extent to which conclusions were reliable.

Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world.

4 Scheme of assessment

Find mark schemes and specimen papers for new courses on our website at oxfordaqa.com/9230

This specification is designed to be taken over two years.

This is a linear qualification; in order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2020 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our International GCSE Geography includes questions that allow students to demonstrate their ability to:

- draw together their knowledge, understanding and skills from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Our International GCSE Geography should encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It should encourage students to 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.

Our International GCSE Geography should enable students to:

- 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 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).

4.2 Assessment Objectives

The exams will measure how students have achieved the following Assessment Objectives:

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

4.2.1 Assessment Objective weightings

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)

4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Living with the physical environment	80	1	80
Paper 2: Challenges in the human environment	80	1	80
Paper 3: Fieldwork and enquiry skills	60	1	60
Total scaled mark:			220

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at oxfordaqa.com/exams-administration

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

You need to make only one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Geography	9230

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available in May/June.

5.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE Geography (8035).

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification; individual components cannot be resat.

You need to make only one entry for each qualification – this will cover all the question papers and certification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure that they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

It is expected that students undertaking this specification will carry out the fieldwork activities in section 3.3 of the specification, and private candidates should make arrangements to complete sufficient fieldwork to fulfil this expectation. As some of the marks in the GCSE papers will relate to fieldwork activities, students undertaking this specification must carry out the required fieldwork activities in section 3.3 of the specification. Centres accepting private candidates must ensure they have carried out this minimum requirement.

Private candidates may also enter for examined only units via the British Council; please contact your local British Council office for details.

Fairness *first*

Thank you for choosing OxfordAQA,
the international exam board that puts
fairness first.

Benchmarked to UK standards, our
exams only ever test subject ability, not
language skills or cultural knowledge.

This gives every student the best
possible chance to show what they can
do and get the results they deserve.



Get in touch

You can contact us at
oxfordaqa.com/contact-us

or email info@oxfordaqa.com