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Acknowledgements

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Introduction

The Edexcel International General Certificate of Education (IGCSE) in Geography is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in Geography enables students to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out-of-classroom learning
- use geographical skills, appropriate technologies, enquiry and analysis.

About this specification

Key features and benefits of the specification

Key features and benefits are:

- it adds an international dimension to the study of geography
- it encourages out-of-classroom activities to underpin knowledge and understanding of geography
- the assessment is through one external examination
- it provides a solid basis for progression to GCE AS and Advanced qualifications in Geography, or equivalent qualifications, such as BTEC Nationals in Travel and Tourism and land-based subjects.

Contents

Specification at a glance	1
Qualification content	3
Knowledge and understanding	3
Fieldwork opportunities	3
Out-of-classroom learning and practical skills	4
The content in detail	5
Paper 1	6
Assessment	17
Assessment summary	17
Assessment Objectives and weightings	17
Entering your students for assessment	18
Student entry	18
Combinations of entry	18
Access arrangements and special requirements	18
Assessing your students	19
Awarding and reporting	19
Language of assessment	19
Malpractice and plagiarism	19
Student recruitment	19
Progression	20
Grade descriptions	20
Support and training	23
Edexcel support services	23
Training	23
Textbooks and resources	24

Specification at a glance

This IGCSE qualification is assessed through a written examination paper.

Paper 1	Paper code: 4GE0/01
<ul style="list-style-type: none">• Externally assessed• Availability June series• First assessment: June 2011	
<p>Overview of content:</p> <ul style="list-style-type: none">• Section A — The natural environment and people Complete two of the three topics:<ol style="list-style-type: none">1. River environments2. Coastal environments3. Hazardous environments• Section B — People and their environments Complete two of the three topics:<ol style="list-style-type: none">4. Economic activity and energy5. Ecosystems and rural environments6. Urban environments• Section C — Global issues Complete one of the three topics:<ol style="list-style-type: none">7. Fragile environments8. Globalisation and migration9. Development and human welfare	
<p>Overview of assessment:</p> <ul style="list-style-type: none">• The assessment of this qualification is through a 2-hour and 45-minute examination paper, set and marked by Edexcel.• The single tier of entry will contain a variety of questions types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and fieldwork questions.• The total number of marks available is 150.• The paper will be a question and answer booklet and students have to answer:<ul style="list-style-type: none">– two questions from a choice of three in Section A– two questions from a choice of three in Section B– one question from a choice of three in Section C.• Each question is worth 30 marks.	

Qualification content

Knowledge and understanding

The specification content is set out in detail in topics 1 to 9. It has been formulated within the framework provided by the Qualifications and Curriculum Authority (QCA) GCSE Geography subject criteria, to which UK GCSE Geography qualifications must adhere. The content of this qualification has taken the following points into account:

- that coverage should touch, in a selective manner, the main subject areas which are appropriate at this level: the natural environment; resources and production; population and settlement, as well as the related topics of globalisation, human welfare and sustainability
- that emphasis should be placed on the relationship between people and the environment
- that geography be recognised as a dynamic discipline in continuous change
- that content should be specified in such a way that students can explore the geography of their own countries
- that case studies are used to exemplify key ideas
- that teachers should be encouraged to undertake local fieldwork and other practical exercises to underpin knowledge and understanding as well as to illustrate content themes
- that students should become competent in the use of a range of skills and techniques.

Teachers have the freedom to construct their own teaching programme based on this specification, but any programme must fulfil the following requirements:

- the study of a range of themes which, taken together, involve work at different spatial scales (local, regional, national, international, global), in different parts of the world and in different types of environment
- the development of skills which are used in geographical study (see *Out-of-classroom learning and practical skills* on page 4).

Fieldwork opportunities

Two ‘fieldwork opportunities’ are indicated in each of topics 1 to 6. During the course students should complete eight topics.

Of these eight, it is recommended that centres carry out two out-of-classroom investigations, one from Section A and one from Section B.

Ideally, the remaining fieldwork opportunities should also involve out-of-classroom activities. However, it is understood that this is not always possible.

In such circumstances, it is acceptable that these activities take place within the classroom (virtual fieldwork). Virtual fieldwork can include discussions, role-play activities and research into secondary sources, etc.

In the examination, questions may be asked on **all eight** fieldwork opportunities.

Out-of-classroom learning and practical skills

Throughout their course, students should acquire a range of geographical skills. These skills should be acquired through fieldwork and other practical exercises. Specifically, students should be able to:

- undertake fieldwork investigations and other forms of out-of-classroom learning
- use a range of secondary source materials (including statistical data, maps, diagrams, photographs, satellite images)
- depict information in various forms (sketches, simple maps, diagrams, tables)
- use appropriate geographical vocabulary in their written work.

In undertaking such practical work, students should acquire and apply the following:

- **planning** — designing a fieldwork investigation, as per the specification content
- **field skills** — implementing a field investigation; measuring and recording data
- **analysis and evaluation skills** — analysing data and drawing conclusions; evaluating the techniques used and the conclusions drawn
- **map skills** — with particular reference to topographic maps: using grid references; understanding scales; understanding symbols; recognising landforms and human features of the landscape
- **atlas skills** — using an atlas wherever relevant to the course
- **graphic skills** — compiling graphs and flow lines; using proportional symbols; annotating maps; diagrams and photographs
- **photo-interpretation skills** — reading vertical and oblique aerial photographs and satellite images
- **sketching skills** — communicating ideas through simple sketch maps and field sketches
- **statistical skills** — using simple measures and undertaking simple tests.

The content in detail

The specification content pages for each topic are divided into the following sections.

Key ideas

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

Essential content

Each key idea is broken down into a number of bulleted content points which specify what must be studied. Examination questions will be based on these content points.

Scale

The scale column indicates the spatial scale at which the content should be covered in order to answer questions set in the examination. However, not all the content can be related to a particular scale.

Required exemplification

This column indicates appropriate case studies to illustrate and support some of the essential content. It is important that the bulleted content should be studied in the context of real places. Students will be expected to demonstrate good locational knowledge in the examination.

Out-of-classroom learning and practical skills

This column indicates recommended exercises involving the collection and analysis of primary and secondary data. An essential part of this practical work is using a range of geographical skills (see the *Out-of-classroom learning and practical skills* list on page 4). This practical learning is an integral part of the questions relating to Sections A and B of the specification content.

Abbreviations used

In the topics the following abbreviations have been used:

CBD — Central Business District	CFC — Chlorofluorocarbon
GDP — Gross Domestic Product	GNI — Gross National Income
HDI — Human Development Index	HIC — High Income Country
HYV — High Yielding Variety	LIC — Low Income Country
MIC — Medium Income Country	NIC — Newly Industrialised Country
PQLI — Physical Quality of Life Index	TNC — Transnational company

Paper 1

Overview of content

- **Section A — The natural environment and people**

Complete two of the three topics:

1. River environments
2. Coastal environments
3. Hazardous environments

- **Section B — People and their environments**

Complete two of the three topics:

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban environments

- **Section C — Global issues**

Complete one of the three topics:

7. Fragile environments
8. Globalisation and migration
9. Development and human welfare

Overview of assessment

- The assessment of this qualification is through a 2-hour and 45-minute examination paper, set and marked by Edexcel.
- The single tier of entry will contain a variety of questions types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and fieldwork questions.
- The total number of marks available is 150.
- The paper will be a question and answer booklet and students have to answer:
 - two questions from a choice of three in Section A
 - two questions from a choice of three in Section B
 - one question from a choice of three in Section C.
- Each question is worth 30 marks.

Section A — The natural environment and people				
Topic 1 — River environments				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
The world's water supply is contained within a closed system — the hydrological cycle. Water is transferred between its various stores.	<ul style="list-style-type: none"> The hydrological cycle: characteristics, stores and transfers. Features of a drainage basin: watershed, source, mouth, channel network. The hydrograph (discharge, base flow, stormflow) and river regimes: factors affecting them (precipitation, temperature, water abstraction, dams). 	Global and local		Channel network mapping.
Running water has a significant influence on the development of landforms.	<ul style="list-style-type: none"> Processes: weathering and mass movement; erosion and deposition. Factors affecting these processes (stream velocity, slope, geology). Formation of valleys, interlocking spurs, waterfalls, meanders, oxbow lakes, flood plains and levees. 	Local		Measuring channel features measurement (fieldwork opportunity). Annotated sketches based on photographs.
Water is vital to people, varies in availability and therefore needs careful management.	<ul style="list-style-type: none"> The uses of water: agriculture, industry, human hygiene and leisure including the reasons for a rising demand resulting in areas of water surplus and water shortage. Reasons for differences in water quality. Sources of pollution (sewage, industrial waste, agriculture). Managing the supply of clean water (dams and reservoirs; pipelines; treatment works). Flooding: causes (intensity of rainfall, snowmelt, steep slopes, impermeable surfaces, human activities) and control (construction of spillways, embankments). 	National and local	<p>Case study of the rising demand for water in one country.</p> <p>A case study of a dam or reservoir project.</p> <p>A case study of a flood defence scheme.</p>	Measuring water quality (fieldwork opportunity).

Section A — The natural environment and people				
Topic 2 — Coastal environments				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
Physical processes give rise to characteristic coastal landforms.	<ul style="list-style-type: none"> Processes: marine (wave characteristics and erosion; longshore drift; wave deposition); sub-aerial (weathering; mass movement). Landforms: erosional (headlands and bays; cliffs; wave-cut platforms; caves; arches and stacks); depositional (beaches; spits; bars). Role of geological structure, vegetation, people and sea-level change (estuaries and raised beaches). 	Regional and local		<p>Annotated sketches based on photographs.</p> <p>Beach measurements, eg profiles and sediments (fieldwork opportunity).</p>
Distinctive ecosystems develop along particular stretches of coastline.	<ul style="list-style-type: none"> Coastal ecosystems and biodiversity (coral reefs and mangroves). Factors affecting the distribution of coastal ecosystems. 	Global and local		Mapping and analysis of coastal ecosystems based on maps, photographs and other sources of information.
Management of both physical processes and human activities is needed to sustain coastal environments.	<ul style="list-style-type: none"> Coastal ecosystems are of value to people, but are threatened by tourism and other developments (industrialisation; agricultural practices; deforestation). Conflicts between different users of the coast and between development and conservation. Coasts as a natural system of interdependent places. Coastal retreat, flooding and natural processes. Coastal protection: soft and hard defences; management retreat. Different views on coastal protection. 	National, regional and local	<p>Case study of a located coral reef or a mangrove stand and its management.</p> <p>Case study of a stretch of a coastline under pressure.</p> <p>Case study of one stretch of retreating coastline.</p>	<p>Surveying peoples' views on the management of pressured and/or retreating coastlines (fieldwork opportunity).</p>

Section A — The natural environment and people				
Topic 3 — Hazardous environments				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
Some places are more hazardous than others.	<ul style="list-style-type: none"> • Different types of hazard (climatic, tectonic, etc). • The global distributions, causes and characteristics of tropical revolving storms, volcanic and earthquake activity (plate movements). • Measuring and recording weather conditions, eg strong winds, intense rainfall. 	Global and regional		<p>Mapping the global distribution of recent hazards.</p> <p>Collecting and recording weather data (fieldwork opportunity).</p>
Hazards have an impact on people and the environment.	<ul style="list-style-type: none"> • Identifying the scale of natural disasters and their short-term (deaths, injuries, damage to buildings and infrastructure) and long-term (homelessness, costs of repairing damage) impacts. • Reasons why people continue to live in areas at risk from hazard events. 	Regional and local	A comparative study of the impacts of tropical storms, in an LIC and an HIC.	Research into a recent hazard event (eg satellite images, damage photographs).
Different levels of economic development affect how people cope with hazards.	<ul style="list-style-type: none"> • Managing hazards (tropical storms, volcanic eruptions and earthquakes) involves taking actions both before and after the event. • Predicting and preparing for hazards (education, early warning systems, shelters). • Responding to hazards: short-term (emergency aid and disaster relief); long-term (risk assessment, adjustment, improving prediction). 	National	Case studies of the management of one tropical storm and one tectonic event. One of these should have happened in an LIC and the other in an HIC.	Surveying peoples' views on the management of a hazard event (fieldwork opportunity).

Section B — People and their environments				
Topic 4 — Economic activity and energy				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
Economic activity sustains people and involves output from a number of different economic sectors.	<ul style="list-style-type: none"> The classification of employment by sector: primary, secondary, tertiary and quaternary. The relative importance of these economic sectors changes with development and varies between and within countries. Informal employment: characteristics and causes. 	Global, national and regional	A comparative study of sectoral shifts in one HIC and one LIC.	Graphical representation of employment sector data.
The location and growth of particular types of economic activity are influenced by a range of factors.	<ul style="list-style-type: none"> Factors affecting the location and growth of tertiary and quaternary activities (prosperity, new technology, accessibility, transport, government policy). Factors affecting the changing location of manufacturing (TNCs, raw materials, labour, new technology, government policy). 	Regional Global	Case study of the factors affecting the development and location of one high-tech industry. Case study of recent employment changes within an area of a HIC.	Reasons for the location of factories or services (fieldwork opportunity).
Increased economic production creates a rising demand for energy and/or energy efficiency.	<ul style="list-style-type: none"> The rising demand for energy and the energy gap. The concept of 'precious' energy and the need for energy efficiency. The relative merits of using renewable (eg wind, solar and nuclear power) versus non-renewable sources of energy (eg fossil fuels). 	Global, national and local		Research into energy sources of home country. Investigating peoples' views on the use of renewable and non-renewable energy (fieldwork opportunity).

Section B — People and their environments				
Topic 5 — Ecosystems and rural environments				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
Ecosystems exist at a range of scales and involve the interaction of living and non-living components.	<ul style="list-style-type: none"> • Biomes and their global distributions. • Ecosystems and their components: rocks; soils; climate; vegetation; fauna. • The nature of the temperate grassland biome and its agricultural use. 	Global, national and local	Case study of an area of temperate grassland.	<p>Small-scale ecosystem investigation (fieldwork opportunity).</p> <p>Annotated sketch of a chernozem soil profile from photographs.</p>
Farming is the principle means of livelihood in most rural environments.	<ul style="list-style-type: none"> • Characteristics of rural environments: employment; population density; land use (including recreation and tourism); accessibility; conservation. • Farming as a system. • Different types of farming: arable/pastoral; commercial/subsistence; intensive/extensive and ways of raising agricultural production (eg irrigation, glass houses, genetic engineering, HYVs). • Causes and consequences of overproduction (eg decline of farming in HICs) and food shortages, and attempts to tackle these problems. 	National and regional	<p>Case study of a national park or protected area.</p> <p>Case study of ways of raising agricultural production (eg irrigation in Egypt, GM crops in USA, vegetable and flower production in Kenya).</p>	Farm production study (fieldwork opportunity).
Rural environments are changing.	<ul style="list-style-type: none"> • LIC rural settlement changes: farming changes (eg cash cropping) deforestation; change in occupations, population changes; out-migration (rural-to-urban migration). • HIC rural settlement changes: new economic activities; rural depopulation; counterurbanisation; service provision. 	National, regional and local		Site and situation of local rural settlements based on map and photographic evidence.

Section B — People and their environments				
Topic 6 — Urban environments				
Key ideas	Essential content	Scale	Required exemplification	Out-of-classroom learning and practical skills
A growing percentage of the world's population lives in urban areas.	<ul style="list-style-type: none"> The nature of urbanisation (including suburbanisation and counter-urbanisation); the factors affecting the rate of urbanisation and the emergence of mega-cities. The problems associated with rapid urbanisation including congestion, transport, employment, crime and environmental quality. 	Global and local		<p>Mapping of the changing global distribution of mega-cities.</p> <p>Environmental quality survey (fieldwork opportunity).</p>
The urban environment is characterised by the segregation of different land uses and of people of different economic status and ethnic background.	<ul style="list-style-type: none"> Factors encouraging similar land uses to concentrate in particular parts of the urban area (eg locational needs, accessibility, land values). Reasons for, and consequences of, the segregation of different socio-economic and ethnic groups. Shanty towns (squatter communities): location, growth, problems and mitigating strategies (including self-help). 	Local	<p>A case study of one city to show the land use patterns and the distribution of social/ethnic groups.</p> <p>A case study of shanty town management in a LIC city.</p>	<p>Land use transects plotting (fieldwork opportunity).</p>
Changes occur as urban environments age and the needs of people change.	<ul style="list-style-type: none"> The nature of, and reasons for, the changes taking place at the edge of HIC cities (eg retail complexes, business parks and industrial estates). The 'greenfield' versus 'brownfield' debate. Areas of social deprivation and poverty in HIC cities: symptoms and locations. The changing fortunes of inner-city areas. The roles of managers (planners, politicians, property developers and industrialists) in urban regeneration and re-imaging. 	Local	<p>A case study of one named urban area in an HIC to explain how and why changes are taking place.</p>	<p>Annotated sketches of urban change based on the analysis of photographs and maps.</p>

Section C — Global issues			
Topic 7 — Fragile environments			
Key ideas	Essential content	Scale	Required exemplification
Environmental abuse has serious consequences. Its causes need to be tackled to ensure a more sustainable future.	<ul style="list-style-type: none"> • The fragile nature of environments; the concept of sustainability. • Causes of soil erosion and desertification: drought; population pressure; fuel supply; overgrazing; war; migration. • Consequences (reduced agricultural output; malnutrition; famine; refugees) and management of soil erosion. 	Regional	<p>A case study of an area affected by desertification (eg the Sahel).</p> <p>Examples of farming practices to alleviate soil erosion.</p>
	<ul style="list-style-type: none"> • Causes of deforestation: commercial timber extraction; agriculture; mining; transport; settlement. • Consequences: loss of biodiversity; contribution to global warming; economic development. • Managing rainforests in a sustainable way (eg agro-forestry); the need for international co-operation. 	Global and regional	A case study of a threatened tropical rainforest (eg the Amazon, West Africa, Indonesia).
	<ul style="list-style-type: none"> • Causes of global warming and climate change: deforestation; use of fossil fuels; air pollution; agricultural change; CFCs. • Consequences: rising sea levels; more hazards; ecosystem changes; new employment opportunities; changing settlement patterns; health and well being. • Managing the causes (anti-pollution legislation, alternative energy sources, international cooperation) and adapting to the consequences of global warming and climate change. 	Global and national	<p>A case study of the threats posed by global warming and climate change to one country (eg Bangladesh, the Maldives).</p> <p>A case study of attempts to tackle the problems of global warming and climate change (eg UN conference at Rio de Janeiro, Kyoto Protocol and its successor).</p>

Section C — Global issues			
Topic 8 — Globalisation and migration			
Key ideas	Essential content	Scale	Required exemplification
Globalisation is making the nations of the world increasingly interdependent. Major movements of people are both a cause and a consequence of this interdependence.	<ul style="list-style-type: none"> The rise of the global economy (growth of production and commodity chains) and the factors encouraging it (trade, foreign investment, aid, labour, modern transport and information technologies). The global shift in manufacturing and the reasons for it (labour costs, resources, profiteering). TNCs: organisation; role as key players in the global economy; benefits and costs to countries hosting TNCs. 	Global, national and local	A case study of the global operations of a TNC or a TNC's operations in one LIC.
	<ul style="list-style-type: none"> The growth of global tourism and its causes (increased leisure, the package holiday, modern transport, marketing). The impact of mass tourism on the environment, economy and people of destination areas. Attempts to make tourism more sustainable (eg ecotourism). 	Global, national and local	A case study of a package holiday destination. A case study of sustainable tourism (eg Galapagos, Bhutan).
	<ul style="list-style-type: none"> Migration — a component of population change; international migration; net migration. Types of migration (voluntary versus forced); the push-pull factors affecting migration. Managing migration — refugee and asylum-seeker issues: the case for controlling migration flows. 	Global, national and local	A case study of international migration (eg asylum seekers and economic migrants to UK).

Section C — Global issues			
Topic 9 — Development and human welfare			
Key ideas	Essential content	Scale	Required exemplification
Differences in development and human welfare exist at a range of scales and are subject to change over time.	<ul style="list-style-type: none"> The nature of development (a complex, multi-strand process) and quality of life. Development indicators: per capita GDP/GNI; employment by sector; energy consumption; birth, death and infant mortality rates; life expectancy. Quality of life indicators: housing; health and healthcare; access to services; diet; literacy; security and safety; political freedom; the PQLI and HDI. 	Global and national	
	<ul style="list-style-type: none"> The classification of countries according to their level of economic development — HIC, MIC and LIC. The changing pattern of global development. The development gap at different spatial scales (symptoms and causes) — global (North-South Divide); regional (growth versus decline; core versus periphery) within countries; local (deprivation versus affluence) within urban areas. 	Global, regional and local	A case study of regional disparities within one country or quality of life disparities within one city.
	<ul style="list-style-type: none"> Rapid population growth and its quality of life consequences (poverty, unemployment, inadequate housing and physical infrastructure). Government policies to reduce population growth. Managing disparities in development and quality of life: appropriate aid; using intermediate technology; fair and freer trade; debt relief. 		<p>A case study of population policies in either China or India.</p> <p>A case study of a UN aid agency (eg WHO, FAO).</p> <p>A case study of a non-governmental aid agency (eg Oxfam, Red Cross).</p>

Assessment

Assessment summary

Paper 1 is an externally assessed examination paper lasting 2 hours and 45 minutes.

Summary of table of assessment

Paper 1	Paper code: 4GE0/01
<ul style="list-style-type: none">• Externally assessed• Availability June series• First assessment: June 2011• The assessment of this qualification is through a 2-hour and 45-minute examination paper, set and marked by Edexcel.• The single tier of entry will contain a variety of question types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and fieldwork questions.• The total number of marks available is 150.• The paper will be a question and answer booklet and students have to answer:<ul style="list-style-type: none">– two questions from a choice of three in Section A– two questions from a choice of three in Section B– one question from a choice of three in Section C.• Each question is worth 30 marks.	

Assessment Objectives and weightings

	% in IGCSE
AO1: recall, select, and communicate their knowledge and understanding of places, environments and concepts	30-40%
AO2: apply their knowledge and understanding in familiar and unfamiliar contexts	30-40%
AO3: select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues	30-40%
TOTAL	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:
www.edexcel-international.org/sfc/academic/infomanual

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for Paper 1 will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority. The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in Geography will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to:

- GCE in Geography
- GCE in Geology
- GCE in Environmental Sciences
- GCE in Travel and Tourism
- GCE in Leisure and Recreation
- BTEC Nationals in the land-based sector
- further training or employment.

Grade descriptions

Grade A

Candidates accurately recall detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates thoroughly understand geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.

Candidates undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, and collecting a range of appropriate evidence from a variety of primary and secondary sources. They use relevant skills and techniques effectively, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.

Grade C

Candidates accurately recall information about places, environments and themes, at a range of scales, as required by the specification, and show a broad knowledge of location and geographical terminology.

Candidates understand geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of the values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.

Candidates undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

Grade F

Candidates can recall basic information about places, environments and themes, at more than one scale, as required by the specification, and show an elementary level of knowledge of location and geographical terminology.

Candidates can understand some simple geographical ideas in a particular context from the specification content. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They have a simple understanding of some interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the values and attitudes of people involved in geographical issues and in decision making about the use and management of environments.

Candidates undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of evidence.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.org.uk/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.org.uk/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.org.uk

Textbooks and resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation at any time.

Particularly recommended

Milner S and Phillipson O — *Longman Geography for IGCSE* (Longman, 2005)
ISBN 140580209X

Also recommended

Horden R, Lamb P and Milner S — *Managing Geography* (Hodder and Stoughton, 2003)
ISBN 0340802162

Waugh D and Bushell T — *Key Geography for GCSE Book 1* (Nelson Thornes, 1998)
ISBN 0748763034

Waugh D and Bushell T — *Key Geography for GCSE Book 2* (Nelson Thornes, 1998)
ISBN 0748736492

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