



Switching to AQA from OCR: Draft Geography AS and A-level (teaching from September 2016)

If you're thinking of switching from OCR to AQA (from September 2016), this resource is an easy reference guide. We will take you through a comparison of subject content and assessment.

The comparison is based on the following OCR specifications:

- OCR Advanced Subsidiary GCE in Geography H083
- OCR Advanced GCE in Geography H483

Specification comparisons

AS

Managing Physical Environments

River environments

New AQA specification	Current OCR specification
A-level core and AS optional physical unit. Water and carbon cycles as natural systems There is no direct comparison.	The study of a river basin or river basins to illustrate: <ul style="list-style-type: none">• a range of features associated with erosion in river systems;• a range of features associated with deposition in river systems;• the factors affecting the development of these features, including rock type and structure, slope, climate and sea-level change;• the processes responsible for these features, including weathering, mass movement, erosion and deposition.
A-level core and AS optional physical unit: Water and carbon cycles as	The study of at least two contrasting river environments to illustrate:

<p>natural systems. Runoff variation and the flood hydrograph.</p> <p>Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction).</p>	<ul style="list-style-type: none"> • the range of activities found in these areas; • the reasons for the growth and development of these activities; • that differing land-uses may conflict in these areas.
<p>A-level core and AS optional physical unit: Water and carbon cycles as natural systems. Runoff variation and the flood hydrograph.</p> <p>Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction).</p>	<p>The study of a river basin or basins to illustrate:</p> <ul style="list-style-type: none"> • why some river basins are naturally vulnerable to flooding; • how development can increase the risk of flooding; • the social, economic and environmental impacts of flooding.
<p>A-level core and AS optional physical unit: Water and carbon cycles as natural systems.</p> <p>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.</p> <p>Case study of a river catchment(s) at a local scale to illustrate and analyse key themes set out 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.</p>	<p>The study of at least two contrasting river basins to illustrate:</p> <ul style="list-style-type: none"> • the varying need for planning and management in resolving development and flood risk issues; • possible land use conflicts in river basins.

Coastal environments

New AQA specification	Current OCR specification
AS and A-level optional physical unit: Coastal systems and landscapes.	The study of an extended stretch of coastline or coastlines to illustrate:

<p>Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.</p> <p>Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrosion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff.</p> <p>Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data.</p>	<ul style="list-style-type: none"> • a range of features associated with coastal erosion; • a range of features associated with coastal deposition; • the processes responsible for these features, including wave action and sub-aerial processes; • the factors affecting the development of these features including rock type and structure, aspect and sea-level change.
<p>AS and A-level optional physical unit: Coastal systems and landscapes.</p> <p>Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/Integrated Coastal Zone Management with field data and challenges represented in their sustainable management.</p> <p>Case study of a coastal environment beyond the United Kingdom (UK) to illustrate and analyse coasts as presenting risks and opportunities for human occupation and development. Evaluation of human responses of resilience, mitigation and adaptation.</p>	<p>The study of an extended stretch of coastline or coastlines to illustrate:</p> <ul style="list-style-type: none"> • the reasons why some coastal areas need to be protected; • the different methods of coastal protection, including hard and soft engineering and managed retreat; • the planning, management and environmental issues associated with different coastal protection methods.
<p>AS and A-level optional physical unit: Coastal systems and landscapes.</p> <p>Case study of a coastal environment beyond the United Kingdom (UK) to illustrate and analyse coasts as presenting risks and opportunities for</p>	<p>The study of at least two contrasting coastal environments to illustrate:</p> <ul style="list-style-type: none"> • the variety of activities found in coastal areas; • the reasons for the growth and development of these different

<p>human occupation and development. Evaluation of human responses of resilience, mitigation and adaptation.</p>	<p>activities;</p> <ul style="list-style-type: none"> • that conflicts may result from the growth and development of these activities.
<p>AS and A-level optional physical unit: Coastal systems and landscapes.</p> <p>Case study of a coastal environment beyond the United Kingdom (UK) to illustrate and analyse coasts as presenting risks and opportunities for human occupation and development. Evaluation of human responses of resilience, mitigation and adaptation.</p>	<p>The study of at least two contrasting examples of coastal areas to illustrate:</p> <ul style="list-style-type: none"> • the need for planning and management in resolving development issues • conflicts in such areas.

Cold environments

New AQA specification	Current OCR specification
<p>A-level only optional physical unit: Cold environments</p> <p>Geomorphological processes: weathering: frost action, nivation, ice movement: internal deformation, rotational, compressional, extensional and basal sliding. Erosion: plucking, abrasion; transportation and deposition.</p> <p>Erosional and depositional landforms corries, arêtes, glacial troughs, hanging valleys, truncated spurs, roche moutonnee; drumlins, erratics, moraines, till plains. Characteristic glaciated landscapes.</p> <p>Fluvioglacial processes: meltwater, erosion transportation and deposition. Fluvioglacial landforms of erosion and deposition: meltwater channels, kames, eskers, outwash plains. Characteristic fluvioglacial</p>	<p>The study of a cold environment or cold environments to illustrate:</p> <ul style="list-style-type: none"> • the impact of climate and weathering on the physical landscape; • the way that ice and water shape the landscape to produce distinctive landforms, including cirques, arêtes, U-shaped valleys, waterfalls, lakes, moraines and outwash plains.

<p>landscapes.</p> <p>Periglacial features: permafrost, active layer. Periglacial mass movement processes. Periglacial landforms: patterned ground, ice wedges, pingoes, blockfields, solifluction lobes, terracettes, thermokarst. Characteristic periglacial landscapes.</p>	
<p>A-level only optional physical unit: Cold environments</p> <p>Varying impacts of human activity on fragile cold environments over time and at a variety of scales in relation to the potential for sustainable development. Management of cold environments at present and in alternative possible futures.</p>	<p>The study of one cold environment to illustrate:</p> <ul style="list-style-type: none"> • the impacts of climate on the nature of the ecosystem; • how both physical and human factors make the environment ecologically vulnerable.
<p>A-level only optional physical unit: Cold environments</p> <p>Case study of a specified tundra or alpine region to illustrate and analyse how its occupation presents social, economic and environmental challenges and how human responses such as adaptation, mitigation and management might contribute to its continuing sustainable development.</p>	<p>The study of two contrasting cold environments to illustrate:</p> <ul style="list-style-type: none"> • the ways in which cold environments provide economic opportunities, such as resource exploitation and recreation and tourism; • the ways in which the development of cold environments presents social, economic and environmental challenges, including: <ul style="list-style-type: none"> ○ conflicts with indigenous populations; ○ costs of development; ○ environmental impacts.
<p>A-level only optional physical unit: Cold environments</p> <p>Cold environments as human habitats; opportunities and risks presented by cold environments for human occupation; human adjustments to extremity; typical forms of occupation and economic</p>	<p>The study of two contrasting cold environments to illustrate:</p> <ul style="list-style-type: none"> • how such fragile environments can be exploited for short-term gains; • how careful management can help to ensure sustainable development in fragile environments

activity related to environmental characteristics (i.e. in different cold environment types).	
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Hot arid/semi-arid environments

New AQA specification	Current OCR specification
<p>AS and A-level optional physical unit: Hot desert environments and their margins</p> <p>Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.</p> <p>Distinctively arid geomorphological processes: weathering (thermal fracture, exfoliation, chemical weathering, block and granular disintegration).</p> <p>The role of wind – erosion: deflation and abrasion; transportation; suspension, saltation, surface creep, deposition.</p> <p>Origin and development of landforms of mid and low latitude deserts: aeolian – deflation hollows, desert pavements ventifacts, yardangs, zeugen, barchans and sief dunes; water – wadis, bahadas, pediments, playas, inselbergs.</p>	<p>The study of a hot arid / semi-arid environment or environments to illustrate:</p> <ul style="list-style-type: none"> • the impact of climate and weathering on the physical landscape • the way that wind and water shape the landscape to produce distinctive landforms, including sand dunes, canyons and canyon landscapes, sculptured rocks, wadis and salt pans.
<p>AS and A-level optional physical unit: Hot desert environments and their margins</p> <p>The changing extent and distribution of hot deserts over the last 10,000 years. The causes of desertification – climate change and human impact; distribution of areas at risk; impact on</p>	<p>The study of one hot arid / semi-arid environment to illustrate:</p> <ul style="list-style-type: none"> • the impact of climate on the nature of the ecosystem; • how both physical and human factors make the environment ecologically vulnerable.

<p>ecosystems, landscapes and populations. Predicted climate change and its impacts; alternative possible futures for local populations.</p> <p>Possible use of case study material from A-level option: Ecosystems under stress.</p>	
<p>AS and A-level optional physical unit: Hot desert environments and their margins</p> <p>Case study of a relevant setting at a local scale to illustrate and analyse key themes of desertification, causes and impacts, implications for sustainable development. Evaluation of human responses of resilience, mitigation and adaptation.</p>	<p>The study of two contrasting hot arid / semi-arid environments to illustrate:</p> <ul style="list-style-type: none"> • the ways in which hot arid / semi-arid environments provide economic opportunities such as resource exploitation, agriculture, and recreation and tourism; • the ways in which the development of hot arid / semi-arid environments presents social, economic and environmental challenges, including: <ul style="list-style-type: none"> ○ conflicts with indigenous people; ○ costs of development; ○ environmental impacts.
<p>AS and A-level optional physical unit: Hot desert environments and their margins</p> <p>Case study of a relevant setting at a local scale to illustrate and analyse key themes of desertification, causes and impacts, implications for sustainable development. Evaluation of human responses of resilience, mitigation and adaptation.</p>	<p>The study of two contrasting hot arid / semi-arid environments to illustrate:</p> <ul style="list-style-type: none"> • how such fragile environments can be exploited for short-term gains; • how careful management can help to ensure sustainable development in fragile hot arid / semi-arid environments.

Managing Change in Human Environments

Managing urban change

New AQA specification	Current OCR specification
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<p>AS and A-level option: Contemporary urban environments.</p> <p>Urban characteristics in contrasting settings. Contemporary characteristics of mega/world cities. Spatial patterns of land-use, economic inequality and cultural diversity in contrasting urban areas, and the factors that influence them.</p> <p>Issues associated with economic inequality and cultural diversity in contrasting urban areas.</p> <p>Strategies to manage these issues.</p>	<p>The study of two urban areas to illustrate:</p> <ul style="list-style-type: none"> • the range of functions found in urban areas including industrial, commercial, residential and recreational; • the land-use patterns that develop in urban areas; • the social, economic, political and environmental factors that influence land-use patterns.
<p>AS and A-level option: Contemporary urban environments.</p> <p>Economic inequality and cultural diversity in contrasting urban areas, and the factors that influence them.</p> <p>Issues associated with economic inequality and cultural diversity in contrasting urban areas.</p> <p>Strategies to manage these issues.</p>	<p>The study of two contrasting urban areas to illustrate:</p> <ul style="list-style-type: none"> • why socio-economic deprivation occurs; • the characteristics of urban deprivation, including economic wellbeing, housing and environmental quality and social conditions; • the social and economic differences existing in urban areas; • the problems of managing the growing demand for services such as health, education and public transport.
<p>AS and A-level Option: Contemporary urban environments.</p> <p>Environmental problems in contrasting urban areas: atmospheric pollution, water pollution, dereliction and waste disposal.</p> <p>Strategies to manage these environmental problems.</p>	<p>The study of two contrasting urban areas to illustrate:</p> <ul style="list-style-type: none"> • the problems of traffic congestion and atmospheric pollution and their management; • the problems of managing increasing volumes of waste; • the problems of managing the growing demand for services such as water and sanitation;

	<ul style="list-style-type: none"> • how urban change can create areas of dereliction.
<p>AS and A-level option: Contemporary urban environments.</p> <p>Case studies of two contrasting urban areas to illustrate and analyse key themes set out above to include:</p> <ul style="list-style-type: none"> • patterns of economic and social well-being • the nature and impact of physical environmental conditions <p>with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations</p>	<p>The study of at least one example to illustrate how planning and management practices are enabling urban areas to become increasingly sustainable.</p>

The energy issue

New AQA specification	Current OCR specification
<p>A-level only optional unit: Resource security</p> <p>Sources of energy, both primary and secondary. Components of demand and energy mixes in contrasting settings.</p> <p>Relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage.</p>	<p>The study of the global pattern of energy supply to illustrate:</p> <ul style="list-style-type: none"> • the availability of finite and renewable resources in different parts of the world; • the physical, economic and political reasons for the variable pattern of energy supply over time and space.
<p>A-level only optional unit: Resource security</p> <p>Energy supplies in a globalising world: competing national interests and the role of transnational corporations in</p>	<p>The study of the global pattern of energy use in relation to economic development, to include an examination of the statistical relationship between energy use and level of development.</p>

<p>energy production, processing and distribution.</p> <p>Strategies to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources).</p>	
<p>A-level only optional unit: Resource security</p>	<p>The study of two contrasting countries to illustrate:</p> <ul style="list-style-type: none"> • the energy use and mix associated with a highly developed economy; • the energy mix associated with a country at the lower end of the development spectrum; • why these differences occur.
<p>A-level only optional unit: Resource security</p> <p>Case study energy resource issues in a global or specified regional setting to illustrate and analyse theme(s) set out above, their implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource.</p>	<p>The study of two contrasting examples to illustrate:</p> <ul style="list-style-type: none"> • the social and economic opportunities created by the exploitation of energy resources, including employment, community development and economic sustainability; • the problems created by the exploitation of energy resources for people and the environment, including conflicts with indigenous populations, economic issues and environmental degradation.
<p>A-level only optional unit: Resource security</p> <p>Strategies to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources).</p> <p>Strategies to manage energy consumption (including reducing demand).</p> <p>Sustainability issues associated with energy production, trade and consumption: acid rain, the enhanced</p>	<p>The study of at least one example to illustrate how energy demand can be satisfied in an increasingly sustainable way – including the development of renewable energy resources.</p>

<p>greenhouse effect, nuclear waste and energy conservation.</p> <p>Alternative energy and water futures and their relationship with a range of technological, economic, environmental and political developments.</p>	
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The growth of tourism

New AQA specification	Current OCR specification
There is no equivalent in the AQA specifications.	<p>The study of the global pattern of the growth of tourism to illustrate:</p> <ul style="list-style-type: none"> • changes in location and type of tourism; • the social, economic and political reasons for the growth of global tourism.
There is no equivalent in the AQA specifications.	The study of the global pattern of tourism in relation to economic development, to include an examination of the statistical relationship between levels of tourism and levels of development.
There is no equivalent in the AQA specifications.	<p>The study of two contrasting countries to illustrate:</p> <ul style="list-style-type: none"> • how economic development has increased the demand for global and regional tourism; • how tourism can play a significant part in the economic development of an area; • why there is a relationship between tourism and development.
<p>There is no equivalent in the AQA specification except as part of:</p> <p>Physical option: Coastal systems and management</p>	<p>The study of two contrasting examples to illustrate:</p> <ul style="list-style-type: none"> • the opportunities created by the growth of tourism for people

<p>Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/Integrated Coastal Zone Management.</p> <p>and</p> <p>A-level only physical option: Cold environments: Case study of a specified tundra or alpine region to illustrate and analyse how its occupation presents social, economic and environmental challenges and how human responses such as adaptation, mitigation and management might contribute to its continuing sustainable development.</p> <p>AS option and A-level core: Global governance: Threats to Antarctica arising from tourism and scientific research.</p>	<p>and the environment, including employment, infrastructure, community development and environmental protection;</p> <ul style="list-style-type: none"> the problems created by the growth of tourism for people and the environment, including population displacement, changing community structure, social issues, seasonality and environmental degradation. <p>The study of at least one example to illustrate how sustainable tourism, including eco-tourism, operates in conjunction with communities and the environment.</p>
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A-level

Global Issues

Environmental issues: Earth hazards (Option A1)

New AQA specification	Current OCR specification
<p>AS and A-level optional Hazards</p> <p>No specific unit equivalent in the AQA specification but there are some common elements in the physical landscape options and part of seismic hazards.</p>	<p>The study of the processes and conditions that lead to mass movements:</p> <ul style="list-style-type: none"> physical conditions (including slope angle, weathering, vegetation, climate and weather, drainage and rock types) and human activities (including deforestation, adding weight, undercutting slopes, quarrying) leading to the various types of mass movement; processes involved in the main types of mass movement: slides, flows and creeps.

<p>AS and A-level optional Hazards</p> <p>No specific unit equivalent in the AQA specification but there are some common elements in the physical landscape options and part of seismic hazards.</p>	<p>The study of at least two mass movement events to illustrate:</p> <ul style="list-style-type: none"> • the interaction of physical and human factors in causing the hazard events; • the resulting impacts (environmental, social and economic); • the human reaction in both short term (emergency rescue) and long term (planning and management).
<p>AS and A-level optional Coastal systems and landscapes</p> <p>Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/Integrated Coastal Zone Management.</p> <p>No equivalent river flood unless used in case study of river catchment.</p>	<p>The study of one river and one coastal area prone to flooding to illustrate:</p> <ul style="list-style-type: none"> • the physical factors involved (including height, relief, drainage regime, climate, vegetation, rock type); • the human factors involved (including settlement building, farming, deforestation, drainage); • the resulting impacts (environmental, social and economic) of flooding; • the human reaction in both the short term (emergency rescue) and long term (planning and management).
<p>AS and A-level optional Hazards</p> <p>The nature of vulcanicity and its underlying causes: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, randomness, magnitude, frequency, regularity and predictability of hazard events.</p> <p>Impacts (primary/secondary, environmental, social, economic,</p>	<p>The study of an earthquake and of a volcanic eruption to illustrate:</p> <ul style="list-style-type: none"> • the tectonic processes involved in creating these hazards; • scale and types of impacts (environmental, social and economic), together with the concept of primary (initial impacts – destruction, casualties, landslides, fires) and secondary impacts (including

<p>political). Short and long term responses (risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation).</p> <p>Impacts and human responses as evidenced by a recent volcanic event.</p>	<p>disease, infrastructure problems, resettlement);</p> <ul style="list-style-type: none"> the human reaction in both the short term (emergency rescue) and long term (planning & management).
<p>AS and A-level optional Hazards</p> <p>Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.</p>	<p>The study of contrasting examples to illustrate:</p> <ul style="list-style-type: none"> a contrast between countries at either end of the development continuum and between rural and urban areas, to compare the impacts of, and reactions to, at least two contrasting types of earth hazards; a comparison of impacts over short and long time periods for at least two contrasting types of earth hazards.
<p>AS and A-level optional Hazards</p> <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>	<p>The study of different approaches to managing earth hazards to illustrate:</p> <ul style="list-style-type: none"> the extent to which earth hazards are predictable; the management strategies used to reduce the possible impact of a hazard; the effectiveness of managing earth hazards.

Environmental issues: Ecosystems and environments under threat (Option A2)

New AQA specification	Current OCR specification
<p>AS and A-level core physical: Water and carbon cycles</p> <p>Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs, – outputs, energy, stores/components,</p>	<p>The study of ecosystems to illustrate:</p> <ul style="list-style-type: none"> the concept of open and closed systems; the interconnections between stores and flows in an ecosystem, including energy flows;

<p>flows/transfers, positive/negative feedback, dynamic equilibrium.</p>	<ul style="list-style-type: none"> • how change occurs in an ecosystem as a result of the interaction of physical and human factors.
<p>A-level option: Ecosystems under stress</p> <p>Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs. Application of systems concepts to ecosystems – inputs, outputs, stores and transfers of energy and materials. Concepts of biomass and net primary production.</p>	<p>The study of at least one local ecosystem or environment, eg woodland, dunes or a marsh, to illustrate:</p> <ul style="list-style-type: none"> • the main stores and flows within the ecosystems; • the main physical factors influencing the chosen environment (including: microclimate, soil, relief, drainage) and how it may develop with time; • the main human influences on the chosen ecosystem or environment (including: conservation, pollution, agriculture, settlement) and how these may generate change with time.
<p>A-level option: Ecosystems under stress</p> <p>Human activity and its impact on biomes. Typical development issues in each biome to include changes in population, economic development, agricultural extension and intensification, implications for biodiversity and sustainability.</p>	<p>The study of at least one local ecosystem or environment, eg woodland, dunes or a marsh, to illustrate:</p> <ul style="list-style-type: none"> • the threats to, and the impacts on, the physical environment posed by a range of human activities (including: agriculture/forestry, settlement, transport, industry and mineral extraction); • the role that conservation can play in reducing the threats to the environment.
<p>A-level option: Ecosystems under stress</p> <p>Human activity and its impact on biomes. Typical development issues in each biome to include changes in</p>	<p>The study of the contrast between countries at either end of the development continuum to illustrate:</p> <ul style="list-style-type: none"> • the different ways human activity can impact on physical

<p>population, economic development, agricultural extension and intensification, implications for biodiversity and sustainability.</p> <p>Case study of a specified region experiencing ecological change to illustrate and analyse the nature of the change and the reasons for it, how the economic, social and political character of its community reflects its ecological setting and how the community is responding to change.</p>	<p>environments (both positive and negative);</p> <ul style="list-style-type: none"> • why the impact on physical environments may be increasing or decreasing with economic, social and technological development.
<p>A-level option: Ecosystems under stress</p> <p>Case study of a specified ecosystem at a local scale to illustrate and analyse key themes set out above including the nature and properties of the ecosystem, human impact upon it and the challenges and opportunities presented in its sustainable development.</p>	<p>The study of at least one example of sustainable environmental management of a located physical environment to illustrate:</p> <ul style="list-style-type: none"> • the ways in which physical environments can/may be managed (including conservation, planning controls, restricted use).

Environmental issues: Climatic hazards (Option A3)

New AQA specification	Current OCR specification
<p>AS and A-level optional: Hazards</p> <p>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.</p> <p>Impacts (primary/secondary, environmental, social, economic, political). Short and long term responses (risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation).</p>	<p>The study of the development of tropical storms and tornadoes to illustrate:</p> <ul style="list-style-type: none"> • the atmospheric and surface conditions that give rise to their development; • an understanding, with examples, of how such systems develop; • through examples, the hazards they present to particular areas and the impacts that these hazards can have.

<p>Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p>	
<p>AS and A-level optional: Hazards Only in the context of tropical storms.</p>	<p>The study of high and low pressure systems and air masses to illustrate:</p> <ul style="list-style-type: none"> • the formation of these hazards, ie heavy snowfall, frost, drought; • how they represent hazards to people through blizzards, cold spells, heatwaves and droughts; • the impacts associated with these weather features for named areas at the local, regional and global scale, including impacts on: – transport; – agriculture and forestry; – health; – economic activity.
<p>AS and A-level optional: Hazards Only in the context of tropical storms.</p>	<p>The study of contrasting examples to illustrate:</p> <ul style="list-style-type: none"> • a contrast between countries at either end of the development continuum, rural and urban areas, coastal and inland areas, to compare both the impacts of and reactions to at least two contrasting types of climatic hazards; • how impacts can vary over short and long time periods for at least two contrasting types of climatic hazards.
<p>AS and A-level optional: Hazards Only in the context of tropical storms.</p>	<p>The study of different approaches to managing atmospheric hazards to illustrate:</p> <ul style="list-style-type: none"> • the extent to which climatic hazards can be predicted; • different management strategies to reduce their impacts.

<p>AS option and A-level core: Water and carbon cycles</p> <p>The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere including global climate.</p> <p>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.</p> <p>Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p>	<p>The study of the causes and effects of global warming and global dimming.</p>
<p>A-level option only: Contemporary urban environments</p> <p>The impact of urban forms and processes on local climate and weather.</p> <p>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.</p> <p>No equivalent to acid rain.</p>	<p>The study for one named area of the causes of, impacts on and solutions to, either acid rain or photochemical smog.</p>

Economic issues: Population and resources (Option B1)

New AQA specification	Current OCR specification
<p>A-level option only: Population and the environment</p> <p>Predictions of global population change under different scenarios.</p> <p>Possible implications for people and</p>	<p>The study of how populations grow over time to illustrate:</p> <ul style="list-style-type: none"> • the roles of natural increase and net migration; • how population growth is related

<p>environments of the various models of future global population totals.</p> <p>Alternative approaches to management of future global population change.</p>	<p>to concepts of overpopulation and underpopulation;</p> <ul style="list-style-type: none"> • global contrasts in population growth; • how the rate of growth is changing over time.
<p>A-level option only: Resource security</p> <p>Concept of a resource. Resource classifications to include stock and flow resources. Natural resource development over time: exploration, exploitation, development. Concept of the resource frontier.</p> <p>Concept of resource peak.</p> <p>Sustainable resource development.</p>	<p>The study of different types of resource to illustrate:</p> <ul style="list-style-type: none"> • the differences between renewable, non-renewable, flow and semi-renewable resources; • how changes in technology and society may result in changes in the definition of resources.
<p>A-level option only: Resource security</p> <p>Energy and water security</p>	<p>The study of at least two resources including one non-energy resource, eg mineral, foodstuff, fish, forestry, scenery, to illustrate:</p> <ul style="list-style-type: none"> • the physical factors (including climate, geology, water, soil, vegetation) influencing their supply and use; • the human factors (including technology, capital, transport, population, industry, energy/power supplies, agriculture) influencing their supply and use; • how and why these factors have changed with time.
<p>A-level option only: Resource security</p> <p>Case study of either water or energy resource issues in a global or specified regional setting to illustrate and analyse theme(s) set out above, their implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource.</p>	<p>The study of the contrast between countries at either end of the development continuum in their resource supply and use to illustrate:</p> <ul style="list-style-type: none"> • the link between population size/growth and standard of living and the demand for different resources over time; • the different patterns of demand in MEDC, NIC and LEDC and how

	these change with population growth and the rate of development.
A-level option only: Resource security Case study of either water or energy resource issues in a global or specified regional setting to illustrate and analyse theme(s) set out above, their implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource	The study of contrasting types of management and planning strategies used to balance demand and supply for at least two different resources, to include: <ul style="list-style-type: none"> at least one case study of attempts to make resource development sustainable.

Economic issues: Globalisation (Option B2)

New AQA specification	Current OCR specification
AS option and A-level core: Global systems and global governance Factors and dimensions in globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.	The study of the processes of globalisation to illustrate: <ul style="list-style-type: none"> the meanings of globalisation in both economic and cultural terms; the range of factors responsible for this process and the possible future trends.
AS option and A-level core: Global systems and global governance Economic, political, social and environmental interdependence. Benefits of globalisation in terms of growth, development, integration, stability. Costs of globalisation in terms of inequalities, injustice, conflict and environmental impact. The effect of globalisation on the international labour market, including outsourcing and the international movement of labour. Issues associated with globalisation, including inequalities within and between countries to include contrasts	The study of the impact of globalisation to illustrate: <ul style="list-style-type: none"> the environmental, economic, social and political benefits and problems created in both a NIC and a MEDC; whether globalisation is increasing or narrowing the 'development gap' (with the aid of statistical analysis).

<p>in power relations between large, highly developed trading entities such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as countries of sub-Saharan Africa, southern Asia and Latin America.</p>	
<p>AS option and A-level core: Global systems and global governance</p> <p>The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns with a detailed study of a specified TNC.</p>	<p>The study of TNCs to illustrate:</p> <ul style="list-style-type: none"> • how TNCs may be defined and the ways in which they have developed over time; • two case studies of contrasting spatial and organisational structures; • the advantages and disadvantages to countries at either end of the development continuum of at least one TNC operation.
<p>AS option and A-level core: Global systems and global governance</p> <p>Trends in the volume and pattern of international trade and investment associated with globalisation.</p>	<p>The study of global trade patterns to illustrate:</p> <ul style="list-style-type: none"> • the structure, direction and impact of trade for an example of each of a LEDC, NIC and MEDC; • the role of international trade negotiations and agreements.
<p>AS option and A-level core: Global systems and global governance</p> <p>Attempts to tackle problems associated with globalisation including inequalities and access to markets. Regional and global international trading agreements, to include World Trade Organisation (WTO), North American Free Trade Agreement (NAFTA) and the European Union (EU). International development organisations and non-government organisations (NGOs). The promotion and development of fair trade and ethical investment.</p>	<p>The study of global patterns of aid to illustrate:</p> <ul style="list-style-type: none"> • the different types of aid; • the advantages and disadvantages of aid for both donor and recipient countries; • examples of short-term emergency aid and examples of long-term development aid

<p>AS option and A-level core: Global systems and global governance</p> <p>Extensive study of Antarctica to cover all the above aspects.</p>	<p>The study of the different ways of measuring and evaluating the impact of globalisation through a case study of how at least one country is managing the impacts of globalisation on its economy and society.</p>
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Economic issues: Development and inequalities (Option B3)

New AQA specification	Current OCR specification
<p>There is no equivalent in the AQA specifications.</p>	<p>The study of global patterns of economic development and quality of life to illustrate:</p> <ul style="list-style-type: none"> • different ways of measuring the level of development and quality of life (both quantitative and qualitative); • the contrast in the level of development and the quality of life between LEDCs, NICs and MEDCs (with the aid of statistical analysis and case studies).
<p>There is no equivalent in the AQA specifications.</p>	<p>The study of the relative level of development of countries to illustrate:</p> <ul style="list-style-type: none"> • the factors (physical, economic, social, political and historical) that influence the relative level of economic development of a country; • how economic development can increase or decrease various inequalities between countries and within one named country.
<p>There is no equivalent in the AQA specifications.</p>	<p>The study of the concept of the 'Development Gap' to illustrate:</p> <ul style="list-style-type: none"> • what the 'Development Gap' is and why it exists (models such as the Core-periphery, Friedmann and

	<p>Rostow are helpful);</p> <ul style="list-style-type: none"> the factors (physical, economic, social and political) that may be increasing or decreasing this 'Gap'.
There is no equivalent in the AQA specifications.	<p>The study of variations in social and environmental conditions to illustrate:</p> <ul style="list-style-type: none"> variations in pollution (air, water, solid, noise, etc) in both a MEDC and a NIC; the economic and social inequalities within one named region or large city resulting from the interlinking of economic and social factors.
There is no equivalent in the AQA specifications.	<p>The study and management of social and economic inequalities to illustrate:</p> <ul style="list-style-type: none"> the variety of methods that can be employed to tackle social and economic inequalities and their impacts (including the use of law, education, planning, subsidies, taxation); the reasons for, and the methods used in, reducing social and economic inequalities in one named country.

Geographical Skills

New AQA specification	Current OCR specification
<p>Core skills</p> <ul style="list-style-type: none"> use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery 	<ul style="list-style-type: none"> Identifying a suitable geographical question or hypothesis for investigation Developing a plan and strategy for conducting the investigation Collecting and recording appropriate data

- use of overlays, both physical and electronic
- literacy – use of factual text and discursive/creative material and coding techniques when analysing text
- numeracy – use of number, measure and measurement
- questionnaire and interview techniques.

Cartographic skills

- atlas maps
- weather maps – including synoptic charts (A-level only)
- maps with located proportional symbols
- maps showing movement – flow lines, desire lines and trip lines
- maps showing spatial patterns – choropleth, isoline and dot maps.

Graphical skills

- line graphs – simple, comparative, compound and divergent
- bar graphs – simple, comparative, compound and divergent
- scatter graphs, and the use of best fit line
- pie charts and proportional divided circles
- triangular graphs
- graphs with logarithmic scales
- dispersion diagrams.

Statistical skills

- Presenting the data collected in appropriate forms
- Analysing and interpreting the data

- measures of central tendency – mean, mode, median
- measures of dispersion – dispersion diagram, inter-quartile range and standard deviation
- inferential and relational statistical techniques to include Spearman’s rank correlation and Chi square test (A-level only) and the application of significance tests.

ICT skills

- use of remotely sensed data (as described above in Basic skills)
- use of electronic databases
- use of innovative sources of data such as crowd sourcing and ‘big data’
- use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.