

# INTERNATIONAL GCSE

## Geography (9-1)

### SPECIFICATION

Pearson Edexcel International GCSE in Geography (4GE1)

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For first teaching September 2017

First examination June 2019

Issue 3

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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<b>Specification updates</b>	<b>1</b>
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Guidance on the assessment of fieldwork skills has been added	15, 26
Information on the unfamiliar fieldwork context questions and assessment objectives has been added	16, 27
The tables 'Contexts for fieldwork' for Papers 1 and 2, including the river environments enquiry section, information on the suggested methods of primary and secondary data collection and guidance on the assessment of the unfamiliar fieldwork context questions, have been updated	17-18, 28-30
The title of Appendix 3 has been amended	47
Information on secondary data sources has been added	55
Appendices 8 and 9: the names and titles have been amended	60, 61

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



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The Pearson Edexcel International GCSE in Geography is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

- : the Pearson Edexcel International GCSE in Geography is a linear qualification. All examinations must be taken at the end of the course of study.

- : relevant for an international audience, engaging, updated.

- : encourages practical enquiry skills that underpin knowledge and understanding of geography.

- : independent learning, critical thinking skills, real life examples.

This specification is Issue 3 and is valid for the Edexcel International GCSE. If there are any changes to the specification, they will be published on the Pearson website.

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- Our ***Getting Started Guide*** gives you an overview of the Pearson Edexcel International GCSE in Geography to help you understand the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will provide you with a course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.
  
- Our skills maps will highlight







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<b>Paper 1: Physical geography</b>	<b>11</b>
<b>Paper 2: Human geography</b>	<b>19</b>













Fieldwork is assessed in Section B of Paper 1. Students are required to complete geographical enquiry involving fieldwork relating to a chosen topic in Paper 1.

#### Paper 1: Physical geography

- River environments.
- Coastal environments.
- Hazardous environments.

Centres must ensure that:

- Primary data collection includes quantitative and qualitative techniques.
- Secondary data collection includes the use of at least three different secondary data sources for your chosen environment.

As part of – and in addition to – undertaking the geographical enquiry, students should acquire and be able to apply the following skills:

- Interpreting maps and diagrams – compiling graphs and flow lines, using proportional symbols, annotating maps, diagrams and photographs
- Using maps (including use of digital maps) – using grid references, understanding scales, recognising symbols, identifying landforms and human features of the landscape
- Interpreting aerial photographs and satellite images – reading vertical and oblique aerial photographs and satellite images, including GIS
- Communicating ideas – communicating ideas through simple sketch maps and field sketches
- Identifying the relative locations and relationships between features.

Students should acquire and be able to apply the following skills:

- Interpreting quantitative and qualitative information – reviewing and interpreting quantitative and qualitative information using appropriate media
- Descriptive statistics – simple descriptive statistics, such as lines of best fit, means, medians, modes, etc.
- Identifying the views of interested people (stakeholders), recognising that stakeholders may have strongly different attitudes and feelings towards a particular issue
- Appraisal and review of data and information – appraisal and review of data and information to see if they are accurate and suitable for the purpose, or misleading and unreliable.



















(1)	Use world maps to show the location of biomes.
(2)	Use flow diagrams to represent the effects of different human activities on ecosystems and rural environments.
(3)	Use and interpret population pyramids.
(4)	Use photographs, marketing and social media to investigate diversification.
(5)	Use socio-economic data to provide evidence that the quality of life has improved.



Fieldwork is assessed in Section B of Paper 2. Students are required to complete geographical enquiry involving fieldwork relating to a topic in Paper 2.

Paper 2: Human geography

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<p><b>7.1 Fragile environments are under threat from desertification, deforestation and global climate change</b></p>	<p>a) Distributions and characteristics of the world’s fragile environments. (1)</p> <p>b) Causes of desertification (drought, population pressure, fuel supply, overgrazing, migration) and deforestation (commercial timber extraction, agriculture, mining, transport; settlement and HEP (hydroelectric power). (2) and (3)</p> <p>c) Causes of natural climate change (Milankovitch cycles, solar variation and volcanism) and how human activities (industry, transport, energy, and farming) can cause the enhanced greenhouse effect. (4)</p>
<p><b>7.2 There are various impacts of desertification, deforestation and climate change on fragile environments</b></p>	<p>a) Social, economic and environmental impacts of desertification (reduced agricultural output, malnutrition, famine, migration).</p> <p>b) Social, economic and environmental impacts of deforestation (</p>



<p><b>9.1</b> Definitions of development and human welfare vary, as do attempts to measure it</p>	<p>a) The different ways of defining development, using economic criteria and broader social and political measures.</p> <p>b) Different factors contribute to the development and human welfare of a country: economic, social, technological, cultural, as well as food and water security.</p> <p>c) Development is measured in different ways: GDP per capita, the Human Development Index, measures of inequality and indices of political corruption. (1) and (2)</p>
<p><b>9.2</b> The level of development and human welfare varies globally and has had a range of consequences</p>	<p>a) Global pattern of the uneven development between and within countries and the factors (social, historic and economic) that have led to these spatial variations.</p> <p>b) Impact of uneven development on welfare and quality of life within one named country : poverty, unemployment, inadequate housing and physical infrastructure. (3)</p> <p>c) How countries at different levels of development have differences in their demographic data (fertility rates, death rates, natural increase, population structures, maternal and infant mortality rates). (4) and (5)</p>
<p><b>9.3</b> A range of sustainable strategies is required to address uneven levels of development and human welfare</p>	<p>a) The range of international strategies (international aid and intergovernmental agreements) that attempt to reduce uneven development.</p> <p>b) Different views held by individuals, organisations and governments on tackling the development gap.</p> <p>c) Advantages and disadvantages of top-down and bottom-</p>









Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access

**Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.**











<b>Subject codes</b>	<b>The subject code is used by centres to cash in the entry for a qualification.</b>	<b>International GCSE – 4GE1</b>

Paper codes











Throughout their course of study, students are required to develop a range of geographical skills, including quantitative skills. These skills may be assessed across any of the examined papers. The full list of geographical skills is given below.

Some geographical skills may only be assessed in specific topics. Examples of how these skills could be used within particular topics are signposted in the detailed content and listed in the 'Integrated skills' sections after each topic.

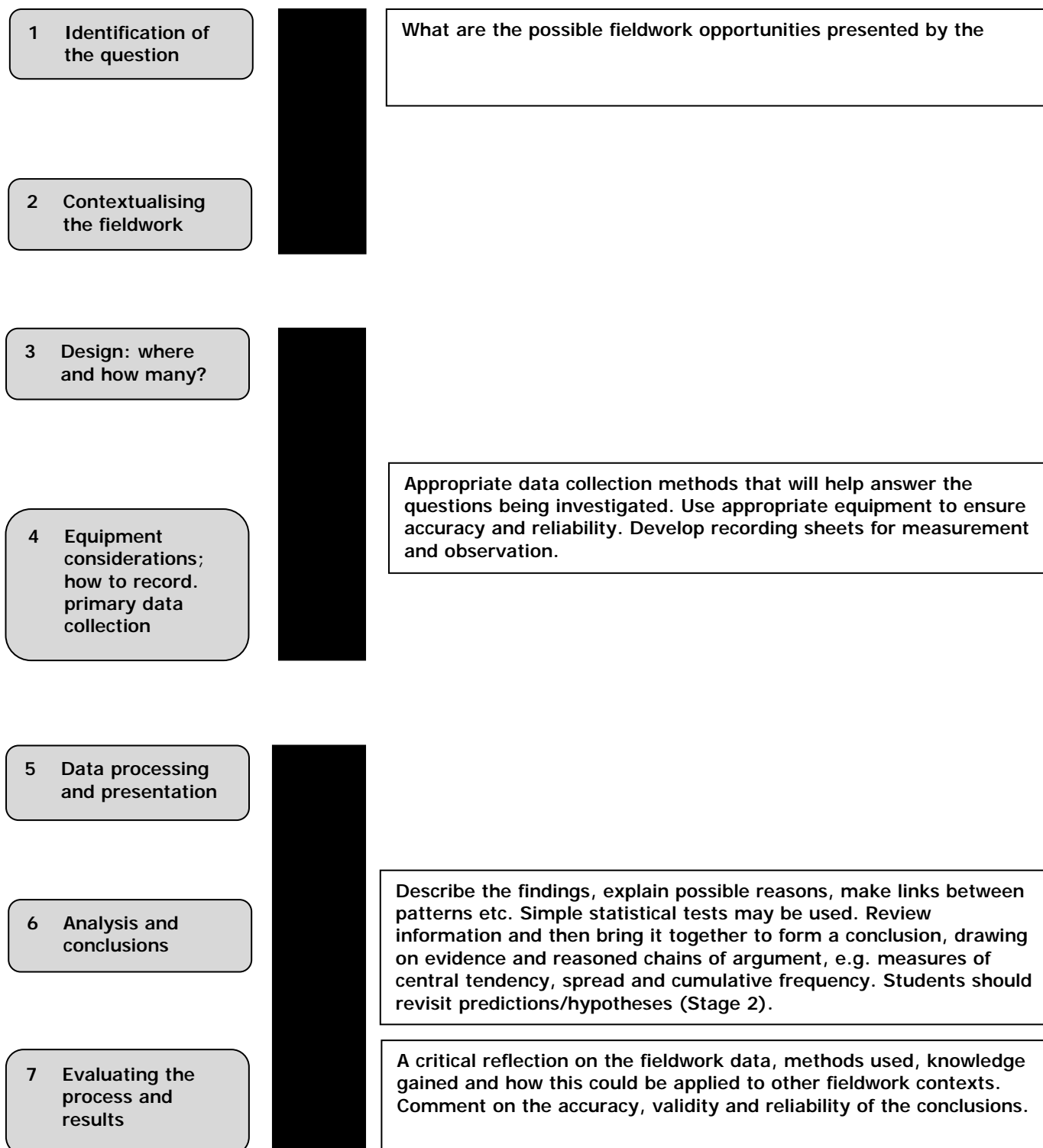
- Recognise and describe distributions and patterns of both human and physical features at a range of scales, using a variety of maps and atlases.
  - Draw, label, annotate, understand and interpret sketch maps.
  - Recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes.
  - Describe and identify the site, situation and shape of settlements.
- 
- Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs.
  - Use and interpret aerial, oblique, gms,

- Use and understand gradient, contour and spot height on isoline maps, e.g. OS maps, weather charts, ocean bathymetric charts.
- Interpret cross sections and transects.
- Use and understand coordinates, scale and distance.
- Describe













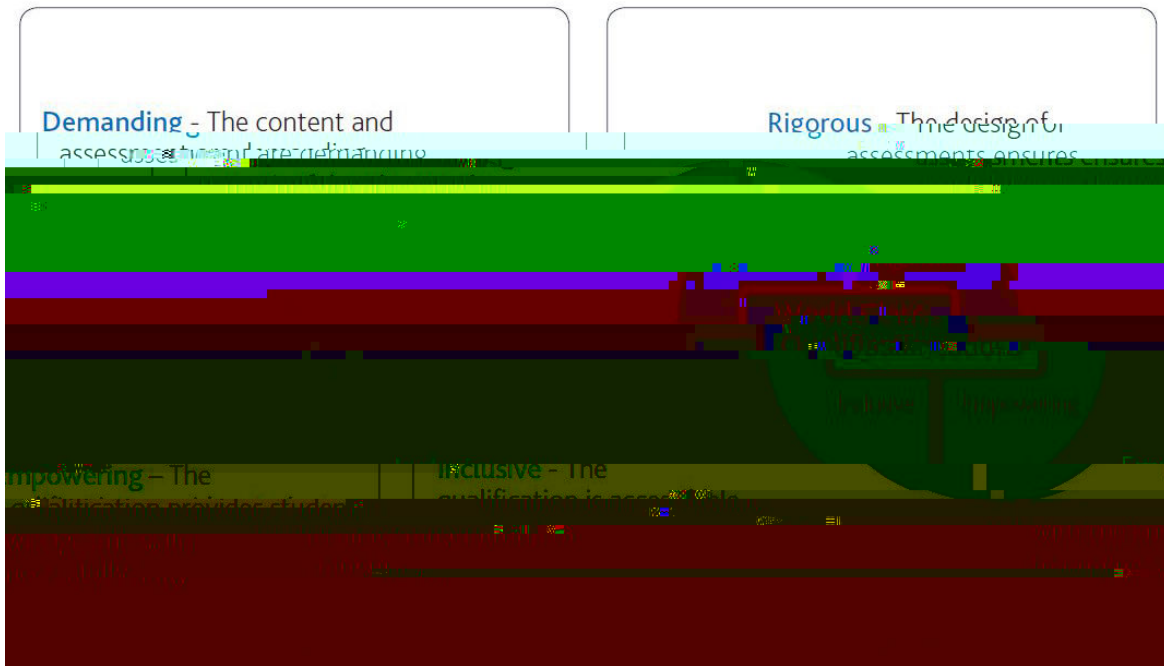


All centres must comply with their local and national rules/guidance, laws and good practice relating to health and safety, for





Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

***'I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st***





	<b>Cognitive processes and strategies</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning/argu</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>	<p>for using geographical concepts to synthesise information collected from the geographical enquiry to make judgements.</p>
	<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>	
	<b>Intellectual openness</b>	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>	
	<b>Work ethic/ conscientiousness</b>	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direct</li> <li>• Responsib</li> <li>• Persevera</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>	
	<b>Positive core self-evaluation</b>	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>	
	<b>Teamwork and collaboration</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Empathy/perspective taking</li> <li>• Negotiation</li> </ul>	
	<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>	

<b>Assessment objectives</b>	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
<b>External assessment</b>	An examination that is held at the same time and place in a global region.
<b>JCQ</b>	Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.
<b>Linear</b>	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
<b>Raw marks</b>	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.

