Rewarding Learning

CCEA Entry Level Specification in Geography

For first teaching from September 2015
For first award in Summer 2016

Subject Code: 3910

Version 2: 6 February 2019

Foreword

This booklet contains the specification for CCEA's Entry Level in Geography for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5587/5

Contents

1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Geography course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- develop a sense of place and an appreciation of the environment at a range of scales from local to global;
- develop an awareness of the ways in which people and environment interact, the importance of sustainable development in those interactions and the opportunities, challenges and constraints that face people in different places; and
- apply their learning in a practical context.

1.2 Key features

The key features of the specification appear below:

- There are eight units available: four human geography units and four physical geography units.
- Learners must complete three human geography units and three physical geography units to achieve a full qualification.
- There are four mandatory units.
- There are four optional units; learners must choose two from the list of optional units.
- It provides opportunities for learners to explore topics and themes in physical and human geography in a practical way both inside and outside the classroom.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Geography at Key Stage 3.
- It develops skills that prepare learners for working and adult life.
- It provides a progression route to further learning.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5587/5.

2 Specification at a Glance

The following table summarises the structure of this qualification. Learners must complete three physical geography units and three human geography units.

In physical geography, Units 1 and 2 are mandatory. Learners must also study either Unit 3 or Unit 4.

In human geography, Units 5 and 6 are mandatory. Learners must also study either Unit 7 or Unit 8.

Learners can achieve Entry Level 1, 2 or 3 within each unit.

Entry 1, 2 and 3

Content		GLH	Assessment and Availability
Physical Geography Mandatory Units	**Unit 1: Changeable Weather**	20	Learners must complete a portfolio of evidence. Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
	Unit 2: Earthquakes and Volcanoes	20	
Physical Geography Optional Units	**Unit 3: Rivers and Flooding**	20	
	Unit 4: Coasts	20	
Human Geography Mandatory Units	**Unit 5: Development Issues**	20	
	Unit 6: Managing Resources	20	
Human Geography Optional Units	**Unit 7: Population**	20	
	Unit 8: Settlement	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in Geography at Entry 1, Entry 2 or Entry 3, learners must complete three physical geography units and three human geography units.

	Mandatory units	**Optional units**
	Learners must complete:	Learners must complete **one** unit from:
Physical Geography	Unit 1: Changeable Weather Unit 2: Earthquakes and Volcanoes	Unit 3: Rivers and Flooding Unit 4: Coasts
Human Geography	Unit 5: Development Issues Unit 6: Managing Resources	Unit 7: Population Unit 8: Settlement

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: Changeable Weather

Unit purpose and aim: This unit raises learners' awareness of the key elements related to weather in the British Isles as well as the causes and effects of climate change.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, learners can use weather instruments to record elements of the daily weather over a period of time.

This is a mandatory unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know elements of the weather and how to measure them	1.1 identify the main weather elements: temperature, rainfall and wind direction; 1.2 recognise the instruments used to measure elements of the weather: thermometer, rain gauge and wind vane; 1.3 state the units used to measure weather elements: temperature (degrees Celsius), rainfall (millimetres) and wind direction (eight compass points);
2. Know the weather systems that affect the British Isles	2.1 recognise a depression and identify the type of weather it brings to the British Isles; 2.2 recognise an anticyclone and identify the type of weather it brings to the British Isles;
3. Know the causes and impacts of climate change	3.1 identify one human and one natural cause of climate change; and 3.2 state one impact of climate change, for example melting ice caps.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know elements of the weather and how to measure them	1.1 describe the main weather elements: temperature, rainfall, wind direction and wind speed; 1.2 describe the instruments used to measure weather: thermometer, rain gauge, wind vane and anemometer; 1.3 identify the units used to measure weather elements: temperature (degrees Celsius), rainfall (millimetres), wind direction (eight compass points) and wind speed (knots);
2. Know the weather systems that affect the British Isles	2.1 recognise a depression (warm and cold fronts) and describe the typical weather associated with it; 2.2 recognise an anticyclone and describe the typical weather associated with it;
3. Know the causes and impacts of climate change	3.1 describe one human and one natural cause of climate change; and 3.2 describe one impact of climate change, for example melting ice caps.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know elements of the weather and how to measure them	1.1 describe the main weather elements: atmospheric pressure, temperature, rainfall, wind speed and wind direction; 1.2 describe the instruments used to measure weather: barometer, thermometer, rain gauge, wind vane and anemometer; and 1.3 identify the units used to measure a range of weather elements: atmospheric pressure (millibars), temperature (degrees Celsius), rainfall (millimetres), wind direction (eight compass points) and wind speed (knots).

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Know the weather systems that affect the British Isles	2.1 describe the sequence of weather associated with the passage of a depression: warm front, warm sector and cold front; 2.2 describe and explain the type of weather associated with an anticyclone;
3. Know the causes and impacts of climate change	3.1 explain one human and one natural cause of climate change; and 3.2 describe two impacts of climate change, for example melting ice caps and rising sea levels.

3.3 Unit 2: Earthquakes and Volcanoes

Unit purpose and aim: This unit raises learners' awareness of tectonic events. It also develops their understanding of how people are affected by and respond to these events.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, learners can create models to illustrate the structure of the earth and the main features of a volcano.

This is a mandatory unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the earth's structure and features of tectonic events such as earthquakes and volcanic eruptions	1.1 identify the layers in the earth's structure: core, mantle and crust; 1.2 recognise the main features of a volcano: vent, crater, magma, lava and ash cloud; 1.3 understand the term epicentre as applied to an earthquake;
2. Know how earthquakes and volcanic eruptions impact people and the environment	2.1 identify one impact that an earthquake can have and one impact that a volcanic eruption can have on people; 2.2 identify one impact that an earthquake can have and one impact that a volcanic eruption can have on the environment;
3. Know how people manage earthquakes	3.1 recognise that people living in an earthquake zone may need help after an earthquake; and 3.2 identify the emergency items people might need in order to prepare for an earthquake event.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the earth's structure and features of tectonic events such as earthquakes and volcanic eruptions	1.1 describe the layers in the earth's structure: core, mantle and crust; 1.2 describe the main features of a volcano: vent, crater, magma, lava and ash cloud; 1.3 describe the main features of an earthquake: epicentre and magnitude;
2. Know how earthquakes and volcanic eruptions impact people and the environment	2.1 describe one way that an earthquake and one way that a volcanic eruption can impact people; 2.2 describe one way that an earthquake and one way that a volcanic eruption can impact the environment;
3. Know how people manage earthquakes	3.1 understand that people may need help from a range of emergency services after an earthquake; and 3.2 describe one way a country might be better prepared for a future earthquake event.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the earth's structure and features of tectonic events such as earthquakes and volcanic eruptions	1.1 describe the layers in the earth's structure: inner core, outer core, mantle and crust; 1.2 describe the main features of a volcano: vent, crater, magma, lava, ash cloud and secondary cone; 1.3 describe the main features of an earthquake: focus, epicentre and magnitude (Richter scale);
2. Know how earthquakes and volcanoes impact people and the environment	2.1 describe two ways that an earthquake and two ways that a volcanic eruption can impact people; and 2.2 describe two ways an earthquake and two ways a volcanic eruption can impact the environment.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know how people manage earthquakes	3.1 understand that people may need help from a range of emergency services (local, national and international) after an earthquake; and 3.2 describe two management responses that might help a country to be better prepared for a future earthquake event.

3.4 Unit 3: Rivers and Flooding

Unit purpose and aim: This unit enables learners to know the features, processes and landforms associated with a river. They also learn how rivers are managed to reduce the impact of and prevent flooding.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, learners can investigate the changes a river goes through from the source to the mouth by undertaking fieldwork along a chosen river.

This is an optional unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key components of the drainage basin and how a river changes downstream	1.1 name the key components of the drainage basin system: watershed, source, tributary and river mouth; 1.2 state the changes a river goes through from the source to the mouth: depth, width, discharge and load;
2. Know and understand the formation of river landforms	2.1 recognise the main features of a waterfall; 2.2 recognise the main features of a meander;
3. Know how rivers can be managed to reduce the impact of and prevent flooding	3.1 state one natural and one human cause of flooding; 3.2 state how one river flood event impacted on people and property; and 3.3 identify one hard engineering and one soft engineering strategy to prevent flooding.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their knowledge of the key components of the drainage basin and how a river changes downstream	1.1 identify the key components of the drainage basin system: watershed, source, tributary and river mouth; 1.2 describe the changes that a river goes through as it moves from the source to the mouth: gradient, depth, width, discharge and load;
2. Know and understand the formation of river landforms	2.1 describe the formation of a waterfall; 2.2 describe the formation of a meander;
3. Know how rivers can be managed to reduce the impact of and prevent flooding	3.1 describe one natural and one human cause of flooding; 3.2 describe the impact that one river flood event had on people and property; and 3.3 describe one hard engineering strategy and one soft engineering strategy used to prevent river flooding.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key components of the drainage basin and how a river changes downstream	1.1 identify the key components of a drainage basin system: watershed, source, tributary, confluence and river mouth; 1.2 explain the changes that a river goes through as it moves from the source to the mouth: gradient, depth, width, discharge and load;
2. Know and understand the formation of river landforms	2.1 describe and explain the formation of a waterfall; and 2.2 describe and explain the main features of a meander.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know how rivers can be managed to reduce the impact of and prevent flooding	3.1 understand the physical and human causes of flooding; 3.2 describe the impact that one river flood event had on people, property and the environment; and 3.2 explain how one hard engineering and one soft engineering strategy could prevent rivers from flooding in the future.

3.5 Unit 4: Coasts

Unit purpose and aim: This unit enables learners to demonstrate their knowledge of the key features, processes and landforms at the coast. They also learn how coasts are managed to reduce the impact of and prevent erosion.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, they can visit an appropriate coastal area to investigate coastal management strategies.

This is an optional unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of coastal landforms created by erosion	1.1 state the erosion processes at the coast: abrasion, attrition, solution and hydraulic action; 1.2 recognise the main landforms created by erosion at the coast: cliff, cave, arch and stack;
2. Demonstrate knowledge of coastal landforms created by transportation and deposition	2.1 recognise that material is transported (longshore drift) and deposited at the coast; 2.2 recognise how deposition can build up a beach at the coast;
3. Know how coasts can be managed to reduce the impact of and prevent erosion	3.1 identify human activity at the coast: residential, industrial and tourism; 3.2 recognise one coastal management strategy used to keep the sea out, for example sea walls; and 3.3 recognise one coastal management strategy used to protect cliffs or beaches, for example groynes or gabions.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of coastal landforms created by erosion	1.1 describe the erosion processes at the coast: abrasion, attrition, solution and hydraulic action; 1.2 describe the main landforms produced by erosion at the coast: cliff, cave, arch and stack;
2. Demonstrate knowledge of coastal landforms created by transportation and deposition	2.1 describe how material is transported (longshore drift) and deposited at the coast; 2.2 describe how deposition builds beaches and spits at the coast;
3. Know how coasts can be managed to reduce the impact of and prevent erosion	3.1 describe two ways that human activity (residential, industrial, tourism) can lead to conflict at the coast; 3.2 describe how one coastal management strategy operates to keep the sea out, for example sea walls; and 3.3 describe how one coastal management strategy operates to protect cliffs or beaches, for example groynes or gabions.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of coastal landforms created by erosion	1.1 describe the erosion processes at the coast: abrasion, attrition, solution and hydraulic pressure; 1.2 describe and explain how erosion creates landforms at the coast: cliff, cave, arch and stack;
2. Demonstrate knowledge of coastal landforms created by transportation and deposition	2.1 explain the processes of transportation (longshore drift) and deposition at the coast; and 2.2 describe and explain the way that deposition builds beaches and spits at the coast.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know how coasts can be managed to reduce the impact of and prevent erosion	3.1 explain how human activity (residential, industrial and tourism) can lead to conflict at the coast; 3.2 explain how one coastal management strategy operates to keep the sea out, for example sea walls; and 3.3 describe and explain how one coastal management strategy operates to protect cliffs **or** beaches, for example groynes or gabions.

3.6 Unit 5: Development Issues

Unit purpose and aim: This unit enables learners to understand the differences in development between more economically developed countries (MEDCs) and less economically developed countries (LEDCs). They also consider the purpose of sustainable development.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, learners can investigate the range of Fairtrade products by visiting a local supermarket.

This is a mandatory unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Recognise the development gap	1.1 identify differences in development between LEDCs and MEDCs;
2. Understand how globalisation can help and hinder development	2.1 state that the world is becoming more interconnected and interdependent (globalisation); 2.2 state one way that globalisation can help and one way it can hinder development;
3. Recognise sustainable solutions to unequal development	3.1 state two aims of the Fairtrade Foundation and identify one Fairtrade food product; 3.2 state one advantage of Fairtrade for LEDCs; 3.3 identify the main types of aid: long term and short term; and 3.4 state one benefit and one problem associated with aid in LEDCs.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Recognise the development gap	1.1 describe the development gap using social and economic indicators;
2. Understand how globalisation can help and hinder development	2.1 outline how the world is becoming more interconnected and interdependent (globalisation); 2.2 describe one way that globalisation can help and one way it can hinder development;
3. Recognise sustainable solutions to unequal development	3.1 state the aims of the Fairtrade Foundation and identify one Fairtrade food product and one Fairtrade non-food product; 3.2 describe one advantage of Fairtrade for LEDCs; 3.3 describe the main types of aid: long term and short term; and 3.4 describe one benefit and one problem associated with aid in LEDCs.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Recognise the development gap	1.1 describe the development gap, using a range of social and economic indicators;
2. Understand how globalisation can help and hinder development	2.1 understand how the world is becoming more interconnected and interdependent (globalisation); and 2.2 describe two ways that globalisation can help and two ways it can hinder development.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Recognise sustainable solutions to unequal development	3.1 state the aims of the Fairtrade Foundation and identify Fairtrade food products and Fairtrade non-food products; 3.2 describe two advantages of Fairtrade for LEDCs; 3.3 explain the main types of aid: long term and short term; and 3.4 describe two benefits and two problems associated with aid in LEDCs.

3.7 Unit 6: Managing Resources

Unit purpose and aim: This unit enables learners to understand the links between population growth and increased demands for resources. Learners will also consider sustainable solutions to deal with the problems caused by increased demands for energy and tourism.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context, for example by visiting a wind farm.

This is a mandatory unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why the demand for resources has grown worldwide	1.1 identify one renewable and one non-renewable resource; 1.2 state two ways the demand for resources is increasing;
2. Know the different types of renewable and non-renewable energy sources	2.1 state one renewable and one non-renewable source of energy; 2.2 identify one problem and one benefit associated with one renewable energy source; 2.3 identify one problem and one benefit associated with one non-renewable energy source;
3. Identify sustainable approaches to tourism	3.1 recognise that tourism has grown globally since the 1960s; and 3.2 identify one benefit of sustainable tourism.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why the demand for resources has grown worldwide	1.1 define renewable and non-renewable resources, giving two examples of each; 1.2 describe two ways the demand for resources is increasing;
2. Know the different types of renewable and non-renewable energy sources	2.1 describe one renewable and one non-renewable source of energy; 2.2 describe one problem and one benefit associated with one renewable energy source; 2.3 describe one problem and one benefit associated with one non-renewable energy source;
3. Identify sustainable approaches to tourism	3.1 describe how tourism has grown globally since the 1960s; and 3.2 describe one benefit of sustainable tourism.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why the demand for resources has grown worldwide	1.1 distinguish between renewable and non-renewable resources giving examples of each; 1.2 explain two ways the demand for resources is increasing;
2. Know the different types of renewable and non-renewable energy sources	2.1 describe two renewable and two non-renewable sources of energy; 2.2 describe and explain one problem and one benefit associated with one renewable energy source; and 2.3 describe and explain one problem and one benefit associated with one non-renewable energy source.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Identify sustainable approaches to tourism	3.1 describe and explain why tourism has grown globally since the 1960s; and 3.2 describe one benefit of sustainable tourism for the local community and one benefit for the environment.

3.8 Unit 7: Population

Unit purpose and aim: This unit enables learners to show their understanding of the ways that population is changing around the world. They also consider how migration has positive and negative impacts on countries.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, they can use survey methods to investigate migration in their local area.

This is an optional unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of global population growth	1.1 state the key components of natural population change: birth and death rate; 1.2 state the name of one country where the population is increasing and one country where it is decreasing;
2. Describe and explain the differences in the structure of the population in different countries	2.1 recognise the overall shape of a population pyramid for an MEDC and an LEDC; 2.2 identify one difference in the shape of population pyramids for an MEDC and an LEDC; 2.3 state one reason for the difference in the shape of population pyramids for an MEDC and an LEDC;
3. Know how migration can have both positive and negative impacts	3.1 state one push and one pull factor that can influence migrants; and 3.2 give one positive impact that international migration has on the place of destination.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of global population growth	1.1 describe the key components of natural population change: birth and death rate; 1.2 state one reason why in some countries the population is increasing, while it is decreasing in others;
2. Describe and explain the differences in the structure of the population in different countries	2.1 describe the shape of a population pyramid for an MEDC and an LEDC; 2.2 describe two differences in the shape of a population pyramid for an MEDC and for an LEDC; 2.3 outline two reasons for the differences in the shape of these population pyramids;
3. Know how migration can have both positive and negative impacts	3.1 describe one push and one pull factor that can influence migrants; and 3.2 describe the impact that international migration has on the economy and services of the country of origin **or** destination.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of global population growth	1.1 describe and explain the key components of natural population change: birth and death rate; 1.2 explain why in some countries the population is increasing while it is decreasing in others;
2. Describe and explain the differences in the structure of the population in different countries	2.1 compare the shape of a population pyramid for an MEDC and an LEDC; and 2.2 describe and explain the differences in the shape of a population pyramid in an MEDC and an LEDC.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know how migration can have both positive and negative impacts	3.1 explain one push and one pull factor that can influence migrants; 3.2 identify and explain one barrier to migration; and 3.3 explain the impact that international migration has on the economy and services of the origin **or** destination country.

3.9 Unit 8: Settlement

Unit purpose and aim: This unit enables learners to demonstrate their understanding of settlement and the key features found in one MEDC city and one LEDC city.

This unit provides opportunities for learners to develop their knowledge and understanding in a practical context. For example, they can undertake a fieldwork exercise to study the key characteristics of an MEDC city.

This is an optional unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of the key definitions of settlement	1.1 identify two of the main reasons for the site and location of a settlement; 1.2 recognise a settlement hierarchy in terms of population size and function (high and low order);
2. Describe and explain the key characteristics of an MEDC city	2.1 recognise the main land use zones in an MEDC city: central business district (CBD), inner city and suburbs; 2.2 recognise the pattern of land use in one MEDC city, for example Belfast; 2.3 identify one scheme used to regenerate one MEDC city, for example Belfast;
3. Describe and explain the key characteristics of an LEDC city	3.1 state one reason for the rapid growth taking place in many LEDC cities; and 3.2 state two of the main characteristics of shanty towns in one LEDC city, for example Sao Paulo.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of the key definitions of settlement	1.1 describe two of the main reasons for the site and location of a settlement; 1.2 describe a settlement hierarchy in terms of population size and function (high and low order);
2. Describe the key characteristics of an MEDC city	2.1 describe the main features of an MEDC city (central business district, inner city and suburbs); 2.2 describe the pattern of land use in one MEDC city, for example Belfast; 2.3 describe a scheme used to regenerate one MEDC city, for example Belfast;
3. Describe and explain the key characteristics of an LEDC city	3.1 state two reasons for the rapid growth of many LEDC cities; and 3.2 describe the location and main characteristics of shanty towns in one LEDC city, for example Sao Paulo.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate their understanding of the key definitions of settlement	1.1 describe the main reasons for the site and location of a settlement; 1.2 describe a settlement hierarchy in terms of population size and function: high, middle and low order;
2. Describe and explain the key features of an MEDC city	2.1 explain the key features of an MEDC city: central business district, inner city and suburbs; 2.2 describe and explain the pattern of land use in one MEDC city, for example Belfast; and 2.3 describe and explain one scheme where planning has been used to regenerate one MEDC, for example Belfast.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Describe and explain the key characteristics of an LEDC city	3.1 outline two reasons for the rapid growth taking place in many LEDC cities; and 3.2 explain the location and the main characteristics of shanty towns in one LEDC city, for example Sao Paulo.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For an Entry Level in Geography, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- photographs;
- written evidence;
- posters;
- mind maps;
- presentations;
- storyboards;
- screenshots;
- oral or written comprehension;
- fieldwork investigation;
- conducting a survey, for example a questionnaire;
- writing frame;
- matching exercise, for example matching the word to the definition;
- newspaper or magazine report;
- multiple choice; and/or
- cloze procedure with first letter given.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	Learners should complete all of the work under the teacher's direct supervision. Teachers must be able to authenticate the work. Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work. For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document *Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk
Feedback	Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved. Teachers should annotate the work, indicating the nature of guidance and support they have given. Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.
Time/Word limit	There are 20 GLH for each unit.

Areas of Control	Detail of Control
Collaboration	Learners can work in groups, but it is essential that: • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite within our website;

We intend to expand our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as development and managing resources;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
  - work in the local and global economy, and career management (Employability);
- develop an understanding of ethical, social, cultural issues by providing opportunities to explore topics such as strategies that attempt to reduce the global development gap and the impact our increasing use of resources has on the environment;
- investigate sustainable development, health and safety considerations and European developments, by providing opportunities to explore topics such as sustainable tourism;
- develop skills that will enhance employability by providing opportunities to work with others; and
- make effective use of technology by providing opportunities to investigate population and settlement using online resources such as NiMaps and Northern Ireland Neighbourhood Information Service (NINIS).

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Health and safety

Centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Learners' use of equipment or machinery must be supervised at all times. Centres must carry out their own risk assessment in relation to areas of the specification which require candidates to work independently.

5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
  (telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)

- Principal Officer for the Qualification: Margaret McMullan
  (telephone: (028) 9026 1200, extension 2285, email: mmcmullan@ccea.org.uk)

- Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (Complaints and Appeals)
  (telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

- Moderation and Assessment Team
  (telephone: Malcolm Corney (028) 9026 1211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	31 36 37	Amendments to text Amendments and deletions of text Amendments to text